Needs Assessment Data Collection Guide/Template:

Directions: The following chart is designed to help the school planning team collect and manage information collected for the comprehensive needs assessment.

- Fill in information you have from specific sources, then denote/list any additional information you need to collect (data should be triangulated). Make sure that you have sufficient data to make judgments about the status of each focus area.
- List strengths and areas for improvement according to the data collected (you can do this by highlighting strengths in one color/areas for improvement in another, using the t-chart below, or by another method).

Green = Positive
Yellow = Area we are working on
Red = area for improvement

Method of Data Collection	Curriculum and Instruction	Student Achievement	Professional Development	Family and Community Involvement	School Context & Organization
Self-Assessment (What do you think are your buildings strengths or weaknesses? Click on the above link and answer the questions, building goals, district/building strategic plan/school improvement plan)	Our building is dedicated to finding the right tool for the job. We do not depend on one source to teach all standards but go out and search for the best practice to ensure all standards are taught effectively. Right now we are in a transition from physical texts as a resource to digital delivery. We are working towards putting technology in the hands of teachers and students. This will open research for our students and help them along with teachers break free from the text as the sole source of information. We feel that we have the resources to make this goal a reality in the near future.	SVMS has a clear plan to help those students who have gaps in their learning through our tutorial program and our extension classes. What we are finding is that we have a strong support system in tutorial for reading but are truly lacking in support for math. We feel like we are not meeting the needs of our math tutorial students. Beyond just giving our students more time to work we have a need for more individualized instruction. Another area that we see an opportunity for growth is with our students who are ready and anxious to move faster than the pace of the class. An area that we are starting to focus our efforts on is PLC question 4 "How will we respond if they already know it" This is an area where PD in Unit	We have PD built in to our school year and have a good idea where we would like to focus. We feel that PD in unit development would be beneficial for our staff to help answer questions 3 and 4 in the PLC model. Our librarian is researching reading resources that will help each subject direct students towards reading that is related to the unit and also is geared at the appropriate level for each individual student. We are currently in a science adoption year and are looking at curriculum resources that specifically include materials for PLC questions 3 and 4.	Our school is the first time students from two different ends of the district come together. This creates opportunities and challenges as we try to involve families and communities in partnerships here at the school. Currently we conduct our PTC in both ends of the valley. Our current protocol is to involve parents every time our team makes a recommendation for placement in tutorial or extension classes. We send out a monthly newsletter along with phone blasts and emails to keep families involved in activities here at the middle school. We also have quarterly PAC meetings to seek input from families. Our community utilizes the building for activities on a	Our school is the first time students from two different ends of the district come together. This creates opportunities and challenges as we try to involve families and communities in partnerships here at the school. As we transition students to our school we meet with principals and counselors to learn about incoming students and their needs. We structure our summer school as an opportunity to get to know some of our students that will require additional services and attention. This is a critical time to be with these students in smaller settings so that we can really make connections with them and understand their needs before we have all 400+ students in our building on the first day of school. We

		development and gifted instruction would benefit us.		regular basis ranging from scout meetings to club sports and adult sports leagues. We try to work with community members to use our building as much as possible. We would like to see better communication to parents on how to find student information on Infinite Campus.	found this year that we had a unique population of 7th graders that placed a higher than normal tax on our resources. We found ourselves scrambling for help in supervision and in tutorial support.
Observations (Observations of classrooms, after-school programs, summer programs, staff meetings, and community meetings)	Our system of curriculum and instruction was well designed to provide core instruction with additional layers of support for students who had gaps in their learning or just needed extra time with concepts and assignments. We have seen the system bend over the last year with staff reduction and there is real concern that additional cuts to staffing will further hamper the effectiveness of the systems we have in place. We are struggling to meet our students needs because our staff is no longer able to meet effectively as whole teams. As teachers have to pick up the additional load required with fewer staff they are no longer capable of having those critical conversations about each student.	As we started the year we looked at our PAWS data as a middle school staff. We analyzed the data to see areas we are doing well in and areas where we are not achieving as well as we would like. We asked the question of ourselves why we have seen a dip in our scores especially in math. Our current data shows a dip in our 7th grade math scores that seems to bounce back up by the end of 8th grade math. For the 17-18 school year we were able to add two sections of math skills. We are focusing on how we can support the 7th grade math department in helping eliminate this dip. We do know that our tutorial class is not able to offer math instruction to the degree we would like and feel that an additional math focused aide could really pay dividends for our students.	Teachers are applying teaching methods in line with the strategies identified by the Marzano evaluation tool. Professional development is planned to address helping staff develop unit plans that address all student levels. We are currently studying the book "creating a culture of feedback" and teachers can access peer2peer money for applying concepts from the book study. We have already secured William Ferriter to present in our school on "Creating a culture of feedback" which includes unit development geared towards addressing the needs of all student levels.	Our teams currently work closely with parents to ensure that each individual student has a schedule that meets their individual needs. This is done through teaming and is a critical component of teaming. Teaming, in the past, has allowed teachers the ability to focus on those studens that struggled and find ways cross curriculum to help those students succeed in all subject areas. (Before they fall through the cracks). As teaming gets chipped away through budget cuts and reduction in staff we know that this will no longer be an achievable action for our school. We still need resources to meet the needs of our Tier 3 behavioral kids. We currently have no effective strategy to address their behavioral challenges that has elicited any change in thier behaviors.	Our school organization has been a real strength for us in the past but with budget cuts we have found that many systems have seen a disruption in their effectiveness. This is a direct result of reduced staffing due to budget cuts. Specifically the teaming concept which was a real strength for our school has now been crippled to the point of losing its effectiveness. In addition, our structures are in place to provide extra support to students through tutorial and extension classes but because of reduced numbers of Aides we cannot provide the specific supports our tutorial students need (math specifically). There is a definite need for content training for the aide/support staff that work with the students one on one without teacher assistance.

Surveys (parent/community and staff)	Students and parents were able to identify how we positively reinforce hard work in the classroom with our RIF program. Staff survey results showed they had a good understanding of the supports that are in place to help students find success. Staff described the process of how parents are brought into the discussion early when a possible student intervention is recommended by the students team. Staff recognize that we have some work to do in our tutorial class with offering math support. Staff responses indicated that we are up to date on our technology and they recognize a commitment to remaining relevant technologically speaking. Coding is being taught in the 7th grade elective class for an 8 week time period. Then tied to a career unit of coding in the real-world. We are looking at increasing coding in the 8th grade in the future. Coding is now integrated into our after school offerings. Parent survey responses also indicated that our school is utilizing technology to enhance learning.	According to our staff and parent surveys our building scored high in communicating student needs and achievement to parents. Parent responses included a general theme of good communication between the school and home. This included teacher phone calls, newsletters, emails, phone blasts and in person conversations. Parents and staff recognize the strong programs we have in place to support academic achievement and social excellence. Parents responded positively to our Warrior Clan program and its effect on good citizenship.	Staff surveys indicate that we need to do a better job of determining the PD needs of our teachers. Survey responses indicated that staff were able to describe factors that go into PD. As an administration we could do a better job explaining the process to staff members.	Parent surveys indicate that our parents feel that they informed about a range of topics involving the middle school. There is high satisfaction with teacher parent communication, school activities, and community involvement.	Parent survey results indicate that parents strongly agree that SVMS is orderly and well-disciplined. Parents also strongly agree that SVMS has a variety of methods to address behavior problems. Staff survey responses and questioning indicate that staff feel we have taken a huge step backwards with our teaming. In follow up questioning staff expressed that by taking teaming out of the regular day teachers are no longer give individual students the attention they need as they are rushed to talk about all students and their needs. In addition as staffing is cut teams are broken up and teacher demands are stretched across multiple teams and teachers are no longer to focus on just their team of students. The teaming model that research has shown to be so beneficial is being stretched to the point of ineffectiveness.

School Records					
School Records (Student achievement data; Information on national and state initiatives; Student enrollment data; Attendance records; Discipline records; number of ELL students, graduation rates,)	Our staff meet regularly in teams and in PLCs to review student achievement data. This drives our placement recommendations for many structures we have in place such as RIF, Tutorial, Extension classes, and Power Hour. Teachers also utilize student achievement data to adjust instruction when concepts are missed and mastered. We are in a transition year with student achievement data. With PAWS on its way out and WYTOPP on its way in our local data collection pieces are more important than ever. Our District assessments are in their infancy as well so that data is not as useful currently as it will be over time. One tool that is beneficial is our MAP data. Our math department values this as critical data in helping to place students in the proper math levels. We would love to see funding go towards helping keep MAP testing at the least in math.Our sped department also relies heavily on MAP data and would like to see it retained.	7th Grade 1st semester ADA 95.16% 8th Grade 1st semester ADA 94.33% 7th Grade 2nd Semester to current ADA 91.6% 8th Grade 2nd Semester to current ADA 91.64% This has been an exceptionally bad year for the flu and we attribute the drop in attendance 2nd semester to that.	Departments take turns being annually trained in the PLC process and collaborate throughout each week to implement successful strategies. Time for PLC teams (separate from planning time) is extremely limited. There is not sufficient time in the day for data to be efficiently and effectively reviewed. Previously our schedule allowed for 90 minutes a week, built into the day for PLC partners/teams to meet and discuss common assessments, data, and best practice.	Scores on nationally normed tests are always posted for public review. Parents are notified of extreme attendance and discipline issues by administration.	Because we practice social promotion, our graduation rate is 100% every year. This number is showing false data in terms of student success as many of those students are not prepared for the rigors of high school.
Group Discussions	covered in self assessment	covered in self assessment	covered in self assessment	covered in self assessment	There is a grave need for help in addressing the growing problem with social media in our schools and society and the damaging effect it has on students.

Evaluation/Data Reports (standardized test scores disaggregated, reports,/census data, free/reduced lunch numbers,)	The district receives this information yearly, and teachers are shown this information either when it is less than satisfactory or it is above average. This year will be interesting because we are taking WYTOPP for the first time and have nothing to compare it to.	Students struggle to find value in the standardized tests due to lack of timely feedback. Knowledge of how to interpret the scores for WYTOPP is not available to students and teachers are even unaware in many ways (this has been determined through modules administered in math and english).	Occasionally, in various professional development staff meetings, results have been analyzed/processed to some degree.	Parents are given a print out of their individual student's performance on standardized tests at the first parent teacher conference. MAP test scores are not communicated to parents. Parents may or may not be aware of how to interpret these scores. Regardless of test scores, students go on to the next grade. The weight of the score determines nothing in terms of success in classes.	Covered in professional development section of school records.
Student Work (data could be covered through other means rather than student work; however, it could be useful to examine different student writing for example to identify patterns, teaching styles, need for teacher pd, need for certain intervention or enrichment strategies etc)	Our staff has made efforts to provide curriculum in enrichment activities outside of traditional school subjects.	Extra instruction and enrichment is provided through our RIF program based on student achievement in classes. Students are more interested in free/social time with their peers than a structured club provided by teachers. RIF or STARS time might be an opportunity to start involving our Gifted personnel.	TIme for teachers to get together and dive into student data beyond the superficial is the issue. We spend so much time discussing the basic needs of our students that we have little time left to analyze at the level suggested on the left.	Scores on nationally normed tests are always posted for public review. Parents are notified of extreme attendance and discipline issues by administration.	MAP data is the most consistent tool teachers looked at for placement of students in leveled classes and for tutorial recommendations. It is timely in that regard and so is useful. Time will tell if the District assessment offers the same useful data.
Other Information (Suggestions from suggestion boxes-external and internal)	Parents are very supportive of our staff when changes need to be made to provide additional supports through tutorial classes. Teams call parents to notify them whenever a child is placed in a tutorial class. We do receive parent feedback through phone calls regularly asking for extension activities to challenge their children.	There is concern that has been expressed by members of the school board that we do all we can to ensure that we do not pass students on to high school that do not have the tools to be successful. As we look at where we are falling short it is becoming clearer that more specific support is needed in our Tutorial class specifically	Teachers often come to administration with PD opportunities that they would like to pursue. We try to plan these a year in advance. There is no specific PD budget money set aside in the building budget so all requests for PD opportunities have to be run through the grant committee.	We have supports in place to ensure all students have what they need to be successful. Not all students and parents take advantage of the outside school time (Power hour) and so this might be one area that we focus on getting more parent involvement.	We have supports in place to ensure all students have what they need to be successful. Not all students and parents take advantage of the outside school time (Power hour) and so this might be one area that we focus on getting more parent involvement.

| | | math to help our struggling students receive the extra support they might not get otherwise. As we work to help our high achieving students in Math and even our computer Apps classes, it would be good to be able to offer credit/advancement for 8th grade students in those areas to help these few students achieve and get credit for what they are already doing in 8th grade. | PD is necessary for the variety of technology that will be used within SVMS. This PD needs to take place prior to placing the technology in students hands. (iPads and Chromebooks). | | |

Reminder: Here are some common or suggested components/characteristics of a needs assessment:

- Considers a **range of needs** or issues;
- Includes information gathered from a **variety** of sources;
- Employs the use of **valid and reliable data** to the maximum extent possible;
- Meaningfully **involves many individuals** representing a range of knowledge, skills and expertise;
- Results in the **development of goals and action plans**;
- **Used as the basis for resource allocation**; and
- Includes regular follow up and **evaluation** of plans and strategies.