

NENANA CITY PUBLIC SCHOOL NEEDS ASSESSMENT

As authorized under ESEA, as amended

For use with Alaska STEPP

2018-2019



Comprehensive Needs Assessment

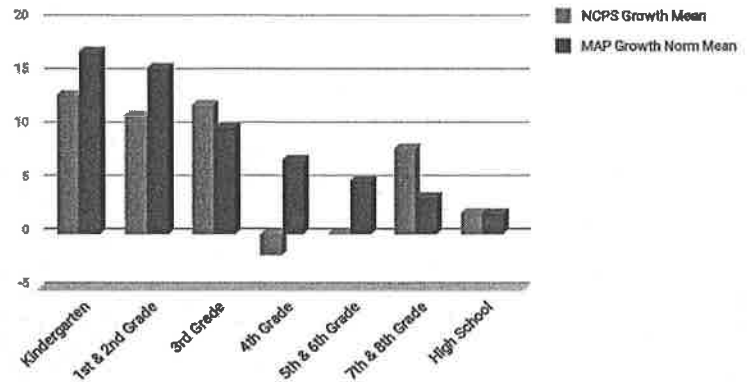
This needs assessment is designed to be used to assist a school in determining areas of greatest need in order to focus on the most appropriate indicators in the six domains of the Alaska's Effective Schools Framework for the school improvement plan. This needs assessment also fills the requirement for 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.

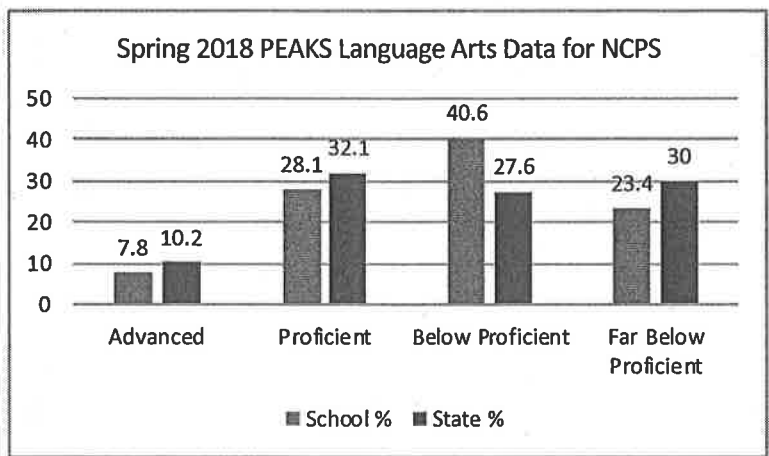
Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)																																																
	Reading/language arts instruction for all students		<p>SP 18 NWEA Map data identifies below MAP means scores for NCPS in relation to national mean NWEA spring norms in reading/language usage.</p> <p>NCPS Mean MAP Spring Scores - Reading/Language Usage</p> <table border="1"> <caption>NCPS Mean MAP Spring Scores - Reading/Language Usage</caption> <thead> <tr> <th>Grade Level</th> <th>NCPS Mean Spring Score</th> <th>National MAP Spring Norm</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>~160</td> <td>~165</td> </tr> <tr> <td>1st & 2nd Grade</td> <td>~185</td> <td>~185</td> </tr> <tr> <td>3rd Grade</td> <td>~195</td> <td>~200</td> </tr> <tr> <td>4th Grade</td> <td>~195</td> <td>~205</td> </tr> <tr> <td>5th & 6th Grade</td> <td>~205</td> <td>~215</td> </tr> <tr> <td>7th & 8th Grade</td> <td>~225</td> <td>~215</td> </tr> <tr> <td>High School</td> <td>~215</td> <td>~220</td> </tr> </tbody> </table> <p>There is growth in NWEA MAP assessment for all grade levels except for 4th-6th grades from fall to spring in reading/language usage.</p> <p>NCPS Growth on MAP - Reading/Language Usage</p> <table border="1"> <caption>NCPS Growth on MAP - Reading/Language Usage</caption> <thead> <tr> <th>Grade Level</th> <th>Fall 2017</th> <th>Spring 2018</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>~145</td> <td>~155</td> </tr> <tr> <td>1st & 2nd Grade</td> <td>~175</td> <td>~185</td> </tr> <tr> <td>3rd Grade</td> <td>~185</td> <td>~195</td> </tr> <tr> <td>4th Grade</td> <td>~195</td> <td>~195</td> </tr> <tr> <td>5th & 6th Grade</td> <td>~205</td> <td>~205</td> </tr> <tr> <td>7th & 8th Grade</td> <td>~220</td> <td>~230</td> </tr> <tr> <td>High School</td> <td>~215</td> <td>~215</td> </tr> </tbody> </table> <p>All grade levels did not meet or exceed the expected yearly growth on the reading/language usage assessment as</p>	Grade Level	NCPS Mean Spring Score	National MAP Spring Norm	Kindergarten	~160	~165	1st & 2nd Grade	~185	~185	3rd Grade	~195	~200	4th Grade	~195	~205	5th & 6th Grade	~205	~215	7th & 8th Grade	~225	~215	High School	~215	~220	Grade Level	Fall 2017	Spring 2018	Kindergarten	~145	~155	1st & 2nd Grade	~175	~185	3rd Grade	~185	~195	4th Grade	~195	~195	5th & 6th Grade	~205	~205	7th & 8th Grade	~220	~230	High School	~215	~215
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measured on the NWEA MAP assessment, except for 3rd, 7th, 8th, and high school.

Expected Growth (Fall to Spring) - Reading/Language Usage



Grade	MAP Reading Norms	NCPES Reading Mean Score
K	159	157
1-2	182	182
3	199	196
4	206	195
5-6	214	207
7-8	219	229
HS	221	215

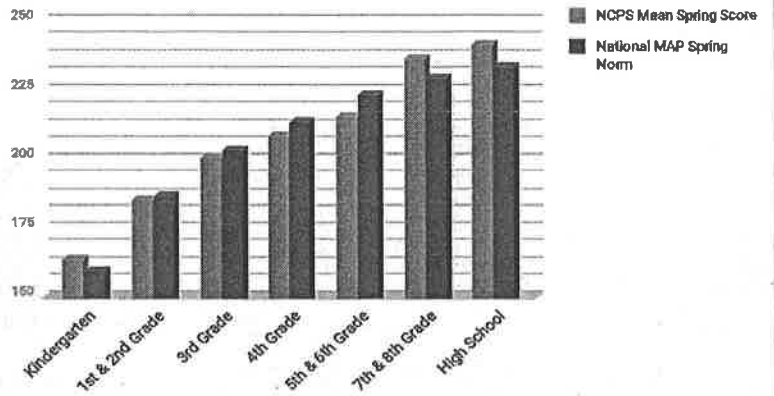


Mathematics instruction for all students

High

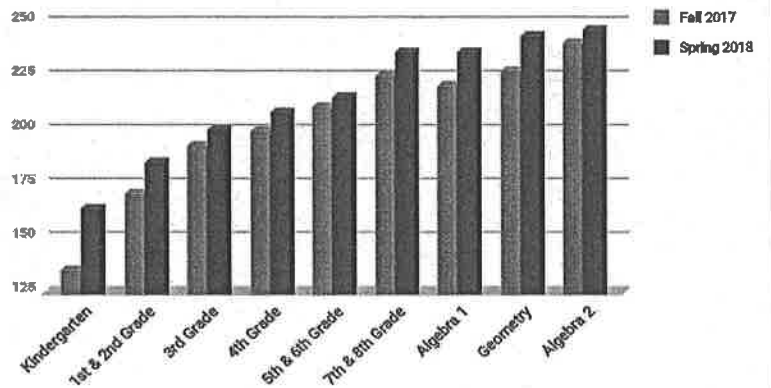
1st grade through 6th grade had a mean score below the national mean score on the NWEA MAP assessment in the Spring of 2018

NCPS Mean MAP Spring Scores - Mathematics



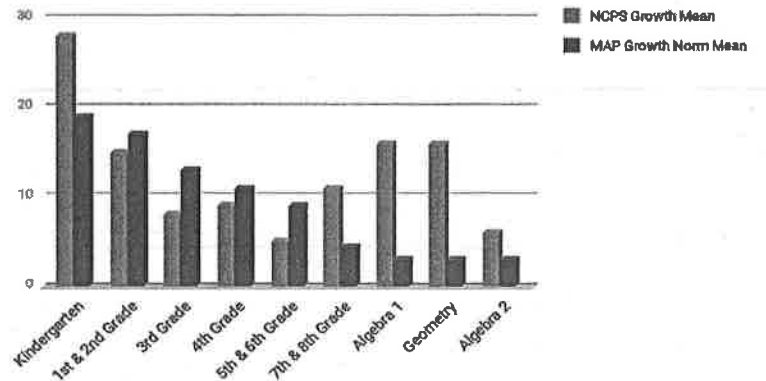
There is growth in NWEA MAP assessment for all grade levels from fall to spring.

NCPS Growth on MAP - Mathematics



Kindergarten, 7th, 8th, Algebra 1, Geometry, and Algebra 2 met or exceed expected yearly growth in math assessments as measured on the NWEA MAP assessment.

Expected Growth (Fall to Spring) - Mathematics



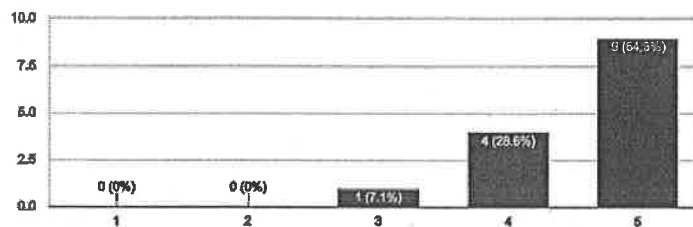
Grade	MAP Math Norms	NCPS Math Mean Score
K	159	163

Graduation & dropout rate	Ensure students will graduate from high school	Low	Based on 16/17 data, since the 17/18 data is unofficial, NCPS' graduation rate is 81.5% and the dropout rate is 0.83%
Attendance Rate (power school)	Ensure that students attend school	High	Based on 16/17 data, since the 17/18 data is unofficial, NCPS' attendance rate is 89.2%
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	Low	No data available
Curriculum	Core curriculum aligned vertically and with state standards	High	District employs a standards-based school system. All curriculum is aligned with the current state standards in English, math, science, and social studies. Math and social studies vertical and horizontal alignment, K-12, of standards was completed in 2017-2018 school year. English vertical and horizontal alignment will be finalized this year.
Instruction	Effective instructional strategies and tiered interventions	High	School incorporates specified times for tiered interventions to take place through its structure Rtl processes. School also utilizes tutoring and intervention practices in its 21 st Century After-School grant programs, K-12
Assessment	Use of formative and progress monitoring assessments to improve instruction	High	Individuals classrooms use a variety of formative assessments to assess learning and improve instruction. Some of the virtual platforms for assessments include Edgenuity's Pathblazer, IXL, Rocket Math, Freckle, Prodigy, Khan Academy.
Supportive Learning Environment	Safe, orderly learning environment	Low	School utilizes Positive Behavioral Interventions & Supports (PBIS) model for behavior. School has yearly professional development on Adverse Childhood Experiences (ACEs), being trauma-sensitive, and culturally competent. Secondary also use the PARIN survey, which assesses critical 21 st century skills.
Family Engagement	Family & community engagement	High	We are developing a baseline for family and community engagement in terms of a data points in the 2018-2019 school year. During last school year we had once a year Phlight camps and quarterly parents and community meetings.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	Low	In the fall of 2017, NCPS conducted a K-12 needs assessment survey to determine areas of professional development need.

Please rank, from 5 to 1, with 5 being the most preferable, the following Professional Development delivery styles

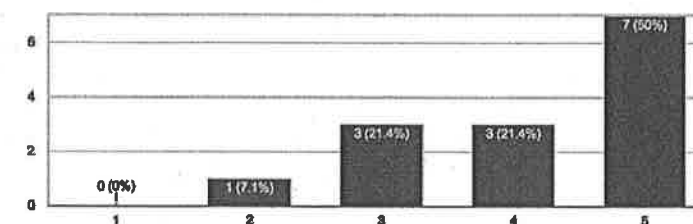
Collaborating with other professionals in small groups

14 responses



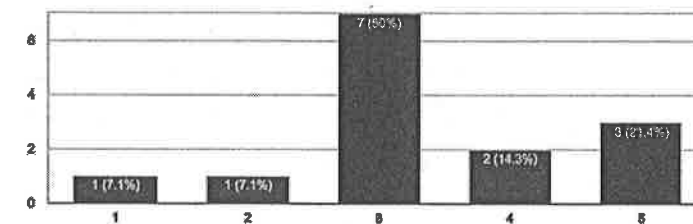
Workshops with hands-on activities

14 responses



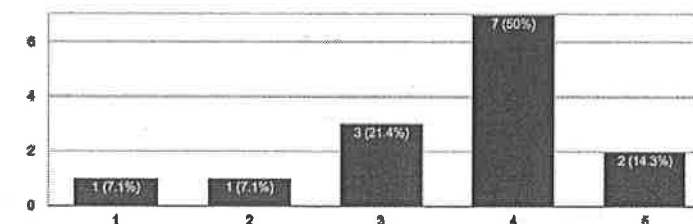
Differentiation Strategies

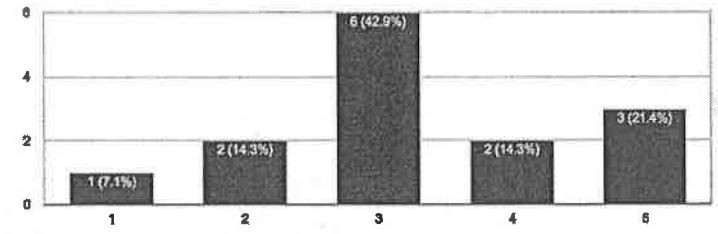
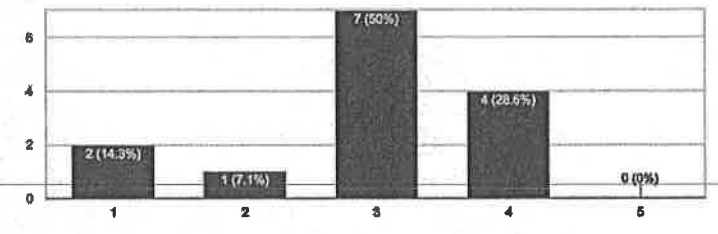
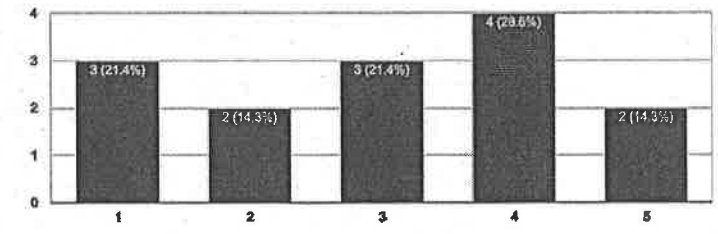
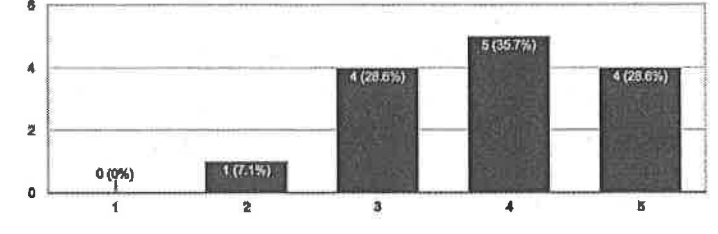
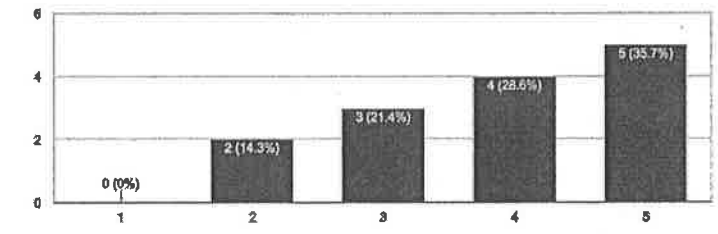
14 responses



Flexible Grouping

14 responses



			<p>Compacting Curriculum 14 responses</p>  <p>Tiered Assignments 14 responses</p> 
			<p>Data Analysis for guiding instruction 14 responses</p>  <p>Motivation and Student Engagement Strategies 14 responses</p> 
Professional Development	PD to support individual teacher skills	Low	<p>Technology Integration 14 responses</p>  <p>In the fall of 2017, NCPS conducted a K-12 needs assessment survey to determine areas of professional development need.</p>

(PD) needs assessment			Staff also had the opportunity to attend the Alaska Afterschool Conference and ASTE conference.
Professional Development (PD) needs assessment	PD or strategies for hiring qualified teachers	Low	Professional development strategies for hiring qualified staff is designed and implemented at the district level. District experience low turnover.
Leadership	Recruiting, training & retaining qualified principals	Low	Human resources have systems in place to recruit, train, and retain qualified principals. Such efforts includes membership in principal association and attendance at yearly state's principal conference.

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
Attendance Rate	2016/2017 = 89.2%	2018/2019 = 95%	PowerSchool
ELA PEAKS Assessment	2017/2018 = Baseline 28.1% Proficiency	Improve to 33% proficiency	PEAKS
Math PEAKS Assessment	2017/2018 = Baseline 27% Proficiency	Improve to 32% proficiency	PEAKS
Science PEAKS Assessment	2017/2018 = Baseline 24% Proficiency	Improve to 28% proficiency	PEAKS

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.

Strengths - Inviting community events academics, athletics, and other various forms of outreach (the heart of the community)
Strengths - technology trends is current and above most school in providing students and teachers with 21st century resources (TV's, Canvas, Google Docs, Cam Scanner, Chromebooks)
Strengths - puts a lot of personal time in with students, meeting their direct needs, engaging with students.
Strengths - strong pulse on kids needs and developing caring, investing, and authentic relationships
Needs - developing the RtI process that is more streamlined
Needs - Intentional in gathering, evaluating, and monitoring data to improve student learning