

School Needs Assessment



Use for Step IV: Comprehensive Needs Assessment of the Schoolwide Plan.

This tool is to help schools assess their specific strengths and challenges. As a staff, record individual scores for each component. Divide the scores by the number of staff. After examining the areas of weakness, prioritize the areas the staff believe will make the biggest impact on student achievement.

Always 4	Frequently 3	Sometimes 2	Rarely 1	COMPONENT	PRIORITY #
				SCHOOL IMPROVEMENT	
				1. The school has high expectations for student achievement.	
				2. The school promotes a safe and orderly environment conducive to student learning.	
				3. The school has collaboratively developed a mission statement.	
				5. The learning community, including staff and students, is self-directed, trusting, and intrinsically motivated.	
				6. Effective collaboration between general education teachers and teachers of special populations allows most students to be served in the general education classrooms to the maximum extent appropriate.	
				7. The school has implemented a problem solving model to assist students experiencing academic or behavioral difficulties.	
				8. The school has implemented a program and or policies for drug prevention.	
				9. The school environment is inviting to students, teachers, parents and the community.	
				INSTRUCTION/CURRICULUM ALIGNMENT	
				1. All staff implement school improvement efforts.	
				2. Staff and administrators clearly and centrally focus on improving teaching and learning.	
				3. There is alignment between curriculum, standards, assessments, teaching and professional development.	
				4. State standards and benchmarks guide daily instruction.	
				EFFECTIVE, SCIENTIFICALLY RESEARCH-BASED METHODS AND STRATEGIES	
				1. Instruction is research based.	
				2. The school program produces educationally significant gains in reading, math, and other subjects.	
				3. Specific target populations (children from low-income families, with disabilities, or LEP) are academically successful.	
				4. Leadership values and promotes the use of scientifically research based methods and strategies.	
				PROFESSIONAL DEVELOPMENT	
				1. The school's results based staff development plan is based on needs identified through analysis of student achievement data and data related to student behavior and school climate.	
				2. The school's results based staff development plan includes scientifically research based strategies.	

Always 4	Frequently 3	Sometimes 2	Rarely 1	COMPONENT	PRIORITY #
				3. The district supports the school's professional development efforts (time, money, incentives).	
				4. Professional development supports math and reading, is sustained and ongoing, and accounts for various levels of expertise.	
				5. All staff is collaboratively involved in developing a staff development plan that includes alignment of curriculum, instruction, assessment and systems that demonstrate growth in teaching and learning.	
				6. Staff teach each other how to use scientifically research based instructional strategies in the classroom and demonstrate students' successes.	
				7. An effective mentoring program is in place to assist new teachers and teachers new to their content area.	
				8. Paraprofessionals are included in staff development opportunities.	
				9. School administrators are engaged in professional development.	
				PARENT AND COMMUNITY INVOLVEMENT	
				1. A site council works collaboratively with the school community to affect change and accomplish goals.	
				2. The school staff provides parents with easily understood information about standards, student performance on state and local assessments, and expectations for student achievement.	
				3. Parents are provided with resources and knowledge to extend learning opportunities at home.	
				4. School businesses and other community members collaborate to provide services to students.	
				TRANSITION SERVICES	
				1. The school works collaboratively to transition students (particularly at-risk students) from preschool programs into the school setting.	
				2. The school works collaboratively to transition students (particularly at-risk students) from one attendance center to another.	
				3. The school works collaboratively to prepare students for success in post-secondary settings.	
				4. The school works collaboratively with the community to provide for lifelong learning opportunities.	
				EVALUATION	
				1. The school has a process for regularly evaluating the effectiveness of school systems, programs and processes.	
				2. The school adjusts its practices based on student achievement data and data related to student behavior and school climate.	
				3. The majority of staff are willing to assess strengths and challenges and make necessary changes.	
				EXTERNAL TECHNICAL SUPPORT AND ASSISTANCE	
				1. The school has identified an external assistance team and is implementing appropriate recommendations.	
				2. The school utilizes district, KSDE, service center, and other appropriate resources to assist in school improvement efforts.	
				3. Federal/state/local/private resource funds are coordinated to maximize school improvement efforts.	