

COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment is a systematic set of procedures that is used to determine needs, examine their nature and causes, and set program targets for action to meet identified needs.

The staff, parents, and community members assess the needs of their school by:

- **Identifying areas to study**
- **Identifying questions they need answered in those areas**
- **Developing methods for gathering answers to the questions**
- **Collecting data (gathering information)**
- **Setting priorities for targeted improvement opportunities based on the data**
- **Analyzing of data that drives decisions**

1. Describe the method(s) used for collecting data for the comprehensive needs assessment. List types of data collected as appropriate:

Meetings/Structures: Superintendent's Cabinet, Elementary and Secondary Principals, Assistant Principals/SASI, Curriculum Team, Q Comp, Staff Development Committees, Career Ladder Institutes, Data Retreats, Building Data Teams, Building Leadership Teams, Teacher Quality Enhancement, Title I Parent Committee and the Curriculum, Instruction and Assessment Committee.

General Data Collected: MCA IIs, GOMs/AIMS Web, NWEA testing, VT efforts, content area curriculum needs, Staff Development Surveys, Teacher Quality Enhancement Surveys, Student & Parent Climate Surveys, specific survey data from, i.e., K & Grade 1 Language Immersion Program Parent Interest Surveys and Grade 8 & 9 Language Arts Surveys, Effects on student achievement from the Math Grant, PBIS and Responsive Classrooms, READ 180, how assessment drives instruction and narrowing the achievement gap.

Title Program Specific Data Collected:

Title I: Student achievement impact from daily, intensive small group instruction in reading and math for grade K-4, homeless and SCCH students and information from at-home academic program support by parents.

Title IIA: Effectiveness of placement of CZR teachers, increased academic achievement through VT and enhanced teacher professional development.

Title III: Impact on achievement of students with service delivery options

Title IV: Impact of counselors on safe student behaviors

Title V: Impact of St. John's Arboretum on science achievement and effectiveness of NWEA data to drive delivery of needed instruction.

NPS: Specific data collected is determined by their past and future uses of these federal monies.

2. Describe the results of the needs assessment data analysis:

Title I: District poverty rate continues to rise rapidly, GOM scores showed solid growth for 90% of students served with Title I funds.

Title IIA: Examination of elementary class sizes reveals a need for the continued use of CZR monies to reduce class sizes, Vertical Teaming continues to be a viable vehicle for HQ professional development to align state standards and curriculum and to increase the rigor of instruction.

Title III: The number of ELL students continues to rise rapidly and the district is responding with SIOP training for administrators and teachers and the examination of appropriate service delivery models.

Title IV: Number of reported students in need remains high

Title V: Above groups spoke highly to the need to continue with the St John's Arboretum Project and NWEA testing.

NPs: Speak separately to the results of their needs assessment data analyses.

3. Based on the results as described above, state areas of focus for consolidated programs:

Title I: Continue reading and math service delivery model for primary students and continue parent education components

Title IIA: Continue use of monies for CZR, expand Vertical Teaming from grades 6-12 to PreK-12

Title III: Provide more focused ELL service delivery model with Sheltered Instruction Observation Protocol and Integrated Service Delivery Model.

Title IV: Continue with provision of counselors for meeting student needs

Title V: Continue with SJA Project for elementary and NWEA testing for struggling students at-risk for not passing MCAIIIs

NPs: Design areas of focus for consolidated programs based on individual school needs.

4. List SMART (Specific, Measurable, Achievable, Results-based, Time-based) goals which support performance targets:

Title I: 95% of economically disadvantaged served students will be proficient on 07-08 GOMs and MCAIIIs.

Title IIA: Class sizes of 26 to 37+ students will be reduced to 18-30 students, # of students successfully completing rigorous courses will increase as will the # of students proficient on MCAIIIs.

Title III: # of students proficient on state testing will increase.

Title IV: # of student incident reports will decrease.

Title V: Expectation of increased student capacity on state science testing and in reading and math through NWEA data-driven instruction.

NPs: Write SMART goals for each of their initiatives.