Comprehensive Needs Assessment

Data Analysis Form

Johns Elementary

Campus/Department

Identified Focus Areas: Environment (E), Instruction (I), Assessment (A)				
Need	Focus Area	**Possible Causes**	**Priority**	**Possible Actions**
Student Behavior Expectations	E	-no consistency from teacher to teacher on basic expectations -teachers do not or will not enforce items like dress code, quiet halls, other school wide expectations -teachers are unclear as to expectations		-review at beginning of year and at staff meetings what is expected of students and teachers
Need	Focus Area	**Possible Causes**	**Priority**	**Possible Actions**
Improved school climate - philosophy that every child is important and can make progress. Teachers may not truly believe that the student can and will make the progress	E I	-Lack of instruction time or focus -Low teacher morale -Children begin year below grade level or lacking prerequisite skills		-Ruby Payne book study -Before/after school instruction to build up missing skills -Earlier intervention - 1st six weeks not third -Reading interventions in primary grades and earlier in year -number sense explicitly taught -Ongoing teacher dialogue and collaboration
Need	Focus Area	**Possible Causes**	**Priority**	**Possible Actions**
Lack of basic number sense in Math (pre-k to 6) and vocabulary in all areas	I	-Not been a focus in past years - Not an easy way to assess -Lack of Follow up on SIOPP or collaboration strategies -Lack of understanding / familiarity with Resources -LEP population/ cultural		-Number sense development -SIOPP training -staff development / Dialogue on current resources -focused, intentional consistent vocabulary development -Science word of the day

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Best Practices in teaching used for reading and math	I	Assessment Lesson Plans Lack of classroom Libraries Teachers not utilizing resources properly		better documentation in lesson plans Use budgets to buy supplies to support reading Use of Daily five philosophy in all classes Develop math concepts through use of small groups, manipulatives, daily vocabulary, number sense activities
Need	Focus Area	**Possible Causes**	**Priority**	**Possible Actions**
Collaberation	I	-time -required staff development		-Collaborate on number sense -Develop with Roark Elementary -Grade level collaboration -cross grade level discussion about data -classroom visits with other teachers at Johns and other schools.
Need	Focus Area	**Possible Causes**	**Priority**	**Possible Actions**
Communication with parents of LEP and Non LEP students	E	Language barriers no expectation by some staff that parent must hear from teacher due to different languages.		-training on teleparent -training on translation line expectation that parents will be contacted about concerns or positives.