



## 2022-23 Phase Two: The Needs Assessment for Schools FCMS

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**Fulton County Middle School**  
**Teresa Speed**

2750 Moscow Avenue  
Hickman, Kentucky, 42050  
United States of America

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## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Fulton County Schools is a TSI school. We have an Advisory Council that consists of Principal Nicki Thompson, teachers Elizabeth McWhirt, Tiea Davis, and Katelin Smith, and parents Kim Majors and Naomi Jones. The Advisory Council meets monthly and has reviewed the CSIP, School Improvement Plan, and data analysis, the KSA results, ASPIRE and iReady data. The Educational Recovery Specialists meets weekly with the principal and assists in formulating these plans as have the district administrative team. Weekly PLCs are also held with the staff by the principal and teacher leaders where data and plans are reviewed and discussed with the PDSA model. The meetings are documented through sign in sheets and minutes with agendas and plus/deltas being done after the meetings.

### **ATTACHMENTS**

## Attachment Name

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 21-22 KSA Faculty Overview

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

To summarize last year's CSIP, the goals were to increase proficiency across the board. Strategies were to review and revise pacing guides and curriculum maps to have alignment with Kentucky Academic Standards. Another strategy was to look at current curriculum to make sure it was aligned as well. Activities were a book study on *Clarity for Learning*, co-teaching, and review assessments during the PLC process. New curriculum was purchased so continuous review and revision of curriculum maps was a priority. The PLC process followed the PDSA model to ensure success. *Clarity of Learning* book study is continuing this school year. All of these will be factors included for this year's plan.

### Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The trends show that we need to continue our emphasis on reading, math and writing. Our reading scores did increase to 66.6%. ACT ASPIRE was given last year and scheduled for later this fall. We are on target to give it for five more years. Data comparisons are being compiled to give us additional data to see if our students are improving in their progress towards proficiency and ACT readiness. FCMS is now implementing a PBIS plan to help decrease behavior referrals. Data is being taken and as a committee we are working to make the best decisions to improve the culture in the school. Science continues to be a challenge but showed growth from 7% to 15%. The middle school has been able to hire a certified science teacher so scores are expected to improve in the 2023 KSA.

## ATTACHMENTS

### Attachment Name

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 21-22 FCMS KSA Data

## Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Only 22% of sixth graders, 25% of seventh graders and 22% of eighth graders scored at grade level in reading on an iReady diagnostic tests completed in September. The data showed the highest need was in vocabulary and comprehension. Only 9% of sixth graders, 9% of seventh graders and 5% of eighth graders scored on grade level in math on an iReady diagnostic test completed in September. The data showed that students were having difficulty in numbers and operations, Algebraic thinking, measurements and data, and geometry. KSA data from the last testing cycle indicated that there was 38% of the students were proficient in reading and 25% proficient in math. 100% of the teachers received over 24 hours of professional development this year prior to school starting. We all completed 2 days of Curriculum Mapping in the summer.

## **ATTACHMENTS**

### **Attachment Name**

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-  21-22 FCMS KSA Data
-  21-22 KSA Faculty Overview

## Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below

proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

FCMS has been identified as a TSI school based off our African American demographic area. Our greatest area of weakness is our African American demographic group. Seventy-one percent (71%) of African Americans scored below proficiency in reading and ninety-three percent (93%) in math. According to KSA data, thirty-six percent (36%) of all students were novice in reading and forty-seven percent (47%) in math. According to KSA data, forty-four (44%) of seventh grade students scored novice in science with only fifteen percent (15%) of all students scoring proficient and zero percent (0%) of African Americans scoring proficient or distinguished. According to the 2021-2022 KSA Survey, an index score of 43.4 was given in response to "internet bullying is NOT a problem for students from my school." An index score of 36.8 was given in response to "students from this school respect each other's differences." Lastly, an index score of 31.6 was given in response to "bullying is NOT a problem for this school."

## **ATTACHMENTS**

### **Attachment Name**

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21-22 FCMS KSA Data



21-22 KSA Survey Results

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

According to KSA data, twenty-three percent (23%) of students scored novice with thirty-eight percent (38%) scoring proficient in combined writing data. According to KSA data, forty-seven percent (47%) of eighth grade students scored proficient or distinguished in reading. According to the 2021-2022 KSA Survey, an index score of 83.0 was given in response to "my teachers expect me to do my best all the time."

An index score of 76.9 was given in response to "there is at least one adult from my school who listens to me when I have something to say." An index score of 78.6 was given in response to "adults from my school work hard to make sure students are safe."

## **ATTACHMENTS**

### **Attachment Name**

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21-22 FCMS KSA Data



21-22 KSA Survey Results

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

After analyzing the key elements of the middle school teaching and learning environment along with the six key core work processes, we have chosen to focus on KCWP 2: Design and Deliver Instruction and KCWP 3: Design and Deliver Assessment Literacy. Strategies and objectives will be built into the 2022-2023 CSIP to enhance each area of the selected Key Core Work Processes.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 FCMS KSA Data		<ul style="list-style-type: none"><li>• 3</li><li>• 4</li><li>• 5</li><li>• 6</li></ul>
 21-22 KSA Faculty Overview		<ul style="list-style-type: none"><li>• 1</li><li>• 4</li></ul>
 <u>21-22 KSA Survey Results</u>		<ul style="list-style-type: none"><li>• 5</li><li>• 6</li></ul>