

## Title IV Part A - Needs Assessments

| Title   | Description   | Well-Rounded Education | Safe and Healthy Students | Effective Use of Technology |
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| <b>Kentucky Resources</b>   |   |                        |                           |                             |
| <a href="#">KDE CSIP/CDIP Needs Assessment</a>                                    | <a href="#">KDE's Comprehensive Improvement Planning for Schools and Districts</a><br>School and district improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools and districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.   | X                      | X                         | X                           |
| <a href="#">Kentucky Center for School Safety (KCSS) – Safe School Assessment</a> | Kentucky Center for School Safety (KCSS), Kentucky Department of Education (KDE), and Kentucky Employers' Mutual Insurance (KEMI) are collaborating to provide free safe school assessments to any school in Kentucky. These informational, independent assessments are not to be confused with an audit. The voluntary assessment can enhance the school's learning environment by examining climate and culture   |                        | X                         |                             |
| <b>Other Resources</b>  |   |                        |                           |                             |
| <a href="#">Alliance for a Healthier Generation's Healthy Schools Program</a>     | <p>The Healthy Schools Program adopted the Centers for Disease Control and Prevention's (CDC) School Health Index to help schools assess their progress in the program.</p> <p>The School Health Index is a self-assessment and planning guide that will enable you to:</p> <ul style="list-style-type: none"> <li>• Identify the strengths and weaknesses of your school's policies and programs for promoting health and safety</li> <li>• Develop an action plan for improving student health and safety, customizable to your school</li> <li>• Build a team to help you make your school a healthy school</li> </ul> <p>The Healthy Schools Program is a free online assessment tool that also provides a customized action plan and resources to improve the school health environment.</p> | X                      | X                         |                             |

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|  | Many districts are already utilizing the assessment to meet the requirements of KRS 158.856. The tool helps determine the assessment findings of the nutrition and physical activity environment.   |                        |                           |                             |
| <a href="#">Arizona Department of Education Comprehensive Needs Assessment and Integrated Action Plan</a>                                      | This site provides a tool to use to record ratings, identify trends and patterns and possible primary needs for each Principle. It also has templates for leading and lagging indicators. The final summary collates all Six Principles to consider with the quantitative data to finalize the 3 or 4 primary needs and write needs statements. Once this is finished, the root cause analysis for each of the 3 or 4 primary needs is completed.   | X                      | X                         | X                           |
| <a href="#">Assessing and Improving Special Education: A Program Review Tool for Schools and Districts Engaged in Rapid School Improvement</a> | <p>Anecdotal reports from those who have worked extensively in efforts to turn around persistently low-performing schools, and at least one state study of such schools, suggest that our lowest-performing schools tend to have above-average enrollment of students with disabilities. For schools in which this is the case, successful turnaround will depend on a focused and data-driven effort to ensure that those students are provided with a high-quality special education program.</p> <p>This program review tool was developed by the Center on School Turnaround (CST) to assist school districts or individual school leaders in catalyzing conversations about, and reviewing and improving the quality of, their special education program as a key component of school improvement efforts. The tool can be found at the <a href="#">Center on School Turnaround</a>.</p> | X                      | X                         | X                           |
| <a href="#">Assessing School-Level &amp; District-Level Needs</a>  | You can position yourself well for aligning your role with the NASP Practice Model by linking your services to the identified needs of the school or district. An initial step in this process is identifying needs and priorities by reviewing your district and/or school building's school improvement plan. Your review should look carefully at how you and the other district school psychologists can support the goals and activities of the school improvement plan. The NASP Practice Model offers a good schema for identifying the services you can provide to address those identified needs. The NASP Practice Model reflects the collaborative nature of this work. A school psychologist within a district can work together with other school psychologists and specialized instructional support personnel to ensure that the full range of necessary services is provided. | X                      | X                         |                             |

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|  | <p><b>Recommended Steps for Completing a Needs Assessment</b></p> <p><b>Step 1:</b> Identifying and Engaging the Appropriate Stakeholders</p> <p><b>Step 2:</b> Identifying Relevant Data Sources (Ideally From Multiple Perspectives and Stakeholders, Including Students, Educators, and Families)</p> <p><b>Step 3:</b> Resource Mapping</p>  |                        |                           |                             |
| <a href="#">CDC School Health Index</a>                      | <p>The <i>School Health Index (SHI): Self-Assessment &amp; Planning Guide 2014</i> is an online self-assessment and planning tool that schools can use to improve their health and safety policies and programs. It's easy to use and completely confidential.</p> <p>The SHI was developed by CDC in partnership with school administrators and staff, school health experts, parents, and national nongovernmental health and education agencies to</p> <ul style="list-style-type: none"> <li>• Enable schools to identify strengths and weaknesses of health and safety policies and programs</li> <li>• Enable schools to develop an action plan for improving student health, which can be incorporated into the School Improvement Plan</li> <li>• Engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health</li> </ul> <p>The SHI is based on CDC's research-based guidelines for school health programs, which identify the policies and practices most likely to be effective in reducing youth health risk behaviors.</p> | X                      | X                         |                             |
| <a href="#">Comprehensive Needs Assessment (CNA) Process</a> | <p>Denton ISD uses the Franklin Covey Leadership: Great Leaders, Great Teams, Great Results model for improvement planning. Based upon the 4 disciplines of execution, campuses focus on the "Wildly Important Goals (WIGs), "a goal that makes all the difference. Failure to achieve this goal renders any other achievements inconsequential."</p> <p>Great leaders realize they can execute only two or three goals with excellence at one time. There will always be more good ideas than the capacity to execute. Jim Collins, author of <i>Good to Great</i> said, "The enemy of the great is the good." <i>Organizations have to say no to good ideas.</i> The law of diminishing return shows when an organization has two to three goals, it is likely to achieve the goals. With four to ten goals, the organization is likely to only achieve one to two; and it is unlikely to achieve any of the goals when there are more than ten goals.</p>   | X                      | X                         | X                           |

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| <a href="#">ED School Climate Surveys (EDSCLS)</a>                               | ED developed the high-quality, adaptable ED School Climate Surveys (EDSCLS) and associated web-based platform. The EDSCLS allows States, local districts, and schools to collect and act on reliable, nationally-validated school climate data in real-time. The EDSCLS builds on federal initiatives and research, which recommended that the Department work on the issue of school climate.<br>The EDSCLS can be downloaded free of charge.<br>The platform process data and provides user-friendly reports in real-time.  | X                      | X                         |                             |
| <a href="#">Family Resource and Youth Service Centers (FRYSC)</a>                | Family Resource and Youth Service Centers (FRYSC) must conduct a needs assessment in order to guide their programming. The Kentucky Cabinet for Health and Family Services maintains a list of <a href="#">forms and documents</a> to download to help support these programs. Included in this list are sample parent, student, and faculty surveys.   |                        | X                         |                             |
| <a href="#">School Technology Needs Assessment (STNA)</a>                        | The School Technology Needs Assessment (STNA, say “Stenna”) is intended to help school-level decision makers—administrators, technology facilitators, media coordinators, or technology committee members— collect data to plan and improve uses of technology in teaching and learning activities. The STNA is designed to be completed by teachers and other educators working directly with students, and should be administered to the entire staff of any school for which needs are being assessed. STNA results are not scored or reported for each individual respondent. Instead, each person’s responses are combined with those of other educators in their building, and reported at the school level in terms of how many times each possible response is selected for each item. Pilot testing indicates that it should take approximately 25 minutes to complete the STNA. |                        |                           | X                           |
| <a href="#">Self-Assessing Social and Emotional Instruction and Competencies</a> | This self-assessment tool is designed to help educators reflect upon (1) their current teaching practices that impact student SEL, and (2) their own SEL competencies to implement those teaching practices. Essentially, the aims of this tool are as follows: <ul style="list-style-type: none"> <li>• To enable teachers to reflect and self-assess on SEL as an integral part of high-quality teaching and learning</li> <li>• To provide a broad measure of the teacher’s ability to promote student SEL through instructional practices</li> </ul>  | X                      | X                         |                             |

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|   | <ul style="list-style-type: none"> <li>To provide a mechanism for teachers to reflect on their own SEL competencies and to consider what impact their capabilities have on the implementation of practices that support SEL</li> <li>To provide teachers with self-reflective feedback that can be used as part of their professional development plans or educator evaluations</li> </ul>  |                        |                           |                             |
| <a href="#">SITE ASSESS: A Mobile Application for K-12 Schools and School Districts</a>       | <p>This free, comprehensive tool allows school and school district personnel to walk around a school building and grounds and examine their safety, security, accessibility, and emergency preparedness. SITE ASSESS generates a customized to-do list that may be used in the short term and long term to address facility improvements, prompts teams to share pertinent information with first responders, and contains relevant resources on several education facility and safety topics. The REMS TA Center developed this secure mobile application to do the following:</p> <ul style="list-style-type: none"> <li>Provide critical information about potential threats and hazards in a school community, which will be used by school planning teams as they develop the school’s all-hazards emergency operations plan (EOP);</li> <li>Allow teams to add customized questions to the site assessment for their school, taking into account state and local requirements;</li> <li>Equip practitioners with information and knowledge about fundamental site assessment topics, such as Crime Prevention Through Environmental Design (CPTED) and Universal Design; and</li> <li>Complement and support a school’s mitigation and prevention activities.</li> </ul> <p>Additional information and a free webinar about conducting K-12 site assessments with SITE ASSESS is available on the <a href="#">REMS TA Center</a> website.</p> |                        | X                         |                             |
| <a href="#">Using Needs Assessments for School and District Improvement: A Tactical Guide</a> | <p>Created by the Council of Chief State School Officers (CCSSO), this guide was created specifically to:</p> <ul style="list-style-type: none"> <li>Support schools identified for improvement (due to achievement data for all students or for subgroups of students) and their LEAs. But any school or LEA can benefit from the use of a strong needs assessment (NA).</li> <li>Provide SEAs and LEAs with information about how the NA connects into a broader theory of action around improvement.</li> </ul>  | X                      | X                         | X                           |

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|   | <ul style="list-style-type: none"> <li>• Provide SEAs and LEAs with specific guidance and questions to consider as they develop a NA or hire an external provider to complete a needs assessment, and then utilize its results as part of their planning, implementation, and monitoring processes.</li> <li>• They offer worksheets that will aid in designing and developing needs assessments. A link to the worksheets can be found at the <a href="#">Center on School Turnaround</a>.</li> </ul>  |                        |                           |                             |
| <a href="#">WellSAT:2.0 – Wellness School Assessment Tool</a>         | <p>In passing the Child Nutrition and WIC (Women, Infants and Children program) Reauthorization Act of 2004, Congress mandated that all school districts participating in federal school meal programs create and implement school wellness policies by July 2006. In 2010, the Healthy, Hunger-Free Kids Act strengthened local wellness policy requirements and added requirements for public participation, transparency and implementation. These policies must address nutrition education, nutrition standards for foods sold, and physical activity, and must include measures for evaluating the policy’s effectiveness. By completing the Wellness School Assessment Tool, WellSAT 2.0 users will be able to assess the quality of their school district’s wellness policy, and will be provided with personalized guidance and resources for making improvements, based on the assessment. The WellSAT 2.0 is a free, online assessment tool.</p> |                        | X                         |                             |
| <a href="#">Youth Risk Behavior Surveillance System (YRBSS) – CDC</a> | <p>The YRBSS is used to monitor priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include</p> <ul style="list-style-type: none"> <li>• Behaviors that contribute to unintentional injuries and violence.</li> <li>• Sexual behaviors related to unintended pregnancy and sexually transmitted infections, including HIV infection.</li> <li>• Alcohol and other drug use.</li> <li>• Tobacco use.</li> <li>• Unhealthy dietary behaviors.</li> <li>• Inadequate physical activity.</li> </ul> <p><a href="#">A Guide to Conducting Your Own Youth Risk Behavior Survey</a><br/>Cost: FREE except for printing; 35 minutes to administer</p>   |                        | X                         |                             |

