

SCHOOL BASED COMPREHENSIVE NEEDS ASSESSMENT

Directions: Use the following questions based on New Leaders' *Transformational Leadership Framework* to assess

Overall Data Analysis

Data Sources to be examined: Student Achievement, Student Attendance, Teacher Attendance, Discipline,

1. Based on the data, what areas are noted that need improvement in our school? We need to close the achievement gap between all students and Economically Disadvantaged Students and All Students and Students with Disabilities. We need to continue to focus on both proficiency composite and the growth of all students.

2. What does our school need to make improvements in the areas listed above? (strategies, resources, training, etc.). We have documented several strategies that are listed as Action Steps in our SIP and found in Indistar to address the areas listed above.

3. Based on the data, what can we celebrate? K-2 NWEA/DIBELS 23-24 andd 3-5 EOG Scores

4. We have used our Title I dollars on _____ N/A _____. How have these resources contributed to student achievement?

Learning and Teaching

Lever 1: Aligned Curriculum

Action 1: Scope and Sequence

1. Does teacher practice demonstrate a consistent definition of rigor across your building? How is this definition reinforced through collaborative planning? What evidence do you have to support your response? Teachers plan collaboratively twice each week at a minimum. For the past several years we have fully implemented the districts initiatives around rigor and higher level questioning. We have also defined with fidelity our school's definition of effective instruction using the Gradual Release Model. Our teachers fully use the GCS Curriculum Guide and fully implement the Core ELA and Math programs (CKLA and Eureka, now Eureka Math Squared). We focus on the standards and ensure that the standards are fully taught using these core academic programs. We monitor instruction and the level of rigor through our ILT, admin walk throughs, and peer walk throughs. This year we will focus on student engagement and discourse, along with district focus-Joy of Learning.

3. (Elementary/Middle) Describe the process that occurs for vertical alignment to connect and scaffold skills across grade levels. Using the GCS Curriculum Guide our students are provided consistency in their curriculum from grade to grade. The staff meets weekly for collaboration in either a staff meeting, PLC days or professional development session for Core Curriculum Training, SEL Training, or MTSS Training.

4. (High) How does your school review entrance criteria for AP and Honors classes so all students have access to rigorous curriculum? N/A

5. What processes are in place to ensure that all staff have a shared understanding of rigorous expectations and content mastery? Administration attends PLC meetings each week. We also hold regular staff meetings where our expectations are outlined. We have a strong vision, mission, and belief statements that are the foundation of the work that we do daily and all staff members are participants in understanding our values. We share a weekly newsletter each week that focuses on our vision, mission, and belief statements and outlines weekly expectations. This weekly newsletter has a strong focus on curriculum and content expectations. There is a school wide Google Doc. that holds PLC Agendas and Minutes, a Data Spreadsheet with historical data on all students. Walkthroughs are completed by ILT where we are looking for rigorous instruction, engaged students and student discourse.

Action 2: Units of Study

1. Describe the process for unit planning and review at your school. Our teachers use the GCS Curriculum Guide and the Core Programs (CKLA, Illustrative Math) to plan units and weekly/daily lessons. They complete the formative and summative tasks and assessments and plan backwards from these assessments to ensure they are fully covering the level of rigor needed for students to demonstrate mastery. We meet weekly in PLC meetings for data analysis and planning.