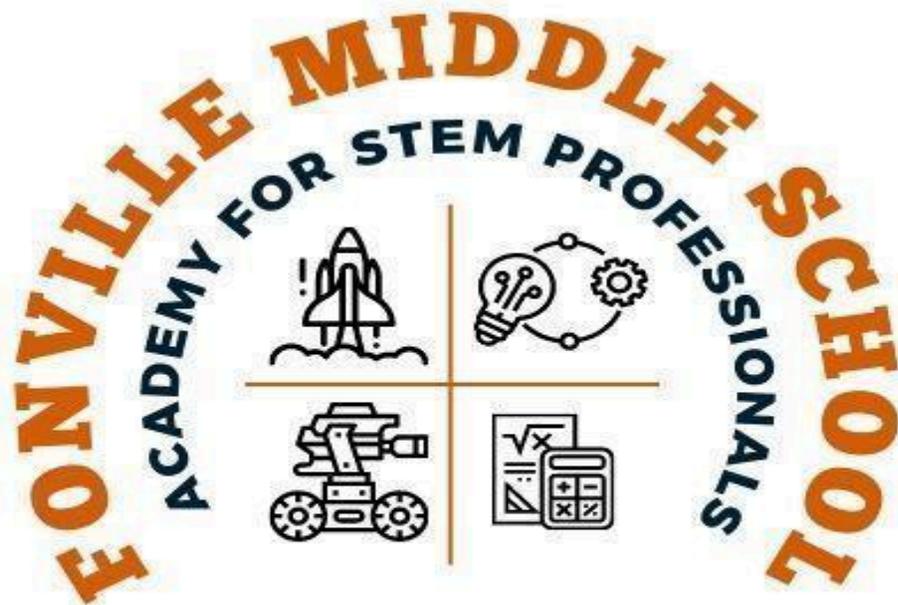


Fonville Middle School
Needs Assessment



Fonville Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

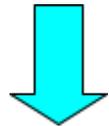
Vision

Theory of Action

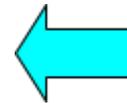
Needs related to student achievement data: Schedules for Special pop, Data celebrations, Adjustments to S.Studies times, Student attendance, Monitoring of Zearn/Amplify, Structured time before DYAD, Students are showing ownership of data late in the year, More Intervention opportunities, Clubs' organizations other things to accommodate newcomers/all students, Systems for SEL, Student culture

Needs related to improving the quality of instruction: · Policy on technology use for science, Pacing, Graphic organizers (EB./SPED), Building Relationships, Differentiation only provided by ELDs & co-teachers, Allow time to address gaps from previous years, No data time to complete data talks – be able to track the objectives the kids needs, Team centers: partner work rather than quiet work, Secondary programming instruction, use of zoom links, changing schedules & activities, Science needs hands-on activities, No social emotional opportunities, Not enough time for manipulatives, streamline what is acceptable and unacceptable, ELL students do not know how to read in their 1st language but are expected to read, Having an outline consistently (slides)

System evaluation (philosophy, processes, implementation, capacity):
Culture, Team building, Recognitions/celebrations for students, staff, teachers, Systematic PC, Inconsistent discipline policy among grade levels & Aps, Inconsistent discipline policy, Master schedule, Planning protocol (lesson internalization plan), Planning with departments, More accountability for team center, Understanding early duty: rotating days & rotating duties, Communication with parents, Inconsistent discipline grade levels and student based, Morning duty expectations for all staff (includes APs), Spread out special pops, Communicate Data to parents



**Parameters
and metrics
established by
the District**



Fonville MS Action Plan Template

**KEY
ACTION

ONE**

Key Action *(Briefly state the specific goal or objective.)*

Fonville will strengthen campus culture by prioritizing three core values: high-quality instruction, a high-performance culture, and improved student outcomes.

Indicators of success *(Measurable results that describe success.)*

- By May 2026, 80% of teachers will **agree** to the following statement from the Culture & Climate Survey: *The instructional feedback I get helps me improve the quality of my instruction.*
- By May 2026, 80% of teachers will **agree** to the following statement from the Culture & Climate Survey: *Professional development opportunities and instructional training I receive help me become a more effective teacher.*
- By May 2026, 80% of teachers will **agree** to the following statement from the Culture & Climate Survey: *I would recommend this school to others to work here.*

Specific actions for school leaders

(What specific action steps will the building leaders take to accomplish the objective?)

1. High-Quality Instruction

Indicator: 80% of teachers feel supported in delivering high-quality instruction.

Leader Action Steps:

- Conduct daily and weekly spot observations and instructional walks with real-time feedback and coaching.
- Schedule weekly collaborative planning sessions with content specialists to analyze and examine data.
- Provide targeted professional development aligned to instructional priorities.
- Ensure equitable access to high-quality instructional materials across all grade levels.
- Monitor lesson internalization deliverables and provide timely, targeted feedback to strengthen planning.

2. High-Performance Culture

Indicator: 80% of staff agree that Fonville helps them become a more effective teacher.

Leader Action Steps:

- Clearly communicate expectations through weekly staff newsletters and monthly faculty meetings.
- Model high-performance behaviors (punctuality, preparation, professionalism).
- Establish accountability systems for attendance, lesson planning, and classroom management.
- Implement staff recognition programs tied to performance and growth.
- Use data consistently to celebrate successes and address areas of concern during leadership and team meetings.

3. Improved Student Outcomes

Indicator: 80% of teachers would recommend this school to others to work here

Leader Action Steps:

- Initiate and monitor student goal-setting systems in each classroom.
- Facilitate regular data talks to track student progress and adjust instruction.
- Celebrate academic growth through campus-wide recognition systems (e.g., student shoutouts, bulletin boards).
- Support classroom management systems that promote student engagement and ownership of learning.
- Provide time during PLCs to analyze student work and discuss instructional strategies for increasing motivation and achievement.

Specific actions for staff

(What specific action steps will the staff take to accomplish the objective?)

1. High-Quality Instruction

Indicator: 80% of teachers feel supported in delivering high-quality instruction.

Staff Action Steps:

- Participate actively in weekly collaborative PLC's to internalize lessons and align with instructional goals.
- Implement instructional feedback from coaching cycles and walkthroughs with fidelity.
- Use data to inform instructional decisions, reteach as needed, and differentiate instruction.
- Engage in professional development aligned to campus priorities and reflect on instructional practices.
- Maintain lesson internalization deliverables and submit them on time for review and feedback.

2. High-Performance Culture

Indicator: 85% of staff agree that Fonville helps them become a more effective teacher.

Staff Action Steps:

- Uphold school-wide norms for professional behavior, attendance, and timeliness.
- Set and communicate clear, high expectations for student behavior and academic performance.
- Collaborate with peers to support a consistent, school-wide approach to instruction and classroom management.
- Actively participate in data meetings, PLCs, and professional learning communities.
- Recognize and celebrate student and peer successes to contribute to a positive and motivating school environment.

3. Improved Student Outcomes

Indicator: 90% of teachers would recommend this school to others to work here

Staff Action Steps:

- Use goal-setting strategies with students to build ownership of learning and academic progress.
- Implement student engagement strategies that promote curiosity, participation, and effort.
- Track student progress using formative and summative data to adjust instruction as needed.
- Build positive relationships with students to foster a culture of high expectations and academic achievement.
- Provide feedback to students that is timely, specific, and growth-oriented to promote continued learning.

Key Action One: Fonville will strengthen campus culture by prioritizing three core values: high-quality instruction, a high-performance culture, and improved student outcomes.

Who:

- **Campus Leaders:** Principal, Assistant Principals, Counselor, and ELD
- **Campus Staff:** Teachers, Instructional Support Staff, Interventionists, Paraprofessionals, Office Managers, and Maintenance Staff

What:

Goal:

Fonville will strengthen campus culture by prioritizing three core values:

1. **High-Quality Instruction**
2. **High-Performance Culture**
3. **Improved Student Outcomes**

Indicators of Success (Measured via Campus Climate Survey):

- *80% of teachers* feel supported in delivering high-quality instruction.
- *80% of staff* agree that Fonville maintains high expectations for both staff and students.
- *80% of teachers* believe students are motivated and that their instruction positively impacts student achievement.

Leader Action Steps:

- Conduct biweekly instructional walkthroughs with real-time coaching.
- Monitor lesson internalization deliverables and provide timely, targeted feedback.
- Facilitate collaborative planning and align PD to instructional priorities.
- Set clear expectations and hold staff accountable to a high-performance standard.
- Celebrate instructional excellence and student growth across the campus.

Staff Action Steps:

- Actively participate in weekly planning and internalize lessons.
- Implement coaching feedback and instructional strategies with fidelity.
- Use student data to drive instruction, reteach, and differentiate.
- Model professionalism, uphold expectations, and contribute to a culture of excellence.
- Engage and motivate students through goal-setting, positive relationships, and feedback.

When:

Implementation Period: August 2025– June 2026

Monitoring: Weekly (internalization deliverables, collaborative planning, instructional walkthroughs)

Ongoing Professional Development: Biweekly PD sessions aligned to instructional and culture priorities

PLCs: Weekly content-area and data-focused PLCs for planning, analysis, and strategy refinement

Review & Adjust: Monthly data reviews, coaching check-ins, and climate pulse checks

Climate Survey Window: May 2026

Where:

On Campus at Fonville Middle School

- Classrooms
- Planning Rooms
- PLCs and Professional Development Sessions
- Leadership and Data Meetings

Bu dg et	Proposed item	Description	Amount
	Instructional Materials	Supplemental resources to support lesson internalization, small group instruction, and interventions	\$500
	Teacher Recognition & Incentives	Supplies and rewards to celebrate academic growth and effort (certificates, events, prizes)	\$1000
	Data-Driven Instruction Tools	Subscriptions or licenses for platforms to track student progress and inform instruction	\$500
	Campus Culture Materials	Materials for culture-building events, bulletin boards, motivational signage, and classroom decor	\$1000
TOTAL			\$3,000
Funding sources: NES campus budget			

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Key Action 2 *(Briefly state the specific goal or objective.)*

Fonville teachers will ensure the 2nd teach of the lesson (LSAE) is targeted, rigorous, and student-centered by deeply internalizing the lesson objective, anticipating student misconceptions, and refining materials and improving instructional strategies based on coaching.

Indicators of success *(Measurable results that describe success.)*

- By the end of the academic year, 70% of teachers will achieve spot scores of 9 or higher in second teach instruction (LSAE).
- By the end of the academic year, all teachers will consistently integrate second-teach opportunities (LSAE), with evidence of implementation recorded in PLC sessions and lesson internalization documents.
- By the conclusion of the academic year, teachers will demonstrate that at least 70% of students meet or surpass readiness benchmarks, as measured by district benchmarks and common assessments.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Administrators will participate in PLC planning to ensure second-teach slides, internalization and materials are ready on a daily basis.
- Administrators will conduct 3 weekly spots during the LSAE time frame to ensure core-teachers are implementing coaching to secure a spot score of 10.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will refine their second teaching strategies and LSAE practices to offer enhanced support to students in need, ensuring that every student successfully masters the learning objective by the conclusion of the second teach.
- Teachers will evaluate the effectiveness of progress monitoring by examining the targeted percentages associated with the specific goal.
- Teachers will concentrate on evaluating how well these percentages align with the desired outcomes and pinpoint areas for improvement to ensure the goal is effectively accomplished.

Key Action Two:

Who:

What:

When:

Where:

**Bu
dg
et**

Proposed item	Description	Amount
Staff development	Internal Professional Development	\$0
Materials/resources	NES provided materials	\$0
Purchased services	None	\$0
Other	None	\$0
Other	None	\$0
TOTAL		\$0

Funding sources: NES Campus Budget

KEY ACTION 3

Key Action 3 *(Briefly state the specific goal or objective.)*

Student Achievement: Student Data Folders: Ownership of their learning:

By June 2026, Fonville will implement student data folders to promote student ownership of learning and increase student achievement through regular reflection, goal setting, and progress monitoring.

Indicators of success *(Measurable results that describe success.)*

- **By May 2026, 80% of students will complete monthly goal-setting and reflection activities documented in their data folders, as verified through teacher checklists and folder reviews.**
- **By May 2026, 80% of students will demonstrate growth on at least one core content benchmark assessment, with evidence of progress monitoring documented in their data folders.**
- **By May 2026, 80% of tier 2 and tier 3 students will meet their individual growth goals on NWEA EOY MAP.**

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Administrators will design a standardized template for student data folders that includes sections for academic goals, assessment data, and reflection logs for unit assessments, DSA (Social Studies and AOT), and BOY/MOY NWEA.
- Administrators will provide professional development for teachers on how to guide students in using these tools effectively for goal setting and monitoring progress.
- Administrators will set expectations for students to review their data, reflect on growth, and adjust goals with teacher support during these sessions.
- Administrators will gather feedback from students and staff to refine the process, and celebrate successes by highlighting student growth

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will explicitly teach students how to use their data folders by modeling how to set SMART goals, track progress, and reflect on their learning unit assessments, DSA (Social Studies and AOT), and BOY/MOY NWEA.
- Teachers will dedicate time after each assessment for students to review their data, reflect on their progress, and update their goals.
- Teachers will provide individualized feedback on academic goals by acknowledging their progress publicly or privately to reinforce student motivation and ownership of their learning.

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	Key Action Three:		
	Who:		
	What:		
	When:		
	Where:		
Bu	Proposed item	Description	Amount
dg	Staff development	Internal Professional Development	\$0

et	Materials/resources	NES provided materials	\$0
	Purchased services	None	\$0
	Other	None	\$0
	Other	None	\$0
			TOTAL
Funding sources: NES campus budget.			