



FY__ Federal Programs Comprehensive Needs Assessment

School:

District: South Carolina Public Charter School District

Directions:

1. Provide a brief written narrative that describes the characteristics of the school, such as location, poverty, and demographics, including subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and multi-Language learners).
2. Based on the school's data analysis, provide a summary, including data to support statements, of the school's strengths and areas of concern in each of the following categories:
 - Student Achievement (Math, ELA, Science, Social Studies)
 - Teacher and Administrative Quality (Recruitment, Retention, Effectiveness of Teachers and Administrators)
 - Parent and Family Engagement
 - Social Emotional Learning
 - Safe and Healthy Schools
 - Technology

Comprehensive Needs Assessment Tips for writing a quality comprehensive needs assessment for the plan:

- ✓ The needs assessment does not need to read like a public relations publication.
 - The needs assessment is NOT the narrative from the school's report card. This is an opportunity to explain why there are needs for additional funds to support student learning.
- ✓ The needs assessment **must** include data (such as charts, graphs, etc.) and must include trends regarding student achievement, teacher and administrative quality, parent and family engagement, safe and healthy schools, social-emotional learning, and technology needs.
 - The needs assessment must highlight the school's strengths and areas of concern in each of the required areas. The needs assessment must include data from a variety of sources as evidence to support the statements regarding strengths and areas of concern.
- ✓ Include subgroup data for ALL subgroups (economically disadvantaged students; students from major racial and ethnic groups; children with disabilities; and English learners).



Section I

Directions: Provide a brief written narrative that describes the characteristics of the school, such as location, poverty, and demographics, including subgroups (students in poverty, students from major racial and ethnic groups, children with disabilities, military connected, and multi-Language learners).

Insert narrative here

Section II

Directions: Based on the school's data analysis, provide a summary, including data to support statements, of the school's strengths and areas of concern in each of the following categories:

- **Student Achievement** (Math, ELA, Science, Social Studies)
 - Data Sources: annual report, state report card, academic achievement, instructional data, state and local assessments, lesson plans, student work, etc.
- **Teacher and Administrative Quality** (Recruitment, Retention, Effectiveness of Teachers and Administrators)
 - Data Sources: state report card, focus groups, surveys, observation reports, certified staff percentages, teacher retention rates, etc.
- **Parent and Family Engagement**
 - Data Sources: state report card, focus groups, surveys, business/community feedback, etc.
- **Social Emotional Learning**
 - Data Sources: discipline referrals, focus groups, surveys, etc.
- **Safe and Healthy Schools**
 - Data Sources: school culture and climate surveys, discipline referrals, expulsion/suspension data, focus groups, surveys, school operations and management, teacher retention rates, etc.
- **Technology**
 - Data Sources: academic achievement, surveys, observation reports, etc.



Student Achievement

Data *(Include charts, graphs, etc. to show the data. Be sure to include subgroup data.):*

Data Analysis *(Include a narrative that tells the story of the data. What are the strengths and areas of concern as evidenced by the data above? Which subgroups are performing as expected? Which subgroups are not performing as expected? Prioritize the areas of concern. What should the school address first, second, etc.):*

Root Cause *(Evaluate all aspects of the problem. What are the causal factors? Why did students not perform as expected? Are there connections to other focus areas that caused this problem?):*

Action Steps *(What strategies could be implemented to solve the problem? How does the school plan to address priorities in weak areas?):*

Evaluation *(How will you evaluate the effectiveness of strategies being used to meet the needs?):*

Teacher & Administrator Quality

Data *(Include charts, graphs, etc. to show the data. Be sure to include subgroup data.):*

Data Analysis *(Include a narrative that tells the story of the data. What are the strengths and areas of concern as evidenced by the data above? Which subgroups are performing as expected? Which subgroups are not performing as expected? Prioritize the areas of concern. What should the school address first, second, etc.):*

Root Cause *(Evaluate all aspects of the problem. What are the causal factors? Why did students not perform as expected? Are there connections to other focus areas that caused this problem?):*

Action Steps *(What strategies could be implemented to solve the problem? How does the school plan to address priorities in weak areas?):*

Evaluation *(How will you evaluate the effectiveness of strategies being used to meet the needs?):*

Parent and Family Engagement



Data (Include charts, graphs, etc. to show the data. Be sure to include subgroup data.):

Data Analysis (Include a narrative that tells the story of the data. What are the strengths and areas of concern as evidenced by the data above? Which subgroups are performing as expected? Which subgroups are not performing as expected? Prioritize the areas of concern. What should the school address first, second, etc.):

Root Cause (Evaluate all aspects of the problem. What are the causal factors? Why did students not perform as expected? Are there connections to other focus areas that caused this problem?):

Action Steps (What strategies could be implemented to solve the problem? How does the school plan to address priorities in weak areas?):

Evaluation (How will you evaluate the effectiveness of strategies being used to meet the needs?):

Social and Emotional Learning

Data (Include charts, graphs, etc. to show the data. Be sure to include subgroup data.):

Data Analysis (Include a narrative that tells the story of the data. What are the strengths and areas of concern as evidenced by the data above? Which subgroups are performing as expected? Which subgroups are not performing as expected? Prioritize the areas of concern. What should the school address first, second, etc.):

Root Cause (Evaluate all aspects of the problem. What are the causal factors? Why did students not perform as expected? Are there connections to other focus areas that caused this problem?):

Action Steps (What strategies could be implemented to solve the problem? How does the school plan to address priorities in weak areas?):

Evaluation (How will you evaluate the effectiveness of strategies being used to meet the needs?):

Safe and Healthy Schools

Data (Include charts, graphs, etc. to show the data. Be sure to include subgroup data.):



Data Analysis *(Include a narrative that tells the story of the data. What are the strengths and areas of concern as evidenced by the data above? Which subgroups are performing as expected? Which subgroups are not performing as expected? Prioritize the areas of concern. What should the school address first, second, etc.?):*

Root Cause *(Evaluate all aspects of the problem. What are the causal factors? Why did students not perform as expected? Are there connections to other focus areas that caused this problem?):*

Action Steps *(What strategies could be implemented to solve the problem? How does the school plan to address priorities in weak areas?):*

Evaluation *(How will you evaluate the effectiveness of strategies being used to meet the needs?):*

Technology

Data *(Include charts, graphs, etc. to show the data. Be sure to include subgroup data.):*

Data Analysis *(Include a narrative that tells the story of the data. What are the strengths and areas of concern as evidenced by the data above? Which subgroups are performing as expected? Which subgroups are not performing as expected? Prioritize the areas of concern. What should the school address first, second, etc.?):*

Root Cause *(Evaluate all aspects of the problem. What are the causal factors? Why did students not perform as expected? Are there connections to other focus areas that caused this problem?):*

Action Steps *(What strategies could be implemented to solve the problem? How does the school plan to address priorities in weak areas?):*

Evaluation *(How will you evaluate the effectiveness of strategies being used to meet the needs?):*

Section III: FEDERAL PROGRAMS PLANNING TEAM

List the names of individuals that meet the requirements listed. You must include parents, community members, teachers, principals, local agency administrator, pupil service personnel,



technical assistance providers, other school staff, and students (if school includes students in grades 9-12).

<u>Name 1</u>	<u>Name 2</u>	<u>Title</u>
		Parents
		Community Members
		Teachers
		Principal
		Local Agency Administrator (Include other Federal Programs)
		Pupil Services Personnel-If appropriate (Guidance counselor, social worker, etc.)
		Priority (TA) Providers- (Math and Science Regional Centers, Teacher Specialists, higher education-IHE, etc.)
		Other School Staff
		Students, Required for High Schools only
Others:		