

Comprehensive Needs Assessment District Compiled Spring 2023

Information compiled based on building and district needs

Need	Related Strategies	Notes	Updates
Students need <i>balance</i> between math and ELA curricula (ELEMENTARY FOCUS)	<p>Teachers need support to effectively balance curricula</p> <p>When PD is important, all teachers need it, the “sharing” model does not change teacher behavior</p> <p>Consistency in materials, PD, instructional strategies</p>	Math ELA	<p>PD has sessions on Math, SEL, ELA and PBIS</p> <p>Explicit Training in IM Math, EL, Coaching in Interventions, Gold Standard created by K-4 teachers, Coaching 9-12 on Brainframes and Empower</p>
Students need <i>differentiated instruction targeted</i> to their current and specific needs (elementary priority 2 – differentiation applies to behavioral also) (high school priority 2 – differentiation and interventions in core areas)	<p>Curriculum alignment</p> <p>Development of core curriculum and Tier 1 interventions</p> <p>Labeled book bins for equitable access to text; books labeled with text levels; themed books</p> <p>Brainframe writing</p> <p>Painted paragraphs – EL Curriculum</p> <p>Empower, continue to support</p> <p>Content area PLC PD</p>	Math ELA	<p>Gold Standards K-4</p> <p>Classroom Library work</p> <p>Caring Schools</p> <p>Community work</p> <p>Brainframes and Empower</p> <p>AVMR math</p> <p>Ready Set Math</p> <p>Questioning strategy</p> <p>EL Coaching</p> <p>C4L coaching</p>

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Students at all grades need access to Tier 2 behavioral interventions (elementary priority 3 – applies to tier 2 and tier 3)	MTSS Check-in / Check-out Mentoring partnerships Small group – targeted needs TCI – verbal de-escalation Meaningful work Socio-emotional curriculum & community circles Restorative practices	Math ELA	Teams established all buildings Regular Meetings MTSS director hired, PBIS coordinator hired, Risk Assessment Coordinator hired Small group K-4 goal TCI trainers in district
Student growth needs to accelerate to close gaps between actual performance and target performance	Summer Acceleration Personal curricula Early college Accelerated coursework Academic targeted intervention Project Based Learning Themed Core Curriculum instruction EL	Math ELA	3 years of summer acceleration Early College Promoted in student planning tool Data teams for targets PBL K-5 established EL Core instruction K-6
Students need a guaranteed and viable curriculum	Implementation of core curriculum with efficacy (follow research model) 9 th ELA - Odell model Biology – Modeling curriculum	Math ELA	K-6 EL curriculum 7-8 MAISA units 9 Odell Model 10-12 Teacher created K-12 IM Math 3rd Pilot Curriculum Biology

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<p><i>Struggling students</i> need to be supported more effectively in gen ed <i>core</i> curriculum</p>	<p>Behavioral training and strategies (CHAMPS, Conscious Discipline, restorative practices, Tiers)</p> <p>Use resources with efficacy (follow research model)</p> <p>Improve gen ed support, add academic interventions at secondary, add content coaching in ELA</p> <p>Increase Tier 1,2 interventions – identified and available, done with fidelity (follow research model)</p> <p>Find/develop more strategies for difficult/high frequency situations; student consequences</p> <p>Change staff mindset away from consequence approach</p> <p>Opportunities for restoration</p> <p>Safe checkin/checkout person for high needs students</p> <p>Content area PLC PD</p> <p>“PBIS Classroom Tools & Strategies” PD</p> <p>“CHAMPS” PD</p>	<p>Academic</p> <p>to reduce likelihood of special ed placement</p>	<p>Increased Counselor and SW staff</p> <p>MTSS teams all buildings</p> <p>TCI</p> <p>CHAMPS</p> <p>Caring Schools</p> <p>Community curriculum</p> <p>Progress Monitoring in Math and ELA</p> <p>Math aligned to AVMR progressions</p> <p>Listed district interventions</p>

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<p>Students need to <i>relate</i> to content, <i>engage</i> with content, and understand <i>connections</i></p>	<p>Leverage common writing process and critical thinking</p> <p>PBL or partnerships between ELA and SS</p> <p>Project Based Learning 5th Grade, HS Science, 9th Grade ELA</p> <p>Empower (additional layers of training), embed Empower in MAISA units</p> <p>Brain Frames</p> <p>Data from Fastbridge used K-12 Data meetings and MTSS meetings</p> <p>Project Based Learning</p> <p>Gold Standard Walk Thru Data analysis K-4</p> <p>Equitable libraries</p> <p>Focus on Essential Literacy Standards</p> <p>“Educator Externship”</p> <p>“Project Based Learning” PD</p> <p>MI-STAR PD</p>	<p>All content areas</p>	<p>PBL trainings 5 years straight</p>

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<p>Students need differentiated and targeted, specialized <i>core instruction</i></p>	<p>Tier 1 interventions – identified and available</p> <p>Tier 2 interventions – identified and available</p> <p>High Impact Leadership literacy resources</p> <p>Data-driven decisions</p> <p>PD in understanding formative assessment and using it effectively</p> <p>Use data to inform instructional goals</p> <p>Seminar Class at HS</p> <p>Intervention hour option – Student Success Seminar</p> <p>Intervention and structured support during classes and after school - secondary</p> <p>Content area PLC PD</p> <p>“Assessment Literacy Workshop”</p>	<p>Math ELA</p>	<p>MTSS teams all buildings</p> <p>K-4 interventions through the gold standards</p>

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<p>Students need targeted instruction in math that meets them where they are</p> <p>Intentional focus on black male population</p> <p>Students need a deeper understanding of Algebra before moving forward in coursework.</p> <p>Students need deeper understanding of fractions</p> <p>(high school priority 2 – differentiation and interventions in core areas)</p>	<p>Identify and close gaps identified in FastBridge benchmark assessments</p> <p>AVMR PD for all, sustained support (levels 1, 2)</p> <p>Formative assessment and data to drive small group instruction, differentiated instruction</p> <p>Number talks</p> <p>Open Up/Illustrative Math curriculum, work with Kristen on path/ curriculum plan</p> <p>*This curriculum schedule is too regimented, lacks adequate skill practice, lacks distributed practice, tight schedule discourages retesting.</p> <p>*Resources with this curriculum are not fully developed so staff need to work through all the problem sets themselves, and then develop parallel problem sets and assessments.</p> <p>Peer-to-peer observing, sharing, planning, coaching (Kristen)</p> <p>Math coach</p> <p>Increase time in Algebra for students who struggle, including SWD</p> <p>Restructure delivery of math curriculum to encourage development and implementation of interventions</p> <p>Monitor with data</p> <p>Content area PLC PD</p> <p>Fraction PD - Kristen</p>	<p>Math</p>	<p>IM Math training</p> <p>Ready, Set Math</p> <p>Math Manipulatives K-8</p>

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<p>Students need a consistent cross-grade writing process. (high school priority 1 - writing) (MS & RPI priority 2 - writing) SS & English teachers PLC SAT style writing Systems approach to BrainFrames and EmPower</p>	<p>ELA coach, use internal teachers</p> <p>Formative assessment to drive small group instruction, differentiated instruction</p> <p>ELA curriculum support (effective implementation, anticipating misconceptions)</p> <p>Content area PLC PD</p> <p>MIELA Network PD (June 2019/June 2020)</p> <p>New 3-6 ELA curriculum</p>	<p>ELA</p>	<p>Gold Standards K-4 Classroom Library work Caring Schools Community work Brainframes and Empower AVMR math Ready Set Math Questioning strategy EL Coaching C4L coaching</p>
<p>Struggling students in HS English need interventions that align with core curriculum (high school priority 2 – differentiation and interventions in core areas)</p>	<p>Stari 10 (HS) is inadequate preparation for English 11. Revise program, restructure as supplemental, or other solution is needed</p> <p>Content area PLC PD</p>	<p>ELA Data</p>	<p>Hired Reading Specialist as Interventionist Coaching 9th grade ELA on engagement strategies Off schedule interventions in Seminar and Middle School</p>
<p>Students need an aligned English curriculum 7-12, that is designed to meet their needs.</p>	<p>English curriculum template for 9-12</p> <p>Content area PLC PD</p>	<p>ELA</p> <p>PD is planned for this summer (Dan)</p>	<p>Odell at 9th grade 7-8 MAISA units</p>

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<p>Students need targeted instruction in science that meets them where they are</p>	<p>MI-STAR curriculum and PD, add units and support</p> <p>Engaging learning experiences that set them up for success</p> <p>PLC with Sarah Coleman</p> <p>Content area PLC PD</p> <p>“Planning 180 Days of Instruction” PD</p> <p>“Educator Externship” (June 2019/2020/2021/2022)</p> <p>Design School PD</p>	<p>Science</p>	<p>Biology PLC Modeling Training 100% staff certified in MI-Star modules</p>
<p>Students need targeted and intentional support to be successful in demonstrating desired classroom behaviors. (high school priority 3 – classroom behavioral interventions and tools) (MS & RPI priority 3 – Tier 1 behavioral strategies plus PD) CKH Purposeful use of resources, supports and interventions</p>	<p>Counseling, social work, skill building for Tier 2, 3 behaviors.</p> <p>PD for teachers working with these strategies, frequent follow-up</p> <p>Rocket University</p> <p>10-minute PDs</p> <p>Consistently recognize positives and successes</p>	<p>Behavior</p>	<p>Increased Counselor and SW staff MTSS teams all buildings TCI CHAMPS Caring Schools Community curriculum Progress Monitoring in Math and ELA Math aligned to AVMR progressions Listed district interventions</p>

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<p>Students need <i>common behavioral expectations</i> across all locations, including classrooms</p>	<p>Establish and commit to common behavioral expectations across all classrooms</p> <p>Proactive teaching of common classroom expectations</p> <p>Staff need to understand importance of Tier 1 as foundation for Tier 2</p> <p>PBIS flow chart, expectations for whole group and independent time</p>	<p>Behavior</p>	<p>Increased Counselor and SW staff MTSS teams all buildings TCI CHAMPS Caring Schools Community curriculum Progress Monitoring in Math and ELA Math aligned to AVMR progressions Listed district interventions</p>
<p>Students need <i>positive behavioral supports</i> that meet them where they are</p>	<p>Tiered intervention system</p> <p>Specific strategies are needed for cell phone issues</p> <p>Need behavioral interventions for struggling students (Tier 2, 3)</p> <p>Monitor behavior with data</p> <p>“Healthier Classrooms, Healthy Kids” PD (July 2019)</p> <p>“Fostering Resilient Learners” PD</p>	<p>Behavior</p>	<p>Increased Counselor and SW staff MTSS teams all buildings TCI CHAMPS Caring Schools Community curriculum Progress Monitoring in Math and ELA Math aligned to AVMR progressions Listed district interventions</p>

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<p>Kindergarten students need to learn how to “do school.”</p>	<p>Second Step curriculum with teacher training</p> <p>Supplemental behavioral support for Kdg</p> <p>Rocket University</p> <p>“Second Step” Curriculum training</p>	<p>Behavior</p>	<p>Increased Counselor and SW staff</p> <p>MTSS teams all buildings</p> <p>TCI</p> <p>CHAMPS</p> <p>Caring Schools</p> <p>Community curriculum</p> <p>Progress Monitoring in Math and ELA</p> <p>Math aligned to AVMR progressions</p> <p>Listed district interventions</p>
<p>Students’ social/emotional and mental health needs must be met</p>	<p>Support in conducting conversations around behavior data</p> <p>More discussions around behavioral data</p> <p>PD in understanding purpose of data collection, implications and application</p> <p>10-minute PDs</p> <p>PD in Capturing Kids’ Hearts</p> <p>“Healthier Classrooms, Healthy Kids” PD (July 2019)</p> <p>“Fostering Resilient Learners” PD</p> <p>“Youth Mental Health First Aid” PD</p> <p>“Second Step” Curriculum training</p>	<p>Behavior</p> <p>Brett, Amy Henry</p>	<p>Increased Counselor and SW staff</p> <p>MTSS teams all buildings</p> <p>TCI</p> <p>CHAMPS</p> <p>Caring Schools</p> <p>Community curriculum</p> <p>Progress Monitoring in Math and ELA</p> <p>Math aligned to AVMR progressions</p> <p>Listed district interventions</p>

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<p>Students' <i>sensory and physiological</i> needs must be met</p>	<p>Continue sensory practices, mindfulness, calming room/corner, motor room, "front porch"</p> <p>10-minute PDs</p> <p>Offer opportunities for students to recognize and deal with their stressors (courses in stress management, mindfulness, personal management (how to self-manage distractors)) Courses need to make sense for the students.</p> <p>Teach strategies for handling stressful situations. Teach resilience. Offer yoga, meditation, mindfulness</p> <p>"Healthier Classrooms, Healthy Kids" PD (July 2019)</p> <p>"Fostering Resilient Learners" PD</p>	<p>Behavior</p>	<p>Increased Counselor and SW staff MTSS teams all buildings TCI CHAMPS Caring Schools Community curriculum Progress Monitoring in Math and ELA Math aligned to AVMR progressions Listed district interventions</p>
<p>Students need <i>consistent messages</i> about behavioral expectations</p> <p>Students need <i>parents and school</i> to communicate well with each other.</p> <p>(MS & RPI priority 1 – cultural PD with strategies driven by subgroup needs)</p>	<p>Engage parents, help them understand and support our common behavioral expectations</p> <p>More Tier 1, 2 behavioral support</p> <p>Rocket University</p> <p>FRC meetings with parents to identify needs and offer support</p> <p>Build relationships with parents and agencies to promote early intervention</p> <p>Continue, enhance focus on schoolwide and district wide messaging</p>	<p>Behavior</p> <p>Climate & Culture</p> <p>Respect, Pride, Integrity</p>	<p>Increased Counselor and SW staff MTSS teams all buildings TCI CHAMPS Caring Schools Community curriculum Progress Monitoring in Math and ELA Math aligned to AVMR progressions Listed district interventions</p>

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<p>Students at risk need the support of a <i>comprehensive process</i> of review, analysis, prescription and reflection</p>	<p>Improve child study process</p> <p>MTSS, PBIS initiative – building and district teams, frequent and consistent updates to all staff</p> <p>Revise discipline policy and student handbooks (explicitly share expectations with students and families – clear – districtwide)</p> <p>Find/develop more strategies for difficult/high frequency situations; student consequences</p> <p>Change staff mindset away from consequence approach</p> <p>PD for PBIS leadership teams</p> <p>Act on Tiered Fidelity Inventory (TFI) action plans</p>	<p>Behavior</p> <p>Data-driven decisions</p> <p>SWD subpop</p>	<p>Increased Counselor and SW staff</p> <p>MTSS teams all buildings</p> <p>TCI</p> <p>CHAMPS</p> <p>Caring Schools</p> <p>Community curriculum</p> <p>Progress Monitoring in Math and ELA</p> <p>Math aligned to AVMR progressions</p> <p>Listed district interventions</p>

Need	Related Strategies	Notes	Updates
<p>Students need adults to understand them through a trauma informed lens and meet them where they are</p> <p>Students need an educational setting that recognizes their individuality, traumatic history and dislike for formal schooling.</p> <p>(MS & RPI priority 1 – cultural PD with strategies driven by subgroup needs)</p>	<p>Understanding of trauma informed practice and building a responsive culture, continue learning</p> <p>Continue partnership with mental health professionals for highest need students</p> <p>Revise discipline policy and student handbooks (explicitly share expectations with students and families – clear – districtwide)</p> <p>Find/develop more strategies for difficult/high frequency situations; student consequences</p> <p>Change staff mindset away from consequence approach</p> <p>Support teachers in Capturing Kids’ Hearts so it can be as impactful as possible - PD</p> <p>“Cultural Intelligences” PD (June2019/June 2020)</p> <p>“Fostering Resilient Learners” PD</p> <p>“Youth Mental Health” PD</p> <p>“Second Step” Curriculum training</p>	<p>Behavior</p> <p>Climate & Culture</p>	<p>Increased Counselor and SW staff</p> <p>MTSS teams all buildings</p> <p>TCI</p> <p>CHAMPS</p> <p>Caring Schools</p> <p>Community curriculum</p> <p>Progress Monitoring in Math and ELA</p> <p>Math aligned to AVMR progressions</p> <p>Listed district interventions</p>

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<p>Students need to <i>feel safe</i> in school</p> <p>(MS & RPI priority 1 – cultural PD with strategies driven by subgroup needs)</p>	<p>PD and support for teachers dealing with second-hand trauma after classroom events of significance</p> <p>PD in Capturing Kids’ Hearts</p> <p>"Compass Room"</p> <p>"Cultural Intelligences" PD (June2019/June 2020)</p> <p>"Fostering Resilient Learners" PD</p>	<p>Behavior</p> <p>Climate & Culture</p>	<p>Increased Counselor and SW staff</p> <p>MTSS teams all buildings</p> <p>TCI</p> <p>CHAMPS</p> <p>Caring Schools</p> <p>Community curriculum</p> <p>Progress Monitoring in Math and ELA</p> <p>Math aligned to AVMR progressions</p> <p>Listed district interventions</p>
<p>Students need positive and functional <i>relationships with trusted adults</i></p>	<p>PD in decision tree, using data on majors and minors</p> <p>PD in Capturing Kids’ Hearts</p> <p>"Cultural Intelligences" PD (June2019/June 2020)</p>	<p>Behavior</p> <p>Climate & Culture</p>	<p>CHAMPS</p>
<p>Students need a calm and inviting learning <i>environment</i> with opportunity for successful transitions into learning activities</p> <p>(MS & RPI priority 1 – cultural PD with strategies driven by subgroup needs)</p>	<p>Lunch is too short and kids are still wound up when it’s time for class. They need the opportunity to decompress, prepare for change, and transition.</p> <p>Morning gathering is counterproductive. Students need a calm, quiet start to their day. The transition from gym/café to classroom is insufficient to get students ready to learn.</p> <p>Students prefer small group settings. Appreciate reteaching opportunities.</p>	<p>Student perception data</p> <p>Climate & Culture</p>	<p>Increased Counselor and SW staff</p> <p>MTSS teams all buildings</p> <p>TCI</p> <p>CHAMPS</p> <p>Caring Schools</p> <p>Community curriculum</p> <p>Progress Monitoring in Math and ELA</p> <p>Math aligned to AVMR progressions</p> <p>Listed district interventions</p>

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<p>Student need to learn in an environment that is <i>free from bias</i></p>	<p>PD in Capturing Kids’ Hearts</p> <p>Engage parents in community conversations</p> <p>“Cultural Intelligences” PD (June2019/June 2020)</p>	<p>Climate & Culture (Parent perceptions of students as “monsters”)</p> <p>Behavior</p>	<p>Increased Counselor and SW staff</p> <p>MTSS teams all buildings</p> <p>TCI</p> <p>CHAMPS</p> <p>Caring Schools</p> <p>Community curriculum</p> <p>Progress Monitoring in Math and ELA</p> <p>Math aligned to AVMR progressions</p> <p>Listed district interventions</p>
<p>Students need to learn <i>tolerance and acceptance</i></p>	<p>PD in Capturing Kids’ Hearts</p> <p>“Cultural Intelligences” PD (June2019/June 2020)</p>	<p>Behavior</p>	<p>Increased Counselor and SW staff</p> <p>MTSS teams all buildings</p> <p>TCI</p> <p>CHAMPS</p> <p>Caring Schools</p> <p>Community curriculum</p> <p>Progress Monitoring in Math and ELA</p> <p>Math aligned to AVMR progressions</p> <p>Listed district interventions</p>
	<p>Principal needs access to resources/people</p> <p>Getting to know the “network”</p>		<p>MTSS Teams in every building</p>

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<p>Students need to learn from highly <i>qualified teachers on a consistent</i> basis</p>	<p>Improve teacher absenteeism</p> <p>Increase availability of guest teachers</p> <p>New Teacher PD</p>	<p>High Priority for our learning culture</p> <p>Administrative</p>	<p>Increase daily guest teacher rates</p> <p>Create/Develop more "Premier" positions</p> <p>Share "hard data" with building/district leaders</p> <p>Direct communication with educator preparation institutions</p> <p>Rolling postings for critical shortage positions</p> <p>Direct conversations (i.e. coaching, empathy interviews, evaluations)</p> <p>More "public postings" (i.e. District website, Indeed, etc.)</p>
<p><i>SWD</i> students need access to <i>tiered interventions</i></p>	<p>Strengthen instructional supports including gen ed and Tier 1 support</p>	<p>SWD subpopulation</p> <p>ELA</p> <p>Math</p> <p><i>TSI* focus</i></p>	<p>Gold Standards K-4</p> <p>Classroom Library work</p> <p>Caring Schools</p> <p>Community work</p> <p>Brainframes and Empower</p> <p>AVMR math</p> <p>Ready Set Math</p> <p>Questioning strategy</p> <p>EL Coaching</p> <p>C4L coaching</p>

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SWD need effective implementation of accommodations in gen ed setting	Training in accoms/mods for gen ed staff Specialist in accoms/mods	SWD subpopulation i.e. Gearhart	Gold Standards K-4 Classroom Library work Caring Schools Community work Brainframes and Empower AVMR math Ready Set Math Questioning strategy EL Coaching C4L coaching
SWD students need comprehensive support at the tier 1 level in math	Strategies needed	TSI* focus	AVMR math Ready Set Math Questioning strategy
SWD students need to engage in state assessment with fidelity	How do we get kids to care about state assessment? Relationship building, Capturing Kids' Hearts PD	TSI* focus	Prioritized Assessments
ED students' basic needs must be met Students' need for social interaction is even greater than their need for food	Ensure free/reduced lunch forms are received Feed them where they socialize	ED subpopulation	Increased food being served Offering food on breaks Partnered with churches for food over the weekend.

TSI = Targeted Support and Improvement. The HS has been given this designation for the 2019-2020 school year. All Schools are now designated as Universal Supports for Improvement