

**Comprehensive Needs Assessment 2019-2020 School Report**

**School Name: Lee Elementary School**

**Madison County School Board**

Shirley Joseph., Superintendent

* IDEA- Special Education
* School and District Effectiveness
* Title I, Part A-Improving the Academic Achievement of the Disadvantaged
* Title I, Part A - Foster Care Program
* [Title I,](mailto:askdoe@gadoe.org) Part A - Parent Engagement Program
* Title I, Part C - Education of Migratory Children
* Title I, Part D- Programs for Neglected or Delinquent Children
* Title II, Part A- Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
* Title III- Language Instruction for English Learners and Immigrant Students
* Title IV, Part A- Student Support and Academic Enrichment
* Title IV, Part B - 21st Century Community Learning Centers
* Title V, Part B - Rural Education Initiative
* Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
* Planning and Preparation
* Coherent Instructional System
* Effective Leadership
* Professional Capacity
* Family and Community Engagement
* Supportive Learning Environment
* Problem Solving Process and Selecting Interventions
* Improvement Planning – Systems and Processes
* Planning - Budgeting
* Submitting the Comprehensive LEA Improvement Plan (CLIP)



* Identifying Need- Root Causes, Drawing Conclusions, and Prioritizing



# School Name: Lee Elementary School

Comprehensive Needs Assessment

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| --- | --- | --- |
|  | ***Page*** | ***Status*** |
| [***1. Planning and Preparation***](#_bookmark0) | [**7**](#_bookmark0) |  |
| [**1.1 Identification of Team**](#_bookmark0) | [**7**](#_bookmark0) | completed |
| [**1.2 Identification of Stakeholders**](#_bookmark1) | [**8**](#_bookmark1) | completed |
| [**1.3 Project Management**](#_bookmark2) | [**9**](#_bookmark2) | completed |
| [***2. Data Collection and Analysis***](#_bookmark3) | [**10**](#_bookmark3) |  |
| [**2.1 Coherent Instructional System**](#_bookmark3) | [**10**](#_bookmark3) | completed |
| [**2.2 Effective Leadership**](#_bookmark4) | [**20**](#_bookmark4) | completed |
| [**2.3 Professional Capacity**](#_bookmark5) | [**30**](#_bookmark5) | completed |
| [**2.4 Family and Community Engagement**](#_bookmark6) | [**37**](#_bookmark6) | completed |
| [**2.5 Supportive Learning Environment**](#_bookmark7) | [**43**](#_bookmark7) | completed |
| [**2.6 Demographic and Financial**](#_bookmark8) | [**54**](#_bookmark8) | completed |
| [**2.7 Student Achievement**](#_bookmark9) | [**57**](#_bookmark9) | completed |
| [***3. Needs Identification and Root Cause Analysis***](#_bookmark10) | [**72**](#_bookmark10) |  |
| [**3.1 Trends and Patterns**](#_bookmark10) | [**72**](#_bookmark10) | completed |
| [**3.2 Identification and Prioritization of Overarching Needs**](#_bookmark11) | [**75**](#_bookmark11) | completed |
| [**3.3 Root Cause Analysis**](#_bookmark12) | [**76**](#_bookmark12) | completed |

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| ***Team Lead*** | |
| *Name* | Amanda Brown |
| *Title* | Principal |
| *Email* | [amanda.brown@mcsbfl.us](mailto:amanda.brown@mcsbfl.us) |
| *Phone* | 850-973-5700 |

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| ***Submission Log*** | |
| *Initial Submission* | 5/21/19 |
| *Resubmission* | 5/30/19 |
| *Resubmission* |  |



# FLORIDA’S SYSTEMS OF CONTINUOUS IMPROVEMENT



### Systems to Improve (What to Improve)

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

* *Planning for quality instruction -* The structure of the instructional system in which the school defines what students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
* *Delivering quality instruction –* The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
* *Monitoring student progress-* The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
* *Refining the instructional system -* The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress



**Effective Leadership:** A major system of the complex school organization that sets the direction for the district, ensures that the district staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

* *Creating and maintaining a climate and culture conducive to learning*- the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
* *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group’s purpose and encourages the development of leadership across the organization
* *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
* *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
* *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the school’s major systems, structures, and processes

**Professional Capacity:** A major system of the complex district organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

* *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
* *Developing staff* –the structure of the professional capacity system that ensures the increasing quality of school staff’s knowledge and skills
* *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
* *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all school sand in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

* *Welcoming all families and the community* – The structure of the family and community engagement system that ensures families and the community are active participants in the life of the schools within the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the schools within the school
* *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
* *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, school staff, and as appropriate district staff, continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
* *Empowering families*- the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
* *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
* *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation



**Supportive Learning Environment:** A major system of the complex school organization that ensures students’ school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

* *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
* *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
* *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

* Plan and prepare for the process
* Collect and analyze data
* Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

* Consider all the evidence for needed improvements
* Research possible interventions
* Determine if staff has the capacity to implement possible interventions

***Step 3: Plan Implementation:*** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

* Identify roles and responsibilities of those implementing the intervention
* Develop a team that will deeply understand the intervention and of best ways to implement it
* Develop the implementation timeline
* Identify resources and supports needed for the implementation of the intervention
* Develop a set of information to be reviewed to track the implementation

***Step 4: Implement Plan:*** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

* Collect information to monitor the quality of supports being provided for the intervention
* Consider what additional information is needed to determine if intervention is working
* Assess the degree to which the implementation plan is being followed
* Identify ways to break down any barriers
* Build capacity of others to facilitate the improvement process now and in the future

***Step 5: Examine Progress:*** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

* Determine if the staff can formally study the effects of the intervention to share with others in the field
* Monitor implementation and progress against defined goals
* Define reasonable expectations for success
* Identify and track progress and performance
* Develop a plan for how knowledge about the intervention will be shared with others
* Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued



**PLANNING and PREPARATION**

# PLANNING and PREPARATION

## IDENTIFICATION of TEAM

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

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| ***Position/Role*** | ***Name*** |
| Principal | Amanda Brown |
| Curriculum Coordinator/RtI/ELL | Susan Phillips |
| Lisa Smith | 3-5 Team Leader – ELA |
| Debra Salls | 3-5 Team Leader - Math |
| Susan Maultsby | PreK-2 Team Leader - ELA |
| Samantha Turner | PreK-2 Team Leader - Math |
| Nora Beth Carpenter | PTO/SAC President |
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## IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

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| ***Position/Role*** | ***Included?*** |
| Instructional coaches | NA |
| Counselor | NA |
| Parent liaison | NA |
| Health care providers | NA |
| Social workers | NA |
| IHE leaders | NA |
| Faith-based community leaders | NA |
| Technology experts | NA |
| Media specialists/librarians | NA |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| ***Position/Role*** | ***Included?*** |
| Police | N |
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How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?

The members of the team are from the school and community. The school members represent a variety of areas of the school . The parent stakeholder has multiple children in different grades of the school.

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?

The team will ensure that the members have input in all areas of the assessment through meetings where data is reviewed and the needs are determined as a priority of the school.



**PLANNING and PREPARATION**

## PROJECT MANAGEMENT

* + 1. ***TIMELINE***

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| ***Planning and Preparation*** | |
| *Begin* | March 28, 2019 |
| *Complete* | June 5, 2019 |

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| ***Data Collection and Analysis*** | |
| *Begin* | September, 2018  May, 2019 |
| *Complete* |

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| ***Needs Identification / RCA*** | |
| *Begin* |  |
| *Complete* |

* + 1. ***MANAGINGTHETEAM’SWORK***

Who will be responsible for organizing and running meetings? How will the meetings be organized and run?

Principal – meetings will occur throughout the year after specific data is gathered. Data will be looked at by grade level and subject to determine the most pressing needs.

How frequently will the team meet? When will the team meet?

The team will meet after each iReady diagnostic is administered.

How will the team organize and coordinate the work that occurs between meetings?

The team will determine specific areas that need to be addressed immediately. They will report back to their subject area teams. Those teachers will provide specific feedback to the team leader as to the strategies used for the skills that need to be addressed. Team Leader teachers will report back to team with data from those skills that were determined to be addressed.



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **DATA COLLECTION and ANALYSIS**
  2. **COHERENT INSTRUCTIONAL SYSTEM**

Analyze the school’s data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each School Performance Standard (SPS).

***COHERENT INSTRUCTIONAL SYSTEM DATA***

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| **SPS- Instruction:** Provides a supportive and well-managed environment conducive to learning | | |
| ***Exemplary*** | A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions. | x |
| ***Operational*** | A supportive and well-managed environment conducive to learning is evident in most classrooms. |  |
| ***Emerging*** | A supportive and well-managed environment conducive to learning is evident in some classrooms. |  |
| ***Not Evident*** | A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms. |  |
| ***Data Sources*** | Class DOJO |  |
| ***Comments (optional)*** |  |  |

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| **SPS - Instruction:** Creates an academically challenging learning environment | | |
| ***Exemplary*** | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced  effort, decision-making, and critical and creative thinking. |  |
| ***Operational*** | Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). | X |
| ***Emerging*** | Some teachers create an academically challenging learning environment. |  |
| ***Not Evident*** | Few, if any, teachers create an academically challenging learning environment. |  |
| ***Data Sources*** | Kagan Strategies (walk throughs)  Project-based learning  Eureka Math |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| **SPS - Instruction:** Establishes and communicates clear learning targets and success criteria aligned to curriculum standards | | |
| ***Exemplary*** | Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels. | X |
| ***Operational*** | Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student  work. |  |
| ***Emerging*** | Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. |  |
| ***Not Evident*** | Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards. |  |
| ***Data Sources*** | Teachers post learning targets in the classroom in student friendly language. During walkthroughs, students are able to refer what they are learning to the learning target. |  |
| ***Comments (optional)*** |  |  |

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| **SPS- Instruction:** Uses research-based instructional practices that positively impact student learning | | |
| ***Exemplary*** | Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences,  reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching). | X |
| ***Operational*** | Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact studentlearning (e.g., providingfeedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting,  summarizers, graphic representations, reciprocal teaching). |  |
| ***Emerging*** | Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning. |  |
| ***Not Evident*** | Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning. |  |
| ***Data Sources*** | Kagan Strategies (Walkthroughs) | |
| ***Comments (optional)*** |  | |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| **SPS - Instruction:** Differentiates instruction to meet specific learning needs of students | | |
| ***Exemplary*** | Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providingchoices based uponreadiness levels, interests, orneeds) tomeet the specific learning needs ofstudents. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices. | X |
| ***Operational*** | Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). |  |
| ***Emerging*** | Some teachers differentiate instruction to meet the specific learning needs of students. |  |
| ***Not Evident*** | Few, if any, teachers differentiate instruction to meet the specific learning needs of students. |  |
| ***Data Sources*** | TEAM Time is held during specific times daily – students are grouped according to their iReady instructional groupings report. | |
| ***Comments (optional)*** |  | |

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| **SPS - Instruction:** Uses appropriate, current technology to enhance learning | | |
| ***Exemplary*** | The use by staff members and students of appropriate, current technology to enhancelearning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity,  problem-solving). |  |
| ***Operational*** | Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving). | X |
| ***Emerging*** | Some staff members, students, or both use appropriate, current technology to enhance learning. |  |
| ***Not Evident*** | Few, if any, staff members or students use appropriate, current technology to enhance learning. |  |
| ***Data Sources*** | Kahootz  Flocabulary  Zearn |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| **SPS - Instruction:** Provides feedback to students on their performance on the standards or learning targets | | |
| ***Exemplary*** | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets. | X |
| ***Operational*** | Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. |  |
| ***Emerging*** | Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance. |  |
| ***Not Evident*** | Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable. |  |
| ***Data Sources*** | iReady Learning Targets  Zearn  Accelerated Reader |  |
| ***Comments (optional)*** |  |  |

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| **SPS- Instruction:** Establishes a learning environment that empowers students to actively monitor their own progress | | |
| ***Exemplary*** | Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by  engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection. |  |
| ***Operational*** | Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. | X |
| ***Emerging*** | Some students use tools to actively monitor their own progress. |  |
| ***Not Evident*** | Few, if any, students use tools to actively monitor their own progress. |  |
| ***Data Sources*** | Fluency Graphs  Rubrics for Projects |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| **SPS - Instruction:** Provides timely, systematic, data-driven interventions | | |
| ***Exemplary*** | Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made. | X |
| ***Operational*** | Most students are provided timely, systematic, data-driven interventions to support their learning needs. |  |
| ***Emerging*** | Some students are provided extra assistance or needed support in a timely manner. |  |
| ***Not Evident*** | Few, if any, students are provided extra assistance or effective support in a timely manner. |  |
| ***Data Sources*** | iReady  Team Time documentation |  |
| ***Comments (optional)*** |  |  |

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| **SPS- Curriculum:** Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction | | |
| ***Exemplary*** | A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction. | X |
| ***Operational*** | A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum,  assessment, and instruction. |  |
| ***Emerging*** | A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and  instruction. |  |
| ***Not Evident*** | A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction. |  |
| ***Data Sources*** | Eureka Math  Fluency – Dibels  3rd-5th – Item Specs |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| **SPS - Curriculum:** Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed | | |
| ***Exemplary*** | A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented extensively. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are consistently analyzed, and the curriculum  Documents are revised as needed in nearly all content areas or grade levels. |  |
| ***Operational*** | A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented regularly. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are analyzed, and the curriculum documents are revised as needed  in most content areas or grade levels, or both. | X |
| ***Emerging*** | A process to review curriculum documents is implemented occasionally.  Some teachers or groups of teachers within the school review curriculum documents to ensure alignment with the intent and rigor of the standards. |  |
| ***Not Evident*** | A process to review curriculum documents does not exist. Little, if any, review of curriculum documents takes place. |  |
| ***Data Sources*** | iReady diagnostic and standards mastery | |
| ***Comments (optional)*** |  | |

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| **SPS- Assessment:** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction | | |
| ***Exemplary*** | A balanced system of assessments, including diagnostic, formative, and summative assessments, is used pervasively to monitor learning and to inform instruction. A balanced system of assessments includes, but is not limited to, constructed response, writing prompts, performance tasks, and culminating projects. | X |
| ***Operational*** | A balanced system of assessments, including diagnostic, formative, and summative assessments, is used routinely to monitor learning and to inform instruction. |  |
| ***Emerging*** | A system of assessments is used sporadically to monitor learning and to inform instruction. |  |
| ***Not Evident*** | A system of assessments is rarely, if ever, used to monitor learning and to inform instruction. |  |
| ***Data Sources*** | iReady diagnostic and Standards Mastery  Eureka Math  Top Score Writing |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| **SPS - Assessment :** Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices | | |
| ***Exemplary*** | Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices. | X |
| ***Operational*** | Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices. |  |
| ***Emerging*** | Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices. |  |
| ***Not Evident*** | Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices. |  |
| ***Data Sources*** | Fluency – DIBELS  Eureka Math Module Assessments  Standards Mastery - iReady | |
| ***Comments (optional)*** |  | |

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| **SPS- Assessment:** Implements a process to collaboratively analyze assessment results to adjust instruction | | |
| ***Exemplary*** | Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content  areas, grade levels, or both. |  |
| ***Operational*** | Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results. | X |
| ***Emerging*** | Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results. |  |
| ***Not Evident*** | A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results. |  |
| ***Data Sources*** | Data Chats |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| **SPS- Assessment :** Implements grading practices that provide an accurate indication of student progress on the required standards | | |
| ***Exemplary*** | The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards. | X |
| ***Operational*** | The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards. |  |
| ***Emerging*** | The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards. |  |
| ***Not Evident*** | The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards. |  |
| ***Data Sources*** | Skyward Gradebook  Standards Mastery from iReady | |
| ***Comments (optional)*** |  | |

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| **Teacher Keys Effectiveness System** |  |
| ***Standard*** | ***Score*** |
| **2. Instructional Planning:** The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. | Ex |
| **3. Instructional Strategies:** The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students’  acquisition of key knowledge and skills. | Ex |
| **4. Differentiated Instruction:** The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. | Ex |
| **5. Assessment Strategies:** The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student  population. | Ex |
| **6.AssessmentUses:** The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive  feedback to both students and parents. | Ex |
| **8. Academically Challenging Environment:** The teacher creates a student-centered, academic environment in which teaching and learning occur at high  levels and students are self-directed learners. | Ex |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to a coherent instructional system? (Maybe informed by quantitative or qualitative sources.) | Gradebooks show a variety of assessments used to determine mastery of standards. |
| What data sources were utilized to make the above determinations? | Data Chats  Skyward Gradebook  iReady |

* + 1. ***COHERENT INSTRUCTIONAL SYSTEM GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Planning for quality instruction:*** What processes are in place to plan for quality instruction? Include processes to define both what students should “know” and “do”, as well as determine how students will demonstrate they “know” the content and can “do” a skill or performance task. Describe the effectiveness of the existing processes. | Team Meetings  Data Chats  PD  Peer observations |
| What data sources were utilized to make the above determinations? | Grades  iReady daily lesson data and diagnostic data  IEPs  504s  DOJO behavior  Discipline referrals |

|  |  |
| --- | --- |
| ***Delivering quality instruction:*** What processes are in place to provide guidance to teachers in the delivery of quality instruction? Describe the effectiveness of existing processes. | Walkthroughs with feedback  Informal observation data |
| What data sources were utilized to make the above determinations? | Walkthrough forms  Data chats with teachers |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| ***Monitoring student progress:*** What processes are in place to monitor student progress? Describe the effectiveness of existing processes. | Monthly Data Chats |
| What data sources were utilized to make the above determinations? | iReady  Eureka Math Assessments |

|  |  |
| --- | --- |
| ***Refining the instructional system:*** What processes are in place to monitor and improve the planning for and delivery of quality instruction and  the monitoring of student progress? Describe the effectiveness of existing processes. | Classroom Lesson Plans  Walkthroughs  Data Chats |
| What data sources were utilized to make the above determinations? | Lesson plans, walkthrough feedback, data chat observations |

* + 1. ***COHERENT INSTRUCTIONAL SYSTEM TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | It is clear from seeing the instruction in action that the teachers provide rigor through engaging learning activities. Multiple opportunities are given to show mastery of standards. When standards are not mastered, teachers are providing support through small groups and TEAM time to fill in the gaps. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **EFFECTIVE LEADERSHIP**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each School Performance Standard (SPS).

* + 1. ***EFFECTIVE LEADERSHIP DATA***

|  |  |  |
| --- | --- | --- |
| **SPS - Leadership:** Builds and sustains relationships to foster the success of students and staff | | |
| ***Exemplary*** | Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders. | X |
| ***Operational*** | Administrators regularly build and sustain relationships to foster the success of students and staff. |  |
| ***Emerging*** | Administrators sometimes build relationships to foster the success of students and staff. |  |
| ***Not Evident*** | Administrators seldom, if ever, build relationships to foster the success of students and staff. |  |
| ***Data Sources*** | Student Data Chats w/ Principal  Star Bucks  Pizza with the Principal  Staff Shout-Outs |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Initiates and manages change to improve staff performance and student learning | | |
| ***Exemplary*** | Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a  common vision. | X |
| ***Operational*** | Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results. |  |
| ***Emerging*** | Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both. |  |
| ***Not Evident*** | Administrators initiate few, if any, changes that impact staff performance and student learning. |  |
| ***Data Sources*** | Evaluations, Student FSA scores, Student grade reports |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| --- | --- | --- |
| **SPS- Leadership:** Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices | | |
| ***Exemplary*** | The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for  curriculum, assessment, instruction, and professional learning. | X |
| ***Operational*** | The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. |  |
| ***Emerging*** | The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. |  |
| ***Not Evident*** | The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. |  |
| ***Data Sources*** | Collaborative planning with coordinator of curriculum, NEFEC PD offerings | |
| ***Comments (optional)*** |  | |

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Uses processes to systematically analyze data to improve student achievement | | |
| ***Exemplary*** | Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception  data) to improve student achievement. | X |
| ***Operational*** | Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement. |  |
| ***Emerging*** | Some processes are in place and used occasionally to analyze data to improve student achievement. |  |
| ***Not Evident*** | Few, if any, processes are in place to analyze data to improve student achievement. |  |
| ***Data Sources*** | IReady, FSA data, classroom data, formative and summative assessment data |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Builds leadership capacity through shared decision-making and problem-solving | | |
| ***Exemplary*** | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to  gather input. | X |
| ***Operational*** | Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. |  |
| ***Emerging*** | Some structures exist for staff to engage in shared decision-making, problem-solving, or both. |  |
| ***Not Evident*** | Few, if any, structures exist for staff to engage in shared decision-making or problem-solving. |  |
| ***Data Sources*** | NEFEC PD offerings, other third party offerings decided on by a collaborative effort with the coordinator of curriculum. |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Establishes and supports a data-driven school leadership team that is focused on student learning | | |
| ***Exemplary*** | A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan. | X |
| ***Operational*** | A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school  leadership team meets regularly and uses norms and protocols to work effectively and efficiently. |  |
| ***Emerging*** | The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning. |  |
| ***Not Evident*** | A school leadership team does not exist or does not have adequate stakeholder representation. |  |
| ***Data Sources*** | IReady, FSA data, classroom data, formative and summative assessment data | |
| ***Comments (optional)*** |  | |



**DATA COLLECTION and ANALYSIS**

|  |  |  |
| --- | --- | --- |
| **SPS - Leadership :** Monitors and evaluates the performance of teachers and other staff using multiple data sources | | |
| ***Exemplary*** | Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both. | **X** |
| ***Operational*** | Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance. |  |
| ***Emerging*** | Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance. |  |
| ***Not Evident*** | Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance. |  |
| ***Data Sources*** | Classroom walkthrough data, observations, evaluations, NEFEC PD completers, student achievement on FSA and other local tests such as iReady. | |
| ***Comments (optional)*** |  | |

|  |  |  |
| --- | --- | --- |
| **SPS - Leadership:** Provides ongoing support to teachers and other staff | | |
| ***Exemplary*** | A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff. | X |
| ***Operational*** | Most support provided to teachers and other staff is targeted to individual needs. |  |
| ***Emerging*** | Some support provided to teachers and staff is targeted to individual needs. |  |
| ***Not Evident*** | Support to teachers and staff does not exist or is not targeted to individual needs. |  |
| ***Data Sources*** | Classroom walkthrough data, observations, evaluations, NEFEC PD completers, student achievement on FSA and other local tests such as iReady |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |
| --- | --- | --- |
| **SPS - Planning and Organization:** Shares a common vision/mission that defines school culture and guides the continuous improvement process | | |
| ***Exemplary*** | A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement. | X |
| ***Operational*** | A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process. |  |
| ***Emerging*** | A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process. |  |
| ***Not Evident*** | A common vision and mission have not been developed or updated or have been developed by a few staff members. |  |
| ***Data Sources*** | Classroom common board configurations, classroom walkthrough observation data, teacher evaluations including student achievement data. | |
| ***Comments (optional)*** |  | |

|  |  |  |
| --- | --- | --- |
| **SPS - Planning and Organization:** Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance | | |
| ***Exemplary*** | A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff. | X |
| ***Operational*** | A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance. |  |
| ***Emerging*** | A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance. |  |
| ***Not Evident*** | An up-to-date, data-driven school improvement plan focused on student performance is not in place. |  |
| ***Data Sources*** | SIP with all stakeholders, meeting minutes from SIP planning | |
| ***Comments (optional)*** |  | |



**DATA COLLECTION and ANALYSIS**

|  |  |  |
| --- | --- | --- |
| **SPS - Planning and Organization:** Monitors implementation of the school improvement plan and makes adjustments, as needed | | |
| ***Exemplary*** | The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and  perception data. | X |
| ***Operational*** | The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.  Adjustments are made to the plan, as needed, based on the analysis of data. |  |
| ***Emerging*** | The goals and strategies of the school improvement plan are occasionally monitored by administrators. |  |
| ***Not Evident*** | The goals and strategies of the school improvement plan are rarely, if ever, monitored. |  |
| ***Data Sources*** | iReady, FSA, student classroom grades, observations |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS - Planning and Organization:** Monitors the use of available resources to support continuous improvement | | |
| ***Exemplary*** | The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment. | X |
| ***Operational*** | The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored. |  |
| ***Emerging*** | The use of available resources to support continuous improvement is inconsistently monitored. |  |
| ***Not Evident*** | The use of available resources to support continuous improvement is rarely, if ever, monitored. |  |
| ***Data Sources*** | School schedules, observations |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |
| --- | --- | --- |
| **SPS - Planning and Organization:** Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness | | |
| ***Exemplary*** | Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed  and revised as needed. | X |
| ***Operational*** | Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed. |  |
| ***Emerging*** | Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school. |  |
| ***Not Evident*** | Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness. |  |
| ***Data Sources*** | PTO/SAC meeting data, copies of rules, policies, schedules and procedures | |
| ***Comments (optional)*** |  | |

|  |  |  |
| --- | --- | --- |
| **SPS - Planning and Organization:** Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment | | |
| ***Exemplary*** | Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school- wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed. |  |
| ***Operational*** | Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school- wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe. | X |
| ***Emerging*** | Protocols are sometimes used to maintain the school campus and equipment.  The school and campus are partially clean, maintained, and inviting, but some safety issues exist. |  |
| ***Not Evident*** | Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist. |  |
| ***Data Sources*** | ALICE training, schedule of drills | |
| ***Comments (optional)*** |  | |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| **Teacher Keys Effectiveness System** |  |
| ***Standard*** | ***Score*** |
| **9. Professionalism:** The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession. | Ex |

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to effective leadership? (May be informed by quantitative or qualitative sources.) |  |
| What data sources were utilized to make the above determinations? |  |

* + 1. ***EFFECTIVE LEADERSHIP GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Creating and maintaining a climate and culture conducive to learning:*** What school processes are in place to support and ensure schools allow both adults and children to put learning  at the center of their daily activities?  Describe the effectiveness of existing processes. | Schedules created for teachers at the beginning of the year for maximized instructional time. |
| What data sources were utilized to make the above determinations? | Schedules, teacher input |

|  |  |
| --- | --- |
| ***Cultivating and distributing leadership:*** What processes are in place that support the development of leadership across the organization? Describe the effectiveness of existing processes. | Teachers strengths are highlighted and encouraged to share their knowledge with others. Monthly staff meetings provide opportunities for teachers to exhibit teaching strategies that are working well in their classrooms. |
| What data sources were utilized to make the above determinations? | Classroom walkthroughs, Data Chats |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- |
| ***Ensuring high quality instruction in all classrooms:*** What processes are in place to reduce the variability in the quality of instruction across all schools and in all classrooms? Describe the effectiveness of existing processes. | Teachers are used as peer coaches – teachers from other schools visit to see specific areas of need |
| What data sources were utilized to make the above determinations? | Peer coach notes, visiting teacher sign in |

|  |  |
| --- | --- |
| ***Managing the school and its resources:*** What processes are in place to ensure that leaders use all resources in an effective and efficient manner that  is aligned to the school’s mission? Describe the effectiveness of existing processes. | All resources are geared toward student achievement. TEAM time schedules are made so that teachers have access to extra resources to ensure learning at all levels. |
| What data sources were utilized to make the above determinations? | TEAM time schedules, FSA data, iReady data |

|  |  |
| --- | --- |
| ***Managing school improvement efforts:*** What processes are in place to support ongoing improvement of the school’s major systems, structures and processes? Describe the effectiveness of existing processes. | Data is constantly being reviewed. Individual students’ data is constantly being reviewed to ensure that the proper supports are in place to best meet the needs of all students – regardless of the student’s abilities. |
| What data sources were utilized to make the above determinations? | iReady  Gradebook  FSA scores |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| ***Providing quality professional learning:*** What professional learning is provided currently for leaders in the areas of instruction and operation?  In what evidence-based professional learning, that would both support continuous education and increase student achievement, have leaders expressed interest? Describe the effectiveness of existing professional learning. | PD is coordinated by the district coordinator of curriculum. She is in constant contact with principals about the needs of the teachers and staff including leadership. |
| What data sources were utilized to make the above determinations? | NEFEC PD offerings, discussions with coordinator of curriculum. |

|  |  |
| --- | --- |
| ***Providing quality professional learning:*** What are the current identified professional learning needs for leaders? | MTSS process |
| What data sources were utilized to make the above determinations? | Peer observation |

* + 1. ***EFFECTIVE LEADERSHIP TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The entire staff is constantly trying to ensure that students’ needs are being met. They work diligently on documenting the interventions that are in place for these students. We continue to struggle with this area. We also struggle with finding the most appropriate intervention to be using for specific students. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **PROFESSIONAL CAPACITY**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each School Performance Standard (SPS).

* + 1. ***PROFESSIONAL CAPACITY DATA***

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Builds leadership capacity through shared decision-making and problem- solving | | |
| ***Exemplary*** | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to  gather input. |  |
| ***Operational*** | Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. | X |
| ***Emerging*** | Some structures exist for staff to engage in shared decision-making, problem-solving, or both. |  |
| ***Not Evident*** | Few, if any, structures exist for staff to engage in shared decision-making or problem-solving. |  |
| ***Data Sources*** | PLC meetings, team meetings |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS – Professional Learning :** Aligns professional learning with needs identified through analysis of a variety of data | | |
| ***Exemplary*** | Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning. |  |
| ***Operational*** | Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader  effectiveness data, action research data, perception data from students, staff, and families). | X |
| ***Emerging*** | Professional learning needs are identified using limited sources of data. |  |
| ***Not Evident*** | Professional learning needs are identified using little or no data. |  |
| ***Data Sources*** | NEFEC PD offerings, discussions with coordinator of curriculum. |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| --- | --- | --- |
| **SPS – Professional Learning:** Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance | | |
| ***Exemplary*** | Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes. |  |
| ***Operational*** | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). | X |
| ***Emerging*** | Administrators and staff sometimes collaborate to improve individual and collective performance. |  |
| ***Not Evident*** | Administrators and staff rarely collaborate to improve individual and collective performance. |  |
| ***Data Sources*** | PLC, observation feedback from walkthroughs, evaluations |  |
| ***Comments (optional)*** |  |  |

**SPS - Professional Learning:** Defines expectations for implementing professional learning

|  |  |  |
| --- | --- | --- |
| ***Exemplary*** | Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses. |  |
| ***Operational*** | Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning. | X |
| ***Emerging*** | Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning. |  |
| ***Not Evident*** | Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning. |  |
| ***Data Sources*** | NEFEC PD offerings, discussions with coordinator of curriculum. |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |
| --- | --- | --- |
| **SPS - Professional Learning:** Uses multiple professional learning designs to support the various learning needs of the staff | | |
| ***Exemplary*** | Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching. |  |
| ***Operational*** | Staff members actively participate in professional learning, most of which is job- embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching. |  |
| ***Emerging*** | Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs. |  |
| ***Not Evident*** | Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs. | X |
| ***Data Sources*** |  | |
| ***Comments (optional)*** |  | |

|  |  |  |
| --- | --- | --- |
| **SPS - Professional Learning:** Allocates resources and establishes systems to support and sustain effective professional learning | | |
| ***Exemplary*** | Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning. |  |
| ***Operational*** | Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative  time, model classrooms) are in place to support and sustain professional learning. |  |
| ***Emerging*** | Some resources and systems are allocated to support and sustain professional learning. | X |
| ***Not Evident*** | Few, if any, resources and systems are provided to support and sustain professional learning. |  |
| ***Data Sources*** |  | |
| ***Comments (optional)*** |  | |



## DATA COLLECTION and ANALYSIS

|  |  |  |
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| **SPS - Professional Learning:** Monitors and evaluates the impact of professional learning on staff practices and student learning | | |
| ***Exemplary*** | Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning. |  |
| ***Operational*** | Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely. |  |
| ***Emerging*** | Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically. | X |
| ***Not Evident*** | Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever. |  |
| ***Data Sources*** | PD offering list |  |
| ***Comments (optional)*** |  |  |

|  |  |
| --- | --- |
| **Teacher Keys Effectiveness System** |  |
| ***Standard Score*** | |
| **1.Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | EX |
| **9. Professionalism:** The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the  profession. | **EX** |
| **10. Communication:** The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | EX |

|  |  |  |
| --- | --- | --- |
| **Teacher Retention (%)** | | |
| ***2017-18 2018-19*** | | |
| *School*  *State Average* | 87% | 100% |
| NA | NA |

|  |  |  |
| --- | --- | --- |
| **Teachers Out-of-Field (%)** | | |
| ***2017-18 2018-19*** | | |
| *School*  *State Average* | 0% | 7% |
| NA | NA |

|  |  |  |
| --- | --- | --- |
| **Teachers Teaching with Emergency or Temporary Certification (Counts)** | | |
| ***2017-18 2018-19*** | | |
| *School* | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **Inexperienced Teachers (Less than 4 Years) (%)** | | |
| ***2017-18 2018-19*** | | |
| *School*  *State Average* | 0% | 7% |
| NA | NA |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to professional capacity? (May be informed by quantitative or qualitative sources.) |  |
| What data sources were utilized to make the above determinations? |  |

* + 1. ***PROFESSIONAL CAPACITY GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Attracting staff:*** What processes are in place to attract, identify, and retain effective teachers and leaders who are the best fit for the school? Describe the effectiveness of existing processes. | Fortunately, the staff at LES has been in tact for a number of years. In the 3 years that I have been the Principal of LES, I have only had 2 teachers leave – both were due to moving to a different town (spouse related). We provide a strong support system where teachers are valued and appreciated. |
| What data sources were utilized to make the above determinations? | End of year evaluation conferences |

|  |  |
| --- | --- |
| ***Developing staff:*** What evidence-based processes are in place to ensure the increasing quality of the school staff’s knowledge and skills? Are existing processes effective in increasing  both staff ’s knowledge and skills and student achievement? | NEFEC PD is being offered which gives educators access to online PD that they are able to drive with their own needs. Additionally, the district’s coordinator of curriculum is in constant contact with school principals about the needs of teachers, staff, administration and students. |
| What data sources were utilized to make the above determinations? | NEFEC offerings, PD offerings, communications from the coordinator of curriculum. |

|  |  |
| --- | --- |
| ***Retaining staff:*** What processes are in place to ensure that all school staff are working in the context/ position that is most beneficial to student achievement? Describe the effectiveness of existing processes. | iReady Data  FSA Data  These are used to evaluate the effect of the teacher on student achievement. Additionally, walkthrough information is used as well. |
| What data sources were utilized to make the above determinations? | iReady data, FSA data, walkthrough data. |



**DATA COLLECTION and ANALYSIS**

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| --- | --- |
| ***Staff collaboration:*** What processes are in place to ensure that effective collaboration is occurring across the school to advance student achievement? Describe the effectiveness of existing processes. | Data Chats |
| What data sources were utilized to make the above determinations? | Data chat data |

|  |  |
| --- | --- |
| ***Providing quality professional learning:*** What professional learning is currently provided for teachers in the areas of content, pedagogy, supports and interventions, and leadership?  In what evidence-based professional learning, that would both support continuous education and increase student achievement, have teachers expressed interest? Describe the effectiveness of existing professional  learning. | Reading Endorsement courses  Reading Horizons training – new phonics program  Alternative seating arrangements – benefits for all children |
| What data sources were utilized to make the above determinations? | NEFEC PD offerings, PD offered by district |

|  |  |
| --- | --- |
| ***Recruitment and retention concerns:*** Examine current and recent recruitment and retention data in the school by content areas, grade levels, and instructional support areas to pinpoint precise areas of concern. | There are no areas of concern. |
| What data sources were utilized to make the above determinations? | Teacher years of service at LES |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* + 1. ***PROFESSIONAL CAPACITY TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The pattern shows that teachers are committed to LES and feel supported as a staff member. The teachers know that when specific needs arise, they can come to administration to help find solutions to those problems. |



**DATA COLLECTION and ANALYSIS**

* 1. **FAMILY and COMMUNITY ENGAGEMENT**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data- informed self-rating for each School Performance Standard (SPS).

* + 1. ***FAMILY AND COMMUNITY ENGAGEMENT DATA***

|  |  |  |
| --- | --- | --- |
| **SPS - Family and Community Engagement:** Creates an environment that welcomes, encourages, and connects family and community members to the school | | |
| ***Exemplary*** | The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers. | X |
| ***Operational*** | The school has created an environment that welcomes, encourages, and connects family and community members to the school. |  |
| ***Emerging*** | The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school. |  |
| ***Not Evident*** | The school has not created an environment that welcomes, encourages, or connects family and community members to the school. |  |
| ***Data Sources*** | Parent Volunteers – weekly/daily scheduled times |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS - Family and Community Engagement:** Establishes structures that promote clear and open communication between the school and stakeholders | | |
| ***Exemplary*** | Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously  monitored for reliable and interactive communication. | X |
| ***Operational*** | Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. |  |
| ***Emerging*** | Some structures that promote clear and open communication between the school and stakeholders exist. |  |
| ***Not Evident*** | Few, if any, structures that promote clear and open communication between the school and stakeholders exist. |  |
| ***Data Sources*** | Class DOJO  Facebook |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |
| --- | --- | --- |
| **SPS - Family and Community Engagement:** Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students | | |
| ***Exemplary*** | A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well-being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making. |  |
| ***Operational*** | Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students. | X |
| ***Emerging*** | Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement. |  |
| ***Not Evident*** | Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success. |  |
| ***Data Sources*** | 5Essential survey data, class DOJO | |
| ***Comments (optional)*** |  | |

|  |  |  |
| --- | --- | --- |
| **SPS - Family and Community Engagement:** Communicates academic expectations and current student achievement status to families | | |
| ***Exemplary*** | The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system). | X |
| ***Operational*** | The school staff communicates academic expectations and/or graduation status (e.g., four- year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g.,  progress reports, parent conferences, report cards, reading level reports, state test reports, school -  based assessment reports, online reporting system). |  |
| ***Emerging*** | The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided. |  |
| ***Not Evident*** | The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided. |  |
| ***Data Sources*** | Skyward  iReady reports  Weekly grade reports  Progress Reports  Report Cards  Parent Conferences  SIT Meetings | |
| ***Comments (optional)*** |  | |



**DATA COLLECTION and ANALYSIS**

|  |  |  |
| --- | --- | --- |
| **SPS - Family and Community Engagement:** Develops the capacity of families to use support strategies at home that will enhance academic achievement | | |
| ***Exemplary*** | The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement. |  |
| ***Operational*** | The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement. |  |
| ***Emerging*** | The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement. | X |
| ***Not Evident*** | The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement. |  |
| ***Data Sources*** | 5Essential survey | |
| ***Comments (optional)*** | Need for more parent involvement activities to learn how to better help their children. | |

|  |  |  |
| --- | --- | --- |
| **SPS - Family and Community Engagement:** Connects families with agencies and resources in the community to meet the needs of students | | |
| ***Exemplary*** | Theschoolhasasystematicprocessinplacetoconnectfamilieswithanarrayofagenciesand resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students. | X |
| ***Operational*** | The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students. |  |
| ***Emerging*** | The school sometimes connects families to agencies and resources in the community to meet the needs of students. |  |
| ***Not Evident*** | The school does little to connect families with agencies and resources in the community to meet the needs of students. |  |
| ***Data Sources*** | Counseling, Dental Assistance, Youth Mental Health | |
| ***Comments (optional)*** |  | |

|  |  |
| --- | --- |
| **Teacher Keys Effectiveness System** |  |
| ***Standard*** | ***Score*** |
| **10.Communication:** The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | Op |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |
| --- | --- | --- |
| **Parent and Family Engagement Meetings** | | |
|  | ***2017-18*** | ***2018-19*** |
| *Meeting 1* | 9/12/17 | 9/11/18 |
| *Meeting 2* | 10/10/17 | 10/9/18 |
| *Meeting 3* | 11/14/17 | 11/13/18 |
| *Meeting 4* | 12/5/17 | 12/11/18 |
| *Meeting 5* | 1/16/18 | 1/8/19 |
| *Meeting 6* | 2/13/18 | 2/5/19 |
| *Meeting 7* | 3/20/18 | 3/5/19 |
| *Meeting 8* | 4/23/18 | 4/9/19 |
| *Meeting 9* | 5/8/18 | 5/14/19 |

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to family and community engagement? (May be informed by quantitative or qualitative sources.) |  |
| What data sources were utilized to make the above determinations? |  |

* + 1. ***FAMILY AND COMMUNITY ENGAGEMENT GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Welcoming all families and the community:*** What processes are in place to ensure that the school is making families and communities feel welcomed? Describe the effectiveness of the existing processes. | PTO Meetings  Parent Volunteers |
| What data sources were utilized to make the above determinations? | Sign in sheets, agendas |

|  |  |
| --- | --- |
| ***Communicating effectively with all families and the communities:*** What are the processes for ensuring effective communication with families and communities in the school? Describe the effectiveness of existing processes. | Class DOJO  Facebook |
| What data sources were utilized to make the above determinations? | Class DOJO data |



**DATA COLLECTION and ANALYSIS**

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| --- | --- |
| ***Supporting student success:*** What processes are in place to ensure the school is supporting student learning and healthy development both at home and at school?  Describe the effectiveness of existing processes. | We reward students both academically and behaviorally. Students can earn “Starbucks” during the month for exhibiting the character trait of the month. At the end of the month, each teacher draws 3 bucks from their bucket. Those students are recognized by the Principal with a prize. Out of those students’ names, one is drawn from each grade level to be the Star Student of the Month and is able to have Pizza with the Principal. We also reward academic achievements and growth at the end of each nine weeks grading period with an assembly. |
| What data sources were utilized to make the above determinations? | Gradebook |

|  |  |
| --- | --- |
| ***Empowering families:*** What processes are in place at the school to ensure that families are empowered to be advocates for their own and other children? Describe the effectiveness of existing processes. | Parent Conference Meetings  SIT meetings |
| What data sources were utilized to make the above determinations? | Meeting minutes, agendas, sign in sheets, schedule for conferences. |

|  |  |
| --- | --- |
| ***Sharing leadership with families and the community:*** What processes are in place to ensure that family and communities are equalpartnersinthe decisions that affect children in their schools? Describe the effectiveness of existing processes. | PTO Meetings  SAC Meetings |
| What data sources were utilized to make the above determinations? | Meeting minutes sign in sheets, agendas |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Collaborating with the community:*** What processes are in place to ensure the school effectively collaborates with community members to connect students, families and staff to expanded learning opportunities, community services, and civic participation? Describe the effectiveness of existing processes. | Community contests – creative writing, speeches, art contest |
| What data sources were utilized to make the above determinations? | Review of previous year’s collaborations |

* + 1. ***FAMILY AND COMMUNITY ENGAGEMENT TRENDS AND PATTERNS***

LES works extremely hard to ensure that the parents and community are engaged in the educational process of the school. We communicate through Class DOJO, monthly PTO meetings, school calendar, PeachJar, and the school Facebook page.

The trends we notice are that the family engagement seems to be the same parents from year to year. We continue to strive to encourage family involvement through a variety of activities and opportunities.

Summarize the family and community engagement trends and patterns observed by the team while completing this section

of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?



**DATA COLLECTION and ANALYSIS**

* 1. **SUPPORTIVE LEARNING ENVIRONMENT**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data- informed self-rating for each School Performance Standard(SPS). Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

* + 1. ***SUPPORTIVE LEARNING ENVIRONMENT DATA***

|  |  |  |
| --- | --- | --- |
| **SPS- Instruction:** Provides a supportive and well-managed environment conducive to learning | | |
| ***Exemplary*** | A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions. | X |
| ***Operational*** | A supportive and well-managed environment conducive to learning is evident in most classrooms. |  |
| ***Emerging*** | A supportive and well-managed environment conducive to learning is evident in some classrooms. |  |
| ***Not Evident*** | A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms. |  |
| ***Data Sources*** | Observations, evaluations |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS Instruction:** Creates an academically challenging learning environment | | |
| ***Exemplary*** | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced  effort, decision-making, and critical and creative thinking. | X |
| ***Operational*** | Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). |  |
| ***Emerging*** | Some teachers create an academically challenging learning environment. |  |
| ***Not Evident*** | Few, if any, teachers create an academically challenging learning environment. |  |
| ***Data Sources*** | Lesson plans, observations, FSA data, iReady data, evaluations |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |
| --- | --- | --- |
| **SPS- Instruction:** Establishes a learning environment that empowers students to actively monitor their own progress | | |
| ***Exemplary*** | Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by  engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection. | X |
| ***Operational*** | Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. |  |
| ***Emerging*** | Some students use tools to actively monitor their own progress. |  |
| ***Not Evident*** | Few, if any, students use tools to actively monitor their own progress. |  |
| ***Data Sources*** | Lesson plans, observations |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS - School Culture:** Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment | | |
| ***Exemplary*** | Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed. | X |
| ***Operational*** | Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented. |  |
| ***Emerging*** | Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school. |  |
| ***Not Evident*** | Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated. |  |
| ***Data Sources*** | The rules, practices and procedures discussed at meetings and reviewed with committees. |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| --- | --- | --- |
| **SPS - School Culture:** Establishes a culture of trust and respect that promotes positive interactions and a sense of community | | |
| ***Exemplary*** | Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive  commitment to promoting positive interactions and a sense of community is evident. | X |
| ***Operational*** | Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained  commitment to promoting positive interactions and a sense of community is evident. |  |
| ***Emerging*** | Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident. |  |
| ***Not Evident*** | Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community. |  |
| ***Data Sources*** | Observations | |
| ***Comments (optional)*** |  | |

|  |  |  |
| --- | --- | --- |
| **SPS - School Culture:** Establishes a culture that supports the college and career readiness of students | | |
| ***Exemplary*** | Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to  prepare students for success. |  |
| ***Operational*** | Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. |  |
| ***Emerging*** | Some evidence exists that the school supports the college and career readiness of students. |  |
| ***Not Evident*** | Little or no evidence exists that the school supports the college and career readiness of students. | x |
| ***Data Sources*** | Not applicable |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |
| --- | --- | --- |
| **SPS - School Culture:** Supports the personal growth and development of students | | |
| ***Exemplary*** | The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize  the personal growth and development of nearly all students. | X |
| ***Operational*** | The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development  of students. |  |
| ***Emerging*** | The school staff sporadically supports the personal growth and development of students. |  |
| ***Not Evident*** | The school staff does little to support the personal growth and development of students. |  |
| ***Data Sources*** | TEAM time, PLC, lesson plans |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS- School Culture:** Recognizes and celebrates achievements and accomplishments of students and staff | | |
| ***Exemplary*** | The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the  community and support the culture of the school. | X |
| ***Operational*** | The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff. |  |
| ***Emerging*** | The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff. |  |
| ***Not Evident*** | The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff. |  |
| ***Data Sources*** | Nine Weeks Award Programs  Student shout outs  Star Bucks  Pizza with the Principal |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

|  |  |  |
| --- | --- | --- |
| **SPS - Planning and Organization:** Shares a common vision/mission that defines school culture and guides the continuous improvement process | | |
| ***Exemplary*** | A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement. | X |
| ***Operational*** | A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process. |  |
| ***Emerging*** | A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process. |  |
| ***Not Evident*** | A common vision and mission have not been developed or updated or have been developed by a few staff members. |  |
| ***Data Sources*** | Observations | |
| ***Comments (optional)*** |  | |

|  |  |
| --- | --- |
| **Teacher Keys Effectiveness System** |  |
| ***Standard*** | ***Score*** |
| **1. Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | EX |
| **2. Instructional Planning:** The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. | EX |
| **3. Instructional Strategies:** The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills. | EX |
| **4. Differentiated Instruction:** The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. | EX |
| **5. Assessment Strategies:** The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. | EX |
| **6.AssessmentUses:** The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. | EX |
| **7. Positive Learning Environment:** The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | EX |
| **8. Academically Challenging Environment:** The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | EX |
| **9. Professionalism:** The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the  profession. | EX |
| **10.Communication:** The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | EX |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Discipline - Suspension (%)**  **In-School Suspension Out-of-School Suspension**  ***10 Days Greater than 10 Days Greater than or Fewer 10 Days or Fewer 10 Days*** | | | | | | | | |
|  | ***2017-18*** | ***2018-19*** | ***2017-18*** | ***2018-19*** | ***2017-18*** | ***2018-19*** | ***2017-18*** | ***2018-19*** |
| ***Racial/Ethnic Subgroups*** |  |  |  |  |  |  |  |  |
| *American Indian School* | NA | NA | NA | NA | NA | NA | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *Asian/Pacific Islander School* | NA | NA | NA | NA | NA | NA | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *Black School* | 1% | 1% | NA | NA | 1% | 1% |  |  |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *Hispanic School* | NA | NA | NA | NA | NA | 0.9% | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *White School* | 5% | 2% | NA | NA | 7% | 6% | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *Multi-Racial School* | 0.3% | NA | NA | NA | NA | NA | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *Minority\* School* | 1.3% | 2% | NA | NA | 1% | 1.9% | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| ***Other Subgroups*** |  |  |  |  |  |  |  |  |
| *Economically School* | 4% | NA | NA | NA | 5% | NA | NA | NA |
| *Disadvantaged State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *English Language Learners School* | NA | NA | NA | NA | NA | NA | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *Foster School* | NA | NA | NA | NA | NA | NA | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *Homeless School* | NA | NA | NA | NA | NA | NA | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *Migrant School* | NA | NA | NA | NA | NA | NA | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |
| *Students with Disabilities School* | 0.4% | 0.5% | NA | NA | 0.4% | 3% | NA | NA |
| *State* | NA | NA | NA | NA | NA | NA | NA | NA |



## DATA COLLECTION and ANALYSIS

|  |  |  |
| --- | --- | --- |
| **Teacher Days Absent (%)** | | |
| ***2017-18 2018-19*** | | |
| ***All Days Absent (Count)*** *School*  *Sick Leave School*  *State*  *Staff Development School*  *School*  *Vacation School*  *State* |  |  |
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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Attendance Rate (2017-18)\*** | | | | |
|  |  | ***Under 6*** | ***6-15*** | ***Over 15*** |
| ***All Students*** | *School*  *State* | 10 | 27 | 0 |
| NA | NA | NA |
| ***Racial/Ethnic Subgroups*** | | | | |
| *American Indian* | *School*  *State* | NA | NA | NA |
| NA | NA | NA |
| *Asian/Pacific* | *School* | NA | NA | NA |
| *Islander* | *State* | NA | NA | NA |
| *Black* | *School*  *State* | 2 | 2 | NA |
| NA | NA | NA |
| *Hispanic* | *School*  *State* | 2 | 2 |  |
| NA | NA | NA |
| *White* | *School*  *State* | 6 | 23 |  |
| NA | NA | NA |
| *Multi-Racial* | *School*  *State* | NA | NA | NA |
| NA | NA | NA |
| *Minority\** | *School*  *State* | NA | NA | NA |
| NA | NA | NA |
| ***Other Subgroups*** |  | | | |
| *Economically* | *School* |  |  |  |
| *Disadvantaged* | *State* |  |  |  |
| *English Learners* | *School*  *State* |  |  |  |
|  |  |  |
| *Foster* | *School* |  |  |  |
| *Homeless* | *School* |  |  |  |
| *Migrant* | *School* |  |  |  |
| *Students with* | *School* |  |  |  |
| *Disability* | *State* |  |  |  |

\*The Minority student subgroup includes all racial/ethnic categories except White.



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Small Student Subgroups:*** Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).  (Do not include percentages or other numeric values that might violate student privacy.) | There are no ELL students with discipline referrals. |

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to  a supportive learning environment? (May be informed by quantitative or qualitative sources.) | Providing teachers with as many resources as possible – including personnel. |
| What data sources were utilized to make the above determinations? | Skyward reports  FSA data  iReady data |

* + 1. ***SUPPORTIVE LEARNING ENVIRONMENT GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Maintaining order and safety:*** What processes are in place at the school to ensure order and safety are in place? Describe the effectiveness of the existing processes. | School Resource Officer  Maximum supervision of students – more personnel in heavily populated student areas (mornings, dismissal, recess, PE)  New cameras installed around the school. |
| What data sources were utilized to make the above determinations? | State laws |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| ***Developing and monitoring a system of supports:*** What processes are in place to ensure the school has a supportive learning environment that provides comprehensive services to students to meet their unique, whole-child needs? Describe the effectiveness of the existing processes. | Students are grouped in classrooms according to ability. All classrooms have support personnel at some point throughout the day so that all students’ needs are met. Those classrooms with the lower students have support more than once each day. |
| What data sources were utilized to make the above determinations? | iReady  FSA |

|  |  |
| --- | --- |
| ***Ensuring a student learning community:*** What processes are in place to cultivate and maintain positive and healthy behavioral and academic norms? Describe the effectiveness of the existing processes. | Students are rewarded for achievement, as well as gains throughout the year. Students are rewarded for positive behavior throughout the year. |
| What data sources were utilized to make the above determinations? | FSA  iReady  Dojo |

|  |  |
| --- | --- |
| ***Personnel survey:*** Analyze school results from the 5 Essential Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team? | LES is well –organized for improvement  Positives-  Academic Press  Collective Use of Assessment Data  English Instruction  Innovation  Parent Influence on Decision Making in Schools  Concerns-  Safety  Quality of Student Discussion |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Student survey:*** Analyze school results from 5Essentials (if applicable) What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team? | NA |

|  |  |
| --- | --- |
| ***Parent surveys:*** Analyze schools results from the 5 Essential Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team? | Parents feel connected to the school and feel like a valuable part of the school community.  Surprising results are that 58% of the parents feel like the school could do more to keep the school safe. 28% of the parents reported that they only practice math problems with their child occasionally or usually. |

|  |  |
| --- | --- |
| ***Supports and interventions:*** What supports and interventions, including PBIS, MTSS and RTI, are in place to ensure all students have access to a supportive learning environment? | All students have TEAM time – a 45 minute dedicated block of time for each child where small group interventions are in place for each and every child – no matter the level of the student. All students’ needs are being met. This block of time is supported by the teacher and paraprofessional. |
| What data sources were utilized to make the above determinations? | iReady  FSA |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| ***Out-of-School Time:*** What processes are in place to provide students with engaging and enriching learning opportunities during out-of-school time (i.e. before school, after school, summer)? | Boys and Girls Club  Accelerated Reader  Summer Reading Challenge  Lee Library |
| What data sources were utilized to make the above determinations? | Teacher class data, FSA data, iReady data |

* + 1. ***SUPPORTIVE LEARNING ENVIRONMENT TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | It is imperative that students’ needs are continuously addressed and reevaluated. All students have needs – no matter the level of the student. All students can make gains and it is crucial that all students’ receive interventions and enrichment. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **DEMOGRAPHIC and FINANCIAL**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs.

* + 1. ***DEMOGRAPHIC AND FINANCIAL DATA***

|  |  |  |
| --- | --- | --- |
| **Student Demographics (2018-19) (%)** | | |
|  | ***School*** | ***State*** |
| ***Racial/Ethnic Subgroups*** | | |
| *American Indian/Alaskan Native* | 0.8% | NA |
| *Asian* | 0 | NA |
| *Black* | 9% | NA |
| *Hispanic* | 13% | NA |
| *Multi-Racial* | 4% | NA |
| *White* | 73% | NA |
| *Minority\** | 26.8% | NA |
| ***Other Subgroups*** | | |
| *Economically Disadvantaged* | NA | NA |
| *English Learners* | NA | NA |
| *Foster* | NA | NA |
| *Homeless* | NA | NA |
| *Migrant* | NA | NA |
| *Special Education* | NA | NA |

|  |  |  |
| --- | --- | --- |
| **Directly Certified (Includes SNAP, TANF, Homeless, Unaccompanied Youth, Foster, and Migrant)(%)** | | |
| ***2017-18 2018-19*** | | |
| *School*  *State Average* | 5% | 3% |
| NA | NA |

|  |  |  |
| --- | --- | --- |
| **Program Enrollment (2018-19) (%)** | | |
| ***School State*** | | |
| *Early Intervention Remedial Education 6th-8th Remedial Education 9th-12th Alternative Education Vocational Education (9-12)*  *Gifted* | 0 | NA |
| 0 | NA |
| 0 | NA |
| 0 | NA |
| 0 | NA |
| 4% | NA |

|  |  |
| --- | --- |
| ***Small student subgroups:*** Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).  (Do not include percentages or other numeric values that might violate student privacy.) | The small populations are the students showing the highest need. |

\*The Minority student subgroup includes all racial/ethnic categories except White.



## DATA COLLECTION and ANALYSIS

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to demographic and financial data? (May be informed by quantitative or qualitative sources.) |  |
| What data sources were utilized to make the above determinations? |  |

* + 1. ***DEMOGRAPHIC AND FINANCIAL GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Internal factors:*** What internal factors might have affected data and/or results of data? Examples may include: resource allocation, documentation and monitoring, technology and software, communication, internal controls, and personnel assignment/  performance. | The students with the highest needs are provided with the smallest ratio of student/staff member during TEAM time for interventions. |
| What data sources were utilized to make the above determinations? | iReady  FSA |

|  |  |
| --- | --- |
| ***External factors:*** What external factors might have affected data and/ or results of data? Examples may include: geographic location, population demographics (employment, education, median income), local/ state/national economy, natural disasters, and state and federal policy changes. | Employment opportunities are an issue. There are students that move in and out due to parents looking for jobs. |
| What data sources were utilized to make the above determinations? | Skyward |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Access to Programs:*** What processes exist to ensure students have access to programs addressing individualized learning needs (including EIP, REP, alternative education, vocational education, and gifted)? What challenges exist in providing students access to such programs when necessary? | Speech Services  Occupational Therapy Services  Gifted Education  Special Education  ELL services  Challenges –  More personnel would better provide all of the above students with services. |
| What data sources were utilized to make the above determinations? | MEP program data, ESE data, Speech data, OT data, Gifted class and testing data. |

|  |  |
| --- | --- |
| ***Demographic and Financial Challenges:*** What demographic and/ or financial challenges could affect improvement efforts within the  school? (Identifying these challenges may require collection and analysis of additional school data.) | If we did not have the financial challenges we are facing, we could provide smaller group sizes to provide more intensive support. |
| What data sources were utilized to make the above determinations? | Finance records, school board meeting attendance/watched online |

* + 1. ***DEMOGRAPHIC AND FINANCIAL TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | We need more personnel to provide services to all of our students with needs (no matter what the need).  We need more professional development for all staff members to be able to best meet the needs of all of our students. |



**DATA COLLECTION and ANALYSIS**

* 1. **STUDENTACHIEVEMENT**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of student achievement needs. The school is responsible for populating all blank data cells. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

* + 1. ***STUDENT ACHIEVEMENT DATA***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Student Group*** | ***Year***  School State |  |  |
| ***All Students*** | *2017-18*  *2018-19* | 56% | NA |
| 59.40 | 55% |
| *American* | *2017-18* | 0 | NA |
| *Indian* | *2018-19* | 0 | NA |
| *Asian/Pacific* | *2017-18* | 0 | NA |
| *Islander* | *2018-19* | 0 | NA |
| *Black* | *2017-18*  *2018-19* | 9% | NA |
| Not calculated | NA |
| *Hispanic* | *2017-18*  *2018-19* | 53% | NA |
| 57.1 | NA |
| *White* | *2017-18*  *2018-19* | 59% | NA |
| 62.1% | NA |
| *Multi-Racial* | *2017-18*  *2018-19* | 0 | NA |
| 0 | NA |
| *Minority\** | *2017-18*  *2018-19* |
|
| ***Other Subgroups*** |
| *Economically* | *2017-18* | 45% | NA |
| *Disadvantaged* | *2018-19* | 51% | 46% |
| *English* | *2017-18* | 56% | NA |
| *Learners* | *2018-19* | Not calculated | 35% |
| *Foster* | *2017-18*  *2018-19* | 0 | NA |
| 0 | 34.6% |
| *Homeless* | *2017-18*  *2018-19* |  | NA |
|  | 34.5% |
| *Migrant* | *2017-18*  *2018-19* |  | NA |
|  | 31% |
| *Students with* | *2017-18* | 41% | NA |
| *Disabilities* | *2018-19* | 53% | 24.8 |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mathematics**  **Grades 3-5 FSA – Level 3 and above** | | | | | | |
| ***Student Group*** | ***Year*** |  |  |  |  |  |
|  |  | School | State |  |  |  |
| ***All Students*** | *2017-18*  *2018-19* | 71% | NA |  |  |  |
| 73.9% | 59.1% |  |  |  |
| ***Racial/Ethnic Subgroups*** | | | | | | |
| *American* | *2017-18* | NA | NA |  |  |  |
| *Indian* | *2018-19* | NA | NA |  |  |  |
| *Asian/Pacific* | *2017-18* | NA | NA |  |  |  |
| *Islander* | *2018-19* | NA | NA |  |  |  |
| *Black* | *2017-18*  *2018-19* | 46% | NA |  |  |  |
| Not Calculated | 40.8% |  |  |  |
| *Hispanic* | *2017-18*  *2018-19* | 80% | NA |  |  |  |
| 85.7% | 56.7% |  |  |  |
| *White* | *2017-18*  *2018-19* | 69% | NA |  |  |  |
| 71% | 69.5% |  |  |  |
| *Multi-Racial* | *2017-18*  *2018-19* | NA | NA |  |  |  |
| NA | NA |  |  |  |
| *Minority\** | *2017-18*  *2018-19* |  | | | | 67% |
| 70% |
| ***Other Subgroups*** |  | | | | | |
| *Economically* | *2017-18* | 67% | NA |  |  |  |
| *Disadvantaged* | *2018-19* | 72.4% | 50.4% |  |  |  |
| *English* | *2017-18* | 71% | NA |  |  |  |
| *Learners* | *2018-19* | Not calculated | 45.4% |  |  |  |
| *Foster* | *2017-18*  *2018-19* | Not Calculated | NA |  |  |  |
| Not Calculated | 39.4% |  |  |  |
| *Homeless* | *2017-18*  *2018-19* | Not Calculated | NA |  |  |  |
| Not Calculated | 39.2% |  |  |  |
| *Migrant* | *2017-18*  *2018-19* | Not Calculated | NA |  |  |  |
| Not Calculated | 44.7% |  |  |  |
| *Students with* | *2017-18* | 65% | NA |  |  |  |
| *Disabilities* | *2018-19* | 64.7% | 30.6% |  |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Science**  **5th Grade FCAT 2.0 – Level 3 and above** | | | | | | |
| ***Student Group*** | ***Year*** |  |  |  |  |  |
|  |  | School | State |  |  |  |
| ***All Students*** | *2017-18*  *2018-19* | 56% |  |  |  |  |
|  |  |  |  |  |
| ***Racial/Ethnic Subgroups*** | | | | | | |
| *American* | *2017-18* | NA | NA | NA | NA | NA |
| *Indian* | *2018-19* | NA | NA | NA | NA | NA |
| *Asian/Pacific* | *2017-18* | NA | NA | NA | NA | NA |
| *Islander* | *2018-19* | NA | NA | NA | NA | NA |
| *Black* | *2017-18*  *2018-19* |  |  |  |  |  |
|  |  |  |  |  |
| *Hispanic* | *2017-18*  *2018-19* |  |  |  |  |  |
|  |  |  |  |  |
| *White* | *2017-18*  *2018-19* | 65% |  |  |  |  |
|  |  |  |  |  |
| *Multi-Racial* | *2017-18*  *2018-19* | NA | NA | NA | NA | NA |
| NA | NA | NA | NA | NA |
| *Minority\** | *2017-18*  *2018-19* |  | | | |  |
|  |
| ***Other Subgroups*** |  | | | | | |
| *Economically* | *2017-18* | 59% |  |  |  |  |
| *Disadvantaged* | *2018-19* |  |  |  |  |  |
| *English* | *2017-18* |  |  |  |  |  |
| *Learners* | *2018-19* |  |  |  |  |  |
| *Foster* | *2017-18*  *2018-19* |  |  |  |  |  |
|  |  |  |  |  |
| *Homeless* | *2017-18*  *2018-19* |  |  |  |  |  |
|  |  |  |  |  |
| *Migrant* | *2018-19*  *2015-16* |  |  |  |  |  |
|  |  |  |  |  |
| *Students with* | *2014-15* |  |  |  |  |  |
| *Disabilities* | *2015-16* |  |  |  |  |  |

\*The Minority student subgroup includes all racial/ethnic categories except White



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* + 1. ***STUDENT ACHIEVEMENT GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Effective collaboration to support student achievement:*** What processes are in place to ensure that effective  collaboration is occurring at the school to advance student achievement? Are existing processes effective? | Teachers work collaboratively with each other. All grade levels team teach, so both teachers at the grade level share the students.  Students are pushed to advance through TEAM time. |
| What data sources were utilized to make the above determinations? | TEAM time observation data, PLC data |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| ***Student subgroup gaps:*** What gaps exist in outcomes among student subgroups? | Gaps are seen in the areas of phonics and vocabulary – even in the higher grades. Number sense is also an area that we see in our data as a gap. |
| What data sources were utilized to make the above determinations? | iReady  FSA |

* + 1. ***STUDENT ACHIEVEMENT TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | We are closing the gap on phonics by putting a larger emphasis on a more in depth phonics instruction in the daily schedule of the lower grades. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS**
  2. **TRENDS and PATTERNS**

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2, and 3.3.

|  |  |
| --- | --- |
| ***2.1 Coherent Instructional System:*** Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | English Language Arts has statistically been lower than math achievement. |

|  |  |
| --- | --- |
| ***2.2 Effective Leadership:*** Summarize the effective leadership trends and patterns observed by the team while completing this section of the report.  What are the important trends and patterns that will support the  identification of student, teacher, and leader needs? | Providing support to the classrooms by giving teachers the tools and resources necessary to meet the needs of their students. |

|  |  |
| --- | --- |
| ***2.3 Professional Capacity:*** Summarize the professional capacity trends  and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Team teaching supports the identification of student needs with a team approach. |



## NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS

|  |  |
| --- | --- |
| ***2.4 Family and Community Engagement:*** Summarize the family and community engagement trends and patterns observed by the team  while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Families need assistance in how to best support their student at home. Resources and guidance in how to best meet the needs of their child at home. |

|  |  |
| --- | --- |
| ***2.5 Supportive Learning Environment:*** Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Supports are given to the students in the form of personnel and resources. |

|  |  |
| --- | --- |
| ***2.6 Demographic and Financial:*** Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The school is Title I, so we do have a significant amount of students that are from lower-socioeconomic homes. However, according to the data released by FDOE there were no subgroups that were not achieving at the same rate as their peers. That being said, it is important to have the supports in place for students such as snacks when needed, access to the homeless liaison or migrant program supervisor when necessary. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***2.7 Student Achievement:*** Summarize the student achievement trends  and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Student Achievement has continued to grow, as well as student gains in all areas. |



**NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS**

* 1. **IDENTIFICATION and PRIORITIZATION of OVERARCHING NEEDS**

Use the results of 3.1 to identify the overarching needs of the school. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Overarching Need*** | ***How severe is the need?*** | ***Is the need trending better or worse over time?*** | ***Can Root Causes Be Identified?*** | ***Additional Considerations*** | ***Priority Order*** |
| Reading Achievement |  | Better – slightly | Phonics  Curriculum | Studies show that smaller groups equal higher achievement and growth rates – **more personnel needed.** | 1 |
| Parental support at home |  | No change | Resources  Training | Materials needed to assist parents at home with their child.  Trainings needed to assist parents with how to help their child with school work. | 2 |
| Discipline |  | Worse – slightly |  | Additional personnel to monitor students for in-school suspension instead of utilizing the option to send students home for OSS. | 3 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

## ROOT CAUSE ANALYSIS

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. After describing the RCA process, complete a table for each selected overarching need.

The team worked to identify the overarching needs using data, surveys and observation data. This was compiled to help the team answer the questions and discuss the findings. The root causes and things that can be changed are listed in the tables below.

Describe the root cause analysis process used by the team.



## NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS

|  |  |  |  |
| --- | --- | --- | --- |
| **Overarching Need #1** |  | | |
| ***This is a root This is cause and not something a contributing we can***  ***Root Causes to be Addressed cause or symptom affect*** | | | |
| Reading Achievement – curriculum, training, personnel | |  | x |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Overarching Need #2** |  | | |
| ***This is a root This is cause and not something a contributing we can***  ***Root Causes to be Addressed cause or symptom affect*** | | | |
| Parental Support at home – resources and training | |  | x |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Overarching Need #3** |  | | |
| ***This is a root This is cause and not something a contributing we can***  ***Root Causes to be Addressed cause or symptom affect*** | | | |
| Discipline - personnel | |  | x |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Overarching Need #4** |  | | |
| ***This is a root This is cause and not something a contributing we can***  ***Root Causes to be Addressed cause or symptom affect*** | | | |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |



**ADDITIONAL RESPONSES**

Use the space below to provide additional narrative regarding the LEA’s comprehensive needs assessment ( *optional*).