

BIG LAKE ELEMENTARY SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended

For use with Alaska STEPP

2020-2021



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.

A. 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.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	High	Writing mechanics and grammar skills below proficiency on MAP and PEAKS data
	Mathematics instruction for all students	Medium	Mathematics skills improving but remain below proficiency on MAP and PEAKS
	Science instruction for all students	Medium	Science skills below proficiency on PEAKS
	Other content area instruction for all students	Medium	Classroom assessment data drives instruction and intervention focus.
	Support for students with disabilities	High	Students with Disabilities are far below proficiency on state report card to the public for Big Lake Elementary so additional supports are needed for academic improvement.
	Support for migrant students	Medium	
	Economically disadvantaged or low achieving students	High	100% of BLE Students receive free breakfast and lunch. MAP and PEAKS data indicate a low percentage of proficiency levels. These two data points indicate continued need to improve instruction and academic progress of this group of students.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Medium	Big Lake Elementary's EL population is increasing and most are below proficiency on MAP and PEAKS so additional support for these students is needed
Graduation & dropout rate	Ensure students will graduate from high school	N/A	
Attendance Rate	Ensure that students attend school	Medium	2019 State of Alaska Report Card to the Public indicates that the school's attendance rate is at 86%
Demographic data	Support for other populations such as subgroups, homeless,	Medium	Trauma sensitive training and strategies are being implemented in some classrooms to support students but needs to be expanded school wide.

	foster care, or neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards	Medium	District vertically aligns curriculum with state standards when purchasing the programs.
Instruction	Effective instructional strategies and tiered interventions	High	PBIS/Champs implemented school wide, fidelity usage review indicates additional PD for utilization required. MAP and PEAKS data indicate high need for tiered interventions.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Medium	MAP and PEAKS data used focuses instructional needs in Language Arts and writing. Classroom assessments and progress monitoring data is review indicates need for additional interventions and student progress.
Supportive Learning Environment	Safe, orderly learning environment	Medium	Foundations team data collected regarding transitions and common areas indicate a need for school wide cohesiveness on teaching student expectations.
Family Engagement	Family & community engagement	Medium	Big Lake Elementary conducts family engagement events quarterly.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	MAP and PEAKS data used to drive professional development and instruction. MAP and PEAKS data shows struggles in Language usage, grammar and writing so professional development focused on Writing instruction.
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Teacher surveys drive PD needs, opportunities, and focus.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Medium	District screened applicants ensures teachers hired are the most qualified teachers available in applicant pool
Leadership	Recruiting, training & retaining qualified principals	Medium	District screening and hiring protocols are used to hire and retain qualified principals
Other:			
Other:			
Other:			

B. Goals

The following goals will be assumed for each school.

1. The school will meet the participation rate target of 95% in the reading, writing and math state assessments.
2. 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.
3. The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.
4. 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
5. 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.

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Improve Percentage of students making projected growth in Math for grades K-5	Ranges from 51%-58% for grades K-5	Increase percentage of students making projected growth in Math by 5%	NWEA MAP Assessments
Improve Percentage of students making projected growth in Reading for grades K-5	Ranges from 38%- 59% for grades K-5	Increase percentage of students making projected growth in Reading by 5%	NWEA MAP Assessments
Improve Percentage of students making projected growth in Language usage for grades 2-5	Ranges from 37%- 60% for grades 2-5	Increase percentage of students making projected growth in Language Usage by 5%	NWEA MAP Assessments

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 and assess the required indicators 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. {1.01 1.05, 3.03, 4.02, 3.02, 4.02})

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.

Big Lake Elementary's school culture and climate are strong. Students are provided a safe and nurturing learning environment daily.

Teachers at the school collaborate regularly to improve instruction

Continued PD and an instructional focus on Language Arts in all grade levels and subgroups is necessary to improve instruction and academic growth in reading and writing.
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