

SALCHA ELEMENTARY SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended

For use with Alaska STEPP

School Year 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)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	Y	Instructional coaching/peer mentoring for new teachers in order to sustain high quality ELA instruction. Intensive intervention with high transiency students and early literacy focus.
	Mathematics instruction for all students	Y	Strong supplemental math instruction, aligned to our district standards, encouraging problem solving and higher order thinking.
	Science instruction for all students	Y	Instructional coaching/peer mentoring for new teachers in order to sustain high quality science instruction.
	Other content area instruction for all students		
	Support for students with disabilities	Y	Additional support in SEL and behavior.
	Support for migrant students		
	Economically disadvantaged or low achieving students	Y	Are at a lower percentage proficiency when compared to all subgroups in PEAKS ELA and PEAKS MATH and Benchmark Assessment System.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English		
Graduation & dropout rate	Ensure students will graduate from high school		
Attendance Rate	Ensure that students attend school	Y	Attendance rates decrease each month with 95% reached only the first two months of the school year.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or		

Form # 05-17-046

	neglected & delinquent students		
Curriculum	Core curriculum aligned vertically and with state standards		
Instruction	Effective instructional strategies and tiered interventions		
Assessment	Use of formative and progress monitoring assessments to improve instruction		
Supportive Learning Environment	Safe, orderly learning environment	Y	Staff do not feel they and the students are safe due to our remote location and lack of security equipment.
Family Engagement	Family & community engagement	Y	Change how family engagement looks. Large Family Nights are not hitting our targeted populations.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Y	Instructional coaching/mentoring in all subjects.
Professional Development (PD) needs assessment	PD to support individual teacher skills	Y	Instructional coaching/mentoring and additional experience for our new teachers.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers		
Leadership	Recruiting, training & retaining 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
Reading/ELA	Our PEAKS scores (53% of 3rd-6th graders Proficient) do not correlate with our BSA results (84% of 3rd-6th graders on or above grade level).	By April 2020, 80% of our 3rd-6th grade students will be proficient in PEAKS ELA to correlate with our BSA (Benchmark) results.	PEAKS, Benchmark Survey Assessment
Math	As a whole, 3rd-6th students did not make projected growth in MAP although they increased over last year in PEAKS. AIMSweb - Number Naming Fluency.	By the end of August 2019, Salcha School will implement Singapore Math at all grade levels with additional resources to enhance personalized learning.	PEAKS, AIMSweb Plus, MAP
Attendance/Behavior	Attendance rates decrease each month. Behavior data has significantly increased 2018-19 school year.	Maintain a 90% attendance rate each month. Decrease the number of DRs and Suspensions from last year through implementation of SEL practices, specifically Growth Mindset.	PowerSchool, Parent Contacts
Technology Fluency	Compared to similar paper testing, our students are scoring significantly lower on technology-based assessment.	All students will receive technology instruction and technology integration across subjects. Students 2nd - 6th grade will receive instruction in keyboarding.	Typing Club, AIMSweb, MAP, Benchmark Assessment System, PEAKS

Form # 05-17-046

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 - Our community supports our school, we have some of the highest volunteer hours of any size school.
Strength - Our LLI reading intervention is school wide and brings readers up if we have them long enough.
Need - Instructional coaching/mentoring and additional experience for our new teachers.
Need - Social/Emotional support for our high needs students.