|  |  |
| --- | --- |
| **Comprehensive Needs Assessment Principles and MTSS Alignment** | |
| **Principle** | **Indicator/Element** |
| 1. Effective Leadership | 1.2 Our leadership commits to sustaining a culture of high expectations for learning and growth including high academic standards, behavioral and social emotional goals focusing on the whole child within a respectful, professional learning community for all staff. |
| 1. Effective Teachers and Instruction | * 1. Our teachers maintain high academic, behavioral and social emotional learning expectations for all students.   2. I. A variety of grouping strategies is used intentionally to meet the needs of all students including tiered supports to meet the academic behavioral and social emotional needs of the whole child |
| 1. Effective Organization of Time | 3.2 C. Schedules permit daily evidence-based tiered academic, behavioral and social emotional interventions and enrichment |
| 1. Effective Curriculum | 4.4 Our written curricula accommodate the needs of all learners, including culturally relevant academic, behavioral and social emotional learning components that meet the needs of the whole child |
| 1. Conditions Climate and Culture | 5.5 Our school offers services to fully support the academic and social emotional needs of students.  5.5 D. Our staff intentionally recognizes and nurtures the needs of the whole child, academic, behavioral and social emotional |
| 1. Family and community Engagement | 6.1 C. All personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices focusing on the whole child, promoting academic, behavioral and social emotional growth  6.1 F. Positive and goal- oriented relationships that encourage parent involvement to heighten student academic achievement and social emotional well-being are intentionally nurtured |