



SNOWSHOE  
SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended

**For use with Alaska STEPP**

**2018-2019**

# Comprehensive Needs Assessment

This needs assessment is designed to be used to assist a school in determining areas of greatest need in order to focus on the most appropriate indicators in the six domains of the Alaska’s Effective Schools Framework for the school improvement plan. This needs assessment also fills the requirement for use in a Title I School-wide Plan which must include needs of the entire school including all subgroups of students represented in the school, including migrant students, in relation to achieving the academic content standards.

### Summarize the areas the school’s current educational program that need improvement as identified in the chart below. Identify priority of focus areas for achieving the outcomes of the proposed program as being High, Medium, or Low.

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| **Type of Data Analyzed** | **Area of Need** | **Priority** | **Describe needs determined from data in each area, as applicable (do not include solutions here)** |
| MAP,CPAA, AIMSweb | Reading/language arts instruction for all students | High | There is historical data that indicates students are entering school with fewer pre-reading skills and students are regressing in reading over the summer. |
|  | Mathematics instruction for all students | High | Overall, students’ meeting the 40%ile in math, decreased last year |
|  | Science instruction for all students | Low | Due to our needs our focus is on Reading/Writing/Math |
|  | Other content area instruction for all students | Low | Due to our needs our focus is on Reading/Writing/Math |
|  | Support for students with disabilities | Medium | Our special education students are making expected gains. |
|  | Support for migrant students | Medium | Our migrant student numbers are increasing but still an overall low number. |
|  | Economically disadvantaged or low achieving students | High | We have 47% of our student population on free/reduced lunch. |
| ELP Assessment  (Access 2.0) | Support for EL students to attain proficiency in English | Medium | EL supports are in place. |
| Graduation & dropout rate | Ensure students will graduate from high school | N/A |  |
| Attendance Rate (power school | Ensure that students attend school | Medium | Attendance Rate is 93%. |
| Demographic data | Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students | Medium | This data is reviewed during grade level meetings and supports are determined. |
| Curriculum | Core curriculum aligned vertically and with state standards | Low | This work has already been completed. |
| Instruction | Effective instructional strategies and tiered interventions | High | Math/Reading data indicate that instructional strategies need improvement. |
| Assessment | Use of formative and progress monitoring assessments to improve instruction | High | Data is reviewed every 6 weeks to improve instruction. |
| Supportive Learning Environment | Safe, orderly learning environment | High | Discipline data indicates that Tier I and Tier II strategies need strengthening although our office referrals are decreasing. |
| Family Engagement | Family & community engagement | High | Although, attendance data for family engagement activities has improved, it indicate that it is an area we need to continually grow. |
| Professional Development (PD) needs assessment | PD to support curriculum, instruction & assessment | High | Provide a survey for teachers for them to have input in to PD opportunities. Classroom observations, reading and Math data show that we need PD on small group differentiation |
| Professional Development (PD) needs assessment | PD to support individual teacher skills | High | Provide a survey for teachers for them to have input in to PD opportunities. |
| Professional Development (PD) needs assessment | PD or strategies for hiring qualified teachers | Medium | Improving interviewing and selecting candidates |
| Leadership | Recruiting, training & retaining qualified principals | Low | Not a current need |
| Other: | District Goal Areas |  |  |
| Other: |  |  |  |
| Other: |  |  |  |

### Goals

## The following goals will be assumed for each school.

### The school will meet the participation rate target of 95% in the reading, writing and math state assessments.

### The school will meet the graduation rate target of 90% for all students and for each of the subgroups defined above, for schools that have 12th graders.

### The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.

### If the school has 5 or more English Learners, the school will meet the targets for the EL students for making progress and attaining proficiency in learning English

### Identify three or four goals to be addressed within the School Improvement Plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

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| --- | --- | --- | --- |
| **Area of Need** | **Baseline Data** | **Measurable Goal/Target** | **Evaluation of Measure** |
| Improve Reading Proficiency | 58.5% (an increase of 9.5 % from fall to spring for FY18) | Increase by 5% the number of students at or above the 40%tile | MAP |
| Improve Math Proficiency | 56% ( an increase of 6% for from fall to spring for FY18) | Increase by 5% the number of students at or above the 40%tile | MAP |
| Increase Parent Engagement | FY19- 51% ( an increase of 11% from FY18) | Increase by 10% | Sign-In Sheets |
| Decrease Student Conflict | FY 19- 12 Suspensions ( a decrease of 66% from FY18  (Bus, ISS,OSS) | Decrease by 5% | Silverback Data |

# Alaska STEPP Domains and Indicators

## Alaska STEPP Online Tool

In the Alaska STEPP online tool, determine the most important indicators in each of the six domains (Curriculum, Instruction, assessment, professional development, school learning environment and leadership) that will need to be addressed to enable the school to meet the goals identified in the areas of need.

Title 1 schools using Alaska STEPP for the school wide plans must address all 12 Key indicators as well as those in Domain 8 that are particular to a Title School-wide Plan. (See the chart in the Title 1 School-wide Plan Assurances document that aligns the school-wide plan requirements with the Alaska STEPP indicators.)

# Narrative statement

## Reflect Schools’ Strengths and Needs

Examples: *Strength – We have had the longest retention rate of teachers in the district which has benefited the students in our community tremendously.*

*Need – Classroom management training for increased positive student behavior.*

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| Strengths: We have a dedicated staff that consistently strives to improve instruction based on data. The school has a strong “community” culture. We have access to a guaranteed and viable Tier I curriculum for Reading, Writing, Math and Behavior. Parent involvement has increased this year |
| Need: Additional support materials for students, additional personnel supports for students, opportunities for intentional and purposeful PD for staff. |
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