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# School Improvement: Needs Assessment and Plan Overview

Alaska Department of Education and Early Development

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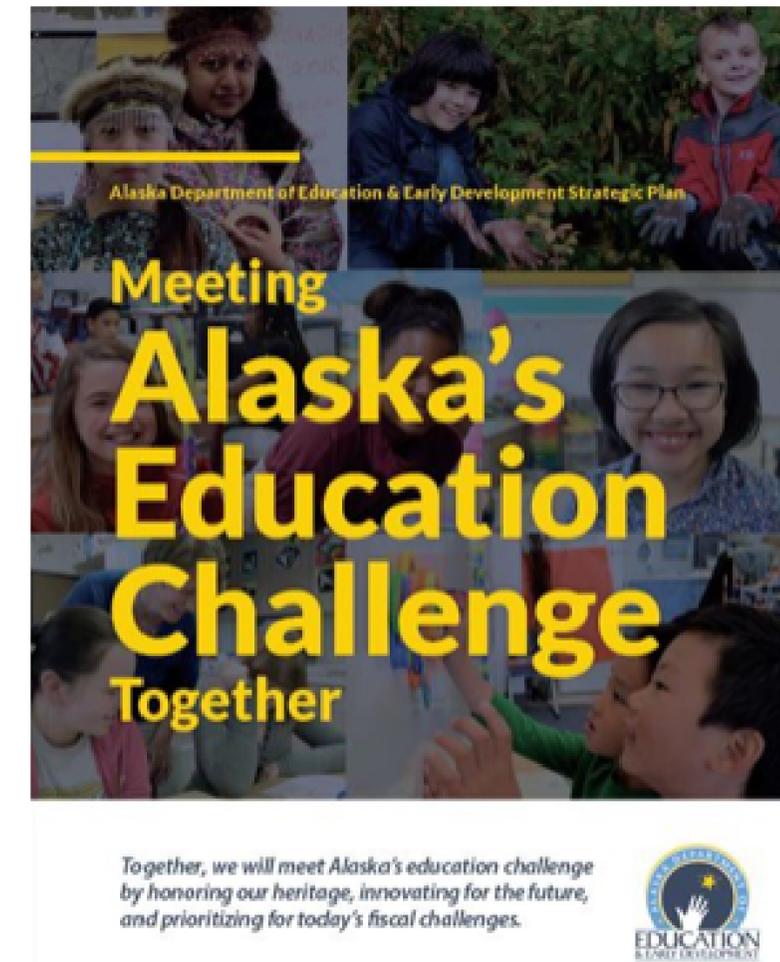
# Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide <b>information, resources, and leadership</b> to support an excellent education for every student every day.

# Strategic Priorities: Alaska's Education Challenge

## Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



[education.alaska.gov/akedchallenge](http://education.alaska.gov/akedchallenge)

# Agenda

## Comprehensive Needs Assessment

- Reviews
- What to turn in

## 3-Year Plan

- Requirements
- Form
- Examples

## Q&A

# Designations

## Comprehensive Support and Improvement

- **CSI 5%-** When ranked according to their accountability index value, the lowest performing 5% of all Title I schools are identified as CSI 5%.
- **CSI-MRI-** CSI 5% schools that did not meet exit criteria after 3 years of designation cycle
- **CSI-TSI-** A Title 1 school has one or more subgroups whose index value is less than or equal to the index value of the lowest 5% of Title I schools for three consecutive years.
- **CSI-Grad-** Graduation Rate less than or equal to 66.67% (4-year cohort)

## Targeted Support and Improvement

- **ATSI-** A school has one or more subgroups whose index value is less than or equal to the index value of the lowest 5% of Title I schools.
- **TSI-** Student group for any school, Title I and non-Title I, meets or falls below the TSI threshold (lowest 10% of all schools)

## All Other Schools

- Universal Support

# NOTE

While the federal requirements listed in this presentation apply to all schools in improvement, DEED only collects Needs Assessments and SIP for CSI 5%, CSI MRI, CSI Grad, CSI-TSI, and ATSI schools.

In the case of ESEA monitoring, all designated schools/districts should have on file:

- Needs Assessment
- School Improvement plan
- Evidence of stakeholder engagement

# Overview of needs assessment

School forms a School and Community Leadership Team

SCLT completes Needs Assessment:

- Profile Review
- Practice Review
- Program Review
- Community Review
- Four Big Conclusions Form

# Submission of needs assessment

Needs Assessment will be turned into FY27 GMS as a combined document, there will be directions in GMS. GMS Application typically opens in April

Optional Documents		
Type	Document Template	Document/Link
Comprehensive Needs Assessment Instructions	 <a href="#">Needs Assessment Instructions and forms</a>	
Empowerment Process Agendas	 <a href="#">Empowerment Process Agendas</a>	

# 3-Year Plan

- All designated schools create a 3 year plan with \*consultation of stakeholders
- Plans have 1-3 goals
- Plans can be anywhere from 8-60 pages (we really try and steer schools away from LONG plans, BUT, it happens)
- \*The Improvement plan responds to reasons for identification and identified needs
- **One Academic Goal (Reading or Math) is required**
- **\*Inclusion of Evidence-based interventions are required**
- Recommend 3 year designation schools to consider SIP as a SW

\*Federal Requirement for School Improvement plans

# 3-Year Plan Template

**Goals:** Are aspirational, yet attainable over the course of several years. The SCLT should limit the number of goals to no more than three, allowing for deep, meaningful work that will make a significant impact on performance

**Strategies:** Strategies describe the work the school will undertake in pursuit of its student-focused goals. A strategy should take two to three years to implement and be informed by data and key learnings from the needs assessment.

Both have associated measures so that the team can analyze data around the interventions they are implementing

# 3-Year Plan Template

**Milestones:** Milestones are large pieces of work to implement strategies. A milestone represents one year's work, so often there are multiple milestones over more than one year to implement a strategy.

**Actions:** Actions are the incremental steps to complete a milestone; a milestone may require multiple actions. For each Action, the SCLT needs to consider the resources required, roles and responsibilities of those involved, as well as the timeline.

# Exemplar #1

Goal # 1. All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.					
Measures					
Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. The percentage of students whose grade-level reading achievement has increased.	DIBELS Grade level reading assessments	To be established 2022-2023 school year	10% increase of students moving up to the next level annually	10% increase of students moving up to the next level annually	10% increase of students moving up to the next level annually
	MAP Fall and Spring testing	23% 2021-2022 School Year	35%	45%	55%
	Core curriculum program assessments	To be established 2022-2023 school year	5% increase of students reading at grade level annually	15% increase of students reading at grade level annually	35% increase of students reading at grade level annually

\*Note- the exemplar contains 3 goals. School Improvement is recommending 1-3 goals for the School Improvement Plan, with a minimum number of 1 goal.

# Exemplar #1

**Strategy #** 1. If we systematically implement the DIBELS progress monitoring and identify students' skill deficiencies, then teachers use data to plan and deliver reading/literacy instruction and support matched to student needs, and students will meet their growth targets in reading.

**Measures**

Indicator(s)	Data Source	Baseline	Target Yr. 1	Target Yr. 2	Target Yr. 3
1. School teams (e.g., School Leadership teams, grade level teams, vertical teams, subject area teams, PLCs) use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need (Sc-3A.3).	DIBELS Assessment data	Fall 2022	100% of k-8 teachers are progress monitoring all students' reading skills monthly using DIBELS	100% of k-8 teachers are progress monitoring all students' reading skills every two weeks using DIBELS	100% teachers are progress monitoring all students' reading skills weekly using DIBELS
	Lesson Plans	Fall 2022	65% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction	80% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction	100% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction
	Principal Walkthroughs	Fall 2022	75% of completed walkthroughs indicate use of data to inform and deliver instruction	100% of completed walkthroughs indicate use of data to inform and deliver instruction	100% of completed walkthroughs indicate use of data to inform and deliver instruction

# Exemplar #1

## Year 1 Milestones and Actions

Milestone 1. Teachers implement DIBELS k-8 systematically as noted by student data.					
Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Train staff in DIBELS	Training agenda, sign-in, and post training assessment	Beginning of Academic School Year August/September annually	DIBELS provided by the district and training by reading specialist	Principal	District Curriculum Director and Reading Specialist
2. Implement DIBELS progress monitoring	Student data used by teacher	At least monthly data results	DIBELS teacher training provided by the district	Teachers	Principal, District Curriculum Director, and Reading Specialist
3. Response to data through instruction	Lesson plans Walkthrough data	After teacher training through May of each school year	DIBELS training provided by the district Lesson Plan template Walkthrough form with "look-fors" related to the new ELA curriculum and Science of Reading provided by district	Principal	District Curriculum Director and Reading Specialist

# Other Resources

- **School Improvement Webinars include recordings and slide decks**
  - Nov 17<sup>th</sup>, 2025 webinar for Designation Overview
  - April 29<sup>th</sup>, 2025 SIP as a SW plan
  - Feb 4/18, 2025 Evidence based interventions
- **School Improvement Resources and Documents**
- **Link for Google Forms (Needs Assessment and SIP)**
- **School Improvement Newsletter**
- **USED Non-Regulatory Guidance on School Improvement**

# Questions?



# Upcoming Dates and Events:

- April 7-8: ESEA Workshop in Anchorage
- May 1-3: SOR Symposium in Anchorage
- May 3: School Improvement Spring Convening in Anchorage
- May 15: FY26 Plans and budgets due in GMS
- June 30: FER closure for FY26

# Contact Information

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# Stay Connected



## Website

- [education.alaska.gov](http://education.alaska.gov)



## Phone

- Main Line: (907) 465-2800
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## Social Media

- @AlaskaDEED @AlaskaDEED on Twitter, Facebook, Instagram, Flickr, and Vimeo



Slides and Recording will be available on the [SRS webinars](#) page in the next few days