

P-3 Needs Assessment

Organization of Assessment

1. Strengthening the P-3 Pipeline

- Alignment
- Transitions
- Enrollment data collection
- Family engagement

2. Improving Program Quality

- Equity-focused decision-making
- Instructional leadership/change management
- Curriculum-instruction-assessment cycle
- Professional learning

3. Increasing System-wide Impact

- Program delivery options
- Funding
- Connecting with communities
- Strategic direction and evaluation

The needs assessment lays out anchor questions and potential evidence of best practice in each of the twelve areas, and ask district teams to reflect on district practices which meet criteria in the getting started, moving ahead and institutionalizing. District teams complete the needs assessment and then create a plan with goals that will ‘build the bridge’ to the action planning template.

Area and Topic	<i>Getting Started</i>	<i>Putting the Pieces Together</i>	<i>Business as Usual</i>
Strengthening the P-3 Pipeline/Alignment	<input type="checkbox"/> We agree, based on review of P-3 research literature, that aligning <u>standards, curriculum, instruction, assessments, and environments</u> , across P-3, supports students’ continued success after preschool. <input type="checkbox"/> We agree, based on review of P-3 research literature that <u>aligning teacher professional development</u> across P-3, supports students’ continued success after preschool. <input type="checkbox"/> We have defined and committed to address both horizontal (across same grades) and vertical (across grade levels) alignment of: <ul style="list-style-type: none"> ○ Curriculum ○ Assessment ○ Environments ○ Instruction 	<input type="checkbox"/> We have conducted an “audit” of gaps and similarities across P-3: expectations, standards, assessment, curricula, and instruction <input type="checkbox"/> We have identified potential starting points to build instructional consistency and continuity including: <ul style="list-style-type: none"> ○ Use of common themes or topics of inquiry; ○ Use of similar instructional practices (play-based learning, think-pair-share activities, project-based learning, etc.); ○ Sharing assessment data across grade levels ○ Making changes to classroom environments to create more continuity across 	<input type="checkbox"/> We have aligned curricula and instructional guidance to content standards across P-3 <input type="checkbox"/> We have established instructional consistency within grades <input type="checkbox"/> Assessments are based on standards and measure what children are taught <input type="checkbox"/> P-3 teachers work in vertical teams to analyze and use data to increase alignment and continuity by: <ul style="list-style-type: none"> ○ Using assessment and other data to monitor student progress across levels ○ Engaging in data-based decision-making and setting

	<p><input type="checkbox"/> We have conducted cross grade and cross-classroom walkthroughs to develop beginning understanding of similarities and differences in environments, curriculum goals, teaching practices, and assessment practices.</p> <p><input type="checkbox"/> We have reviewed our professional development offerings for P-3 teachers to ensure training includes topics related to child development and planning age appropriate learning experiences.</p> <p><input type="checkbox"/> We have reviewed classroom experiences (curriculum and instruction) across P-3 to ensure they are aligned to and support standards.</p> <p><input type="checkbox"/> We have reviewed family engagement practices across P-3 to identify opportunities to increase continuity.</p>	<p>classrooms - particularly preschool and Kdg.</p> <p><input type="checkbox"/> P-3 teachers regularly conduct cross-classroom visits to as a way to continuously identify opportunity to increase continuity.</p> <p><input type="checkbox"/> P-3 teachers work in horizontal teams for co-planning</p> <p><input type="checkbox"/> We are examining opportunities to increase temporal continuity by increasing access to learning opportunities across the school year – including out-of-school time.</p> <p><input type="checkbox"/> P-3 teachers work together to develop family engagement opportunities and activities the help families track children’s progress across levels and participate appropriately in planning and supporting learning at home.</p>	<p>long-term instructional goals</p> <ul style="list-style-type: none"> ○ Establishing a continuum of student supports based on student performance <p><input type="checkbox"/> Assessments across P-3 are designed to scaffold learning goals from one level to the next</p> <p><input type="checkbox"/> P-3 teachers participate in joint professional development focused on common topics of inquiry or content areas</p> <p><input type="checkbox"/> P-3 teachers participate in PLCs and meet in within-grade and cross-grade teams to discuss successes and challenges faced in their classrooms and strategies for strengthening alignments.</p> <p><input type="checkbox"/> We have established policies and procedures to support out-of-school learning opportunities for all students</p>
<p>Strengthening the P-3 Pipeline/Transitions</p>	<p><input type="checkbox"/> We are familiar with the research on the importance of transitions and the federal ESSA requirements for increasing positive academic outcomes and family engagement through effective transitions</p> <p><input type="checkbox"/> We have identified key cross-sector stakeholders who should be involved in school and district-based transition planning and implementation (perK and K teachers and administrators, families, and community organizations and agencies such as libraries, faith-based organizations, family-</p>	<p><input type="checkbox"/> DISTRICT: We have identified a person/position to support transition planning and implementation in schools</p> <p><input type="checkbox"/> We have recruited and oriented a cross-sector transition team representative of the diversity within our families, school and community. Members include:</p> <ul style="list-style-type: none"> ○ School and community-based Pre-K program administrators ○ Kindergarten and preschool teachers (community and school-based) 	<p><input type="checkbox"/> Formal Kindergarten transition policies and procedures are integrated into annual school improvement plans.</p> <p><input type="checkbox"/> We have a comprehensive transition plan in place for all grade levels, which includes activities, information sharing and building of relationships between families, children and educators.</p> <p><input type="checkbox"/> MOU’s are in place between schools and community-based preschools and Head Start</p>

	<p>support agencies).</p> <p><input type="checkbox"/> We have developed strategies and resources to share information and facilitate on-time Kindergarten enrollment with families and the broader community (e.g. Kindergarten Roundup; public service announcements, etc.)</p> <p><input type="checkbox"/> We have begun to research and identify effective transition activities to support important connections to schools including activities focused on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting children <input type="checkbox"/> Informing families <input type="checkbox"/> Connecting to community providers and stakeholders <p><input type="checkbox"/> We have developed information and resources for transitioning families that is shared in the home language about the grade level (expectations and procedures) their child is entering.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Families <input type="checkbox"/> Community stakeholders <p><input type="checkbox"/> Our transition team meets regularly to secure internal buy-in, support and develop outreach and engagement plans, and monitor ongoing transition activities.</p> <p><input type="checkbox"/> An ongoing variety of kindergarten transition activities designed to share information with families and prepare children are available across time and settings (P-3)</p> <p><input type="checkbox"/> A variety of transition activities have been designed and made available to encourage family participation in home learning activities P-3</p> <p><input type="checkbox"/> Families have opportunities to meet one-on-one with teachers and/or other school staff prior to their child starting school. (e.g home visits, family-teacher conferences, etc.)</p> <p><input type="checkbox"/> We conduct joint professional development activities for community based and public school educators focused on creating a common understanding of effective transitions.</p> <p><input type="checkbox"/> We provide opportunities for cross-classroom visits for sending and receiving teachers</p> <p><input type="checkbox"/> We support and provide time for teachers from sending and receiving grades (school and community-based) to meet together to share information on expectations and where possible on individual children</p> <p><input type="checkbox"/> Strategies are in place to support families of DLL's and</p>	<p>programs to share data on in-coming students.</p> <p><input type="checkbox"/> MOU's or other agreements are in place to ensure joint professional development opportunities are available for community- and school-based teachers and leaders P-3</p> <p><input type="checkbox"/> We have a process and a policy in place monitor transition outcomes and make adjustment to school transition plans</p>
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		children with special needs about transitions and kindergarten expectations.	
Strengthening the P-3 Pipeline/ Enrollment data collection	<input type="checkbox"/> We have analyzed current enrollment forms to identify redundancies and gaps in information collected. <input type="checkbox"/> We have identified data points we need to collect to better understand children as they enter our programs and schools <input type="checkbox"/> We are developing a set of questions to include in a survey or face to face meeting with families to enhance enrollment data and inform district level planning and classroom-based instructional planning that includes: <ul style="list-style-type: none"> ○ Previous learning settings ○ Assessment data ○ Home language ○ Special needs ○ Family structures ○ Parent goals and expectations ○ Other (please list) <input type="checkbox"/> We have made adjustments in enrollment forms accessibility, requested information, and completion options (manually or on line) to ensure they are inclusive of diverse families and family structures.	<input type="checkbox"/> We have identified a variety of ways to engage families at school entrance in face-to-face meetings for obtaining additional information about their children that can inform instruction and planning. <input type="checkbox"/> We have identified and met with community early learning program providers with a significant number of children entering kindergarten to inform them of enrollment procedures and timelines. <input type="checkbox"/> We have identified school and community events and communication strategies to increase outreach and inform families about school registration process and timelines. <input type="checkbox"/> We have collected population data about children and families in the district/school catchment area to understand potential challenges to completing enrollment forms.	<input type="checkbox"/> We have an enrollment form that helps inform differentiated, developmentally and culturally responsive instructional practices and district decision-making. <input type="checkbox"/> We have formal agreements in place that support communication and data sharing with community- based providers. <input type="checkbox"/> We have established policies and practices for engaging diverse families in providing family and child data at enrollment. <input type="checkbox"/> We have a plan in place for reviewing and analyzing family and child data collected to ensure it meets enrollment goals.
Strengthening the P-3 Pipeline / Family Engagement	<input type="checkbox"/> We are familiar with the research and understand the importance of family engagement – both home- and school-based for positive student outcomes. <input type="checkbox"/> We have placed a priority on identifying strategies and	<input type="checkbox"/> We share assessment data and provide tailored information for families on their child’s instructional goals and how to support and extend learning at home. <input type="checkbox"/> We have identified and implemented strategies to	<input type="checkbox"/> Families and teachers are trained in a shared decision-making process and actively engage in this practice during parent-teacher conferences and family class meetings. <input type="checkbox"/> Teachers use a bi-

	<p>approaches to family engagement that support increased opportunities for diverse and low-income families.</p> <p><input type="checkbox"/> We have conducted an “environmental scan” of the school to ensure a welcoming atmosphere for all families</p> <p><input type="checkbox"/> We have conducted family needs assessments and engagement surveys to identify interests, needs, challenges, and priorities for family engagement</p> <p><input type="checkbox"/> We share information on individual children through parent conferences and report cards.</p> <p><input type="checkbox"/> Families are invited to learn about school events through parent nights and whole school family events.</p> <p><input type="checkbox"/> Families receive grade level tips and suggestions for supporting learning at home.</p>	<p>connect families to each other and community resources.</p> <p><input type="checkbox"/> Based on family engagement survey responses, we provide multiple pathways and opportunities for families and teachers to interact and share information.</p> <p><input type="checkbox"/> Communication strategies are sensitive to cultural and linguistic needs of families.</p> <p><input type="checkbox"/> We offer professional development opportunities focused on establishing positive teacher-family relationships and communication</p>	<p>directional approach to communicating with families about child and class-level instructional goals, assessments and progress.</p> <p><input type="checkbox"/> A comprehensive approach to family engagement is part of the school continuous improvement plan.</p> <p><input type="checkbox"/> Teachers and administrators receive ongoing family engagement training and support that is built into annual PD plans</p> <p><input type="checkbox"/> We have created a dedicated space for families to access information about school expectations and events and community resources</p> <p><input type="checkbox"/> We have created an easily accessible on-line platform for families to use to gain district, school, and student-level data</p>
<p>Improving Program Quality/Equity-focused decision-making</p>	<p><input type="checkbox"/> Families, representative of the diverse populations within the school, actively participated in the development of the school improvement plan.</p> <p><input type="checkbox"/> Schools implement intentional strategies to make all families and students feel welcomed in the school and classroom environments.</p> <p><input type="checkbox"/> School events, activities and meetings are scheduled on different days and at different times throughout the school year (before, at lunch time and after school hours) to accommodate working parents’ schedules.</p>	<p><input type="checkbox"/> Teachers and parents engage in a shared decision-making process throughout the school year starting with determining the child’s learning goals at the beginning of the school year.</p> <p><input type="checkbox"/> School and district administrators seek multiple perspectives (parents with children with special needs, dual language learners, foster parents and guardians, families living in shelters or transitional housing etc.) before making decisions impacting the school/district community.</p> <p><input type="checkbox"/> All school and district message board postings and</p>	<p><input type="checkbox"/> Students, families and staff are informed before major decisions are made and consulted as to the impact of the outcomes of those decisions on their lives.</p> <p><input type="checkbox"/> School resources are shared or distributed based on students’ needs and talents.</p> <p><input type="checkbox"/> School improvement plans are revised based on data gathered from all stakeholders.</p> <p><input type="checkbox"/> Leaders of school councils, advisory boards and committees are</p>

		mailed communications are in the home languages of the enrolled families.	actively recruited from under represented groups within the school and from the community.
Improving Program Quality/ Instructional leadership & change management	<input type="checkbox"/> Instructional leaders understand the importance of high quality teaching and learning in the early grades for later school success <input type="checkbox"/> Instructional leaders visit and work to increase their understanding of the preschool and early elementary grades in their buildings <input type="checkbox"/> Instructional leaders include all teachers P-3 in school wide planning <input type="checkbox"/> DISTRICT: Instructional leaders have access to resources and specialized training to increase knowledge of child development and learning P-3	<input type="checkbox"/> Instructional leaders understand the unique aspects of learning and development of children across P-3 <input type="checkbox"/> Instructional leaders routinely observe in P-3 classrooms and provide feedback <input type="checkbox"/> Instructional leaders understand and support teachers' use of both formative and summative assessments to track student progress and learning outcomes <input type="checkbox"/> Instructional leaders have conducted outreach to community based ECE providers in the area and recruit members to the school's transition team	<input type="checkbox"/> Instructional leaders support cross grade teacher planning teams across P-3 <input type="checkbox"/> Instructional leaders provide supervision and continuous support to classroom teachers P-3 <input type="checkbox"/> Instructional leaders include P-3 teachers in joint professional learning <input type="checkbox"/> Instructional leaders include community-based ECE providers in school sponsored professional development events <input type="checkbox"/> Instructional leaders routinely assign highly effective teachers to early grades classrooms <input type="checkbox"/> Dedicated training for P-3 instructional leadership is regularly available to principals assigned to P-3 schools
Improving Program Quality/ Curriculum-instruction-assessment cycle	<input type="checkbox"/> Evidence-based curricula are in place at each level. <input type="checkbox"/> Curricula are comprehensive - address all areas of development <input type="checkbox"/> Subject matter-specific curricula meet related professional standards <input type="checkbox"/> Instructional practices are aligned to standards and curricula <input type="checkbox"/> Teachers use assessments to track progress <input type="checkbox"/> Assessments are valid and	<input type="checkbox"/> Teachers receive training on curricula implementation <input type="checkbox"/> Teachers are observed regularly and given feedback on instructional practices and interaction with children <input type="checkbox"/> Workshops and technical assistance are offered to improve child assessment practices to inform curriculum implementation <input type="checkbox"/> Learning environments support the implementation of learning experiences and interactions	<input type="checkbox"/> Curriculum fidelity is monitored regularly <input type="checkbox"/> A supervision, coaching/mentor teacher structure is in place to support continuous improvement across P-3 <input type="checkbox"/> Coaches and mentors collaborate to support the system and increase alignment P-3 <input type="checkbox"/> Teachers receive training and support to analyze assessment data and use to inform instructional planning

	<p>reliable and measure what is taught</p> <p><input type="checkbox"/> Assessments are appropriate for use with the diversity of children in the classroom/program</p>	<p><input type="checkbox"/> Teachers receive training in individualizing instruction based on assessment results</p> <p><input type="checkbox"/> Curriculum-embedded assessments are used as possible</p>	<p><input type="checkbox"/> Assessments of classroom quality are implemented and used to enhance/triangulate with outcome data collected through child assessments</p>
Improving Program Quality/ Professional learning	<p><input type="checkbox"/> Instructional leaders create dedicated time and space for teacher professional learning throughout the school year.</p> <p><input type="checkbox"/> Teachers provide input to the content and focus of professional learning days.</p> <p><input type="checkbox"/> Instructional leaders, in collaboration with teachers, develop individualized professional development plans for all staff.</p> <p><input type="checkbox"/> Professional development opportunities provide a mix of information and practice-based opportunities to apply learning in the classroom.</p>	<p><input type="checkbox"/> Teachers are afforded time and opportunities to design and lead professional learning experiences for their peers.</p> <p><input type="checkbox"/> Instructional leaders develop master schedules and staffing patterns that support the implementation of within-grade professional learning communities focused on student data.</p> <p><input type="checkbox"/> P-3 teachers are provided opportunities for intra visits to observe in classrooms at other schools and in early learning programs.</p> <p><input type="checkbox"/> P-3 teachers have opportunity to participate in joint professional development and training</p> <p><input type="checkbox"/> P-3 teachers are given opportunities to take on leadership roles (<i>Master Educator, Lead Teacher, PD Coordinator, Teacher Mentor, etc.</i>)</p>	<p><input type="checkbox"/> We have policies in place that support the implementation of professional learning communities (both horizontal and vertical) focused on student work and progress</p> <p><input type="checkbox"/> The district has a coaching model that supports alignment and continuity across P-3</p> <p><input type="checkbox"/> We have policies and procedures in place that support the career advancement of our teaching staff.</p>
Increasing System-wide Impact/Program delivery options	<p><input type="checkbox"/> We offer full-day kindergarten for all age-eligible children.</p> <p><input type="checkbox"/> We are connected to community-based early intervention programs and serve as a feeder school for children ready to transition to inclusive classrooms.</p> <p><input type="checkbox"/> Families enroll at their local/home school</p>	<p><input type="checkbox"/> We offer part or full day pre-k to eligible children (<i>may be based on income eligibility or special education status</i>).</p> <p><input type="checkbox"/> We offer a mixed pre-K delivery system with classrooms in both school building and community-based programs.</p> <p><input type="checkbox"/> We offer community-based pre K programs access to professional develop and training.</p>	<p><input type="checkbox"/> School entry begins at the PK3 level ensuring two years of early learning prior to kindergarten entry for all children.</p> <p><input type="checkbox"/> We include family support services onsite that address the stressors that impact families in our school community.</p> <p><input type="checkbox"/> We offer a mixed delivery system including Head Start and</p>

		<input type="checkbox"/> We offer parent education services onsite that recognizes and supports the parent role as the prime educator of their children. <input type="checkbox"/> We have an accessible, online school enrollment process for all families, and assigned staff to assist families as needed.	community-based providers.
Increasing System-wide Impact/ Funding	<input type="checkbox"/> We have begun to map out our current funding sources and consider how to maximize funding for Pre-K- 3 programming. <input type="checkbox"/> We have set funding priorities for P-3 <input type="checkbox"/> We have explored funding streams (federal and state) that can support our priorities	<input type="checkbox"/> We have a funding strategy that applies to children 0-8 <input type="checkbox"/> We are examining innovative funding opportunities such as public-private partnerships/social impact funds <input type="checkbox"/> We have identified the most significant and sustainable funds to support P-3 efforts (state and federal) <input type="checkbox"/> We are exploring partnerships and funding opportunities that could support wrap-around educational services for half-day and afterschool hours.	<input type="checkbox"/> Our program “stacks” local (district) funding with other funding sources (i.e. Head Start, state pre-k, private funding), to enhance early learning programming 0-8. <input type="checkbox"/> Our program is actively researching and seeking new funds <input type="checkbox"/> Our District is active in planning for how ESSA can impact our services and activities.
Increasing System-wide Impact/ Connecting with communities	<input type="checkbox"/> Families complete a needs assessment upon enrollment so school staff can connect them with community resources. <input type="checkbox"/> We have identified community partnerships that will benefit our school community and help us meet goals in our school improvement plan. <input type="checkbox"/> Community partners participate in our Transition Activities, New Family Orientation and Back-to-School events.	<input type="checkbox"/> We have developed an Adopt-a-Classroom Program for local community businesses who provide back-to-school materials for students and services throughout the year. <input type="checkbox"/> P-3 teachers visit local businesses and services with their students (grocery stores, restaurants, gas stations and auto repair shops, hospitals, fire stations, hair salons, banks, cleaners) as a focus of inquiry-based projects and investigations.	<input type="checkbox"/> We have MOU’s in place with community partners (arts programs, recreation centers, mental health clinics, Boys & Girls Clubs, clothing and food banks, libraries, etc.) that benefit families in our school. <input type="checkbox"/> Community members including local business leaders are recruited to serve on our school advisory board and contribute to our school improvement plan. <input type="checkbox"/> We have established a relationship and have an MOU in place with a local

			company who encourages their employees to volunteer at the school throughout the year.
Increasing System-wide Impact/Strategic direction and evaluation	<input type="checkbox"/> We have established a P-3 approach and identified key elements to assess <input type="checkbox"/> We have completed an initial assessment of our P-3 practices and approaches, and are considering next steps <input type="checkbox"/> We are learning about how other districts are evaluating their P-3 efforts	<input type="checkbox"/> We have completed an initial needs assessment, facilitated a learning tour, and are working on the development of a strategy for our P-3 efforts. <input type="checkbox"/> We have looked at indicators of P-3 progress as a district <input type="checkbox"/> We are making efforts to evaluate the effectiveness of our work (<i>survey teachers, families, etc.</i>)	<input type="checkbox"/> We have a comprehensive P-3 strategy with a clear and time bound plan that guides our efforts. <input type="checkbox"/> We regularly examine data and indicators of P-3 progress as a district (aggregated and at the school level) <input type="checkbox"/> We have an external evaluation partner/s that is examining various elements of our P-3 systems building efforts (i.e. classroom quality, program alignment, etc.)

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