



Comprehensive Needs Assessment

2019 - 2020 School Report



Sumter County
Americus Sumter High School (Old
Americus-Sumter HS S)

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Kimothy Hadley
Team Member # 2	Assistant Principal	Marnie Dutcher
Team Member # 3	Assistant Principal	Todd Vickery
Team Member # 4	Counselor	Kimberly Merritt
Team Member # 5	Counselor	Sandra Wolcott
Team Member # 6	ELA Academic Coach	Cynthia Demott
Team Member # 7	Media Specialist	Christopher Tumlin

Additional Leadership Team

	Position/Role	Name
Team Member # 1	English Department Chair	Shandra Forehand
Team Member # 2	Math Department Chair	Isaac Ballarapu
Team Member # 3	Science Department Chair	Afrose Arshi
Team Member # 4	Social Studies Department Chair	Calandra Parker
Team Member # 5	CTAE Department Chair	Alicia Green
Team Member # 6	Sped Department Chair	Tracy Wilson
Team Member # 7	Math Academic Coach	Phoenecia Cummings
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	School Resource Officers	Stephanie Floyd
Stakeholder # 2	Parent Engagement Coordinator	Tracy Barber
Stakeholder # 3	Parent	Tomika Sparks
Stakeholder # 4	Parent	Ida Mercer
Stakeholder # 5	Parent	Amanda Goodall
Stakeholder # 6	Parent	Kim Williamson
Stakeholder # 7	Health Insurance for in need families	Jacqueline Walker
Stakeholder # 8	Parent	Leanna Sims

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	The team will provide stakeholders with handouts of the comprehensive needs assessment systems and structures. The school data aligned to the 5 systems is provided with the guiding questions to selected stakeholders. Stakeholders will have time to review the data and provide feedback on what is needed.
-----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.</p> <p>These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.</p>	
2. Operational	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	<p>Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).</p> <p>Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.</p>	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Coherent Instruction Data

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	<p>Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.</p> <p>Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels</p>	
2. Operational	<p>Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.</p> <p>Learning targets are evident throughout the lesson and in student work.</p>	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	<p>Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.</p> <p>Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.</p>	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	<p>Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.</p> <p>Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.</p>	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	<p>Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs.</p> <p>Interventions are designed to meet the needs of each student.</p> <p>The effectiveness of those interventions is consistently monitored and adjustments are made.</p>	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	<p>Administrators consistently build and sustain relationships to foster the success of students and staff.</p> <p>The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.</p>	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	<p>Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning.</p> <p>Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.</p>	
2. Operational	<p>Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning.</p> <p>The principal provides an appropriate balance of pressure and support to manage the change process for desired results.</p>	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	✓
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	✓
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	✓
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	✓
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process

1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
2. Operational	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.</p>	✓
3. Emerging	<p>The use of available resources to support continuous improvement is inconsistently monitored.</p>	
4. Not Evident	<p>The use of available resources to support continuous improvement is rarely, if ever, monitored.</p>	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
3. Emerging	<p>Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.</p>	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	✓
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	✓
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school

1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	<input checked="" type="checkbox"/>
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders

1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	<input checked="" type="checkbox"/>
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	<p>Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.</p>	✓
3. Emerging	<p>Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.</p>	
4. Not Evident	<p>Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.</p>	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	✓
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
2. Operational	<p>A supportive and well-managed environment conducive to learning is evident in most classrooms.</p>	✓
3. Emerging	<p>A supportive and well-managed environment conducive to learning is evident in some classrooms.</p>	
4. Not Evident	<p>A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.</p>	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	<p>Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).</p> <p>Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.</p>	
2. Operational	<p>Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).</p>	✓
3. Emerging	<p>Some teachers create an academically challenging learning environment.</p>	
4. Not Evident	<p>Few, if any, teachers create an academically challenging learning environment.</p>	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	<p>Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.</p> <p>Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.</p>	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	<p>Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school.</p> <p>These rules, practices, and procedures are continually monitored and revised as needed.</p>	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	
School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use?	Georgia Student Health Survey 2.0, LEA Monitoring Focus Walks, The High Impact Practice Implementation Rubric: Leadership Team, Parent Surveys, Staff Surveys.
What does the perception data tell you?	When analyzed, the perception data provided the viewpoint of different populations of individuals concerning certain topics. This information, along with the concrete data, will provide more accurate information regarding the status of Americus-Sumter High School.
What process data did you use?	Curriculum Audit and Inventory documents, Teacher Assessment on Performance Standards ratings, School Climate Ratings, Leader Assessment of Performance Standards ratings, SI Dashboard Reports, CCRPI, ABE Reports, Response to Intervention Program Audits (Tier 1, Tier 2 , Tier 3)Student enrollment, Student summary reports.
What does your process data tell you?	The process data documents listed above were used in conjunction with the other data pieces in order to determine the current status of Americus Sumter High school according to each system in the Continuous Improvement Cycle. For example, the School Climate ratings, CCRPI,Teacher Assessment on Performance Standards ratings, and other data components were reviewed to assess the <i>Effective Leadership</i> and determine the next steps needed to improve the current leadership of Americus-Sumter High School.
What achievement data did you use?	Georgia Milestones Assessment, Georgia Alternate Assessment (GAA), ACCESS for ELL's, End of Pathway Assessment, Retention report, SI Dashboard, and CCRPI.
What does your achievement data tell you?	The achievement data reveals whether the students mastered proficiency of the standards taught. The overall level of proficiency in each content area was a piece of information used to evaluate the curriculum and best practices. This was an method used to review the components of the <i>Coherent Instructional System</i> .

What demographic data did you use?	Student enrollment, Attendance, Number of students in grade levels, Race/ethnicity, Gender, Students with disabilities, English Learners, Graduation rate, Discipline reports, Teacher attendance, Leader attendance.
What does the demographic data tell you?	The demographic data provides the information concerning the different populations of students attending Americus-Sumter High School. Demographic data is used along with the other data pieces in order to obtain a clear picture of what the data is revealing.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on the team observations of trends and patterns, the following are strengths: systematic processes for curriculum planning, curriculum documents, supportive/well-managed classrooms, and instructional practices including learning targets. On the other hand, academically challenging learning environments, feedback for students based on the learning target, and use of instructional technology by a majority are challenges for the school.
Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	When determining the effective leadership trends and patterns, the team noted the school leadership team was consistently data driven and the team was strong in the area of building and sustaining relationships. The leadership team faces the challenge of having consistent processes in place to analyze data, sustain change over time, and removing barriers that could hinder staff performance. In addition, the team noted the need for specific protocols to monitor the effectiveness of curriculum, assessment, and instruction.
Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	In the area of Professional Capacity, the team reported consistency in job-embedded professional learning practices, adequate resources for professional learning, the monitoring of the professional learning practices, along with the impact of those practices. Areas of need in this system were collaboration between administration and staff to improve individual and team performance, and defining clear expectations for the implementation of professional learning.
Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student,	The school community has made some progress to promote communication and build relationships between stakeholders and the school; however, there are areas where growth is needed: More structures to provide two-way communication, connecting families to agencies to meet the needs of students, and developing the capacity of families to use strategies at home to enhance academic achievement.

Strengths and Challenges Based on Trends and Patterns

Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>The school community has made some progress to promote communication and build relationships between stakeholders and the school; however, there are areas where growth is needed: More structures to provide two-way communication, connecting families to agencies to meet the needs of students, and developing the capacity of families to use strategies at home to enhance academic achievement.</p>
Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>A common mission and vision are clear and define the culture for the faculty and students of THE Americus-Sumter High School. The team recorded areas of growth for supporting the learning environments. The environment is safe and orderly, an evidence of culture and respect has been established, and there are high expectations set for students to be College and Career Ready. In addition, the school regularly celebrates the achievements of the students and/or staff. The school provides MTSS during a 45 minute intervention period to support literacy and numeracy needs of Tier 2 and 3 students. All other students receive enrichment classes during the intervention period (Panther Period).</p>
Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>The team reviewed the student populations within the school and focused on the specific needs of each subgroup. The team documented the resources currently in place for the subgroups (i.e. honors/gifted, special needs, ELL students, and the tiered students in the Multi-Tiered Systems). Each of the current classes, intervention models, scheduling and possible barriers to each of these were discussed. Based on the student achievement data and universal screener data, the team determined the intervention time for the tiered students needed extending and leaders and teachers needed training on the intervention model and curriculum. In order to serve each group and provide the path for academic growth, resources will be needed (human and physical).</p>
Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	<p>Based on the patterns in the student achievement data, the team noted the continuous need for content experts to guide and support the refinement of a clear and viable curriculum and assessments that are aligned and valid. The team also reported the need for differentiated professional learning to support the implementation of the curriculum and assessments (instruction); however, the professional learning topics will be based on the needs of the teacher. The school experienced growth in U.S. History, Biology, and American Literature. However, Analytic Geometry did not show growth.</p>

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>The Special Education program is organized to provide the special education students supports and structures in the regular education classroom. This involves the special education teacher to have a deeper understanding of the content. This is in addition to the teachers needing to be knowledgeable on the current GoIEP program, as well as any changes or updates to the program. The school community has made some progress to promote communication and build relationships between stakeholders and the school. More structures to provide two-way communication, connecting families to agencies to meet the needs of students, and developing the capacity of families to use strategies at home to enhance academic achievement.</p> <p>For English Language Learners, the students have demonstrated growth on the ACCESS assessment used to measure the four areas of language acquisition. The resources that have been utilized to instruct and support the students and adults are a viable part if what is needed to continue the academic progress.</p>
Challenges	<p>Based on the data review, the special education teachers will need the resources and training that are aligned with any content curriculum. In addition, the special education teachers will need professional learning sessions on the GoIEP program and any updates.</p> <p>For economically disadvantaged children, more structures are needed to provide two-way communication, connecting families to agencies to meet the needs of students, and developing the capacity of families to use strategies at home to enhance academic achievement.</p> <p>To build upon existing knowledge and skills, the ELL instructor attends a conference in Kennesaw, attends other professional learning sessions, and instructs ELL classes that are structured based on student skill level. The resources needed to maintain the current instructional level or allow for professional growth are part of the challenges; depending on funding.</p>

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Improve Leader/Teacher Effectiveness to increase achievement in 10-12 core content areas.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
---------------------------	--

Overarching Need # 2

Overarching Need	Improve student achievement in 10-12 core content areas.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	Goal: Increase the percentage of students scoring at the DEVELOPING LEARNER Level and above by 4 percentage points in all core content areas by the end of the 2019-2020 school year as measured by the Georgia Milestones Assessment.
---------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Improve Leader/Teacher Effectiveness to increase achievement in 10-12 core content areas.

Root Cause # 1

Root Causes to be Addressed	Evaluations of leaders/ teachers are inconsistent and unreliable.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses

Root Cause # 2

Root Causes to be Addressed	Inconsistent and unreliable results of evaluations due to differences in implementation of evaluation instruments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses

Root Cause # 3

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 3

Root Causes to be Addressed	Lack of evaluation instruments that are aligned to duties and responsibilities in some areas and not implemented with fidelity in others.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses

Root Cause # 4

Root Causes to be Addressed	All leaders/ teachers need training and calibration on the evaluation instruments and how to implement with fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses

Overarching Need - Improve student achievement in 10-12 core content areas.

Root Cause # 1

Root Causes to be Addressed	A need for human resources to address a reduction in class size and attrition.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 2

Root Causes to be Addressed	There is a breakdown in Tier-1 instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
----------------------	--

Root Cause # 3

Root Causes to be Addressed	The structured curriculum process and expectations were not implemented with fidelity across all classes.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
----------------------	--

Root Cause # 4

Root Causes to be Addressed	There are issues with providing appropriate interventions to meet the needs of the students. Each year new teachers are added which requires ongoing training on intervention strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
----------------------	--

NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

Root Cause # 5

Root Causes to be Addressed	Students are passed along without meeting promotion requirements.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness

Additional Responses	
----------------------	--