



Needs Assessment & Budget Considerations

School: Forest Spring Middle School

Building Number: 1333

State Assessment Review

- 1. Provide a brief overview of your data. (Comparison to state average, areas of strength, areas of concern)**

Math 2024

The percentage of FSMS students meeting or exceeding grade-level performance shows that they are academically prepared for postsecondary success, as they have performed at level 3 or 4 on the state assessments.

6th Grade receiving a 3 or 4	FSMS- 76%	State- 31%
7th Grade receiving a 3 or 4	FSMS- 52%	State- 30%
8th Grade receiving a 3 or 4	FSMS- 40%	State- 25%

Areas of strength:

Our 6th grade math was a definite area of strength as the teacher in the classroom had many working lunches and after and before school tutoring sessions. Areas to work on: We continue to work on moving forward with our T3 math instruction and filling in the holes that students have in their foundational skills. We are working on making our T2 instruction more fluid so that we are meeting the kids as their needs arise and always working on strengthening our T1 instruction.

Language Arts 2024

The percentage of FSMS students meeting or exceeding grade-level performance shows that they are academically prepared for postsecondary success, as they have performed at level 3 or 4 on the state assessments.

6th Grade receiving a 3 or 4	FSMS- 58%	State- 35%
7th Grade receiving a 3 or 4	FSMS- 58%	State- 33%
8th Grade receiving a 3 or 4	FSMS- 33%	State- 24%



Areas of need:

Our 8th grade classes are not performing up to their potential. We need to find ways to incentivise students doing their best work. Across the board, we need a strong T3 intervention class that will provide students with the skills that they need to be more successful. We need to continue to explore ways to make our T2 classes fluid so that we are meeting the needs of all students and make sure that T2 is also looking at enrichment or extension activities for students. Our T1 instruction needs to continually evolve to be engaging and challenging so that we are pushing students to keep learning.

Science 2024

The percentage of FSMS students meeting or exceeding grade-level performance shows that they are academically prepared for postsecondary success, as they have performed at level 3 or 4 on the state assessments.

8th Grade receiving a 3 or 4	FSMS- 43%	State- 26%
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2. What steps are you taking for all students to maximize their scores? Note any areas that your staff have been working to improve.

Steps we have taken:

- ~All students set individual goals and plans to reach their goals.
- ~In 6th grade we piloted alternating math work and silent reading for 25 minutes during our MTSS time each week.
- ~We continue to work on strong instructional practices in all classes for T1 with specific professional development for specific areas.
- ~ Increasing parents' awareness around grades by students sending home weekly emails about their grades and missing assignments.
- ~Improving the PLC process for all contents.

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3. What barriers must be overcome for each student to achieve grade level proficiency?

1. Tier 3 instruction for both reading and math needs to be improved.
2. More professional development on T1 and T2 instructional practices.



3. Students need to have some accountability for their grades beyond just sports eligibility.
4. PLC work needs to continually improve and that requires PD for teachers and time for them to really understand what their needs are.

4. What budget actions should be taken to address and remove those barriers?

1. Dedicated T3 Interventionist for math.
2. MyPath in iReady for all students.
3. Stipend for a sponsor of a required homework/tutor time before or after school.
4. Training for certified staff and for paras on best teaching practices.
5. More PLC time where teachers can meet face to face and really dig into the data and discover ways to not only improve T1 instruction but to also extend learning for all.

5. What amount of time do you estimate that it will take for each student to achieve grade level proficiency (level 3 or higher) on the state assessments if the budget actions would be implemented.

Just looking at KAP data to see if students are achieving at grade level is difficult for me. I would like to see us looking at more data to show a broader picture of success. The attitude of students at the middle school plays a big role in assessment scores and we need to build a culture of collective efficacy with all staff to help move all students into the 3 or 4 category. We need to work on creating that desire to do well in our students as well. Students need to hold themselves accountable for the work they do each day throughout the year, not just how they do on assessments in May. Our goal is to have all students scoring at a 3 or 4 by 2028.