

Comprehensive Needs Assessment (Fall) 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 Friday, June 2, 2023, at 4:00 pm.

School's Name: Sunset Park Center for Accelerated Studies

Team Members' Names: Nakia Barnes, Keri Beth Brown, Tara Blackwell, Janice Nivens, LeMeisha Woods, Angela Petty

School Profile: as of [March 16, 2023](#)

Number of Students Enrolled	Number	Percentage
Total Number of Students Enrolled on March 16, 2023	494	
Number of General Education Students	430	87%
Number of Exceptional Education Students	64	12.9%
Number of Gifted Students	39	7.8%
Number of Limited English Proficient/ML Students	30	6%
Pupils In Poverty (PIP)	376	76.1%
Attendance Rate (absent 10 days or more)	146	29,5%
Promotion Rate (to the next grade level)	493	99.7%
BMA data (# students served more than 45 days)		
Suspensions (out of school)	61	12.3%
Ethnic Make-Up of Students: Please add rows as needed.		
• American Indian	0	0
• Asian/Pacific Islander	1	<1%
• Black/African-American	346	70%
• Hispanic	31	6.2%
• Multi-racial	28	5.6%
• White/Caucasian	88	17.8%

	Attendance Rate (%)	Promotion Rate (%)	BMA Services (%)	Suspensions (out of school) (%)
American Indian	NA	NA		NA
Asian/Pacific Islander	93.4%	100%		NA
Black/African-American	94.6%	100%		36%
Hispanic	95%	96.7%		NA
Multi-racial	93.8%	100%		16.3%
White/Caucasian	95.4%	100%		16.3%

Number of Classroom Teachers	24
Number of Teacher Assistants	7

Provide background information about your school.

<p>What are your school's distinctive features? (eg. Choice, High ML, Longevity of staff, etc.)</p>	<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.

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

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

Professional Learning Plan	- Diversity Training, Gifted and Talented/Acceleration Training, Academic/MTSS Support/Home School Relations (see below)
Literacy Plan	- Sunset Park School Reading Plan 2022-2023 (2).docx
School Renewal Plan	- See below
School Improvement Plan	- See below
Principal Professional Development Plan	- See State Department of Education Principal Professional Development Plan on SC Department of Education website
PBIS	- See PBIS Student/Parent Handbook attached (Revisions begin July 2023)
MTSS	- Plan development in August 2023

School Renewal Plan

- 1) By the spring of 2024, the percentage of students at SPCAS meeting their expected growth on MAP math will increase by at least 15% for all grade levels on 1st-5th grades: 1st-70%, 2nd-48%, 3rd-60%, 4th-61%, 5th-57%.
- 2) By the spring of 2024, 80% of SPCAS staff will attain the South Carolina Department of Education R2S Endorsement.

Continuous Improvement Goals

- 1) BY THE END OF THE 2023-2024 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 2023-2024 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 research ELA/Reading instructional practices that have proven to improve student achievement in literacy in Title I schools. The goal is to decrease the percentage of students performing below grade level on MAP (Reading) by 5% for each grade level, by Spring of 2023 as indicated below: First grade from 59% to 54% Second grade from 73% to 68% Third Grade from 50% to 45% Fourth Grade from 43% to 38% Fifth grade from 38% to 33%.
- 2) During the 2022-2023 school year, I will refocus on Professional Learning Communities with the grade level teams and core staff members to ensure at least 100% of the teams have implemented the structure and work of PLCs with fidelity.

Needs, Goals, Strategies/Activities, Monitoring Data:

Winter MAP MAT and AVT Goals

Math				
Student Group	Met Projected Growth	Did Not Meet Projected Growth	Met AVT	Did Not Meet AVT
All students	60.9%	39.1%	53.4%	46.6%
1 st Grade	60.9%	39.1%	57.8%	42.2%
2 nd Grade	66.7%	33.3%	55.6%	44.4%
3 rd Grade	63.9%	36.1%	52.8%	47.2%
4 th Grade	58.2%	41.8%	53.7%	46.3%
5 th Grade	55.1%	44.9%	48.3%	51.7%
Reading				
Student Group	Met Projected Growth	Did Not Meet Projected Growth	Met AVT	Did Not Meet AVT
All students	55.6%	44.4%	49.6%	50.4%
1 st Grade	76.6%	23.4%	71.9%	28.1%
2 nd Grade	52.2%	47.8%	42.2%	57.8%
3 rd Grade	76.4%	23.6%	72.2%	27.8%
4 th Grade	46.3%	53.7%	34.3%	65.7%
5 th Grade	34.4%	65.6%	34.4%	65.6%

Spring MAP MAT and AVT Goals

Math				
Student Group	Met Projected Growth	Did Not Meet Projected Growth	Met AVT	Did Not Meet AVT
All students	49%	51%	34%	66%
1 st Grade	45%	55%	34%	66%
2 nd Grade	45%	55%	32%	68%
3 rd Grade	53%	47%	35%	65%
4 th Grade	59%	41%	38%	62%
5 th Grade	46%	54%	34%	66%
Reading				
Student Group	Met Projected Growth	Did Not Meet Projected Growth	Met AVT	Did Not Meet AVT
All students	42%	58%	27%	73%
1 st Grade	48%	52%	29%	71%
2 nd Grade	43%	57%	29%	71%
3 rd Grade	73%	27%	53%	47%
4 th Grade	38%	62%	20%	80%
5 th Grade	14%	86%	9%	91%

Parent/Community Feedback

Parent and Community Meeting

What could make Sunset Park an even better place for our children?

- Give students the right to give feedback when they are rewarded for academic or behavioral success. Let students have a say in what they want and feel is needed in the area of rewards and more.
- Have more of a male influence in the building as teachers, mentors, leaders, role models and for safety.
- Improved infrastructure (district level)
- Class size (district determined)
- Equip parents with the tools to advocate for the students and the school at the district level.
- Have more access to resources from ALL teachers to support students and parents.
- Continue with the enrichment clusters, but allow students to have choice instead of assignments. Expand if possible.
- Improve consistency in how situations involving students with different needs are handled and communicated.

Parent and Community Meeting

What could make Sunset Park an even better place for our children?

- Explore all issues with students to determine the root cause and don't rush to name it a mental health issue.
- All students have access to technology which is a plus. We need to match the curriculum to the devices. There isn't an organized way to structure how it is being utilized and implemented.
- Gauge the level of use of technology and reduce where appropriate.
- Have a growth model plan for the use of technology.
- Students need to write more. Use of handwriting for written communication is suffering.
- Resume and expand field trip offerings for all students at all grades.
- Strengthen the PTO and its parent participation.
- Evaluate the overall safety of the school. Is it too wide open? Are there areas of weakness? Do we have enough cameras? Could we have more resource officers and patrol presence during car rider drop off and pick up?

Teacher/Staff Feedback

Teacher Meeting

What could make Sunset Park an even better place to work and learn?

- More rewards and recognition for students, especially regularly held awards ceremonies. (We have had these in the past but haven't resumed them.)
- More parent support and buy in would help us.
- Make sure the relationships between students and teachers are positive and strong.
- Class size could be reduced.
- Leadership communication
- Allow teacher input into professional development so they can have a say in what they feel is relevant.*
- Improve climate and culture for all. Get all the staff on the same page and committed to students.
- Use surveys as tools to get better, not bitter.
- Improve the field trip offerings for our kids. They need experiences.

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 75% over the past 2 years.	During the 2023-2024 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 a book study entitled, <i>Onward</i>. -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 2023-2024 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.	-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 75%.</p>	<p>During the 2023-2024 school year, SPCAS will employ one MTSS/Academic Interventionist, two Instructional Assistants, a Math Coach, and one Reading Recovery Teacher.</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 (Reading Recovery). -Provide early intervention support in the primary grades (Instructional Assistants). 	<ul style="list-style-type: none"> -MAP (MAT/AVTs), SC Ready, and FastBridge Data -SEL Survey Data - SEL ABii Robot Data
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Reading Recovery	<p>The Reading Recovery teacher 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 Recovery.</p>	<ul style="list-style-type: none"> -Identified students will be served in Reading Recovery each wave. -Small group reading interventions identified for kindergarten and first grade students based on data. -Small group reading interventions provided by Reading Recovery Teacher to kindergarten and first grade students. 	<ul style="list-style-type: none"> -Reading Recovery Observation Survey -FAST Screening Data -MAP Data (MAT/AVTs) -F&P Data
Math Coach	<p>The primary role of the Math Coach will be to support teachers in strengthening core instruction with best instructional practices in using data, providing coaching cycles, and meeting with leadership team to discuss potential next steps in supporting teacher growth which in turn supports students' academic growth. The Math Coach will complete at least 4 coaching cycles during the 2023-24 school year.</p>	<ul style="list-style-type: none"> -In conjunction with the Collaboration Team, the math coach will plan and deliver professional development for new and returning staff members with outcomes that show and foster student growth. -Support the development of high-quality math instruction and observe and coach teachers to improve instructional practices with the use of data and assessments. 	<ul style="list-style-type: none"> -Coaching cycle planning -Observation -Reflection documents

Academic/MTSS Interventionist	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%.	<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. The Interventionist will work with the Guidance Counselor and BMA to address social-emotional needs and complete surveys to collect data. 	<ul style="list-style-type: none"> -MAP data (MAT/AVTs) -SEL Survey -FastBridge -ABii Data
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.	<ul style="list-style-type: none"> -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 	-

Please submit the Comprehensive Needs Assessment by Friday, June 2 at 4:00 pm.

Date of completion of this Title I Comprehensive Needs Assessment: 6/6/2023

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
Keri Beth Brown	<i>Keri Beth Brown</i>	Assistant Principal/Parent
Tara Blackwell	<i>Tara Blackwell</i>	Math Coach/Parent
LeMeisha Woods	<i>LeMeisha Woods</i>	School Counselor/Parent
Janice Nivens	<i>Janice Nivens</i>	Literacy Coach/Parent
Angela Petty	<i>Angela Petty</i>	GT Coach