



# NAKNEK 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.**

Surveys and assessment data was utilized from the Year 1 Grant due to the COVID pandemic. Updated data, as available, will be gathered to inform our school improvement meetings in January 2021. Adjustments to the STEPP Plan will be made based on that data.

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	Previous years' PEAKS & MAP Growth Measure data both indicate majority of students or all are below average. No significant growth is shown on PEAKS assessment. MAPS show some growth in select grades but additional growth is needed.
	Mathematics instruction for all students	High	Previous years' PEAKS & MAP Growth Measure data both indicate majority of students or all are below average. No significant growth is shown on PEAKS assessment. MAPS show some growth in select grades but additional growth is needed.
	Science instruction for all students	Med.	
	Other content area instruction for all students	Low	
	Support for students with disabilities	Med	Need was revealed for additional intervention support for students with disabilities.
	Support for migrant students	Med	With 55% of PK-5 <sup>th</sup> grade migrant, and over 81% of those migrant students are reading below grade level. A tutor is available and working with them, indicating some support is present. However, expanded support has been identified to include consistent and frequent high quality/specialized intervention and progress monitoring needs to be put in place for cycles.
	Economically disadvantaged or low achieving students	High	Our 100% Free/Reduced lunch program coupled with majority of learners reading below grade level revealed the need to examine availability of home literacy support resources.
ELP Assessment (Access 2.0)	Support for EL students to attain proficiency in English	NA	

Graduation & dropout rate	Ensure students will graduate from high school	NA	
Attendance Rate	Ensure that students attend school	Med	91.5% Attending 36.96% Chronically Absent indicates more outreach to families is needed of those chronically absent.
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	High	High awareness and strategic problem solving is needed to support students specifically in foster care, since 26% of our PK-5 <sup>th</sup> grade learners have either been in or are currently in foster care.
Curriculum	Core curriculum aligned vertically and with state standards	High	Literacy & Math are aligned PK-5. 6 <sup>th</sup> grade is available but is not being utilized currently as it has been replaced with alternate curriculum that aligns to middle school.  Literacy curriculum, HMH Journeys is not listed as an evidenced based high performing curriculum and this has caused concern. An outdated version of the math curriculum, Pearson Realize envision, is currently being used and the version being utilized is not on the evidence based list for effective curriculum.
Instruction	Effective instructional strategies and tiered interventions	High	Tiered interventions has not been occurring regularly and aligned across the grade. There is currently no progress monitoring tool to track, record and monitor interventions.  Due to combining grade levels, there is less time for core literacy instruction and a higher need to utilize effective strategies. Additionally, as teachers are teaching two sets of core literacy curriculum there are fewer interventions happening for students Tier 2 & 3. Adjustment in groupings and instructional models is needed to allow for more MTSS/RTI practices.
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	No progress monitoring tool has been used in the last 2 years since the move from AIMSWeb to MAPS was made in 2017. Data is reviewed on a bi-annual basis and it drives instruction for some teachers but communication between grades is lacking. Tool has now been purchased, a committee has been formed but an MTSS plan is still in need of development and utilization of the progress monitoring tool is needed.  Surveys completed by teachers and paras show that staff needs training in the development and use of formative assessment.
Supportive Learning Environment	Safe, orderly learning environment	Med	Some teachers need training in classroom management and the use of environment spaces to increase collaboration.

Family Engagement	Family & community engagement	Med	<p>There is funding for a Family Partnership Coordinator but no individual has been identified/hired for this position. Retaining qualified individuals has been a struggle in the past.</p> <p>Past family and community surveys indicate a high interest for literacy instruction for families to support their children.</p>
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	High	<p>Survey, completed by admin, teachers and paras indicated only 38% of them believe PD is in place to support curriculum &amp; instruction, 50% believe PD is in place to support assessment. 0% believe that PD for curriculum, instruction and assessment is a strength.</p>
Professional Development (PD) needs assessment	PD to support individual teacher skills	High	<p>Professional Development surveys were given to all the Elementary certified staff. Majority of the surveys indicated the that these areas were low and teachers requested them to be priorities: PD for new staff, literacy continuum, customization requested to teacher need, utilizing data.</p>
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	High	<p>Leadership/Admin self-assessed a high need in this area.</p>
Leadership	Recruiting, training & retaining qualified principals	Med	
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 12<sup>th</sup> 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
Assessment, Instruction & Professional Development	New use of progress monitoring tool.	Staff trained and MTSS/RTI plan designed and implemented. Student scores rise	PM tool data
Curriculum / Literacy	Majority of students are below average. Current ELA curriculum is reported by EdReports as ineffective	Students will be on target in literacy. Curriculum review and purchase of new research based curriculum	MAP & PEAKS, Performance Matters benchmarks, purchasing of new language arts curriculum
Mathematics	Majority of students are below average.	Students will be on target in mathematics	MAP & PEAKS, Performance Matters Benchmarks

## 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.*

Strength – 75% of our certified Elementary staff are previous graduates of BBBSD and long time residents in our community. The other 25% has been in our community for over 10 years.
Need – Development of a teacher retention plan/goals to decrease staff turnover.
Strength – 50% of our staff has been previously active in following BBBSD's progress monitoring and use of RTI.
Need – A development RTI/MTSS plan to ensure no "gap" years occur in which the use of a progress monitoring tool and documented RTI/MTSS interventions is neglected.