

DUE DATE: FEBRUARY 19, 2021

DENALI ELEMENTARY SCHOOL
SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended

For use with Alaska STEPP

2021-2022



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 in 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	Peaks Data for the 2019 test (the most recent state test) shows that only about 1/3 of our students are reading at a proficient or better level. Maps and Aims web data also shows that the majority of our students are significantly below grade level.
	Mathematics instruction for all students	High	Peaks Data for the 2019 test (the most recent state test) shows that only about 1/3 of our students are proficient or better level in math. Maps and Aims web data also shows that the majority of our students are significantly below grade level.
	Science instruction for all students	Medium	Our 4th grade Peaks data for the 2019 science test shows science as being a relative strength. However, there is still plenty of opportunity for students to grow in this area.
	Other content area instruction for all students	Low	The Title I team feels that given our low percentage of proficient students in reading and math other content areas are of low priority. This is because if students are unable to read the other content areas are not accessible to the students.
	Support for students with disabilities	Medium	Given our overall proficient levels we feel that a whole school focus on reading and math is more appropriate than focusing on sub groups of students.

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State Summative Assessment and other district assessment data (cont.)	Support for migrant students	Medium	Given our overall proficient levels we feel that a whole school focus on reading and math is more appropriate than focusing on sub groups of students.
	Economically disadvantaged or low achieving students	Medium	Given our overall proficient levels we feel that a whole school focus on reading and math is more appropriate than focusing on sub groups of students.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	Medium	Given our overall proficient levels we feel that a whole school focus on reading and math is more appropriate than focusing on sub groups of students.
Graduation & dropout rate	Ensure students will graduate from high school	Low	Our priority is ensuring that students leave Denali on grade level. We believe that if we do this our students will graduate from highschool.
Attendance Rate	Ensure that students attend school	Medium	Denali has historically suffered from poor attendance and this is an area that we will continue to focus on.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Medium	Given our overall proficient levels we feel that a whole school focus on reading and math is more appropriate than focusing on sub groups of students.
Domain	Indicator analyzed	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Curriculum	1.01 School staff implements the district approved, research-based curricula that are aligned with Alaska Content Standards.	Low	Staff implements the district curriculum with fidelity.
	1.05 School staff systematically use a review process to determine if the curricula address the learning needs of all students.	Medium	Although staff use data to determine the effectiveness of instruction there could be better systems put in place to ensure that this is happening.
Assessment	2.03 School staff use universal screening assessments and routinely administer them multiple times a year in at least literacy and math.	Low	Maps and Aimsweb are consistently used to measure academic progress three times per year.
Instruction	3.02 School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all	High	This is an area that Denali excels at with 3.5 tutors in our tutoring program. We listed this as a high priority because we feel that it makes significant difference in our ability to educate our students.

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	low-performing students receive additional support to help them meet or exceed the state content standards.		
	3.03 School staff use research-based instructional practices, programs and materials.	Medium	Denali staff utilize programs such as CHAMPs, Kagan, IXL, LLI, etc to ensure that students are achieving at school
	3.04 School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.	High	Denali staff consistently use formative and summative assessments to measure the effectiveness of instruction. This is a high priority because we need to continue to use the data to drive our instruction and make sure that students are making adequate growth in relation to the state standards.
Supportive Learning Environment	4.01 School staff use effective classroom management strategies that maximize instructional time in all classrooms.	High	The staff have previously identified student behavior as one of the biggest obstacles to improving student outcomes at Denali.
	4.02 School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.	High	The staff have previously identified student behavior as one of the biggest obstacles to improving student outcomes at Denali.
Domain	Indicator analyzed	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Supportive Learning Environment (cont.)	4.03 School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.	High	The staff have previously identified student behavior as one of the biggest obstacles to improving student outcomes at Denali.
	4.05 School staff provide extended learning opportunities, and students in need of additional support regularly participate.	High	Denali does a pretty good job with this by offering both tutoring opportunities and our afterschool program. This was deemed a high priority because we feel it is important to continue to fund this.
	4.06 School and classroom environments reflect respect for all students and cultures, and they reflect an understanding of the cultural values of the students and community.	Medium	Denali has a culturally diverse student population. We need to continue to ensure that we have classroom environments that take this into consideration.

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	<p>4.07 School staff communicate effectively with parents about learning expectations, student progress, and reinforcing learning at home; staff implement effective strategies to increase parent engagement.</p>	Low	Teachers communicate frequently with parents via multiple different methods.
	<p>4.08 School priorities, goals, plans, and events are collaboratively developed by school staff members, parents, students, and community members, and these plans are communicated to all stakeholders by school staff.</p>	Low	There are plenty of leadership opportunities offered to teachers. Parents are invited to participate but that participation is typically low.
Professional Development	<p>5.01 School staff use multiple sources of student assessment data as a primary factor in determining professional development priorities.</p>	High	We have used student data to determine professional development and will continue to do so.
	<p>5.03 School staff embed professional development into daily routines and practices.</p>	High	Staff has mentioned not feeling supported in implementing the professional development with fidelity in their classrooms. This is an area that the title I team feels could make a significant impact on student success.
Domain	Indicator analyzed	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Instructional Leadership	<p>6.01 Instructional leader uses a team approach to facilitate the implementation of a continuous school improvement planning process that includes assessing, planning and monitoring.</p>	Medium	There are multiple opportunities for teachers and other staff to work on various school improvement projects.
	<p>6.02 Instructional leader regularly assists teachers in understanding the data from various student assessments to improve instruction.</p>	Medium	Given the effects the pandemic has had on the school year this has not been effectively done this year. It is an area we need to refocus our energy on.
	<p>6.05 Instructional leader conducts formal and informal observations and provide timely feedback to staff members about their instructional practices.</p>	Low	This is done through the evaluation process.

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	6.06 Instructional leader consistently builds productive, respectful relationships with parents and community members regarding school programs and school improvement efforts.	Low	There are several parent opportunities to engage with the school in relation to school improvement efforts, however parent participation is low. Although this is a low priority the title I team feels that we could devote some energy to this.
	6.08 Instructional leader regularly analyzes assessments and other data and uses the results in planning for the improved achievement of all students.	Low	The instructional leader utilizes student data in school improvement planning.
Title I Schoolwide Programs	8.04 This school assists preschool children in the transition from early childhood programs to local elementary school programs.	High	We utilized a kindergarten pre-launch in FY20, however, it fell to the wayside during the pandemic. As things return to normal this is an area we would like to continue
	8.05 Federal, State, and local service programs are integrated and coordinated.	Low	FNSBSD does a great job with this.
	8.06 All instructional paraprofessionals will meet minimum qualifications.	Low	HR does a great job ensuring this happens.
	8.07 The school has strategies to attract and retain effective teachers.	Low	
Domain	Indicator analyzed	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
Title I Schoolwide Programs (Cont.)	8.10 The school’s Parent Involvement Policy (a.k.a. <i>Family Engagement Plan</i>) provides specific training activities and decision-making opportunities for parents for the planning, implementation, and evaluation of the Parent Involvement Policy, compacts and school plans.	High	This is an opportunity for improvement,.
Family Engagement	Family & community engagement		
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
<p>3.02-School staff implement a coherent, documented plan throughout the school to ensure that all students receive core instruction and all low-performing students receive additional support to help them meet or exceed the state content standards.</p> <p>& 4.05 Extended Learning Opportunities</p>	Students served by the 3.5 FTE tutors.	Our lowest 50% of non-special education students will receive tutoring services in Reading and Math grades K-3.	<ul style="list-style-type: none"> ● Tutor schedules & students served ● aimsweb data specific to the students served by the 3.5 FTE tutors
<p>4.02 - School staff create and implement schoolwide operational procedures that minimize disruptions to instructional time.</p>	Discipline referrals (FY20) Teacher input Staff & student School Climate Surveys	The number of referrals for disruptive student behavior will be cut in half by the end of first Semester FY22.	Discipline Referrals. Staff & student school climate surveys
<p>3.04 - School staff consistently, and regularly measure the effectiveness of instruction using data from a variety of formative assessments.</p>	Aimsweb, Map & PEAKS Reading scores.	90% of teachers’ weekly lesson plans for reading will list the state standard and the type of formative assessment that will be used.	Weekly Reading Lesson Plans. Aimsweb, MAP & PEAKS Reading scores.

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.*

Teachers at Denali have a wide range of teaching strategies to help students be successful. We have a strong tutoring team who is committed to helping students grow. We are plagued by a low attendance rate and a high rate of students with socio-emotional needs. Teachers report that the biggest obstacle they face is disruptive and disrespectful behavior. We had four of our veteran teachers retire this year. It will be challenging to replace the experience we lost.