

Comprehensive Needs Assessment SY2022-2023

Introduction: Based on ARM 10.55.601(2), the Office of Public Instruction (OPI) has aligned the accreditation process to include a Comprehensive Needs Assessment (CNA) and gap analysis process for all schools before creating an Integrated Strategic Action Plan (ISAP).

Purpose: Conducting a Comprehensive Needs Assessment helps a district identify, understand, and better address educational challenges. It is a systemic examination of the gap that exists between the current state and the desired state of the district. The CNA is the first step in planning and improving the effectiveness of education investments that lead to better outcomes for students.

Time Needed to take the CNA: There are 8 separate stakeholder groups. The length of the survey itself is determined by your stakeholder role. In preparation for taking the survey, see below to see how many questions there are in each stakeholder group.

School Board Member: 59 questions

District Administrator/Principal: 157 questions

Certified Staff/Teacher: 139 questions

Non-Certified Staff/Support Staff: 75 questions

Parent/Guardian: 55 questions

Student Grades 9-12: 20 questions

Student Grades 5-8: 15 questions

Business Partner: 22 questions

Scoring each statement: Each question will be rated from 1-4, please see the description for each number below.

1 = I don't know or not being implemented

2 = Basic Implementation

3 = Proficient Implementation

4 = Effective or Sustained Practice

Q2

Please select your County, District, and School from the drop-down

County (1)

District (2)

School (3)

Q3

Please indicate your role

- School Board Member
 - District Administrator/Principal
 - Certified Staff/Teacher
 - Non-Certified Staff/Support Staff
 - Parent/Guardian
 - Student Grades 5-8
 - Student Grades 9-12
 - Business Partner
-

Q4

Scoring:

1 = I don't know or not being implemented; **2** = Basic Implementation;

3 = Proficient Implementation; **4** = Effective or Sustained Practice

	1	2	3	4
School conditions are safe, healthy and promote student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents and families feel welcome in the school and in every classroom as observers, volunteers and participants in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching practices are inclusive of all cultures in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are given opportunities to help make some decisions in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5

Scoring:

1 = I don't know or not being implemented; **2** = Basic Implementation;

3 = Proficient Implementation; **4** = Effective or Sustained Practice

	1	2	3	4
School staff regularly communicates with families to help identify and meet student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school clearly explains school policies to families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a clear anti-bullying policy that all staff reinforce to create a safe learning environment for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school communicates with families in a language they understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School rules and consequences are clear and are used consistently by everyone in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6

Scoring:

1 = I don't know or not being implemented; **2** = Basic Implementation;

3 = Proficient Implementation; **4** = Effective or Sustained Practice

	1	2	3	4
Classroom instruction and materials address the learning needs of students from all cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom instruction in all classes includes learning about American Indian culture and heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books about Montana's Indigenous people are read in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8

Scoring:

1 = I don't know or not being implemented; **2** = Basic Implementation;

3 = Proficient Implementation; **4** = Effective or Sustained Practice

	1	2	3	4
There are opportunities for students to learn about the workforce by making connections to real life situations and opportunities for internships, apprenticeships, or work-based learning opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12

Scoring:

1 = I don't know or not being implemented; **2** = Basic Implementation;

3 = Proficient Implementation; **4** = Effective or Sustained Practice

	1	2	3	4
Students are involved in setting individual learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17

Scoring:

1 = I don't know or not being implemented; **2** = Basic Implementation;

3 = Proficient Implementation; **4** = Effective or Sustained Practice

	1	2	3	4
School buildings are functional (e.g., running water, emergency plans, ADA accessibility, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19

Is 50% or more of your school student population Native American?

No

Yes

Q20

Scoring:

1 = I don't know or not being implemented; **2** = Basic Implementation;

3 = Proficient Implementation; **4** = Effective or Sustained Practice

	1	2	3	4
Family, community, and tribal engagement events are aligned to district and school goals and are responsive to the culture, values, and context of the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong collaborations exist between community and tribal partners and the school to develop programs to support the youth (e.g. participation in systems of care or other reservation/community coalitions or partnerships).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
