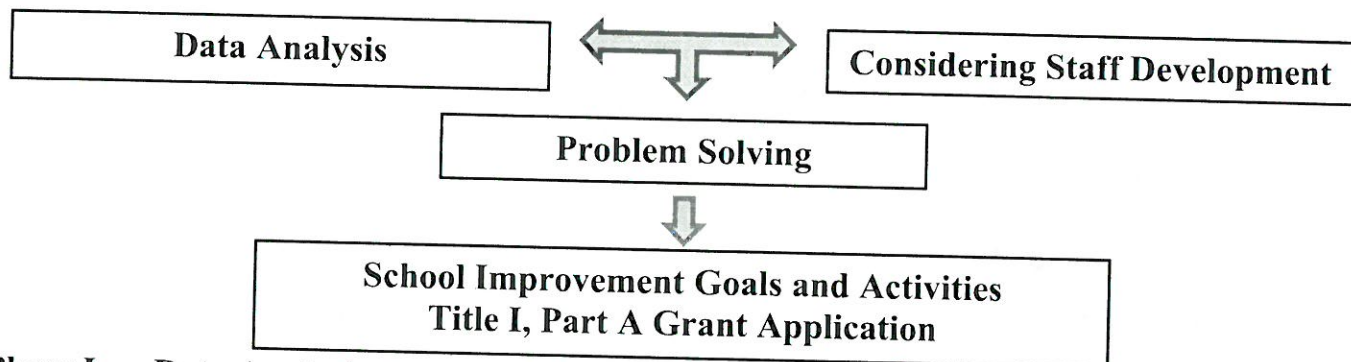School Name: Click here to enter text.   Date: Click to enter a date.
Person Completing Form: Click here to enter text.   Title of Person Completing Form: Click here to enter text.

Madison County
2018-2019
Title I, Part A Program
Comprehensive Needs Assessment
DUE MAY 30

| Data Analysis | ⬅️➡️ | Considering Staff Development |

Problem Solving

⬇️

School Improvement Goals and Activities
Title I, Part A Grant Application

Phase I - Data Analysis

☐ **FSA Data / Progress monitoring Data**

☐ Analyze the most recent FSA data / Progress Monitoring data over 3-year period by subgroup (race/ethnicity; poverty; grade level). Identify patterns of growth or decline. Target the lowest indicators and/or areas not meeting proficiency.

☐ Analyze all of the components/areas that comprise the school grade criteria over a 3-year period. Identify patterns of growth or decline. Target the lowest or declining criteria. School grade criteria can be found here: http://www.fldoe.org/core/fileparse.php/5637/urlt/AccountReporTechMeeting2017.pdf

☐ Analyze results of the Title I Parent Involvement Survey (5 Essentials). Identify areas of weakness.

☐ Consider student demographics (attendance, mobility, behavior, migrant, homeless)

☐ **Curriculum and Instruction**

1. The curriculum in the following disciplines is aligned to the Florida Standards:
   ☑ Reading   ☑ Math   ☐ Writing
   Evidence: Click here to enter text.

   - Eurika > - Saxon
   Journey > - Journey (WriteScore) 4+5th grade

2. The curriculum in the following discipline is aligned to the Next Generation Sunshine State Standards:
   ☑ Science   ☐ Social Studies
   Evidence: Click here to enter text.

   - Science Fusion
   - Social Studies Weekly

3. Local assessments are used by staff as formative data to analyze student progress and align instruction?
   ☑ Yes   ☐ No
   Evidence: Click here to enter text.

   iReady and Florida Ready

Revised 5/8/2018

4. Additional instruction is provided for students who have not mastered the curriculum?

☑ Currently in place and data shows student growth.

☐ Under development

☐ Under consideration

☐ Not in place

Evidence: Click here to enter text.
- iReady
- RtI with the help from classroom teachers, ESE teachers and interventionist.

5. Schools are consistently using research-based instructional strategies to support student learning.

☑ The school is using, refining, and monitoring selected research-based instructional and management practices.

☐ The school is learning about selected research-based instructional and management practices but these practices are not consistently in use across all grade levels and/or subject areas.

☐ The school is considering the use of selected research-based instructional and management practices.

☐ The school is not using research-based instructional and management practices.

☐ **List management Practices (how 1-5 are supported in your school)**: Click here to enter text.
- Kagan Strategies

☐ **Results** (Using the information in Phase I, list Hot Spots) *If needed, tab to add more rows.*

1.	Write Score purchased for lower grades
2.	
3.	

Phase II – Staff Development Considerations

Learning Communities

- **Collaboration**

  ☐ Educators seek new information, plan instruction and solve problems independently or with little collaboration with other educators.

  ☐ Educators are beginning to participate in collaborative activities regarding instruction, assessment, and problem solving.

  ☐ Several of the educators have formed collaborative teams for the purpose of thoughtful, explicit examination of practices and consequences and/or solving problems focused on students' learning.

  ☑ Practically all educators are part of school-based learning teams that meet weekly or bi-monthly to explicitly examine teaching practices and consequences and/or solving problems focused on students' learning.

  Evidence: Click here to enter text.
  Weekly faculty meetings with shared visions.

- **Teamwork**

  ☐ Educators plan instruction and prepare instructional materials and assessments independently or with little interaction with other educators.

  ☐ Educators are beginning to interact with other educators to plan instruction, prepare instructional materials and assessments.

☑ Several of the educators work together to plan instruction, prepare instructional materials and assessments.

☒ Practically all educators work with other educators to plan instruction, prepare instructional materials and assessments.

Evidence: Click here to enter text.

Teacher meet wkly for planning (team meetings)
(K-1) (2-3) (4-5)

☐ **Results** (Using the information in Phase II, Learning Communities, list Hot Spots) *If needed, tab to add more rows.*

1.	
2.	
3.	

Quality Teaching

- **Best Practice**

  ☐ Instruction is usually customary or conventional and <u>not</u> aligned with current best practice strategies (student-centered, experiential, authentic, constructivist, active, collaborative, and challenging).

  ☐ Only a few teachers instruct using best practice strategies <u>or</u> these strategies are implemented only occasionally by a number of teachers.

  ☑ Most teachers broadly engage in the use of best practice strategies (student-centered, experiential, authentic, constructivist, active, collaborative, and challenging) and across multiple subject areas.

  Evidence: Click here to enter text.

- **Mentoring/ Coaching?**

  ☐ Most teachers instruct without the benefit of observing other teachers teach and/or not receiving peer coaching on instructional practices.

  ☑ Many teachers encourage other teachers to observe them teach and/or coach their peers on instructional practices.

  ☐ Most teachers encourage other teachers to observe them teach and/or coach their peers on instructional practices.

  Evidence: Click here to enter text.

  Admin allows teachers to observe each other. Beginner teacher trainings.

☐ **Results** (Using the information in Phase II, Quality Teaching, list Hot Spots) *If needed, tab to add more rows.*

1.	
2.	
3.	

Resources

- **Resource availability**

  ☐ Few instructional resources are available.

☐ Many instructional resources are available but they often overlap and/or conflict.

☐ Too many instructional resources are to be used resulting in less than quality implementation.

☑ Many instructional resources are available and are integrated and complimentary.

Evidence: Click here to enter text.

- **Evidence Based**

  ☐ Too few of the instructional resources are evidence researched based.

  ☐ Sufficient numbers of instructional resources are evidence based.

  ☑ Practically all instructional resources are evidence based.

  Evidence: Click here to enter text.

- **Technology Based Instruction Availability**

  ☐ The devices that are available are either in disrepair or will not work on the web-based resources that are available.

  ☐ Too few devices are available for students to access resources that are web-based.

  ☑ Sufficient numbers of devices are available for students to access resources that are web-based.

  Evidence: Click here to enter text.

  1:1 Chromebook usage School-wide.

☐**Results** (Using the information in Phase II, Resources, list Hot Spots) *If needed, tab to add more rows.*

1.	
2.	
3.	

Leadership

- **Teacher Leadership**

  ☐ Teachers are beginning to assume leadership roles by chairing committees, facilitating planning sessions and/or collaborative instructional activities, however, with little staff input.

  ☐ A number of teachers assume leadership roles (described above) and regularly gain input from other staff members.

  ☑ Staff consistently provides input to teachers who assume these school leadership roles.

  Evidence: Click here to enter text.

- **Principal Leadership**

  ☐ Principals often lead committees, facilitate planning sessions or instructional activities with little teacher input.

  ☐ Principals assume leadership roles (described above) and regularly gain input from teachers.

  ☑ Teachers consistently give input to principals as they serve in leadership roles leading committees, facilitating planning sessions or instructional activities.

  Evidence: Click here to enter text.

- **Assistant Principal Leadership**

☐ The assistant principal often leads committees, facilitate planning sessions or instructional activities with little teacher input.

☐ The assistant principals assume leadership roles (described above) and regularly gain input from teachers.

☑ Teachers consistently give input to the assistant principal as they serve in leadership roles leading committees, facilitating planning sessions or instructional activities.

Evidence: No AP, but Curriculum Coordinator

☐ **Results** (Using the information in Phase II, Leadership, list Hot Spots) *If needed, tab to add more rows.*

1.	
2.	
3.	

Family Engagement

- **Florida Standards/NGSS/ FCAT 2.0/ Florida Standards Assessments / Progress Monitoring**

  ☐ The school meets with almost every parent to help them understand Florida Standards, NGSSS (Science / Social Studies), FCAT 2.0 (Science), Florida Standards Assessments, Local Progress Monitoring Assessments and gives them strategies to monitor their children's progress.

  ☐ The school does not educate parents or does so on a limited basis about the Florida Standards, NGSSS (Science / Social Studies), FCAT 2.0 (Science), Florida Standards Assessments, Local Progress Monitoring Assessments and strategies in monitoring their children's progress.

  Evidence: Click here to enter text.

- **Fostering Family Engagement**

  ☐ Teachers implement 1 - 2 family engagement strategies a year (ex. Newsletter, after-hours family events, literacy training for parents, etc.)

  ☐ Teachers implement 3 or more family engagement strategies a year.

  ☐ Teachers successfully communicate with some of the parents of students in their class(es).

  ☑ Teachers successfully communicate with all, or almost all, of the parents of students in their class(es).

  Evidence: Class dojo, text, emails

- **School Family Engagement**

  ☐ The school implements 1 - 3 family engagement activities a school year.

  ☑ The school implements 4 or more family engagement activities a school year.

  ☐ The school successfully communicates with some of the parents.

  ☐ The school successfully communicates with all, or almost all, of the parents.

  Evidence: Donuts w/dad   - Talent Show   - Thanksgiving/Christmas lunch
  - Muffins w/mom   - Quarterly Awards   - Grandparents day

☐ **Results** (Using the information in Phase II, Family Engagement, list Hot Spots) *If needed, tab to add more rows.*
  - Monthly PTO
  - Quarterly SAC [15]

1.	
2.	
3.	

Using data and staff development information in Phases I and II, consider the following instructional factors.

Mark the most appropriate: **4 = almost all the time; 3 = frequently; 2 = occasionally; 1 = rarely**

Students are engaged in:

④	3	2	1	appropriate text complexity and/or rigorous activities and work;
④	3	2	1	appropriate independent, meaningful learning activities;
④	③	2	1	real-world instructional activities;
④	③	2	1	positive, supportive classroom interactions;
4	③	2	1	sufficient teacher-student interaction, questioning, re-explaining, checking for understanding;
④	3	2	1	sufficient practice, authentic application, and review activities;
④	3	2	1	numerous opportunities to engage in constructive and meaningful interaction about subject matter with other students and the teacher(s);
④	3	2	1	guided practice prior to independent practice;
4	③	2	1	effective and positive classroom management procedures and routines;
4	③	2	1	effective, flexible grouping practices (small/ large and group make-up changes);
④	3	2	1	effective, varied and authentic assessment practices;
④	3	2	1	activities that promote student inquiry and problem-solving.

☐ **Results** (Using the chart above, list Hot Spots) *If needed, tab to add more rows.*

1.	
2.	
3.	

Phase III – Problem Solving

Narrow the focus to one or two contributing factors <u>below and check those boxes.</u> Use these factors/findings to help guide the development of your goals and activities. Descriptors below serve as a guide and are not all inclusive.

Curriculum
- Real-world outcomes
- Integrated Curriculum
- Curriculum Mapping
- Instructional Materials
- Learning Expectations

Instruction
- Instructional Skill Level
- Academic Engagement Time
- Teaching informed by multiple types of assessments (rubrics, observational, performance, benchmarks, etc.)
- Instructional Activities / Strategies
- High Quality Teachers/ Staff

Process
- On-going professional development
- Coaching/ Mentoring of staff / students
- Goals & Targets Agreed Upon
- Inquiry, problem solving focus
- Family Involvement
- Parent Training

Context
- Trusting Environment
- Common Beliefs / Mission
- Authority to Act
- School Climate
- Student Learning Fragmentation
- Student Discipline Policy

Phase IV – Goals – List the Goals for School Year (Add Rows as Needed)

1.	Example: Achieve learning gains in math for 75% of 5th grade students.
2.	
3.	

Phase V – Activities – List Activities Planned to Accomplish Goals (Add Rows as Needed)

1.	Example: Add research-based math intervention in grade 5.
2.	
3.	

Phase VI – Activities – List Items for which Title I Funds are Needed to Accomplish Goals (Add Rows as Needed)

1.	Example: Acaletics; student consumables; teacher stipends for training
2.	
3.	