SCHOOL NAME:

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| **Statutory Citation.** *Title I regulations § 200.26 state:* *Core elements of a schoolwide program. (a) Comprehensive needs assessment. (1) A school operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that—(i) Is based on academic achievement information about all students in the school, including all groups under § 200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State’s academic standards under § 200.1 to—(A) Help the school understand the subjects and skills for which teaching and learning need to be improved; and (B) Identify the specific academic needs of students and groups of students who are not yet achieving the State’s academic standards; and (ii) Assesses the needs of the school relative to each of the components of the schoolwide program under § 200.28. (2) The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. (3) The school must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.* |

Note: References to “Needs Assessments” and “School Wide Planning Addendum” refer to the new model developed by the Academic Office for the 2016-17 school year

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| **Needs Assessment and School Planning** |  |
| **Grant Team** |  |
| Principal:  Designated School Point Person:  Academic Office Contact:  Grant Compliance Monitor:  Planning Model Required: |  |
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|  | School Status  Priority  Focus  Not Designated/Reward  I, as the GCM for this school, certify that the school has met the basic- requirements in this monitoring tool for evidence of a Needs Assessment and School Wide Planning Addendum process.  Yes Date:  No Date: |
| DATES OF ON-SITE VISITS: | |

**SECTION 1**

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| **Risk Indicators to Program Compliance (to be completed initially at the start of each school year)** | | | |
| 1. Is there a new principal (within the last two years)? | Yes (↑ risk)  No (↓ risk)  N/A | 1. Has the principal and / or senior academic leadership team been trained on the purpose of the process of the School Wide Needs Assessment and School Improvement/Addendum Plan? | Yes (↓ risk)  No (↑ risk)  N/A |
| 1. Is there an active parent organization (H&S, SAC)? | Yes (↓ risk)  No (↑ risk)  N/A | 1. Has Principal been given access to the District’s school planning development system and training on the use of the system? | Yes (↓ risk)  No (↑ risk)  N/A |
| 1. Comments (List any record retention findings): |  |  | |

**SECTION II**

**REQUIREMENTS SUMMARY**

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| **Needs Assessment.** A comprehensive needs assessment is an organized process for identifying, gathering, synthesizing and analyzing information into data that can be used to make informed decisions. The needs assessment is the foundation for the School Improvement Plan, School Level Plan and the School Wide Planning Addendum. | | | | | Compliance Posture |
| If compliance posture is “High”, it indicates an assessment that the school is in compliance with the elements of this section. If the compliance posture is indicated as “Low”, briefly explain current conditions: | | | | | **High**  **Medium**  **Low** |
| **ELEMENTS OF COMPLIANCE**  **(Check for presence and compliance)** | **MONITORING FREQUENCY**  **(date)** | **Not**  **Met Met** | **N/A** | **COMMENTS** | |
| 1. Data sources were identified and necessary data points were gathered. ***Evidence found in Needs Assessment document***   Minimum Requirements:  **Priority**  1 of each category  **Focus**  1 State Assessment, 1 academic, 1 attendance, 1 climate | Fall (Nov.):  State Assessments:  PSSA (3-8):  Keystone (HS):  Addt’l Academic Indicators  Aimsweb:  Intervention Data:  Benchmark Data:  STAR Data:  Other:  Attendance Indicators  Attendance:  Truancy:  On Time Grad Rate:  Climate Indicators  Serious Incidents:  Early Indicators:  Other:  Teacher Effectiveness  Teacher Observation  Data  Parent/Community Data  Parent Surveys |  |  | Comments In each category, GCM would be looking for sample printouts of data sets/data binders that the school may already be keeping, and evidence of the review of these data sets: i.e., common planning meeting agendas that indicate review of student benchmark data, parent meeting agenda where the data was discussed and goals were set for the future year, etc. | |
| **ELEMENTS OF COMPLIANCE**  **(Check for presence and compliance)** | **MONITORING FREQUENCY**  **(date)** | **Not**  **Met Met** | **N/A** | **COMMENTS** | |
| 1. Data was reviewed by committees / subcommittees (agendas). Committees should include Faculty & Staff, Students at the Secondary Levels, Parents and Family Members, School and District Administrators, Community Partners. ***Evidence found in agendas, sign-in sheets, and description of effort in the Needs Assessment document***   Minimum Requirements: Staff, Parents | Staff:  Parents:  Student:  Other:  SDP Support: |  |  | Example: notes from meetings, agendas and sign-ins where needs were discussed, results from parent surveys or notes from the home and school meeting about school needs, essays from the students “if I could change one thing about \_\_\_ School it would be…”, emails from a community partner indicating a meeting where needs were discussed and how that partner can help, etc. | |
| 1. Patterns/trends in key data points were identified and articulated in the ***Needs Assessment document***   Minimum Requirements: | Fall (Dec.): |  |  | These would generally be contained in the plan but would be statements that would point to analysis of school data: “based on the fact that our average daily attendance is only 74% we need an attendance support staff person to follow up with parents of chronically truant students and do home visits,” etc. | |
| 1. Student data is regularly reviewed to inform and differentiate instruction by teachers ***Evidence found in agendas / meeting sign-ins from Common Planning Time/Grade Group***   Minimum Requirements: At least one agenda/notes per semester indicating data analysis and instructional planning based on analysis | (Sep.-Dec.):  (Jan.-May): |  |  | The GCM would want to see agendas from common planning meetings where student data was discussed, a data wall in the data room, a data binder with current data and instructional goals, SLOs, etc. Also, may include RtII materials that show review of student data and instructional planning around that data. | |

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| **School Improvement/Level Plan/SWPA and Federal Budget Addendum.** In the creation of a School Improvement/Level Plan/SWPA, the planning process moves from collecting and analyzing data and identifying needs to prioritizing those needs and developing a comprehensive plan to address them. Writing the plan is an extremely important step in this process, since a well-constructed plan provides a blueprint for all core operations in the schoolwide program. Done well, the plan brings focus and coherence to activities and helps ensure unity of purpose, alignment, and clear accountability. The Federal Budget Addendum embedded in SMS translates the Plan into specific items of purchase (goods / services) using federal funds to work in coordination with state/local funds in order to achieve the goals of the Plan. | | | | | Compliance Posture |
| If compliance posture is “High”, it indicates an assessment that the school is in compliance with the elements of this section. If the compliance posture is indicated as “Low”, briefly explain current conditions: | | | | | **High**  **Medium**  **Low** |
| **ELEMENTS OF COMPLIANCE**  **(Check for presence and compliance)** | **MONITORING FREQUENCY** | **Not**  **Met Met** | **N/A** | **COMMENTS** | |
| 1. Stakeholders participated in development and writing of the Comprehensive Plan (agenda, sign-in sheets) Minimum: 1 agenda/ sign-in with parent signatures required for spending flexibility | Winter (Jan.): |  |  | At least one mandatory meeting must be held where parents are invited (and show up) to actually help write goals into the school plan based on the needs assessment. This might be one of the other agendas referenced above, but it must clearly indicate that the parents were involved in the development of goals for the school plan. | |

1. **Other Explanatory Information**