Foley Middle 2025-2026 Phase Two: The Needs Assessment for Schools_10202025_10:46

2025-2026 Phase Two: The Needs Assessment for Schools

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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 they will address 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where the meetings were documented.

All departments (Math, Reading, Social Studies, Science, and Related Arts) meet every Wednesday in PLCs to review and analyze data results and plan for improvement. The administrator leads the meetings through a systems designed approach. All teachers, coaches, counselor, administrators and library media specialist work through this data together to formulate a systemic plan to support student needs. Additionally, the school MTSS team meets monthly to review, analyze, and apply academic, behavioral, mental health and attendance data. This information is documented through agendas and minutes found in the FMS shard drive.

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 will your results inform this year's plan?

During the 2024-2025 school year, we enhanced our implementation of RTI small groups that focused on math and reading trends by ensuring that all students received supplemental instruction. Furthermore we continued to incorporate co-teaching strategies to meet the differentiated needs of students. We continue to use iReady as our diagnostic platform. These strategies will continue into our 2025-2026 school year.

Trends

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

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

From 2022-2025, the school's fall math diagnostic consistently showed grater than 40% placement performing at two or more grade levels below.

From spring 2022-2025, the percentage of student performing at two or more grade levels below on the Iready spring math diagnostic is at 32% of students falling into this category.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

• Kentucky Summative Assessments
• Benchmark assessments
• Formative assessments
• Graduation rate
• Progress in achieving English language proficiency
• Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.

• Fifty-four percent (54%) of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Forty percent (40%) of students scored at or above grade level in reading on the fall 2025 iReady diagnostic.

Twenty percent (20%) of students scored at or above grade level in math on the fall 2025 iReady diagnostic.

Kentucky Impact Survey results and perception data indicated 60% of the school's teachers received adequate professional development.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

• Educator and school staff retention rates
• High-quality professional learning opportunities
• Chronic absenteeism
• School climate
• Behavior
• Staff and student access to mental healthcare
• Family and community involvement

Example of Current Climate and Culture Narratives:

• Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

• Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Seventy-eight (78%) of students with disabilities scored two or more grade levels below on the fall 2025 iReady math diagnostic.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

• We have active partnerships with twelve community organizations and businesses.

• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

According to spring 2025 iReady data, 47% of students are on or above grade level in reading. The systems of support we implemented for reading can be adapted to addressed our lower performance in math.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

• We will coordinate efforts with our community partners to meet the behavior needs of more students.

• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

The district will continue to support FMS through the delivery of instructional coaching through our district math coach. The math coach will help teachers design rigorous standards-aligned curriculum and provide instructional coaching to support teaching and learning. The math coach will additionally work with the administration team to plan and execute a PLC plan to support math instruction.

Evaluate the Teaching and Learning Environment

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 Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Professional Learning Communities - We will continue to strengthen our PLC system to promote collaboration in the areas of curriculum and instruction. We will continue to use this system to monitor data and respond to students' needs.

Instructional Walkthroughs - We will use our instructional walkthrough tool to identify areas for professional development needs.

Multi-Tiered System of Supports - We will leverage our MTSS team to monitor student learning and experience. This team will continue to serve as a leadership team in the area of data-based decision making in the school.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Professional Learning Communities - We will continue to strengthen our PLC system to promote collaboration in the areas of curriculum and instruction. We will continue to use this system to monitor data and respond to students' needs.

Professional Development - our diagnostic suite, iReady, will be providing professional development to further the knowledge and capacity of our instructional staff.

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

Professional Learning Communities - We will continue to strengthen our PLC system to promote collaboration in the areas of curriculum and instruction. We will continue to use this system to monitor data and respond to students' needs.

Instructional Walkthroughs - We will use our instructional walkthrough tool to identify areas for professional development needs.

Multi-Tiered System of Supports - We will leverage our MTSS team to monitor student learning and experience. This team will continue to serve as a leadership team in the area of data-based decision making in the school.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)