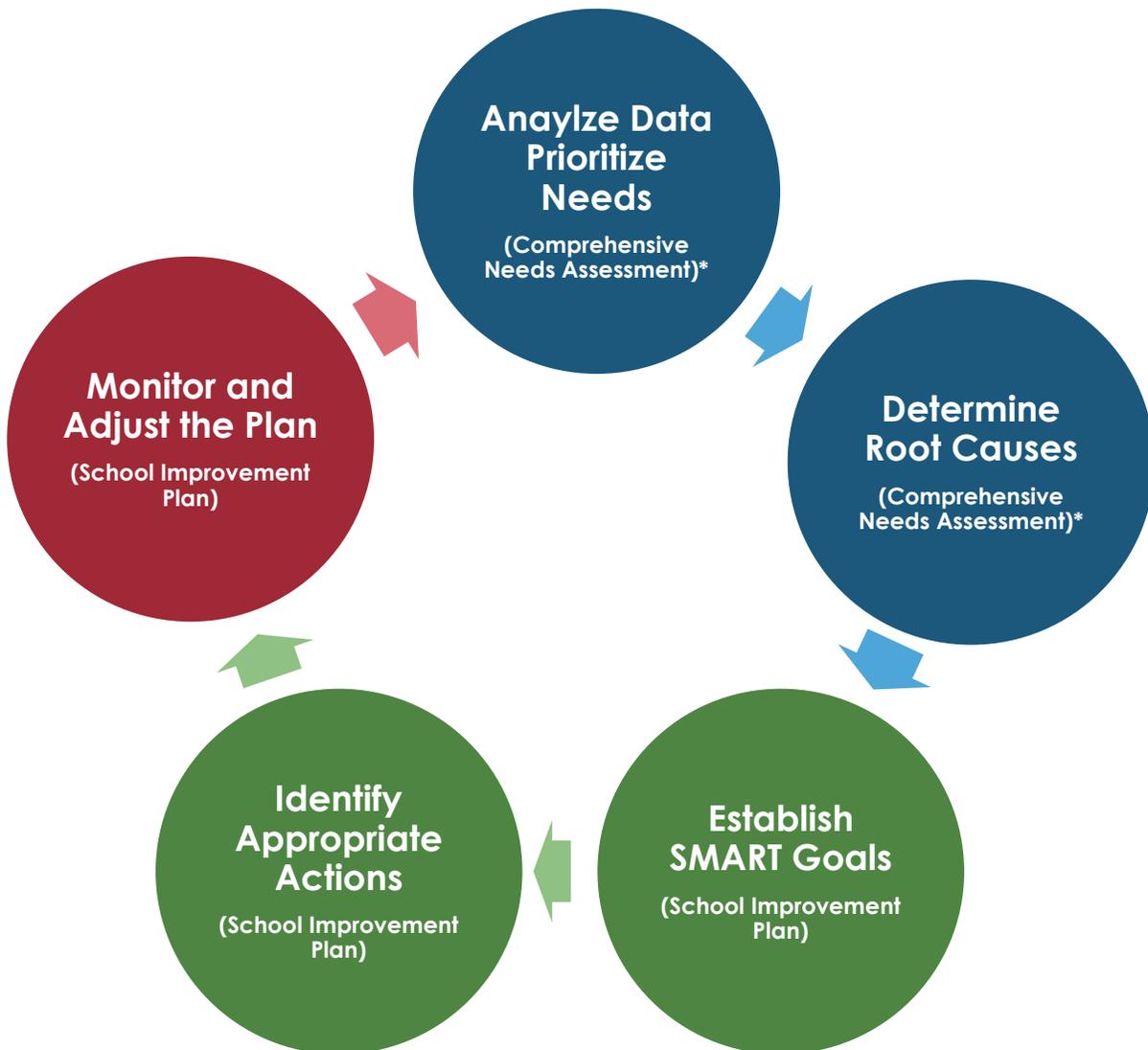


Comprehensive Needs Assessment Plan

3-Yr Data Profile for Title I and Non-Title I Schools*



**Comprehensive Needs Assessment 3-Yr Profile for Elementary, Middle School and High School*



The purpose for our School Improvement Planning process is to be a comprehensive system that aligns with the Georgia School Performance Standards and serves as a support resource for all schools. For Title I schools, we aligned our process with the Title I Schoolwide/School Improvement Plan.

Assess

The comprehensive needs assessment plan is based on trend and summative data developed from the **Comprehensive Needs Assessment 3-Yr Profile**. The formulas will compute the information once you enter your data into the yellow sections.

The comprehensive school improvement planning process begins with gathering data for the school. This step, highlighted in green, is critical in creating a profile of the schools successes and areas of improvement. Once the data has been analyzed in the Comprehensive Needs Assessment, schools can reflect on the CCRPI categorized questions below to begin to assess the root causes within the data. Professional Learning needs should be determined within the analysis of your data.

Plan

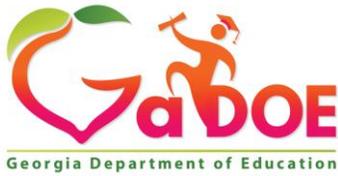
The Leadership Team will develop focused and streamlined SMART goals in the three areas that are of greatest need. Actions, strategies and interventions should be identified in this process. Research tells us that our focus must be on instruction for our ultimate goal of improved academic success for our students. The Georgia School Performance Standards guide this work of best teaching practices as well as determining artifacts and evidences of success.

Implement

A major part of implementing a School Improvement Plan is ensuring the vision, mission and SMART goals are clearly communicated to the school community. Ideally, everyone within the school can articulate the two to three areas of improvement. The professional learning plan is designed to align to the identified needs. Implementation of on-going professional learning to support and guide your goals is a critical component to this process.

Monitor

Effective schools monitor their progress. This may include walk-throughs, observations, conferences, data talks, collaborative planning sessions, and/or the on-going review of the components within the School Improvement Plan. What's important within your monitoring is to ensure what is and is not working and adjust accordingly. It's essential to stay focused on the SMART goals and continuously evaluate the impact on student learning.



CCRPI/Perception DATA	Analyze Data/Prioritize Needs	Determine Root Causes
<h1 style="color: green; font-size: 2em;">Achievement</h1>	<p>What evidence is being collected to demonstrate that academic achievement is improved?</p> <p>What evidence of ongoing professional development exists?</p> <p>What evidence could we develop that would guide on-going data analysis of student achievement throughout the school year?</p> <p>What evidence is there that teachers analyze individual student performance to the learning standards?</p> <p>What evidence is in place that all teachers correlate critical instructional assessment strategies with objective indicators of quality student achievement?</p>	<p>Why has academic achievement not improved in certain areas?</p> <p>What areas of professional development are necessary to meet the areas that are still needs improvement?</p> <p>What protocols do we have in place to ensure on-going data analysis is occurring throughout the year?</p> <p>How do we ensure teachers are teaching the intended learning standards and monitoring student growth?</p> <p>How do we know that we are assessing students based upon the learning standards?</p>

<h2 style="color: #43742e;">Student Progress</h2>	<p>What evidence is there that literacy and math interventions improve proficiency?</p> <p>What evidence is there that students are responding to interventions and the instructional model?</p> <p>What evidence could we develop that would guide on-going data analysis of student progress throughout the school year?</p> <p>What evidence is there that teacher strategies are adjusted based on progression of learning for all students?</p> <p>What evidence is there that teachers engage students in gathering information on their own performance?</p>	<p>Why are students not showing proficiency in literacy and/or mathematics with the interventions provided?</p> <p>Which components of the instructional model are making significant impact on student progress and how do we know?</p> <p>What procedures are in place that guides the analysis of student progress throughout the year? Are they working? If not, why?</p> <p>Is professional learning provided to ensure teachers' depth of understanding in the implementation of differentiated instruction?</p> <p>What monitoring occurs to ensure students are able to articulate their own learning?</p>
<h2 style="color: #43742e;">Achievement Gap</h2>	<p>What evidence is there that staff are using data to continuously improve instruction?</p> <p>What evidence could we develop that would guide on-going data analysis of the closing of the achievement gap throughout the school year?</p> <p>What evidence is there to indicate that systems are in place to prevent student failure?</p>	<p>How can we better use current and on-going data to improve instruction?</p> <p>What model/procedure do we have in place that would ensure we analyze data towards closing the achievement gap in our school?</p> <p>What evidence is there to identify the causes for student failure?</p>

<p>Challenge (ED/EL/SWD) ETB Indicators</p>	<p>What evidence of program evaluation exists?</p> <p>What evidence is there that behavior is managed towards personal student growth?</p> <p>What evidence exists that innovative practices are accompanied by data to support student achievement?</p>	<p>How can ED/EL/SWD student continue to show academic gains?</p> <p>Why are behaviors potentially creating academic barriers for our students?</p> <p>Do we offer programs that allow students to explore beyond the basic academic areas?</p>
<p>Perception Data</p>	<p>What evidence is there that students and teachers are working more effectively as team members?</p> <p>What evidence is there that students are more engaged in learning?</p> <p>What evidence is there that increasingly positive school relationships result in increased student achievement?</p> <p>What evidence is there that relationships with parents and community are improving?</p>	<p>Are teachers collaboratively planning to address curriculum, instruction, assessment and individual student progression on an ongoing basis?</p> <p>What strategies have we put into place to monitor student engagement?</p> <p>How can we empower students to be responsible for their own learning?</p> <p>What opportunities do we provide our parents and community members to gain a deep understanding of student learning?</p>

Monitoring Questions

- What actions, strategies, practices, initiatives, programs, or interventions are we using to impact each category?
- What improvements in the curriculum and the instructional model are evident?
- What evidence is there that the vision is implemented and articulated across the grade levels as well as the feeder schools?
- What evidence is there that the SMART goals are making a difference?
- What evidence of ongoing professional development exists?
- What evidence is there of collaborative planning amongst teachers in which they passionately support each other in the pursuit of quality improvement at all levels?

RESOURCES

[Comprehensive Needs Assessment 3-Yr Profile](#).

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/System-for-Effective-School-Instruction.aspx>

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>