# Comprehensive Need Assessment (CNA)

## DIRECTIONS

Use the scoring rubric to rate each indicator as a 1, 2, 3, or 4 (\*see last page of CNA template for description of scoring rubric).

Use only one rating per indicator.

### MATH CURRICULUM

| **Indicators** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| 1. Curriculum is aligned to Minnesota standards and benchmarks. |  |  |  |  |
| 1. Teachers have developed common pacing guides for the year. |  |  |  |  |
| 1. Teachers use a specific scope and sequence for their content area, grade or course and understand how it relates to the grades above and below those taught. |  |  |  |  |
| 1. Teachers have ‘unpacked’ the standards and benchmarks to identify specific content and skill based learning targets. |  |  |  |  |
| 1. Curriculum addresses diversity of learning levels, language levels, and culture/ethnicity. |  |  |  |  |

### MATH INSTRUCTION

| **Indicators** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| 1. Instructional units are planned using the standards and benchmarks. |  |  |  |  |
| 1. Lessons are planned around specific standards and benchmarks and learning objectives. |  |  |  |  |
| 1. Teachers use evidence-based teaching strategies that have the greatest impact on student achievement including differentiated strategies to accommodate learning levels, English Language Development (ELD) students, and special education students. |  |  |  |  |
| 1. Teachers use evidence-based teaching behaviors that have the greatest impact on student achievement. |  |  |  |  |
| 1. Teachers use a variety of instructional modes to engage students. (i.e., whole group, small group, coaching, computer based 1-1). |  |  |  |  |
| 1. Teachers have the flexibility to re-group students as needed for re-teaching or enhancing particular skills and concepts. |  |  |  |  |
| 1. Teachers have the time to analyze data and re-teach particular skills and concepts as needed. |  |  |  |  |
| 1. Teachers have the materials and technology needed for effective instruction. |  |  |  |  |
| 1. Teachers are effective in creating relationships with students to enhance engagement in learning. |  |  |  |  |

### READING CURRICULUM

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### ASSESSMENT AND USE OF DATA

| **Indicators** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| 1. Teachers use data on a daily basis to inform instruction. |  |  |  |  |
| 1. Teachers use a specific system for tracking and reporting achievement to students and families. |  |  |  |  |
| 1. Teachers collaborate with other teachers to analyze data and develop interventions for students below grade level. |  |  |  |  |
| 1. Teachers collaborate with other teachers to analyze data and develop extensions for students above grade level. |  |  |  |  |
| 1. Teachers use weekly planned formative assessments to inform instruction and develop interventions. |  |  |  |  |
| 1. Teachers use monthly planned formative assessments to inform instruction and develop interventions. |  |  |  |  |
| 1. Teachers use quarterly planned formative assessments to inform instruction and develop interventions. |  |  |  |  |
| 1. Teachers use summative assessments to set achievement goals for students. |  |  |  |  |
| 1. Teachers analyze summative assessments to identify gaps and redundancies in curriculum and instruction. |  |  |  |  |

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### PROFESSIONAL DEVELOPMENT

| **Indicators** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| 1. Annually assesses professional development needs for teachers and administrators. |  |  |  |  |
| 1. Designs and implements an annual professional development plan for all staff including a summative report. |  |  |  |  |
| 1. Ensures professional development is job-embedded and focused on school achievement goals. |  |  |  |  |
| 1. Provides ongoing support by leadership during the implementation of professional development. |  |  |  |  |
| 1. Focuses on connecting an evidence-based instructional strategy/practice with assessment and instruction in context of specific content. |  |  |  |  |
| 1. Provides opportunity for discourse about new knowledge related to existing structures in classroom after use of new knowledge in classroom. |  |  |  |  |
| 1. Facilitates opportunity for observation of shared teaching practices and analysis of related student work. |  |  |  |  |
| 1. Facilitates connections between fidelity of implementation and student achievement to strengthen and sustain effective instructional strategies/practices. |  |  |  |  |
| 1. Evaluates the professional development plan using surveys, fidelity of implementation data, school achievement data, and other feedback. |  |  |  |  |

### LEARNING TEAMS (Professional Learning Communities)

| **Indicators** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| 1. School personnel are committed to proficiency for all. |  |  |  |  |
| 1. School personnel have a shared mission, vision and values. |  |  |  |  |
| 1. School personnel use student achievement SMART goals. |  |  |  |  |
| 1. School personnel are committed to continuous improvement. |  |  |  |  |
| 1. School personnel are results oriented. |  |  |  |  |
| 1. Instruction-Focused Learning Teams are established. |  |  |  |  |
| 1. Learning Teams establish short-term and long-term student achievement goals. |  |  |  |  |
| 1. Learning Teams create common assessments and analyze the data. |  |  |  |  |
| 1. Implements monthly meetings with principal and all learning team facilitators to discuss and coordinate learning team work as well as problem solving issues focused on instructional improvement. |  |  |  |  |
| 1. Focuses on instructional problem specific to content area spanning all instructional units and linked to Minnesota’s academic standards. |  |  |  |  |
| 1. Compares and analyzes student work across multiple classrooms to determine next steps for instruction to refine understanding and solve recursive instructional problem. |  |  |  |  |
| 1. Identifies/selects evidence-based instructional strategy/practice related to content and hypothesized root cause to solve recursive instructional problem in content area. |  |  |  |  |
| 1. Collaborates to measure fidelity of implementation of evidence-based instructional strategy/practice focused on improving recursive instructional problem and increasing student achievement. |  |  |  |  |

### FAMILY ENGAGEMENT AND STUDENT LEARNING

| **Indicators** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| 1. School Improvement Plan instructional strategy(s) action steps are designed for families to engage with teachers on implementation of evidence-based instructional strategies to maximize student learning. |  |  |  |  |
| 1. Measure and use of pre- and post-analysis of family understanding on how to help their child learn mathematics and reading to adjust family experiences. |  |  |  |  |
| 1. Staff's ability to share data directly with students, when developmentally appropriate, so students can talk to family and take greater responsibility for own academic progress. |  |  |  |  |
| 1. Families and students are active partners with school in collaboratively establishing clear goals for academic success, co-developing action plan for academic growth, and specifying roles for teacher, student and parent in achieving goals. |  |  |  |  |
| 1. Interactive parent-student-teacher conferences are held at least two times per year to discuss how parent can help child with learning related to Minnesota’s K-12 academic standards. |  |  |  |  |
| 1. Multiple interactive family experiences are available for parents to learn about evidence-based instructional strategies/practices being implemented in classroom with constructive suggestions and practice on how parents can assist their child. |  |  |  |  |
| 1. Multiple methods of communication (e.g., printed, electronic, face-to-face) between teachers and families about ongoing student performance on Minnesota’s K-12 academic standards as well as learning expectations both in and out of classroom. |  |  |  |  |
| 1. Staff's ability to understand, communicate with, and effectively interact with diverse families to increase student achievement, especially culturally and linguistically responsive ways to connect with families. |  |  |  |  |
| 1. Structures are developed to help families personalize home learning activities to reflect own cultural differences and/or strengthen relevance of learning for student. |  |  |  |  |
| 1. Out-of-school learning experiences (at home and other programs) directly related to concepts being developed in classroom, especially those skills related to evidence-based learning strategies being implemented. |  |  |  |  |
| 1. Family awareness of community-based learning opportunities linked to student-specific learning needs. |  |  |  |  |

### FLEXIBLE USE OF TIME/SPACE

| **Indicators** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| 1. Time is provided during the workday for collaborative teams to meet at least on a weekly basis. |  |  |  |  |
| 1. The daily schedule provides the flexibility to group students for remedial/enhanced learning. |  |  |  |  |
| 1. Classrooms are designed for large group, small group, and individual learning. |  |  |  |  |
| 1. Teacher prep time is scheduled to encourage collaboration (grade levels, subject areas, etc.). |  |  |  |  |
| 1. Early release and non-contact days are scheduled throughout the year for ongoing school planning and monitoring of achievement results. |  |  |  |  |

### SCHOOL CULTURE FOR IMPROVEMENT

| **Indicators** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| 1. Staff operationalizes school vision, mission and goals. |  |  |  |  |
| 1. Staff use data from multiple sources to monitor progress toward vision, mission, and goals. |  |  |  |  |
| 1. Staff actively engage in accomplishing their respective role, responsibility, purpose and expected outcome relative to school improvement process/plan. |  |  |  |  |
| 1. Administrators, teachers, and parents regularly express confidence in learners’ ability to succeed. |  |  |  |  |
| 1. Staff use data from multiple sources to monitor and improve their expectations for student performance and behavior. |  |  |  |  |
| 1. Staff regularly engage in activities (i.e., mastery/fractal experience, social persuasion, vicarious experience, affective status) to strengthen collective efficacy and its influence on student learning. |  |  |  |  |
| 1. Staff are able to effectively respond to adaptive challenges and manage implications of second-order change related to their work and student achievement. |  |  |  |  |
| 1. Staff are motivated and invested to implement an initiative, strategy or practice for improving student learning. |  |  |  |  |
| 1. Staff create and consistently use system to monitor and adjust implementation of improvement strategy or practice that includes impact on those implementing strategy/practice and on student achievement. |  |  |  |  |
| 1. Staff consistently demonstrate abilities/skills needed and work collaboratively to enhance student learning. |  |  |  |  |

### LEADERSHIP TEAM

| **Indicators** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- |
| 1. Leadership team purpose is to guide the process of developing and implementing the school improvement plan. Primarily, this team should organize and oversee the Comprehensive Needs Assessment process; lead the development of an improvement plan focused on root cause analysis, oversee implementation of evidence-based instructional strategies/practices, and evaluate the effectiveness and impact of each strategy/practice within four- to six-week improvement cycles (Plan-Do-Study-Act). |  |  |  |  |
| 1. Leadership team includes experts in solving identified student needs including key academic stakeholders and support to address cultural and social development needs of students. |  |  |  |  |
| 1. Responsibilities of members (e.g., attendance, participation, preparation) defined and documented. |  |  |  |  |
| 1. Meets between two and four times per month for at least one hour and attendance consistent (i.e., regarded as essential). |  |  |  |  |
| 1. Formal process exists to propose agenda items prior to meeting, assist agenda development, and document meeting results with different people facilitating specific agenda items during meeting. |  |  |  |  |
| 1. Leadership Team includes stakeholders in the development of the mission, vision and values. They then clearly communicate this to the school/district to staff, students and families. |  |  |  |  |
| 1. Team roles and responsibilities for School Improvement Plan implementation linked to team's vision and mission and involve consistently applied agreed-upon processes. |  |  |  |  |
| 1. Team relationships indicate trust, mutual respect, and support with continuous collaboration and problem solving, resolution of conflicts, and open sharing of ideas/perspectives/opinions. |  |  |  |  |
| 1. Decision-making processes consistently applied based on relevant/essential information with follow through actions taken on useful outcomes. |  |  |  |  |
| 1. Provides dashboard/access for school, learning teams, and classroom performance data that allows for real-time identification of changes needed in instructional system and/or to support student social/emotional needs. |  |  |  |  |
| 1. Acquires and displays useful, current and relevant data patterns for all staff to evaluate implementation and student achievement. |  |  |  |  |
| 1. Team selects evidence-based strategies/practices determined by hypothesized root cause. |  |  |  |  |
| 1. Implements cyclical process of examining local student achievement data aligned to Minnesota’s K-12 academic standards benchmarks to adjust instructional strategies/practices and maintain evidence for SIP ongoing record. |  |  |  |  |
| 1. Evaluates and acts on student achievement and learning team data to strategize about increasing effectiveness of implementation of instructional strategies/practices. |  |  |  |  |
| 1. Communications regularly inform stakeholders about specific actions needed to achieve desired change, particularly related to SIP, and defines expectations for students and staff. |  |  |  |  |
| 1. Uses focused, formal feedback process from all stakeholders to gather information on systemic changes in instruction and their impact on student learning. |  |  |  |  |

### Next Steps

After completing this assessment *and considering current student data*, list the top three areas of priority the school should focus on to improve student achievement:

#### \*Scoring Rubric:

1 = Indicator is seldom or never found in the classrooms or school. It is not a day-to-day norm, nor is it an impression that people would take away from a visit to this school/district.

2 = Indicator is found in some classes, and sometimes in the school. It is not regular or frequent; most classes do not demonstrate this. It is an exception, not the norm (sometimes, some of the people). A visitor would be unlikely to get this impression of the school.

3 = Indicator is found in most classes and most times throughout the school. This is the norm in the school/district, not the exception (almost everyone, frequently, commonly).

4 = Indicator is found in all classes and throughout the school at all times. Any visitor to the school will recognize this quality (always, everyone).