

[SCHOOL NAME]  
School Needs Assessment

As authorized under ESEA, as amended

**For use with Alaska STEPP**

[School Year]

# 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.

### 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.

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| 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/ district assessment data | Reading/language arts instruction for all students |  |  |
| State Summative/ district assessment data | Mathematics instruction for all students |  |  |
| State Summative/ district assessment data | Science instruction for all students |  |  |
| State Summative/ district assessment data | Other content area instruction for all students |  |  |
| State Summative/ district assessment data | Support for students with disabilities |  |  |
| State Summative/ district assessment data | Support for migrant students |  |  |
| State Summative/ district assessment data | Economically disadvantaged or low achieving students |  |  |
| 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 |  |  |
| Demographic data | Support for other populations such as subgroups, homeless, foster care, or 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 |  |  |
| Family Engagement | Family & community engagement |  |  |
| Professional Development (PD) needs assessment | PD to support curriculum, instruction & assessment |  |  |
| Professional Development (PD) needs assessment | PD to support individual teacher skills |  |  |
| Professional Development (PD) needs assessment | PD or strategies for hiring qualified teachers |  |  |
| Leadership | Recruiting, training & retaining qualified principals |  |  |
| Other: |  |  |  |
| Other: |  |  |  |
| Other: |  |  |  |

### Goals

## The following goals will be assumed for each school.

### The school will meet the participation rate target of 95% in the reading, writing and math state assessments.

### 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.

### The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.

### 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

### 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.

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| **Area of Need** | **Baseline Data** | **Measurable Goal/Target** | **Evaluation of Measure** |
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# 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.*

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