

SCHOOL BASED COMPREHENSIVE NEEDS ASSESSMENT

Directions: Use the following questions based on New Leaders' *Transformational Leadership Framework* to assess the needs of your school.

Overall Data Analysis

Data Sources to be examined: Student Achievement, Student Attendance, Teacher Attendance, Discipline, Teacher Working Conditions, etc.

1. Based on the data, what areas are noted that need improvement in our school? **Using the TWC, our school needs to improve in the areas of Time, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, and Professional Development**
2. What does our school need to make improvements in the areas listed above? (strategies, resources, training, etc.) **Teachers support and training, teachers being heard, leadership being consistent with both students and staff.**
3. Based on the data, what can we celebrate? **Having adequate instructional materials, environment supports instructional practices, and new leadership**
4. **We have used our Title I dollars on Parent engagement, professional development for leadership, technology, and instructional materials.** How have these resources contributed to student achievement? **Teachers have been trained on conflict management, restorative practices, and various content-based resources aligned to their instructional needs. Due to the nature of our site, we do not allow students to bring in materials. We utilize Title 1 funds to purchase all required classroom supplies and materials to continue education.**

Learning and Teaching

Lever 1: Aligned Curriculum

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? **No. There wasn't any collaborative planning.**
2. Describe the process used at your school to unpack curriculum standards to ensure teachers know what students need to know to demonstrate mastery of a standard. **Unpacked standards were given during the 2nd qtr to use as teachers were lesson planning.**
3. (Elementary/Middle) Describe the process that occurs for vertical alignment to connect and scaffold skills across grade levels.
4. (High) How does your school review entrance criteria for AP and Honors classes so all students have access to rigorous curriculum? **Determined from entry plan from homeschool**
5. Describe the process for unit planning and review at your school. **No specific Lesson Plan requirements**

6. How do you know that all lesson plans are aligned to the goals and outcomes of the unit and include clear objectives, opening activities, multiple paths of instruction to a clear curriculum goal, and a formative assessment? **There was no previous lesson plan feedback.**

7. What processes and procedures are in place to identify students who need additional learning time/activities to master material? **There are no processes in place.**

8. What evidence exists that lessons are taught so that students can develop skills to solve complex problems through inquiry, discovery, and self questioning? **Lesson Plans required I can statements, questions to be answered daily**

Level 2: Classroom Practices and Instruction

1. What are some examples of shared procedures, routines, and practices at your school? How do you know they are implemented with fidelity? **Class Dojo, class transitions, teacher duties however they were not fully implemented**

2. How do you know if staff uses instructional and transition times effectively? What structures exist for consistent class opening, homework collection, in class transitions and formative assessments? **No feedback was given, not many walk-throughs with feedback occurred**

3. What is reflected in lesson plans that demonstrate teachers' commitment to differentiated instruction to meet the needs of all learners? **No feedback given from Lesson Plan reviews**

4. What evidence exists that instructional strategies promote critical thinking and meaningful discourse? **None no feedback given**

Level 3: Data

1. How are supplemental interventions provided for students when they have not demonstrated mastery on interim assessments? **The teachers reteach materials and provide individualized support on specific items missed on the interim assessments.**

2. What evidence exists that demonstrates teachers are providing feedback that is consistent with quality of task and has high inter-rater reliability? **The information that teachers provide after an assessment or project has been a strong indicator in the past.**

3. What evidence exists that data is being used to inform instruction? **Teacher alignment to pacing guides and improved student achievement in the class.**

4. What evidence exists that your staff understands the achievement gaps in your school and plans activities to intentionally prioritize closing those gaps? **The Alternative Accountability model provides a school based grade on academic performance. We also were designated a Title 1 Low Performing school. This info is used to create our SIP and goals.**

5. How is data used to make decisions at the school? **This info is used to create our SIP and goals.**

6. How are teachers held accountable for using multiple sources of student learning data to inform instruction? **Teacher data and student performance are shared in individual meetings.**

7. What grading policies exist in the school? How do they demonstrate that grades are based on mastery of standards and completion of tasks? **Because of the nature of our enrollment and site we individualize our grading scale to find small early success for incoming students. Rigor is gradually increased, and teachers teach on grade level to make sure our students are prepared for the transition back to their home school.**

8. How do students track their own goals and progress data to know their current level of proficiency? **Multiple teachers utilize growth charts and follow-ups to discuss their progress.**
9. Describe the process for creation and use of common formative assessments across grade levels or content areas. How do the assessments ensure high quality of task? **This does not happen often mostly due to the fact that we only have one content area teacher per subject.**
10. How is formative assessment data used in your school? What process is used to disaggregate data by subgroup? By race? By gender? How often does data analysis take place at your school? **This info is used to create our SIP and goals.**

Level 4: Student Centered Differentiation

1. What processes exist to accelerate learning for students who master content and complete work quickly? **Left up to the Teacher's discretion**

School Culture

Level 1: Shared Mission and Values

1. How do you know school staff members share a common understanding and can describe of the mission and vision of the school? **We have available weekly in our Newsletter as well as we refer to it during our monthly staff meeting.**
2. Describe how the mission and vision of the school is a part of the following:
 - ~Decision making and planning — **Our decisions are aligned with the school mission and vision in mind.**
 - ~Goal setting — **We use a shared leadership model to determine school goals and that is aligned with our mission and vision.**
 - ~School Improvement Planning — **We utilize the school performance data, Alternative School Accountability model, FAM-S report and our school vision and mission to develop yearly school goals**
3. Describe the formal structures through which behavior expectations are taught and reinforced. **We use restorative practices and training in de escalation methods.**
4. What systems are in place to review student discipline data to determine patterns and trends? **Educlimber and Infinite Campus are in place to hold discipline and attendance data**
5. How does the school provide mental health support to students? **Through counseling services, and our weekly school based mental therapist appointments. We also utilize SEL resources to support our students.**

Level 2: Relationships

1. What structure exists in the school so students have a 1:1 relationship with at least one adult in the school? **1 on 1 procedures were held with Mrs. Stroud, and Ms. Venerable**
2. What evidence shows that learning and behavioral expectations are shared by all and not restricted to individual students and their assigned teacher? **Posters were printed and placed in every room, by teachers, upon entry students would practice procedures with all students**
3. What experiences exist to help staff improve their cultural competence? **District PDs and trainings**
4. What practices exist so staff understand there is an expectation to know and understand the cultural background of their students? **Parent contacts, PDs, Infinite Campus, and SEL opportunities**
5. What intentional actions occur in the school to eliminate systems and structures that are inequitable to underserved populations? **DPS Contact Log , intake process, and transition meetings**
6. In what ways do students contribute to school improvement planning? **No contribution**

Lever 3: Family and Community Engagement

1. Who, outside the principal, is responsible for engaging families and communities? **Counselor, transition coordinator and social worker**
2. What systems are in place to engage families about their child's performance? **Contact Log, Infinite Campus, REMIND**
3. What expectations exist in the school regarding communicating with families? **That teachers are expected to update all communication systems throughout the day and weekly. During the 25-26 school year the district began a unified Contact Log.**

Talent Management

Lever 1: Recruitment and Onboarding

1. What actions are in place to recruit and retain high quality teachers? **We do weekly praise. We recognize accomplishments and do a weekly shout-out. We advertise any vacancies and highlight the great team environment that exists in our building.**
2. What hiring protocols exist in your school?
As positions become available, we provide the information to have it posted as a district and school vacancy. We then follow the general hiring and Interviewing practices to get a new staff member.
3. How are all stakeholders involved in the hiring process?
School and parent reps are made aware of all staffing vacancies through email, and our weekly newsletter, The Eagle's Nest.
4. What process is used to determine staff placement?
Based on licensed area and need.
5. How are teachers identified to be grade level or content leaders?
Teachers must be able to teach both middle and High School levels
6. What supports exist for new and struggling teachers?
Mentors were assigned.
7. Describe the induction and mentoring process for new staff.
Lead mentor assigned a mentor. Same expectations as GCS.

Lever 2: Instructional Leadership Team

1. How are the roles and responsibilities of the ILT communicated? **The roles of the ILT consist of our Principal, CF, Counselor, SSW.**
2. How is data used in ILT meetings? **We review benchmark and available academic data from classroom assessments.**
3. What role do ILT members have in observing, coaching, and providing feedback? **The principal, and CF provide observations, walkthroughs, coaching and feedback.**
4. What structures exist for teachers to develop their leadership capacity? **Teachers can shadow the principal, assist with discipline and manage various duty locations for arrival, check-in, lunch, and dismissal.**

Lever 3: Performance Monitoring and Evaluation

1. What system is in place to manage staff performance? **NCEES, and informal walkthrough data**
2. How often are classrooms visited by administration or the instructional team members in your school? How often is feedback given on those visits? What processes are in place for giving teachers actionable feedback coming out of classroom observations? **Once a month with no feedback given**
3. What structures exist to support poorly performing staff members? **Professional development, direct coaching and support by our CF, and formalized observations with feedback.**
4. How are staff growth plans developed? **Staff are required to have 3 goals for their PDPs. One goal is provided by Admin for all staff members. The remaining two goals are aligned to there personal and professional needs of the staff member with support and monitoring from the principal.**
5. What evidences are used to determine end of year ratings? **Evaluations and PDPs**

Lever 4: Professional Learning and Collaboration DID NOT HAVE PLCS for Teachers

1. How does the professional learning at the school align to staff needs based on student outcomes?
2. What protocols exist for PLC meetings? How are PLCs aligned to school priorities? **We do not have school-based PLCs because we only have 1 teacher per content area. We do have school staff meeting and tailored instructional professional development to support our teaching staff.**

Planning and Operations

Lever 1: Goal Setting and Action Planning

1. How is the school improvement plan used to guide grade level and content area planning? **It is based on our FAM'S priority items and aligned to school-based needs and areas of importance towards the school environment. There is an academic goal associated with our SIP and that drives our intentionality to improvement in academic areas.**

2. What data is reviewed at leadership team meetings? How is that data used to make decisions about the school? What accountability structures are in place (benchmarks and milestones) to monitor progress towards goals? How often are they monitored? **Student assessment data, attendance data, and behavior data is shared at the meetings. We discuss the trends, and areas of concern with the next actionable steps. It is monitored and reported out weekly from each representative on the leadership team. We submit our data to the school SharePoint site.**

Lever 2: Time Management

1. How is your master schedule developed? How is its effectiveness assessed?
 - a. **It is developed with a shared leadership approach based on instructional needs, and support from our ILT team. We adjust based on information from staff and conflicts with students being assigned from various schools.**
2. To whom can members of the staff go for support other than the principal or assistant principal? What supports can those people provide?
 - a. **Staff can speak with our front office support/Treasurer as well as our lead counselor who operates in a leadership capacity.**

Lever 3: Budget

1. What evidence exists that demonstrates school resources are allocated to support the school's improvement plan? **The school Title 1 budget has benchmarks, notebook reviews and check ins to ensure that funds are allocated and spent according to your SIP.**
3. What external partnerships exist? What support do they provide to the school? How does their support positively impact student performance? **We have partnerships with the YMCA, Sargent Peace, Communities-In-Schools, United Way, Salvation Army, and HPCU fraternities. They provide instructional resources and materials, Food for our pantry, afterschool programs, and event support.**
3. What evidence exists that facilities are maintained in a way that provides a welcoming learning environment that maximizes learning? **We have daily custodians that clean our building. We also hold monthly district meetings in our facility in our community room.**

Lever 4: Community and District Relations

1. Describe the process for communicating with stakeholders on an ongoing basis. I send bi weekly Connect Ed messages, hold

IN CONCLUSION

Based on the data and responses given by the members of the leadership team that were here for the 2024-25 school year, the team has decided that with the new leadership in place, several of the items that had not been addressed or had little to no implementation with be addressed this year. As a team we have decided to focus on the following areas:

Learning and Teaching

1. Lever 2: Classroom Practice and Instruction
2. Lever 1: Align Curriculum

School Culture

1. Lever 2: Relationships

Planning and Operations

1. Lever 1: Goal Setting and Action Planning
2. Lever 2: Time Management
3. Lever 4: Community and District Relations