

BIG LAKE ELEMENTARY SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended

For use with Alaska STEPP

2019-2020



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)
	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 the summer over the summer.
	Mathematics instruction for all students	High	There is historical data that indicates students are entering school with fewer essential mathematical concept skills and students are struggling to maintain adequate yearly growth as they progress through grades 1-5.
	Science instruction for all students	Medium	Historical data indicates our 4 th grade students continue to experience difficulties acquiring science concepts.
	Other content area instruction for all students	Medium	Historical data indicates our students continue to experience difficulties acquiring the necessary civics and social studies concepts.
	Support for students with disabilities	High	Historical data indicates that our students with disabilities struggle with achieving adequate yearly growth in all content areas.
	Support for migrant students	High	Historical data indicates that our migrant students struggle with achieving adequate yearly growth in all content areas.
	Economically disadvantaged or low achieving students	High	Historical data indicates that our economically disadvantaged or low achieving students struggle with achieving adequate yearly growth in all content areas.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Medium	Historical data indicates that our EL students continue to experience some difficulties attaining proficiency in English
Graduation & dropout rate	Ensure students will graduate from high school	N/A	
Attendance Rate (Power School)	Ensure that students attend school	High	Historical data shows pockets of student demographic cohorts have difficulty maintaining adequate attendance to ensure adequate yearly growth.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or	High	Historical data indicates a difficulty maintaining adequate yearly growth across demographic population groups such as subgroups, homeless, foster care, or neglected & delinquent students.

	neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards	Low	The district aligns core curriculum vertically and with state standards.
Instruction	Effective instructional strategies and tiered interventions	High	Historical data demonstrates a high need for tiered interventions and additional effective instructional strategies to improve student achievement and meet growing needs of struggling students.
Assessment	Use of formative and progress monitoring assessments to improve instruction	Low	The school uses formative and progress monitoring assessments effectively to identify student needs and improve instruction.
Supportive Learning Environment	Safe, orderly learning environment	High	The school must continue to promote the usage of the school's foundations team and provide professional development support to classroom and building wide usage of behavioral support programs.
Family Engagement	Family & community engagement	High	Historical data shows strengthening family engagement promotes higher student achievement
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	Additional effective instructional strategies, tiered interventions, and increased usage of behavioral support programs in classrooms and building wide require support through professional development
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	Additional effective instructional strategies, tiered interventions, and increased usage of behavioral support programs in classrooms and building wide require support through professional development
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Medium	District resources for hiring qualified teachers are utilized, but additional strategies and professional development are needed to meet the growing demand.
Leadership	Recruiting, training & retaining qualified principals	High	Overwhelming positive support of hiring a highly qualified assistant principal indicates the substantial need to retain the experienced personnel.
Other:	District Goal Areas		
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
Adequate yearly growth in the area of reading for grades K-5	49% of the students in grades K-5 are at or above the 40th percentile on the Winter Benchmark MAP assessment	Increase by 5% the number of students at or above the 40 th percentile.	NWEA MAP Reading Assessment
Adequate yearly growth in the area of math for grades K-5	44% of the students in grades K-5 are at or above the 40th percentile on the Winter Benchmark MAP assessment	Increase by 5% the number of students at or above the 40 th percentile.	NWEA MAP Math Assessment
Adequate yearly growth in the area of Language for grades 3-5	33% of the students in grades 3-5 are at or above the 40th percentile on the Winter Benchmark MAP assessment	Increase by 5% the number of students at or above the 40 th percentile.	NWEA MAP Language Assessment

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.

Strength: Spring 2018 MAP data showed that the lowest achieving students, those < 20 th percentile reached their expected growth percentages.
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Strength: Spring 2018 MAP data showed that 5 th grade math growth was nearly 72%

Need: more application of language and grammar and an increase of authentic writing opportunities across grade levels.
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Need: focus on more authentic ways to learn math facts not constantly assessing math facts.
