

Part II: Needs Assessment/Analysis

Schools are required to conduct an **End of Year Review** with their School Leadership Team in **May** in order to complete a final needs assessment to prepare for the School Leadership Team Summer Institute. Schools will review their performance and EWS data in order to develop Areas of Focus for the coming school year in context of the school's greatest strengths and needs.

A. Assessment and Analysis (SLT pre-work)

Systems and Structures Gap Analysis: School Leadership Teams will analyze the effectiveness of their current systems and structures.

Directions:

1. **Highlight** all systems and structures that are currently in place at your school.
2. **Circle** any of the highlighted systems and structures that need to be improved.
3. **Select** 3 systems and structures from those that you circled and also NOT highlighted to implement this year.
4. **Research** the 3 systems and structures.
5. **Brainstorm** how you would implement each at your school.
6. **Pitch** it to your team.

SYSTEM OR STRUCTURE			
ESSENTIAL			
BRAINSTORM			
TIMELINE of IMPLEMENTATION			

Effective Leaders	Safe & Supportive Environment	Ambitious Instruction	Collaborative Teachers	Family & Community Engagement
<p><i>The principal works with teachers to implement a clear and strategic vision. They develop a plan that includes structures and supports to accelerate and sustain school improvement.</i></p>	<p><i>Students feel safe and supported by their teachers and peers. The school's culture is focused on high expectations for all students. All stakeholders are committed to equity.</i></p>	<p><i>Classes are academically demanding and engage students by emphasizing the application of knowledge. High expectations for all students.</i></p>	<p><i>The staff is committed to the school, receives professional learning and works together to improve the school through a belief in collective efficacy.</i></p>	<p><i>The entire school staff builds strong relationships with families and communities to support learning.</i></p>
<ul style="list-style-type: none"> • Administrative Learning Walk • Administrative Walkthrough & Feedback Schedule • Administrative Walkthrough Tools • Administrative Weekly Meetings (<i>discuss curriculum, instruction, & assessment</i>) • Decision Making Chart • Master Schedule • Meetings Schedule/Calendar (<i>Faculty, SAC, PTA, EWS, PST, SLT, Leadership, Coaches, Grade Level/ Department</i>) • MBWA (<i>manage by walking around</i>) • Roles & Responsibilities Chart • School Branding & Marketing • School Handbook • School Professional Learning Plan • School-Wide Common Instructional Agreements (<i>curriculum map, resources, grading practices, assessments, bell to bell</i>) • School-Wide Assessment Schedule • (<i>date certain by grade/subject of District and State assessments</i>) • SIP One-Page Summary • Weekly Principal Message 	<ul style="list-style-type: none"> • Attendance and Tardy Policies (<i>prevention program, incentives/consequences, parent contact, chronic absentee plan</i>) • Bully Prevention Program • Classroom Management: CHAMPS • Coaching Culture (<i>meet regularly w/leadership, coaching expectations</i>) • Discipline Policies & Procedures (<i>level of offense, referrals, consequences, parent contact, follow-up communication</i>) • Disrupting Poverty Practices • Early Warning System (<i>quarterly review, drop-out prevention plan, action plan</i>) • Foster Student Leaders (<i>safety patrol, student council, honor clubs, awards</i>) • Growth Mindset for All • Mentoring Program • New Student Induction Plan • New Teacher Induction Plan • Safety Plan and Procedures • School-wide Behavioral Plan (<i>PBIS, Restorative Practices</i>) • School Celebrations & Traditions • Social Emotional Learning (<i>Sanford Harmony, RULER</i>) 	<ul style="list-style-type: none"> • Access to Standards for ELL Students • Acceleration Classes • Common Board Format • ESSA Subgroup Monitoring • Frequent Formative Assessments • Gradual Release • Graduation Assurance Plan • Growth Mindset Culture • Higher-Order Questioning • Inclusive Practices • Instructional Practice Guides (IPGs) • Intervention & Remediation Plan (<i>struggling students, ESE, ESOL, lowest quartile, ESSA</i>) • Models of Gifted • School Improvement Progress Monitoring Meetings • Standards-Based Instruction • Student Data Chats • Student Engagement (<i>questioning techniques & collaborative structures</i>) • Sub Plans • Teacher Led Small Group • Technology to Enhance Learning 	<ul style="list-style-type: none"> • Coaching Culture (<i>coaching plan, cycles, tools</i>) • Collaborative Planning w/Knowledgeable Other • Collective Efficacy Practices • Common Assessments • Data Meetings • Data Wall • Learning Walks • Personalized Learning • Planning and Pacing • Professional Learning Communities • Quarterly Grade Level/Subject Area • School Leadership Team 	<ul style="list-style-type: none"> • Award Ceremonies (<i>students, teachers, volunteers, business partners</i>) • Communication Tool (<i>newsletter, website, Connect Ed., activities/event calendar</i>) • Family & Community Input (<i>Parent comment box, Climate Surveys-teacher, student, parent, and community</i>) • First Impressions Practices • Parent Conferences (<i>graduation assurance, data chats</i>) • Parent Events (<i>curriculum, FSA, SAC, PTS/PTSA, EWS, Parent University, FACT Fair</i>) • MS & HS EXPOs • Registration Policies & Process (<i>Kindergarten, family, new student</i>) • Start of Year Kick-Off (<i>Meet the Teacher, First day of School, Open House</i>)

*Not inclusive.

End of Year SIP Report

In May, your SLT will meet for a SIP End of Year Review. Consider the following reflection prompts as you examine all relevant academic data sources.

1. Which data component (subject & grade) performed the lowest? Indicate whether this data indicates a trend.

2. Which data component (subject & grade) performed the highest? Indicate whether this data indicates a trend.

3. Which data component (subject & grade) showed the greatest difference when compared to the district average?

4. Which data component (subject & grade) showed the most improvement?

5. What new actions or changes did your school make in the area of improvement indicated above in question number 4?

Climate Survey Data (5Essentials or AdvancED)

Your School Leadership Team will need to consider the following reflection prompts as you examine all relevant data sources.

1. Looking at the data, what strengths do you see?

	STAFF	FACULTY/TEACHER	STUDENTS	PARENTS
AdvancED				
5Essentials				

2. Looking at the data, what areas of improvement do you see?

	STAFF	FACULTY/TEACHER	STUDENTS	PARENTS
AdvancEd				
5Essentials				

3. What additional data might we collect through interviews or focus groups to provide context for the climate survey data?

4. How will we present the data to different stakeholders, such as staff, students, family, and the community?

5. Based on your climate survey(s), what new actions or changes will your school consider for SY19-20?