

Comprehensive Needs Assessment (Spring) Template

Purpose: To align the school's activities and strategies with the school's goals and the school's improvement plans
To increase student performance

Please submit the Comprehensive Needs Assessment by Thursday, June 13, 2024, at 4:00 pm.

School's Name: Sunset Park Center for Accelerated Studies

Team Members' Names: Nakia Barnes, Matthew English, Tara Blackwell, April McConneaughey, LeMeisha Woods, Angela Petty, Janice Nivens

School Profile: [Complete the School Data Profile document](#) and provide the link here.

https://docs.google.com/document/d/1gDO-a1gHS_dF4Qo9IDk6MicRWJ0D0zjo31cfd_GHFho/edit?usp=sharing

Number of Classroom Teachers	24
Number of Teacher Assistants	6

Provide background information about your school.

What are your school's distinctive features? (eg. Choice, High ML, Longevity of staff, etc.)	<p>Mission: We will create a child-centered learning environment where ALL children will learn at high levels.</p> <p>Choice Opportunity: Sunset Park is a school of choice (Sunset Park Center for Accelerated Studies). We focus on introducing all students to gifted and talented/acceleration materials beginning in kindergarten. The goal is to state identify as many students as possible by 3rd grade where students enter into our GT cluster classes. There are 1-2 classes per 3rd, 4th, and 5th grade levels, where students are state identified or have one qualifier and are served full day in one specific class.</p>
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	Student Achievements: Blue Ribbon Schools of Excellence Beacon School, Report Card Rating “Good” for the 2021-2022 school year, Perfect PASS and SCREADY Scores, held many student recognition presentations, forty-seven students qualified for Duke TIP in 2019-2020, earned six Palmetto Gold and Silver Awards, presented the National Beta School of Merit award, 2021-2022 Van Robotics Lighthouse Award, 1 st place Art winner for district contest
What are the most significant aids and/or barriers to raising student achievement and progress across the school?	Barriers that aid in raising student achievement include student and teacher attendance, class size, professional development opportunities, program implementation fidelity, growth mindset among students and teachers, addition of new staff members, changes in school demographics, and home-school relationships. For the 2023-2024 school year, we will focus on student attendance, program implementation with fidelity, and the social-emotional well-being of our students alongside academics.

State the effectiveness of the school and the evidence.

		How do you know? What is the evidence?
What are the school’s notable strengths?	<ol style="list-style-type: none"> 1. The teaching staff is dedicated to students and work well as a collaborative team. 2. SPCAS has an abundance of gifted and talented/ acceleration resources. 3. We work to meet the individual needs of all students. 	<p>*Low turnover rate with staff (14%)</p> <p>*Resources: Junior Great Books’ Literacy Program, Jacob’s Ladder Language Arts, Math, Science, and SS Unit Development, Hands on Equations, M2 and M3 Math Programs, William and Mary Units of Study, Primary Education Thinking Skills, Depth and Complexity Framework</p>

	4. Focus on social-emotional learning.	<p>*Meeting Individual Needs: developing and implementing ongoing academic assessments to determine specific needs of students, presenting instruction with a high level of academic challenge, the use of strategies for students with special needs</p> <p>*Social-Emotional Learning: we work to consistently find strategies to encourage and empower students to discover, develop, and accelerate academically, creatively, socially and emotionally.</p>
What are the school's main priorities for improvement?	<ol style="list-style-type: none"> 1. Choice program implementation with fidelity and core instruction focus. 2. Focus on underrepresented subgroups for Gifted and Talented services. 3. Continue to establish and maintain relationships. 4. Class size increase to 24 students in all grade levels 5. MTSS-Social and Emotional Support and Parent Education 	<p>*Faculty staff feedback for improvement-establish better/more effective relationships with parents</p> <p>*Class sizes ranged from 18 – 24 this year with kindergarten having 21 in each class.</p> <p>*30 threat assessments have been completed this year.</p>

List school-level data.

- *Evaluate assessments such as MAP, SC READY, SC PASS, KRA, District Benchmarks results, etc. Provide evidence of trends and patterns that align with apparent deficits and the impact on student achievement. Use specific language offered within data*

sources indicative of weaknesses/areas of need/strengths. Discuss instructional and curriculum aspects within the building which reveal the school's need based on observations and/or surveys.

Complete the School Data Profile [document](#) and provide the link here.

<https://docs.google.com/document/d/1wna029Ge3rHnq6RPJMAfJswbINkPgAdbHoxPn2nryGY/edit>

Provide a summary of the data. Identify trends or patterns.

- *Survey stakeholders – Teachers, Parents, Community Members, and Students. Questions should reflect how they feel about the school.*

Provide a copy (chart or table) of the data. Include a summary of the data. Identify trends or patterns.

- *Engagement should be evaluated. Data should be gathered from parenting events – number of participants, how much money was spent on events and the day and time of events. Was there a return on investment for each event?*
- *Present data relating to teacher turnover, teacher ineffectiveness, and teacher vacancies. Include the average length that a teacher stays at the school, the number of teachers new to the profession, the number of teachers within the first few years of their career, the number of teachers new to the school, the number of teachers experienced in teaching children of poverty, etc. In addressing the aforementioned, include subgroups by grade and/or content area.*
- *Provide information citing the specific need for technology. Explain why your school should be offered monetary support to purchase technology. Are there items you need to aid in advancing the functions of previously purchased technology through Title I funds?*
- *Are there other areas represented in your data that are not addressed in the previous bullets? If so, it can be addressed here, but assure that it is accompanied by data that is deeper than surface-level facts.*

	Attendance Rate (%)		Promotion Rate (%)	BMA/Dean/Counselor Proactive Services (%)	Suspensions (out of school) (%)
American Indian	0		NA	NA	0
Asian/Pacific Islander	2	<1%	100%	NA	0
Black/African-American	323	70%	100%	90%	21 students 84%
Hispanic	32	7%	100%	0%	0
Multi-racial	29	6%	100%	2%	2 students 8 %

White/Caucasian	78	17%	100%	8%	2 students 8%

List the Goals from the School's Plans: Please add rows as needed.

Professional Learning Plan	<ul style="list-style-type: none"> Diversity Training, Gifted and Talented/Acceleration Training, Academic/MTSS Support/Home School Relations (see below)
Literacy Plan	<ul style="list-style-type: none"> Reading Plan 23-24
School Renewal Plan	<ul style="list-style-type: none"> See goals below
Continuous Improvement Plan	<ul style="list-style-type: none"> See goals below
Principal Professional Development Plan	<ul style="list-style-type: none"> See goals below
PBIS	<ul style="list-style-type: none"> https://docs.google.com/document/d/1FxE3d3hhIQsbTDSnW--0HxNJB9mGWTZv/edit
MTSS	<ul style="list-style-type: none"> Plan Development in August 2024

School Renewal Plan

By 2025, at Sunset Park Elementary School, 50% of 3rd grade; 56.8% of 4th grade; and 53.07% of 5th grade students will score MEETS or EXCEEDS in Math as measured by the SC Ready State Assessment from the baseline data of 3rd grade at 35%; 4th grade at 45.2%; 5th grade at 39.6% in 2023.

With the goal of 3% in 2029, Sunset Park Elementary School will work to decrease DISAGREES on the Climate Survey for Elementary-Middle School Students' Perception of SOCIAL PHYSICAL ENVIRONMENT to 14.92% in 2025, from a baseline on the 2023 Survey of 17.9% for the DISAGREES.

With the goal of 3% in 2029, Sunset Park Elementary School will work to decrease DISAGREES on the Climate Survey for Teachers' Perception of HOME-SCHOOL RELATIONS to 7.08% in 2025, from a baseline on the 2023 Survey of 8.1% for the DISAGREES.

Continuous Improvement Plan Goals

- 1) BY THE END OF THE 2024-2025 SCHOOL YEAR, 100% OF SUNSET PARK TEACHERS WILL EFFECTIVELY USE DATA TO MAKE INFORMED STUDENT-DRIVEN INSTRUCTIONAL DECISIONS TO ENHANCE ACADEMIC GROWTH AS MEASURED BY DISTRICT-ESTABLISHED GROWTH TARGETS.
- 2) BY THE END OF THE 2024-2025 SCHOOL YEAR, 100% OF SUNSET PARK TEACHERS WILL EFFECTIVELY IMPLEMENT MTSS – MULTI-TIERED SYSTEMS OF SUPPORT WITH FIDELITY AS MEASURED BY A DISTRICT CHECKLIST.

Administrator Goals

- 1) During the 2023-2024 school year, I will lead quarterly data sessions regarding added value targets to support increasing the spring 2023 MAP scores in ELA and Math by 5% during each testing administration (Fall 2023, Winter 2024 & Spring 2024).
- 2) During the 2023-2024 school year, I will seek feedback from students how we can continuously improve our school through surveys and face to face meetings; implementing at least three of the growth area opportunities.
- 3) During the 2023-2024 school year, I will engage in reading practices professional development to support reading instruction at Sunset Park and increase ELA AVTs by 5%.

Spring 2024 MAP/AVT Data/Math Coach Data

Teacher	Grade	# of students meeting AVT- ELA	% of students meeting AVT- ELA	# of students meeting AVT- Math	% of students meeting AVT- Math
Infinger	0	8	35.00%	8	35.00%
Mobley	0	6	32.00%	6	32.00%
Hovell	0	4	17.00%	6	26.00%
Gifford	1	5	26.3%	5	26.3%
Heyward	1	9	45.0%	8	42.1%
Wright	1	6	28.6%	4	20.0%
Craven, Hope	2	4	23.5%	7	41.2%
Emerick	2	5	29.4%	10	58.8%
Switzer	2	8	50.0%	8	50.0%
Taylor	2	3	20.0%	9	64.3%
Cooper	3			6	30.0%

Craven, Hannah C	3			6	42.9%
Lissandrello	3			5	41.7%
Manderville	3			4	33.3%
McCoy	3			8	44.4%
Douglas	4	6	37.5%	7	43.8%
Gadsden	4	3	14.3%	5	23.8%
Kelli	4	5	26.3%	5	26.3%
Richardson	4	4	19.0%	15	71.4%
Johnson	5	4	19.0%	16	76.2%
Milton	5	0	0.0%	4	23.5%
Radley	5	0	0.0%	2	14.3%
Young	5	0	0.0%	3	17.6%
Grade Level	0	18	28.00%	20	31.00%
Grade Level	1	20	33.3%	17	29.3%
Grade Level	2	20	30.8%	34	53.1%
Grade Level	3			29	38.2%
Grade Level	4	18	23.4%	32	41.6%
Grade Level	5	4	5.8%	25	36.2%
50% or higher meeting AVT					

[Interventionist Intervention Data 23-24.docx](#)

[Reading Recovery Data 23-24.xlsx](#)

School Family Continuous Improvement Data

Family- https://docs.google.com/spreadsheets/d/1l6KDd4vzpfQk0_na8Z5XN06_oplC9g5_RliIXyH2-ZY/edit?usp=drive_link

Faculty- https://docs.google.com/spreadsheets/d/1pcpuIdGalumWDfrQ0DkhTTlI6GwttzqUCILIB4K2QSw/edit?usp=drive_link

Needs, Goals, Strategies/Activities, Monitoring Data:

Needs List the needs based on formative and summative data (quantitative and qualitative) – <i>surveys, focus groups, local and state assessments, lesson plans, student work, curriculum materials, assessment resources, observation reports</i>	SMART Goals Use information from the school’s Professional Learning Plan, School Renewal Plan, School Improvement Plan, Principal Professional Development Plan, etc.	Strategies/Activities List the strategies and activities for the school’s Title I budget plan	Monitoring Data List the formative data (quantitative and qualitative) used to show effectiveness of strategy or activity
The pupils in poverty rate for Sunset Park has increased from 58% to 73% over the past 3 years.	During the 2024-2025 school year, SPCAS will provide monthly diversity training for current and new staff members. The number of faculty and staff members who feel qualified to work with students from lower socioeconomic backgrounds will increase by 10% by the end of the year.	<ul style="list-style-type: none"> -The faculty and staff will participate in Personalized Learning Training. -The faculty and staff will meet one time per month for Diversity Training led by the school Diversity Committee and through outside resources. -Staff members will participate in activities and field studies that help us understand the diverse needs of our students and ourselves as staff members. 	<ul style="list-style-type: none"> -Survey of staff members to determine level of ability to work with students from lower socioeconomic backgrounds (beginning, middle, and end of year). -MAP (MAT/AVTs), SC Ready, Fast Bridge Data -Discipline Data -Personalized Learning Reflection
SPCAS will provide classroom teachers who need to receive their Gifted and Talented Endorsement and become acclimated with Gifted and Talented/Acceleration resources. Additionally, the current	During the 2024-2025 school year, new teachers will receive their Gifted and Talented Endorsement by the end of the school year. In addition, the new classroom teachers and current teachers will	<ul style="list-style-type: none"> -New teachers will complete two gifted and talented courses to receive their endorsement. -All classroom teachers will be supported by the GT 	-Completion Requirements from the gifted and talented courses.

staff will need support with implementing the resources into their classrooms for program fidelity.	receive training and support with implementing Gifted and Talented/Acceleration resources in their classrooms by the end of the year. The number of classroom teachers implementing Gifted and Talented/Acceleration materials will be 80%.	Coach to implement Gifted and Talented Resources into their classrooms with fidelity. -All classroom teachers will participate in Gifted and Talented Professional Development one time per month with Gifted and Talented Specialist on Depth and Complexity	-Increase in MAP (MAT/AVTs), SC Ready, FastBridge Data -Student work and production pieces -Observations by GT Coach and Administration
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<p>The pupils in poverty rate for Sunset Park has increased from 58% to 73%.</p>	<p>During the 2024-2025 school year, SPCAS will employ one MTSS/Academic Interventionist, a Math Coach, and one Literacy Interventionist.</p>	<ul style="list-style-type: none"> -Provide academic, social-emotional, and parental training for students and parents (Academic Interventionist/MTSS Support) -Provide early intervention program and small reading groups (Literacy Interventionist). -Provide early intervention support in the primary grades (Instructional Assistants). 	<ul style="list-style-type: none"> -MAP (MAT/AVTs), SC Ready, and FastBridge Data -BIMAS Data -SEL Survey Data - SEL ABii Robot Data
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Literacy Interventionist	<p>The Literacy Interventionist will provide early interventions to our most at-risk students to close the achievement gap early to allow students to be academically successful in reading. By the end of the year, 6 out of 8 students will discontinue Reading Intervention and achieve AVT goals. The Reading Interventionist will support students in kindergarten and first grade in addition to most at-risk students.</p>	<ul style="list-style-type: none"> -Identified students will be served in early literacy. -Small group reading interventions identified for kindergarten and first grade students based on data. -Small group reading interventions provided by Literacy Interventionist to kindergarten and first grade students. 	<ul style="list-style-type: none"> - Reading Survey Data -FAST Screening Data -MAP Data (MAT/AVTs) -Record of reading Data
Academic/MTSS Interventionist	<p>The Academic/MTSS interventionist will support students with academic and social-emotional needs. The interventionist will work with students one-on-one and in small groups based on MAP data, reading levels, and teacher recommendation. By the end of the school year, students will increase their MAP (MAT/AVT) reading or math scores by 5%.</p>	<ul style="list-style-type: none"> -Interventionist will collaborate with classroom teachers to address the academic and social-emotional needs of select students based on MAP (MAT/AVT) data. -Interventionist will use Enrich and FastBridge to write goals and chart progress to determine if students met their goals. -Interventionist will work with the Guidance Counselor and BMA to address social-emotional 	<ul style="list-style-type: none"> -MAP data (MAT/AVTs) -SEL Survey -FastBridge -ABii Data

		needs and complete surveys to collect data. -Interventionist will support the MTSS process and provide intervention support for classroom teachers.	
ABii Renewal	The Abii renewal will support the students social and emotional learning as well as academic learning as a tool used by classroom teachers, BMA, and Dean of Student Leadership.	-Determine student levels to begin to assign students for social emotional learning and ELA and math. -Use ABii with whole group and individual lessons during instruction -Provide students with a tool to use as a de-escalation strategy	-ABii Reports will be reviewed monthly -ABii observations will be completed weekly to review student progress and teacher data usage -Collaboration on usage with Van Robotics will take place quarterly.
Parenting Events	Parenting events will take place regularly throughout the year to provide parents with strategies to support their students academically, emotionally, and socially.	-Home/School Connections -Provide meaningful parent engagement -Assist parents with understanding academic standards and teaching strategies	-Feedback completed by parents -Staff collaboration to develop, plan, and execute parenting events -Powerful Parent Meetings used to review the effectiveness of parenting programs.

Please submit the Comprehensive Needs Assessment by Thursday, June 13, 2024 at 4:00 pm.

Date of completion of this Title I Comprehensive Needs Assessment:

Principal's Signature: *Nakia H. Barnes*

Main contributors to completion of Comprehensive Needs Assessment and their positions/titles:

Printed Name	Signature	Position/Title
Nakia H. Barnes	<i>Nakia H. Barnes</i>	Principal
Lynn Johnson	<i>Lynn Johnson</i>	Parent
Janice Nivens	<i>Janice Nivens</i>	Literacy Coach/Parent
April McConneaughey	<i>April McConneaughey</i>	Dean of Student Leadership
Angela Petty	<i>Angela Petty</i>	GT Lead Teacher
Tara Blackwell	<i>Tara Blackwell</i>	Parent/Asst. Principal