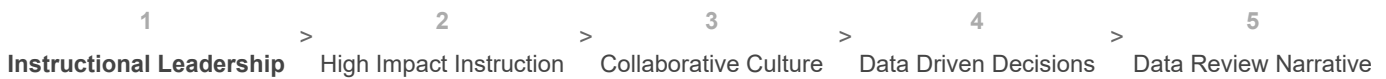




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2019-2020 Comprehensive Needs Assessment (CNA)

Directions: After you have reviewed your mid-year data and engaged your stakeholders in a comprehensive review of your current reality, please complete this form.



School *

School Level *

Instructional Leadership

This page contains the Cognia (formerly known as AdvancED) Performance Standards related to Instructional Leadership.

For Pasco County Schools, this is aligned to communicating our mission of Providing a World Class education to all stakeholders, leveraging and reinforcing our Common Vision of Instructional Excellence, aligning the Success Plan to this mission, and ensuring all Success Plan strategies are clearly focused on providing high impact instruction through the use of data driven decisions.

As you complete this page, estimate your current reality using a variety of sources.

Please indicate the estimated degree to which the standard is demonstrated. Level 4 is the highest degree of demonstration. Level 1 is very little or no demonstration. *

	4	3	2	1
Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.(1.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.(1.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides experiences that cultivate and improve leadership effectiveness.(1.9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4	3	2	1
The school demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution’s purpose and direction.(3.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school allocates human, material, and fiscal resources in alignment with the institution’s identified needs and priorities to improve student performance and organizational effectiveness.(3.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue

Key Priority: High Impact Instruction

This page contains the Cognia (formerly known as AdvancED) Performance Standards related to the Key Priority High Impact Instruction.

For Pasco County Schools, this is aligned to our Collective Responsibility to ensure that all students have access to grade level rigorous core instruction, within a system of support that meets the needs of all learners. We believe that all students can learn at high levels, and as educators, we accept responsibility to ensure high levels of learning for every child.

As you complete this page, estimate your current reality using a variety of sources.

Please indicate the estimated degree to which the standard is demonstrated. Level 4 is the highest degree of demonstration. Level 1 is very little or no demonstration. *

	4	3	2	1
Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the school.(2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning culture promotes creativity, innovation and collaborative problem-solving.(2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.(2.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school implements a process to ensure the curriculum is aligned to standards and best practices.(2.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides programs and services for learners’ educational futures and career planning.(2.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning progress is reliably assessed and consistently and clearly communicated.(2.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.(2.11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4	3	2	1
The school plans and delivers professional learning to improve the learning environment, learner achievement, and the institution’s effectiveness.(3.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.(3.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the school. (3.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Key Priority: Collaborative Culture

This page contains the Cognia (formerly known as AdvancED) Performance Standards related to the Key Priority Collaborative Culture.

For Pasco County Schools, this is aligned to our establishment of three teams in each school, including School Leadership Teams, Collaborative Teacher Teams (PLCs) and School Intervention Teams who work together to ensure all students have access to rigorous instruction that meets their needs. The district and school cultures are collaborative and aimed at increasing staff efficacy and student achievement.

As you complete this page, estimate your current reality using a variety of sources.

Please indicate the estimated degree to which the standard is demonstrated. Level 4 is the highest degree of demonstration. Level 1 is very little or no demonstration. *

	4	3	2	1
The school commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners. (1.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stakeholders collectively demonstrate actions to ensure the achievement of the school’s purpose and desired outcomes for learning.(1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders engage stakeholders to support the achievement of the school’s purpose and direction.(1.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning culture develops learners’ attitudes, beliefs and skills needed for success.(2.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.(2.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	4	3	2	1
The school’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.(3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.(3.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school attracts and retains qualified personnel who support the school’s purpose and direction.(3.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Key Priority: Data Driven Decisions

This page contains the Cognia (formerly known as AdvancED) Performance Standards related to the Key Priority Data Driven Decisions.

For Pasco County Schools, this is aligned to our goal to increase systems of supports for all students. School teams use data over time to inform important instructional decisions as part of the collaborative problem-solving process. We systematically review implementation and outcome data to ensure the quality and appropriateness of our instruction, intervention processes, and equitable practices.

As you complete this page, estimate your current reality using a variety of sources.

Please indicate the estimated degree to which the standard is demonstrated. Level 4 is the highest degree of demonstration. Level 1 is very little or no demonstration. *

	4	3	2	1
Instruction is monitored and adjusted to meet individual learners’ needs and the school’s learning expectations.(2.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.(1.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school implements processes to identify and address the specialized needs of learners.(2.9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school implements a process to continuously assess its programs and organizational conditions to improve student learning.(2.12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.(1.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Release Day Reflection and Feedback for Next Year's Topics

Please reflect on this year's Early Release Day Professional Development.

Maximum of **40 words** allowed. *Currently Entered: 0 words.*

Please reflect on and rate the following regarding this year's Early Release Day Professional Development with 5 being the highest rating and 1 being the lowest rating. *

	5	4	3	2	1
The content was engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was developed in a clear, logical manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content explicitly connected to the work of our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was shared with administrators in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school team felt confident in delivering the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Planning and Delivery: Early Release Day Professional Development for 2020-21

Please indicate your preference.

- District Planned/Co-Facilitated between District and School
- Co-Planned/Co-Facilitated between District and School
- School Planned/School Facilitated

Please identify recommendations for 2020-21 Early Release Day PD.

Check all that apply. *

- Social-Emotional Learning Continuation
- PBIS Tier 1 Training
- Trauma Informed Care
- Student Engagement
- Dispelling the Opportunity Myth
- Differentiated Instruction and Tier 2 interventions
- Other. Please specify.

Data Review Narrative

Please upload your Data Review Narrative here. *

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