

# Comprehensive Needs Assessment

## District Compiled, Spring 2019

Need	Related Strategies	School(s)	Notes
Students need <b>balance</b> between math and ELA curricula	Teachers need support to effectively balance curricula  When PD is important, all teachers need it, the “sharing” model does not change teacher behavior  Consistency in materials, PD, instructional strategies	Central TLE RPEL	Math ELA
Students need <b>differentiated instruction targeted</b> to their current and specific needs	Curriculum alignment  Development of core curriculum and Tier 1 interventions  10-minute PDs  Empower, continue to support  Content area PLC PD	Central  RPEL HS  MS	Math ELA
Students at all grades need access to <b>Tier 2</b> behavioral interventions	MTSS Title I Other strategies and interventions are needed	Central TLE MS HS	Math ELA
Student <b>growth needs to accelerate</b> to close gaps between actual performance and target performance		Central	Math ELA
Students need a guaranteed and viable curriculum	Implementation of core curriculum with efficacy (follow research model)	Central MS	Math ELA
Students need support from both <b>home and school</b> to be successful	Engage parents in home fun, IRIPs, home plans, etc.	TLE	Academic

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<p><b>Struggling students</b> need to be supported more effectively in gen ed <b>core</b> 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</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>10-minute PDs</p> <p>Opportunities for restoration</p> <p>Safe check-in/checkout person for high needs students</p> <p>Content area PLC PD</p> <p>“PBIS Classroom Tools &amp; Strategies” PD</p> <p>MIELA Network PD (June2019/June 2020)</p> <p>“CHAMPS” PD</p>	<p>Central TLE RPEL HS RPI</p>	<p>Academic</p> <p>to reduce likelihood of special ed placement</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>PBL – add 10<sup>th</sup> grade, add science</p> <p>Empower (additional layers of training), embed Empower in MAISA units</p> <p>ELA curriculum support (Megan Perreault &amp; Rayna), planning and alignment</p> <p>Brain Frames</p> <p>Monitor with data</p> <p>Hands-on active learning experiences (STEM)</p> <p>Content area PLC PD</p> <p>“Assessment Literacy Workshop” (June2019/June 2020)</p> <p>“Educator Externship” (June2019/June 2020)</p> <p>“Project Based Learning” PD</p> <p>MIELA Network PD (June2019/June 2020)</p> <p>“Sparked – Classroom Innovation” PD</p> <p>MI-STAR PD</p>	<p>MS HS RPI</p>	<p>All content areas</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>Formative assessment - grow</p> <p>Data-driven decisions – PD in understanding data and information from formative assessment and using it to drive instruction</p> <p>PD in understanding formative assessment and using it effectively</p> <p>Use data to inform instructional goals</p> <p>10-minute PDs</p> <p>"Compass Room"</p> <p>Intervention hour option in student's schedules ("advisory" or "seminar")</p> <p>Content area PLC PD</p> <p>"Assessment Literacy Workshop" (June 2019/June 2020)</p> <p>MIELA Network PD (June 2019/June 2020)</p>	<p>Central</p> <p>TLE</p> <p>RPEL</p> <p>MS</p> <p>HS</p> <p>RPI</p>	<p>Math</p> <p>ELA</p>

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<p>Students need targeted instruction in <i>math</i> that meets them where they are</p> <p>Students need a deeper understanding of <i>Algebra</i> before moving forward in coursework.</p> <p>Students need deeper understanding of <i>fractions</i></p>	<p>Identify and close gaps in Georgia units</p> <p>AVMR PD for all, sustained support (levels 1, 2)</p> <p>Formative assessment to drive small group instruction, differentiated instruction</p> <p>Need-driven PD planning (reflective, learning labs, teacher voice)</p> <p>Number talks</p> <p>Open Up/Illustrative Math curriculum, work with Kristen on path/ curriculum plan *This curriculum schedule is too regimented, lacks adequate skill practice, lacks distributed practice, tight schedule discourages retesting. *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 (what data and how often)</p> <p>Content area PLC PD</p> <p>Fraction PD - Kristen</p>	<p>TLE</p> <p>RPI</p> <p>MS</p> <p>HS</p>	<p>Math</p>

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Students need a consistent cross-grade <b>writing</b> process.	ELA coach, use internal teachers  Formative assessment to drive small group instruction, differentiated instruction  ELA curriculum support (effective implementation, anticipating misconceptions)  Content area PLC PD  MIELA Network PD (June2019/June 2020)  New 3-6 ELA curriculum	RPI	ELA
Struggling students in <b>HS English</b> need interventions that align with core curriculum	STARI 10 (HS) is inadequate preparation for English 11. Revise program, restructure as supplemental, or other solution is needed  Content area PLC PD	HS	ELA Data
Students need an aligned <b>English</b> curriculum 7-12, that is designed to meet their needs.	English curriculum template for 9-12  Content area PLC PD	HS	ELA  PD is planned for this summer (Dan)
Students need targeted instruction in <b>science</b> that meets them where they are	MI-STAR curriculum and PD, add units and support  Engaging learning experiences that set them up for success  PLC with Sarah Coleman  Content area PLC PD  “Planning 180 Days of Instruction” PD  “Educator Externship” (June2019/June 2020)  NGSX PD	MS	Science

Need	Related Strategies	School(s)	Notes
Students need targeted and intentional support to be successful in demonstrating desired <b>classroom</b> behaviors.	Counseling, social work, skill building for Tier 2, 3 behaviors  PD for teachers working with these strategies, frequent follow-up  Rocket University  10-minute PDs  Consistently recognize positives and successes	TLE RPEL	Behavior
Students need <b>common behavioral expectations</b> across all locations, including classrooms	Establish and commit to common behavioral expectations across all classrooms  Proactive teaching of common classroom expectations  Staff need to understand importance of Tier 1 as foundation for Tier 2  PBIS flow chart, expectations for whole group and independent time	TLE  MS  HS	Behavior
Students need <b>positive behavioral</b> supports that meet them where they are	Tiered intervention system  Specific strategies are needed for cell phone issues  Need behavioral interventions for struggling students (Tier 2, 3)  Monitor behavior with data  “Healthier Classrooms, Healthy Kids” PD (July 2019)  “Fostering Resilient Learners” PD	MS  HS  RPI	Behavior
<b>Kindergarten</b> students need to learn how to “do school.”	Second Step curriculum with teacher training  Supplemental behavioral support for Kindergarten  Rocket University  “Second Step” Curriculum training	Central  TLE  RPEL	Behavior

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<p>Students' <i>social/emotional and mental health</i> 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>Central RPEL MS</p> <p>RPI</p>	<p>Behavior</p> <p>Brett, Amy Henry</p>
<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>RPEL</p> <p>HS</p> <p>RPI</p>	<p>Behavior</p>



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<p>Students need <b>consistent messages</b> about behavioral expectations</p> <p>Students need <b>parents and school</b> to communicate well with each other.</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 school wide and district wide messaging</p>	<p>TLE RPEL RPI</p>	<p>Behavior</p> <p>Climate &amp; Culture</p> <p>Respect, Pride, Integrity</p>
<p>Students at risk need the support of a <b>comprehensive process</b> 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>Central TLE RPEL MS HS</p>	<p>Behavior</p> <p>Data-driven decisions</p> <p>SWD, sub-pop</p>

Need	Related Strategies	School(s)	Notes
<p>Students need adults to understand them through a <b>trauma informed</b> lens and meet them where they are</p> <p>Students need an <b>educational setting</b> that recognizes their individuality, traumatic history and dislike for formal schooling.</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>Central RPEL MS HS</p>	<p>Behavior</p> <p>Climate &amp; Culture</p>
<p>Students need to <b>feel safe</b> in school</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>RPEL</p> <p>MS RPI</p>	<p>Behavior</p> <p>Climate &amp; Culture</p>
<p>Students need positive and functional <b>relationships with trusted adults</b></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>RPEL</p>	<p>Behavior</p> <p>Climate &amp; Culture</p>

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Students need a calm and inviting learning <i>environment</i> with opportunity for successful transitions into learning activities	<p>Lunch is too short and kids are still wound up when it's time for class. They need opportunity to decompress, prepare for change, 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 re-teaching opportunities.</p>	RPI	<p>Student perception data</p> <p>Climate &amp; Culture</p>
Student need to learn in an environment that is <i>free from bias</i>	<p>PD in Capturing Kids' Hearts</p> <p>Engage parents in community conversations</p> <p>"Cultural Intelligences" PD (June 2019/June 2020)</p>	Central	<p>Climate &amp; Culture (Parent perceptions of students as "monsters")</p> <p>Behavior</p>
Students need to learn <i>tolerance and acceptance</i>	<p>PD in Capturing Kids' Hearts</p> <p>"Cultural Intelligences" PD (June 2019/June 2020)</p>	Central	Behavior
	<p>Principal needs access to resources/people</p> <p>Getting to know the "network"</p>	Central	
Students need to learn from highly <i>qualified teachers on a consistent</i> basis	<p>Improve teacher absenteeism</p> <p>Increase availability of guest teachers</p> <p>New Teacher PD</p>	Central	
<b>SWD</b> students need access to <i>tiered interventions</i>	Strengthen instructional supports including gen ed and Tier 1 support	RPEL MS HS	SWD. sub-pop ELA Math <b>TSI* focus</b>
<b>SWD</b> need effective implementation of <i>accommodations in gen ed</i> setting	<p>Training in accoms/mods for gen ed staff</p> <p>Specialist in accoms/mods</p>	MS HS	SWD, sub-pop  i.e. Gearhart
<b>SWD</b> students need <i>comprehensive support</i> at the tier 1 level in <i>math</i>	Strategies needed	HS	<b>TSI* focus</b>
<b>SWD</b> students need to engage in <i>state assessment</i> with fidelity	<p>How do we get kids to care about state assessment?</p> <p>Relationship building, Capturing Kids' Hearts PD</p>	HS (MS)	<b>TSI* focus</b>

Need	Related Strategies	School(s)	Notes
<p><b>ED</b> students' <b>basic needs</b> must be met</p> <p>Students' need for <b>social interaction</b> is even greater than their need for food</p>	<p>Ensure free/reduced lunch forms are received</p> <p>Feed them where they socialize</p>	<p>RPEL</p> <p>MS</p>	<p>ED, sub-pop</p>

TSI = Targeted Support and Improvement. The HS has been given this designation for the 2019-2020 school year.

Notes:

There is no mention of World Language needs in the school CNA gathering. Only in Terri's question in the PD needs assessment.