

# CNA PLANNING TOOLS & HANDOUTS

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# CNA PLANNING CHECKLIST



- Set date.
- Create Agenda.
- Invite required Stakeholders (see Required Stakeholders List).
- Assign participants to Focus Groups (see Focus Groups Planning Chart).
- Send invitation with Agenda.
- Get commitment/RSVP.
- Send reminder as date nears.
- Reserve meeting room.
- Schedule refreshments/coffee service, etc.
- Schedule technology support.
- Prepare Data (refer to List of Data Needed).
- Make 8 data folders. (One data folder needed per group).
- Optional: Create a Shared electronic folder for additional data.
- Set up room group-style with 8 tables.
- Provide a laptop to use connected to a projector.
- Bring extension cord (if needed).
- Provide a projection screen, or large light-colored wall will work.
- Provide Chart tablet (16 pages needed + extras) and markers.
- Prepare "Sign-in" Sheet.
- Check over everything the day before.
- Touch base with the consultant the day before.
- Send thank-you notes to participants.



# Focus Groups Planning Chart

Focus Group Topics	Focus Group Members	Focus Group Leader
1-Student Wellness, SEL, & Mental Health		
2-Student Achievement & Demographics		
3-Curriculum, Instruction, & Assessment		
4-School Safety, Culture, & Climate		
5-Parent, Family, & Community Engagement		
6-Staff Effectiveness, Recruitment & Retention		
7-Technology		
8-Leadership: Systems & Processes		

# COMPREHENSIVE NEEDS ASSESSMENT

Date:

8:30 - 12:00

Location:

## AGENDA

### 8:30 **Welcome**

Introduction to the CNA Process

### 9:00 **Focus Group Work**

- Answer Guiding Questions
- Identify Strengths & Concerns
- Challenge Statements

### 10:15 **Focus Group Work**

- Root Cause Analysis
- Control/Influence/No Control
- Recommend Strategies

### 11:30 **Prioritizing Challenges**

### 11:45 **Closure/Next Steps**

# COMPREHENSIVE NEEDS ASSESSMENT

Date:

8:30 - 3:30

Location:

## 6-Hour Format AGENDA

**8:30** Welcome

Introduction to the CNA Process

**9:00** Focus Group Work

-Answer Guiding Questions

-Identify Strengths

**10:00** -Share Strengths

**10:15** BREAK

-Identify Concerns

-Challenge Statements

**11:15** -Share Challenges

**11:45** LUNCH BREAK

**12:45** Focus Group Work

-Root Cause Analysis (3 Rounds)

-Control/Influence/No Control

-Recommend Strategies

**2:15** -Share Strategies

**3:00** Prioritizing Challenges

**3:15** Closure/Next Steps

# INVITATION

## Comprehensive Needs Assessment

The purpose of the Comprehensive Needs Assessment is to help uncover both strengths and challenges that will inform growth and improvement of the school.

My Great School Elementary will be utilizing the School-Based Decision-Making team to conduct a **Comprehensive Needs Assessment (CNA)**. We value the partnership with our families, business, and community as an important part of this process.

Involving and engaging all stakeholders, including parents, community and business representatives is both a state (TEC 11.251) and federal (ESSA) requirement for establishing and reviewing district and campus educational plans, goals, performance objectives, and major classroom instructional programs.

**June 3, 2022**  
**8:30 to 12:00 AM**

RSVP: Please RSVP to confirm your attendance to (Name/Email address).

You may contact (Name) at (Phone Number) or (Email) if you have questions.

Thank you for your participation in this important work!

**(District Logo/Letterhead)**

**XXX ISD  
Invitation  
District Strategic Planning**

Thank you for your willingness to serve on this vital committee! With your input and guidance, we will continue to provide a comprehensive program to help ALL of our kids be successful!

The purpose of the District Strategic Planning is to engage all stakeholders in uncovering both strengths and challenges that will inform the growth and improvement of our school district.

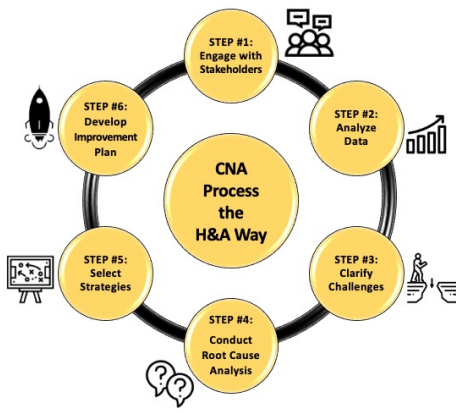
XXX ISD will be utilizing the District Site-Based Decision-Making Team and Administration to participate in this work session on the following date:

- Wednesday, June 2, 2021
- 8:30 - 11:45
- Breakfast and refreshments will be provided

We value the partnership with our families, business, and community as an important part of this process!


Involving and engaging all stakeholders, including parents, community and business representatives is both a state (TEC 11.251) and federal (ESSA/ARP) requirement. This meeting will assist the district to establish and review district and campus educational plans, goals, performance objectives, and to address learning loss, health, and safety concerns due to COVID-19.

- RSVP: Please RSVP to confirm your attendance to:  
    {{name}}/email).
- Thank you for your participation in this important work!



# DATA NEEDED

## TEXAS DATA REPORTS

 <b>Texas List</b> <b>Comprehensive Needs Assessment</b> <b>Spring 2023 – Data Needed</b>				
Surveys	Student Achievement Data	Discipline Reports	District Reports	District Documents
<p><b>Survey Results</b></p> <p><u>Survey Results &amp; Questions</u> (Include a copy of survey questions IF they are not shown in the results summary.)</p> <p><u>Suggested Surveys</u></p> <ul style="list-style-type: none"> <li>Professional Development Needs Assessment (include technology training needs)</li> <li>ESSER Surveys</li> <li>Leadership &amp; Climate Survey (if used)</li> <li>Student Surveys</li> <li>Parents &amp; Family Survey</li> <li>Any other surveys the LEA has used</li> </ul>	<p><b>2021-2022 TAPR - State Student Achievement Data Reports</b></p> <p><b>District-level Benchmark Assessments</b></p>	<p><b>Student Discipline Reports</b></p> <p><u>Texas-Specific Student Discipline</u> District-Level Summary PDM-132-003 (Discipline Action Summary)</p> <ul style="list-style-type: none"> <li>Summer Submission 2020-2021</li> <li>Summer Submission 2021-22</li> </ul> <p>(Include both years for comparison.)</p> <p><u>Attendance &amp; Demographic Data</u> PDM3-120-004</p>	<p><b>Teacher Performance</b></p> <p><u>Teacher Evaluation Summary</u> District-level Summary Reports that show teacher performance scores by Indicator</p> <p>-or-</p> <p><u>Walkthrough Summary</u> District-wide or campus-by-campus summary</p> <p><b>District Technology</b> Technology Maintenance Summary Report (renovation &amp; replacement needs)</p>	<p><b>District Improvement Plan (DIP)</b></p> <p><b>District Professional Development Plan (PDP):</b></p> <ul style="list-style-type: none"> <li>PD Calendar</li> <li>Mentor Program</li> <li>Recruitment &amp; Retention Strategies</li> <li>Flowcharts and/or Timelines for District Programs &amp; Processes               <ul style="list-style-type: none"> <li>PLC</li> <li>RTI</li> <li>G/T</li> <li>Dyslexia</li> <li>504 Services, etc.</li> </ul> </li> </ul>

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# DATA NEEDED

## FOCUS GROUP #1

### STUDENT WELLNESS, SEL, & MENTAL HEALTH



- Program Evaluation from previous year
- State Assessment Results
- Survey Results:
  - School Climate Survey Results
- Counseling Referrals Data Summary
  - # and types of referrals to counselors
  - # and types of concerns reported by staff to counselors
- List of Social Emotional Learning (SEL) Programs
- Feedback from Interviews and Focus Groups



# DATA NEEDED

## FOCUS GROUP #2

### STUDENT ACHIEVEMENT & DEMOGRAPHICS



- Program Evaluations from previous year for Accelerated Instruction programs and Special Programs (Tutorials, G/T, B/ESL, Dyslexia, At-Risk, CTE, etc.)
- State Assessment Results
- Charts and Graphs of Data Analysis (from software programs used) in a summary format



# DATA NEEDED

## FOCUS GROUP #3

### CURRICULUM, INSTRUCTION, & ASSESSMENT



- Flowchart or List of Resources provided to staff
- State Assessment Results
- Accelerated Instruction and Special Programs Evaluations (G/T, B/ESL, Dyslexia, At-Risk, CTE, etc.)



# DATA NEEDED

## FOCUS GROUP #4

### SCHOOL SAFETY, CULTURE, & CLIMATE



- Program Evaluation from previous year
- Flowchart of Behavior Interventions
- Discipline Data Reports
- Mission/Vision Statement
- Climate Survey Results of:
  - Parent & Family Survey Results
  - Student Survey Results
- Feedback from Parent Conferences, Meetings, etc.
- Feedback from Interviews and Focus Groups



# DATA NEEDED

## FOCUS GROUP #5

### PARENT, FAMILY, & COMMUNITY ENGAGEMENT



- Program Evaluation from previous year
- Flowchart of PFE Services
- Parent, Family, & Community Engagement Plan
- Family and Community Participation Data by Type of Activity
  - School Events – Parental Participation
  - Parent Volunteer Logs of Participation
- Community Agency Partnerships
  - List of Partnerships & MOU’s for College, Career, & Military Readiness
- Survey Results from Parents and Community



# DATA NEEDED

## FOCUS GROUP #6

### STAFF EFFECTIVENESS, RECRUITMENT, & RETENTION



- Program Evaluation from prior year (including effectiveness of Title II, Part A funds)
- Flow Chart of Services for staff support
- Mentor Teacher Program Flow Chart
- List of high need/hard to fill positions
- Professional Development Plan/Calendar
- Professional Development Needs Survey Results



# DATA NEEDED

## FOCUS GROUP #7

### TECHNOLOGY



- Program Evaluation from prior year
- Flow Chart of Services
- Organizational Chart for Technology Department Plan
- Professional Development Needs Assessment for Technology (by grade level and department)
- Technology Policies and Procedures
- Professional Development Calendar
- Technology Infrastructure, Networks, etc.



# DATA NEEDED

## FOCUS GROUP #8

### LEADERSHIP: SYSTEMS & PROCESSES



- Program Evaluations for Special Programs (State Compensatory Education (SCE), Title I, RTI (or MTSS), CTE, SpEd, G/T, Dyslexia, etc.)
- Flowcharts for Special Programs (State Compensatory Education (SCE), Title I, RTI (or MTSS), CTE, SpEd, G/T, Dyslexia, etc.)
- Evaluation of PDP effectiveness
- Professional Development Calendar
- Leadership Effectiveness Survey Results
- Mentor Teacher Program Evaluation
- Mentor Teacher Program Flowchart



# GUIDING QUESTIONS

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# GUIDING QUESTIONS

## FOCUS GROUP #1

### STUDENT WELLNESS, SEL, & MENTAL HEALTH

- 1) What % of students are At-Risk of dropping out?
- 2) How do At-Risk Graduates compare to the state?
- 3) What programs and services are available to support students identified as "At-Risk?"
- 4) What concerns do students express? (See results from student surveys, student forums, informal feedback to teachers, counselors, staff, etc.)
- 5) What programs are in place to build skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making?
- 5) What counseling resources are available for students? For staff? Are social workers available to support students and families?
- 6) Are mental health support services available at school communicated to staff, students, parents, guardians, and caregivers?
- 7) What plans are in place to facilitate open communication, training, and support for staff as they adapt to new job demands (e.g., learning new technology, use of virtual platforms, remote instruction, etc.)?
- 8) Have the proper steps been taken to ensure environmental infection control (i.e., cleaning and disinfection) of buildings? For buses?
- 10) Do all school nurses, health aides/assistants, and designated staff have access to PPE for the administration of health services?



# GUIDING QUESTIONS

## FOCUS GROUP #2

### STUDENT ACHIEVEMENT & DEMOGRAPHICS

- 1) In what areas are demographics changing the most?
- 2) In which content areas are students performing the highest?
- 3) In which content areas are students performing the lowest?
- 4) How do the “At Masters Grade Level” percentages compare to the region and state?
- 5) Which student groups are showing progress?
- 6) How are Bilingual/ESL students performing compared to the region and state?
- 7) What are the differences in the attendance rate among student groups?
- 8) How does the Mobility of students compare to the state average?
- 9) How does the percentage of students by Instructional Program compare to the state?
- 10) How does the Retention Rate compare to the state average?



# GUIDING QUESTIONS

## FOCUS GROUP #3

### CURRICULUM, INSTRUCTION, & ASSESSMENT

- 1) How are the district's curriculum and resources made available to staff? How are staff new to the district trained in using the district curriculum?
  
- 2) What processes are in place to ensure teachers understand how the curriculum is vertically and horizontally aligned?
  
- 3) How are pacing guides used to ensure tested concepts are taught prior to the state assessment?
  
- 4) What do data reveal about the level of cognitively challenging and engaging instruction in the classroom?
  
- 5) How are teachers trained and supported using effective classroom and behavior management strategies to create a positive learning environment?
  
- 6) How are teacher teams using data to plan for curriculum, instruction, and assessment in Tier I classrooms?
  
- 7) How are sheltered instruction strategies for English learners provided and monitored?
  
- 8) What high-impact strategies are used for Tier 2 interventions?
  
- 9) How are Tier 2 & 3 (or MTSS) interventions monitored and evaluated for effectiveness?
  
- 10) Do student report card grades align with performance on levels of state assessments?



# GUIDING QUESTIONS

## FOCUS GROUP #4

### SCHOOL SAFETY, CULTURE, & CLIMATE

- 1) How does someone report a threat? Who regularly monitors the anonymous reporting system?
- 2) What concerns do students express? (see student survey results, if available)
- 3) Which student groups have the greatest number of discipline infractions? What do trends reveal? (compare discipline reports for multiple years)
- 4) What supports are available for students with a history of discipline issues?
- 5) For which student groups is there a lack of staff to mirror student demographics?
- 5) How does the district (or campus) convey its vision and mission to the community?
- 6) What traditions exist that communicate pride for the learning community? Do they promote widespread student participation? Are they inclusive or exclusive?
- 7) How does the percentage of students At/Above the Criterion for ACT/SAT compare to the state?
- 8) How does the percentage of students in Advanced/Dual-Credit Courses compare to the state average?
- 9) Do students feel challenged at a high level in the classroom? (see student survey results, if available)
- 10) What barriers exist for ALL student groups to participate in enrichment and extra-curricular activities?



# GUIDING QUESTIONS

## FOCUS GROUP #5

### PARENT, FAMILY, & COMMUNITY ENGAGEMENT

- 1) How are parents educated to support student learning, homework, and other curriculum-related activities, decisions, and planning?
  
- 2) How are parents and community members selected to participate on the site-based decision-making committee? Does the committee reflect the demographics of the student population?
  
- 3) What do survey results reveal (if available) about parents' perceptions of the school?
  
- 4) What supports are available in the community for families experiencing homelessness or extreme poverty? What supports are available through the school?
  
- 5) How are communications made available in languages other than English?
  
- 6) Does the district provide a Parent Academy or similar program to provide parents, families, and the community with the necessary tools and skills to support students academically, socially, and emotionally?
  
- 7) What is the system/processes for school-to-home and home-to-school communication about programs and student progress?
  
- 8) How and when is the district-level Parent, Family, & Community Engagement policy developed, evaluated, and revised? Are parents and families involved?
  
- 9) Are meetings scheduled at flexible times to meet the needs of families and community members?
  
- 10) What barriers prevent parents and families from being involved in their child's education?



# GUIDING QUESTIONS

## FOCUS GROUP #6

### STAFF EFFECTIVENESS, RECRUITMENT, & RETENTION

- 1) What are the greatest needs for training according to Teacher Professional Development Surveys?
  
- 2) What systems of support are available for teachers and staff to grow professionally? How is the availability of these resources communicated to staff?
  
- 3) How are teachers social and emotional needs (mental health) being supported?
  
- 4) How does the district encourage teacher leadership development, or provide career advancement opportunities?
  
- 5) How are new teachers and paraprofessionals inducted and mentored?
  
- 6) How should professional development days be scheduled (and included in the district calendar) to provide ongoing, job-embedded support?
  
- 7) What is the turnover rate for teachers? How does it compare to the state?
  
- 8) How do the average years of experience of teachers and administrators compare to the state?
  
- 9) Which content areas or special program areas are the most difficult to obtain or keep certified teachers?
  
- 10) What strategies are in place to recruit and retain high quality educators?



# GUIDING QUESTIONS

## FOCUS GROUP #7

### TECHNOLOGY

- 1) What technology is available for teachers? Other staff?
- 2) What technology is available for student use?
- 3) What are the expectations for the use of technology at the district and/or campus levels?
- 4) What barriers reduce the use of technology?
- 5) How is technology used to support instruction and learning?
- 6) What training and support are provided for teachers and staff on integrating technology into instruction?
- 7) How are best practices shared with teachers and staff?
- 8) How are technology-based instructional materials evaluated for appropriateness and accuracy?
- 9) What plans are being made for technology upgrades in 1-5 years?
- 10) How are technology software and hardware purchases coordinated and supported?





# GUIDING QUESTIONS

## FOCUS GROUP #8

### LEADERSHIP

- 1) How are goals for the district and campuses developed and aligned? Do the DIP/CIPs have measurable performance objectives (SMART Goals)?
- 2) How are the goals communicated to staff and how are they monitored?
- 3) What are the primary roles and responsibilities of the following positions?

	Principal	Assistant Principal	Instructional Coaches	Director, Team Leads, or Department Chairs
Monitoring Strategies in the Campus Improvement Plans?				
Assisting with writing lesson plans?				
Monitoring that lesson plans are completed				
Verifying lesson plans are aligned				
Conducting walkthroughs and providing feedback				



# GUIDING QUESTIONS

## FOCUS GROUP #8

### LEADERSHIP

4) How are special programs (State Comp Ed, Title I, RTI, CTE, Special Education, G/T, Dyslexia, etc.) evaluated annually for program effectiveness? How are adjustments made to programs based on what data reveal?

5) How are common planning times (or PLCs) structured and what are the expectations of content area/grade-level teams?

	Grade Levels	Content Area	Program Support (RTI, Special Education, G/T, Dyslexia, etc.)
Common Planning Period Daily			
Weekly Planning Time Scheduled			
Professional Development Days for Planning			
After School			
Additional Planning Days (summer, Saturdays, etc.)			



# GUIDING QUESTIONS

## FOCUS GROUP #8

### LEADERSHIP

- 6) Is there a district Professional Development Plan (PDP)?
- 7) Does the master schedule maximize the amount of time spent in instruction?
- 8) Is there a districtwide design or model of instructional planning (format for learning objectives, lesson plans, common language, etc.)?
- 9) Are there processes in place for teachers to observe Master Teachers?
- 10) Has a MTSS (Multi-tiered Systems of Support) framework been discussed and developed for the district? Is there consistency across all campuses?



# Challenge Statements

## STUDENT ACHIEVEMENT

*Examples*

**State Average**

**EXAMPLE #1**

Based on the 2021 TAPR, the retention rate of Kindergarten (11%) is 6.2% higher than the state average of 4.8%.

**Template**

Based on the \_\_\_\_\_ ,  
(year/name of report)

is \_\_\_\_\_ % (higher or lower) than the state average of \_\_\_\_\_ %.

**Gaps Between Student Groups**

**EXAMPLE #2**

Based on the 2021 TAPR, the Reading performance in Grades 3-8 Reading, including EOC of the Economically Disadvantaged student group (33%) was 9% below the state average of 41%.

**Template**

Based on the \_\_\_\_\_ ,  
(year/name of report)

the \_\_\_\_\_ performance in grades \_\_\_\_\_ of the \_\_\_\_\_ student group was \_\_\_\_\_ % below the \_\_\_\_\_ .

**Trends**

**EXAMPLE #3**

Based on the 2021 TAPR, the In-School Suspension participation rate has increased from 22% to 29% over the past three years.

**Template**

Based on the \_\_\_\_\_ ,  
(year/name of report)

the \_\_\_\_\_ rate has (increased/decreased) from \_\_\_\_\_ % to \_\_\_\_\_ % over the past \_\_\_\_\_ years.

## TEMPLATES

# Challenge Statements

OTHER TYPES OF DATA

*Examples*

100%

### EXAMPLE #4

Based on the 2021 Teacher Needs Survey, 98.3% of teachers and 65.4% of administrators have not received adequate training in culturally responsive practices in 2021-22.

Template

Based on the \_\_\_\_\_,  
(year/name of survey or report)  
\_\_\_\_\_ % of \_\_\_\_\_  
have not \_\_\_\_\_  
in \_\_\_\_\_ (year).

ZERO

### EXAMPLE #5

Based on 2021 TAPR, the 2019-20 Annual Dropout Rate for Hispanic Students, Grades 9-12 (1.9%) is 0.3% higher than the state average of 1.6%.

Template

Based on the \_\_\_\_\_,  
(year/name of report)  
the \_\_\_\_\_  
of \_\_\_\_\_ is \_\_\_\_\_ %  
(higher/lower) than \_\_\_\_\_  
from \_\_\_\_\_ (year) to \_\_\_\_\_ (year).

Majority,  
Percentage,  
or Rating  
Scale

### EXAMPLE #6

Based on results of the ESSER Survey, 74% of parents responding expressed concern regarding students' mental health needs during COVID.

Template

Based on results of the  
\_\_\_\_\_  
(year/name of report)  
\_\_\_\_\_ % of \_\_\_\_\_  
responding expressed concern  
regarding \_\_\_\_\_.

# TRAINING SETUP CHECKLIST



- Provide copies of the Agenda.
- Set out Sign-in Sheet.
- Provide Focus Groups seating arrangement chart, for reference.
- Have "Welcome" slide on the overhead projector screen.
- Set out bluetooth speaker. Play upbeat music until start time.
- Arrange tables in 8 groups, with 3 or 4 in each group.
- Set up refreshments/coffee service, etc.
- Have technology staff set up:
  - o Computer
  - o Projector
  - o Access to wifi
  - o Access to YouTube (or other needed videos)
  - o Sound system
  - o Clicker to advance slides

**At each table, put out the following:**

- Table Tents with group names
- Data folders (one per group).
- 10-5-5 Chart (one per group)
- Challenge Statements Templates, 2 pages (one copy per group)
- Guiding Questions (one copy per group)
- Colored sticky dots (3 red, 5 blue); each participant should have 8 dots total
- 2 or 3 colored markers, per table
- Highlighters
- Mints, candy, or other treats
- Chart Paper (2 pages per table). Stick to the end of the table and let hang down so pages are ready when needed.

# Sign-in

NAME OF MEETING:

DATE:

LOCATION:



NAME	ROLE	PHONE

## Root Cause Analysis "10-5-5" Protocol

Focus Group Topic \_\_\_\_\_

Problem Statement: \_\_\_\_\_  
 \_\_\_\_\_



Possible Reasons for the Problem:	
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20	



# MY NEXT STEPS

## COMPREHENSIVE NEEDS ASSESSMENT

My role on the committee:

Date of CNA:

Concerns

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Notes

Tasks for Follow-Up

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

People to Contact

Reminders