

**Sample Chapter III:** Critical Learner Needs (excerpts although this chapter need not be long. No need to repeat data already in Chapter I)

**Implications of our data:** Student writing in all genres is below grade level. This has been true for the past six (or more) years. We found (1) few examples of medium to long pieces of non-fiction writing in all grade levels; (2) our curriculum is not specific when it comes to writing skills save for responses to literature in English; (3) students' lowers scores on the ABC test were in writing. While strong is many aspects of mathematics, students' mathematics grades drop in grades 6-8 with the general consensus that it's an understanding of both multiplication and division that are the weak areas.

Based on our goals plus local and nationally normed test data, staff have identified the following **critical learner needs**

1. Non-fiction writing at all grade level but particularly grades 4-6 as students prepare for middle school
2. Multiplication and division skills for students in grades 5-8.

**Questions for our focus groups:**

**IV-A Organization**

1. Are our learner goals clear enough to encompass these as desired outcomes for our students?

**IV-B Curriculum, Instruction, and Assessment**

2. How strong are our curricula at all grade levels with regard to non-fiction writing? For multiplication and division skills? Where strong, is the curriculum being followed with fidelity?
3. Let's find some places where individual students are doing well and talk with them about their writing earning and experiences.
4. Are there individual teachers having students do more non-fiction writing? If yes, let's explore both content and product. Are they our experts?
5. How well do our instructional materials support non-fiction writing and multiplication/division skills and performance?
6. How is non-fiction writing being adjudicated? Compare fourth to fifth and fifth to sixth grades. Any insights?
7. Are our mathematics grading schemes comparable? If not, should they be?

**IV-C Culture and Support**

1. How do we as an organization support quality non-fiction writing – or writing in general for all of our students
2. How well do we support quality mathematics skills of our students?
3. How do we honor quality work in these areas?

**IV-D Resources**

1. Are our resources appropriately allocated to support student growth in these areas?

*Author's note: This is likely more questions that you will need or want to respond to though Chapter IV, however, a variety are shows to stimulate thought. (7/2015)*