Needs Assessment for Title IA Targeted Assistance and Schoolwide Schools

The process of conducting a needs assessment is required for all Title I programs. It is unique to each school, as the focus of the assessment, and the sources and collection of data are determined by local factors.

What is a needs assessment and what are the benefits of conducting one?
- A "Needs Assessment" is a systematic approach to determining the strengths and needs of a school community.
- It focuses on the process and the outcomes to be attained in the development of a school's vision for the future.
- It gathers data by means of established procedures and methods designed for specific purposes. The types of data and the scope of the methods are selected to fit the purposes and context of the needs assessment.
- A needs assessment informs priorities and determines criteria for solutions so that planners and managers can make sound decisions.
- A needs assessment informs criteria for determining how best to allocate available money, people, facilities, and other resources.
- An annual needs assessment is a critical component of a school's continuous process of improvement. Action that will be taken as a result of this assessment will assist schools in improving programs, services, organizational structure and operations, or a combination of these elements.
- It brings together stakeholders that represent the community, with a diverse range of perspectives, knowledge, skills and experiences to enrich the process.

This template is designed to be used in conjunction with the Targeted Assistance and Schoolwide School plans, and can be organized for schools' specific educational programs and needs.

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1. Name of School: Washington Elementary School

School Year: 2021-2022

Needs Assessment Committee Members (should include representation from all stakeholder groups, both internal and external):

Name	Title	Affiliation/Stakeholder Group	Task/Responsibility
Kelli Colarusso	Teaching Principal	WES/Teacher/Admin	Facilitate meeting; provide input and gain input from stakeholders
Ann Belanger	Early Learning Support Specialist	WES/Teacher	Provide input with regards to Early Learning Program
Ann Malone	Student Services Facilitator	WES/Teacher	Provide input with regards to academic needs
Cassie and Eric Hodges	Parents	Early Learning Parents	Provide input and recommendations
Rosemary Iadonisi	Parent	K-5 parent representative	Provide input and recommendations

2. Identify Data Sources: Examples (Non-exhaustive)

a) **Performance Data**	b) **Non-Performance Data**	c) **Perception Data**	d) **Process Data**	e) **Other**
NH SAS iReady Diagnostic data Jump Start 2022 Data PALS K Data TS Gold Growth Data	Attendance Special Needs Demographic	Parent Survey Parent Interview	School's programs and Practices	

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3. Data Collection: Focus Areas Examples (Data should be valid and reliable)

a) **Performance Data**

Spring 2022 NH SAS Data:

Subject	Level 1	Level 2	Level 3	Level 4
ELA	43%	19%	14%	24%
Math	24%	24%	43%	10%

*Due to some numbers being smaller than 11, Grades 3-5 were reported as a whole instead of separately by grade.

iReady 2022-2023 Data:

	Percent of Students Above Grade Level	Percent of Students on Grade Level	Percent of Students Below One Grade Level	Percent of Students Below Two Grade Levels	Percent of Students Below Three or More Grade Levels
Reading (Fall)	5%	21%	53%	16%	5%
Reading (Winter)	14%	26%	49%	7%	5%
Reading (Spring)	**28%**	**37%**	**28%**	**5%**	**2%**
Math (Fall)	5%	7%	70%	14%	5%
Math (Winter)**	10%	29%	51%	5%	5%
Math (Spring)	**37%**	**21%**	**37%**	**5%**	**0%**

*Grades K-5 data compiled

**Two students were not assessed. All other data is based on 43 students but Math (Winter) is based on 41 students.

Jump Start Summer Program:

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We were fortunate enough to reinstate the Summer Jump Start Program during the summer of 2022. Below is data collected during that program, as well as beginning of the year PALS data for kindergarteners.

	Letter Recognition (mixture of lower and uppercase) Week 1 / Week 3 / Fall	Number Recognition Week 1 / Week 3 / Fall	Shapes /9 Week 1 / Week 3 / Fall
Student 1	10 / 12 / 19	11 / 11 / 11	7 / 7 / 8
Student 2	24 / NA / 24	11 / NA / 11	5 / NA / 6
Student 3	15 / 16 / 18	11 / 11 / 11	8 / 7 / 8
Student 4	9 / 10 / 15	8 / 8 / 11	5 / 6 / 5
Student 5	25 / 26 / 26	11 / 11 / 11	8 / 8 / 8

All students showed improvement or maintenance of skills assessed.

Beginning of the Year PALS K data (2022-2023)
for Kindergarteners who attended Early Learning in 2021-2022

	Rhyme Awareness BM 5	Beginning Sounds BM 5	Alphabet Recognition (lowercase) BM 12	Letter Sound Knowledge BM 5
Number above benchmark	3/5	4/5	5/5	4/5
Number at benchmark	1/5	0/5	0/5	1/5
Number below benchmark	1/5	1/5	0/5	0/5

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Beginning of the Year PALS K data for all Kindergarteners in 2022-2023

	Rhyme Awareness BM 5	Beginning Sounds BM 5	Alphabet Recognition BM 12	Letter Sound Knowledge BM 5
Number above benchmark	5/8	6/8	6/8	7/8
Number at benchmark	2/8	1/8	0/8	1/8
Number below benchmark	1/8	1/8	2/8	0/8

TS Gold Growth Data

	Fall			Spring		
	% Below	% Meeting	% Exceeding	% Below	% Meeting	% Exceeding
Social-Emotional	67%	33%	0%	17%	33%	50%
Physical	50%	50%	0%	0%	67%	33%
Language	33%	50%	17%	0%	50%	50%
Cognitive	33%	50%	17%	0%	50%	50%
Literacy	50%	50%	0%	0%	67%	33%
Mathematics	67%	33%	0%	0%	67%	33%

*Group is comprised of three 3-year-olds and three 4-year olds
*Compared to widely held expectations for their age range

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Social-Emotional data includes: managing feelings, interactions with peers and adults, and solving problems/addressing needs

Physical data includes: fine and gross motor skills

Language data includes: vocabulary, understanding language, and using language

Cognitive data includes: learning traits such as persistence, attending and engaging, showing curiosity/motivation, thinking symbolically, etc.

Literacy data includes: rhyming, letter names/sounds, print concepts, and writing names

Mathematics data includes: counting, shapes, patterns, and representing data

TS Gold Achievement Data

- 100% of 3-4 year olds (3 students) were assessed at or above expectations in 29 of the 38 objectives, with 66.6% at or above expectations on the remaining nine objectives. These were in the domain of Social-Emotional.
- 100% of 4-5 year olds (3 students) were at or above expectations on 100% of the objectives. They made the largest growth during the second half of the school year.

Analysis: NH SAS data from spring 2022 shows deficits in reading and math, with the biggest deficits in reading.

While iReady data from the 2022-2023 school year shows strong improvement in both reading and math, it still shows deficits in both areas.

Assessments from the Jump Start Program show that all students improved and/or maintained their knowledge throughout the 3 weeks of the program and into the fall. Data from PALS shows favorable acquisition of skills during the Early Learning Program for students who attended. When compared to students who did not attend the Early Learning Program, results were still favorable but there were a few more students who scored below benchmark in the fall that did not attend the Early Learning Program. While we have no way of determining whether the Early Learning students would have scored this well without the program, the data does suggest that there is an academic benefit of attending the Early Learning program.

Growth data from TS Gold shows that students who attend our Early Learning Program make significant gains in all areas. The following domains were areas of strength: language and cognitive. The domains to focus on improving are: SEL, physical, literacy, and mathematics. When looking specifically at 3-4-year old data, it suggests that SEL should be a focus area.

Conclusion:

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Results of 2022 NH SAS and 2022-2023 iReady diagnostic support intervention for K-5 students in the areas of ELA and mathematics. Many students are below grade level and would benefit from individual or small group tutoring either during the summer or before/after school.

Data collected during Jump Start and beginning of the year PALS data support the continuation of providing a summer Jump Start Program for students entering kindergarten.

TS Gold data continues to support our Early Learning Program, with students making significant growth in all areas. The data supports focusing on the areas of social-emotional, literacy, mathematics, and physical skills, with a strong emphasis on social-emotional development.

b) Non-Performance Data

Early Learning Attendance:

Month	# of Students	Attendance Rate
August/September (14 days)	2/6	100%
	2/6	93%
	1/6	86%
	1/6	36%
October (12 days)	3/6	100%
	3/6	92%
November (11 days)	2/6	100%
	1/6	91%
	2/6	73%
	1/6	55%
December (9 days)	1/6	100%
	1/6	89%
	2/6	78%
	1/6	67%
	1/6	0%

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January (12 days)	2/6	100%
	2/6	92%
	1/6	83%
	1/6	75%
February (10 days)	2/6	100%
	1/6	80%
	2/6	70%
	1/6	50%
March (10 days)	3/6	100%
	1/6	90%
	1/6	60%
	1/6	0%
April (9 days)	4/6	100%
	2/6	89%
May (11 days)	4/6	100%
	1/6	91%
	1/6	82%

Overall, attendance was good. The winter months had the least attendance due to sickness. Fall and spring attendance continue to be consistent, as seen in previous years as well. Another contributing factor to the program being well-attended, was continuing to have a consistent teacher this school year and having snow days that did not fall on Early Learning days.

Demographics:
The Early Learning Program is the only preschool program locally available to families.

Special Needs:
Students who receive early intervening services and are then identified are able to participate with their typical peers in the least restrictive environment while receiving their services from a special education staff. This would not be possible if we did not have an Early Learning Program.

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Benefits of Jump Start Program (as reported by the Jump Start teacher)

During the summer of 2022, the Jump Start teacher was also the kindergarten teacher. This gave students a chance to form a connection with their new teacher before the school year started. All students had previously attended the Early Learning Program and knew each other well.

- Provided opportunity for these children to play together, share, practice taking turns, and learn how to self-regulate
- Noticeable growth in following directions in the lunchroom at the beginning of the school year
- Provided the opportunity to teach kindergarten classroom expectations and teach students how to use tools, which decreased transition time at the beginning of the school year
- Students maintained relationships formed in Early Learning, which also decreased transition time at the beginning of the school year
- Expanded students' outdoor boundaries which aligns with our school philosophy of place-based education
- Introduced some new skills such as elaborating on their concept of shapes
- Strong focus on maintaining literacy and math skills

Given the structure of our multiage classrooms, the summer Jump Start Program also provides incoming kindergarteners with knowledge that the incoming first graders already have about their classroom. This makes the transition at the beginning of the year more smooth and allows the teacher to focus more on academics and strengthening the relationships already started.

Social-Emotional Benefits of the Early Learning Program (as reported by the Early Learning Support Specialist)

- Ability to delay gratification and feel empathy and support for others has improved
- Older students have become leaders and role models for younger children
- Play-based nature of the program along with The Creative Curriculum and The Kindness Curriculum has strengthened curiosity, creativity, and compassion in the students

Analysis: Attendance overall was very good. The Early Learning Program provides students with an opportunity to meet peers and also provides parents with an opportunity to form connections outside of their home. It is also important to note that it is the only program locally available to families. Washington is somewhat secluded from area towns due to county distinctions. Washington is part of Sullivan County. The nearest resources and programs for families are in Newport and Claremont, both of which are not easily accessible for many of our families.

Observational data for the Jump Start Program provides evidence that the students who attended demonstrated a positive growth in social-emotional skills and comfort with being in the school setting. Transition time and building classroom community also happened at a quicker pace for incoming kindergarteners.

Conclusion: Good attendance shows that parents support the Early Learning Program and find it valuable.   Because of the lack of area preschools, it is important to provide this service to Washington families in order for families to form connections with each other and the school, and in order to provide early intervention to students with identified needs. Parents see a noticeable difference in their children's social skills which supports continuing the program. Continuing to offer the Jump Start Program will also help incoming kindergarteners with social-emotional skills and adapting to a longer school day and kindergarten expectations.

Based on the parent interview, families would like to see Family Visit Days in Early Learning continue. These days provide the opportunity for families to see what is going on in the classroom, gives parents a chance to interact with the classroom, and helps students remember what they learned. Families felt that 4 visit days was an appropriate number.

c)   Perception Data

In Spring 2020, it was suggested that a summer family event be held to bring both staff and families together as an opportunity to connect and to share upcoming events for the school year, to share school goals, and to obtain input and recommendations from our families. This did not happen during the 2021 summer season due to rising numbers of COVID-19 and issues with funding and staffing. It also did not happen in the summer of 2022. This group questions attendance during summer and thinks this could be incorporated into Back to School Night by sharing goals of the school/program.

The Annual Meeting was held in conjunction with Back to School Night in September 2022. Only 1 family attended but most families attended Back to School Night.   It was suggested from the parents in this team to send information home prior to the meeting so that parents can formulate questions and come to meeting with questions/suggestions. It may also be helpful to incorporate into a game night, etc. with food.

Survey:
A survey was sent out 1 week prior to the Needs Assessment meeting. As of 6-6-23, no Early Learning families completed the survey and six K-5 students completed the survey.

A summary of responses that pertain to academic programming can be reviewed below.

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Would supplemental (before school, after school, or summer) academic support be helpful for your child(ren)?

6 responses

- Yes
- No
- Maybe

50%
16.7%
33.3%
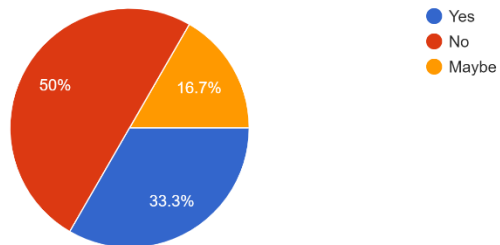
What are the strengths of the K-5 academic and social programming at WES? 2 responses

I love how all ages get to play together at recess and that there is a weekly all-school meeting. I also like that the younger kids get to read to the older kids, etc.
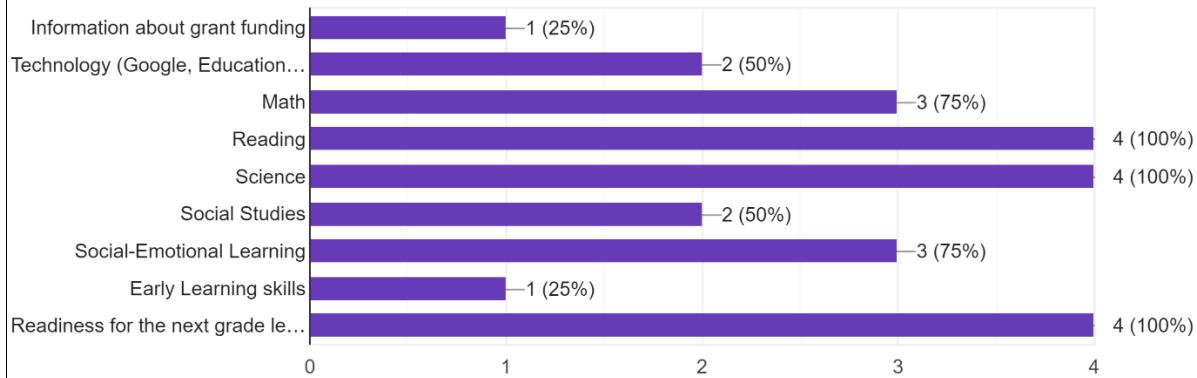
Children are able to interact daily with students of all ages, they have a strong connection to nature by way of the windows and outdoor classes, and they have an abundance of books with special spaces for reading.

How could the K-5 academic and social programming at WES be improved? 1 response
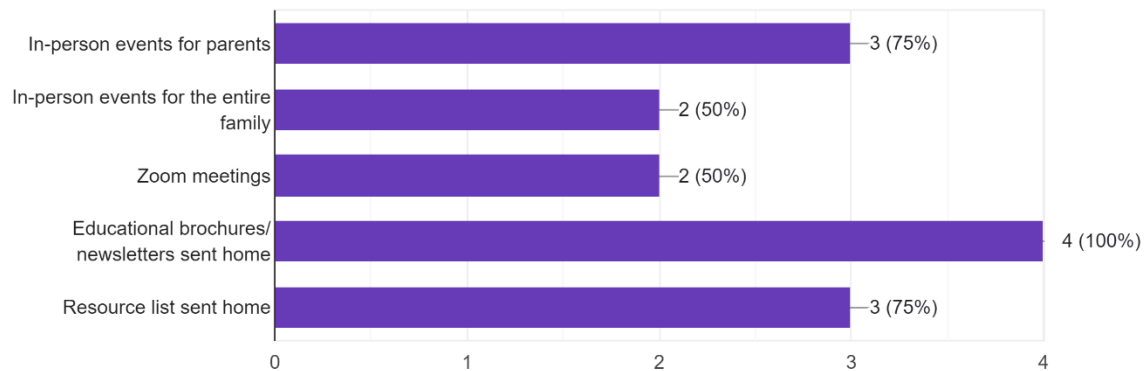
Fewer screens.

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What topics would you be interested in receiving more information about? Check all that apply.

4 responses

Topic	Responses
Information about grant funding	1 (25%)
Technology (Google, Education…)	2 (50%)
Math	3 (75%)
Reading	4 (100%)
Science	4 (100%)
Social Studies	2 (50%)
Social-Emotional Learning	3 (75%)
Early Learning skills	1 (25%)
Readiness for the next grade le…	4 (100%)

What would be your preferred delivery for learning about the above topics? Check all that apply.

4 responses

Delivery	Responses
In-person events for parents	3 (75%)
In-person events for the entire family	2 (50%)
Zoom meetings	2 (50%)
Educational brochures/ newsletters sent home	4 (100%)
Resource list sent home	3 (75%)

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Parent Interview: During the annual meeting, parents expressed that they would like a better balance of school and home screen time. They are happy with the guided play choice and feels this has allowed their children to grow.
Analysis: The response rate for the needs assessment survey was low and no Early Learning families completed the survey. Of the families who completed the survey, 50% indicated that before/after school academic support would not benefit their child. Families are mostly interested in learning about reading, science, and readiness for the next grade level. Families would also like educational brochures/newsletters and resource lists to be sent home and prefer in-person events for parents. Parents at the meeting agreed that readiness for the next grade level would be helpful, especially for the parents. At WES, the students know the teachers and what to expect in the next grade level but parents don't necessarily have that information. **Conclusion:** The parents at the meeting continue to be in support of the Early Learning program. Based on responses from K-5 families, buying resources to be sent home to support learning and prepare students for the next grade level would be supported.
d) Process Data Camp Morgan: The only summer recreational camp offered for residents of Washington. This program is running during Summer 2023 but only accepts students exiting kindergarten. Creative Curriculum/ TS Gold was used to assess 3 and 4-year olds. Hands-on, play-based experiences and outdoor education was also incorporated.
Analysis: Camp Morgan only provides a summer camp for students exiting kindergarten so preschool students do not have an opportunity to socialize with each other over the summer. **Conclusion:** Having a consistent teacher that plans based on Early Learning standards, uses the Creative Curriculum, and assesses using TS Gold and PALS is invaluable. This has resulted in being able to identify the skills the children need to develop and maintain in hopes of preventing regression during absences and the summer. It is also important to highlight that since preschool-aged children cannot attend Camp Morgan, there is a need for socialization among students during the summer (i.e. Summer Jump Start Program) and to prevent a regression of skills from preschool to kindergarten.
e) Other Data

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N/A
Analysis:
Conclusion:
4. Strengths of the educational program as determined by the data collection and analysis.   • Availability of early learning for 3- and 4-year olds   • Social Emotional Learning and TS Gold growth data   • Jump Start program for incoming kindergarteners
5. Areas needing to be strengthened as determined by the data collection and analysis   • Family resources and involvement – continue, has improved from last year   • Need for support in older grades - summer/before/after school tutoring to provide supplemental instruction for students who are not meeting grade level standards and at risk of academic failure.
6. Use this needs assessment to inform your School Plan

Suggested Questions to ask to draw conclusion from Surveys:

What do the parent, student and teacher surveys tell us about the Title I program:
A) instruction:
B) communication:
C) parent involvement:
How will we prioritize the needs we see in these areas?
What are the findings of the Comprehensive Needs Assessment?
What process was used to engage all stakeholders (administrators, teachers, parents, community members, etc.) to get an accurate and thorough assessment?

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Targeted Assistance School Plan for Washington Elementary School

2022-2023

Student Selection

Washington Elementary School, WES, utilizes Title I Federal Grant funds for providing preschool programming to community students as well as supplemental support services to students meeting eligibility criteria during the summer months.

WES's Early Learning Program is open to all students of preschool age residing in the community of Washington, NH and is the only program for preschool age children in Washington. Parents wishing to sign their child up for Early Learning complete a form that consists of questions of developmental, social-emotional and at-risk indicators and potential students participate in a developmental screening assessment. Should the need arise for a waitlist; preference is given to students who have homeless or migratory status, those with the most need, and/or those entering kindergarten the following year. Should an opening occur during the school year, preference will again be given to students with homeless and migratory status, those with the most need, and/or those entering kindergarten the following year.

Supplemental support services are provided during the summer months to students meeting eligibility criteria which are determined through the use of weighted indicators consisting of teacher recommendation, various assessment data points, and homeless and migratory status.

Supplemental Support

Preschool programming is not required by law, and therefore is considered support above and beyond what the students may be receiving at home or in a day care program.

Students receiving supplemental support services during the summer are receiving this in addition to their school-year program and to what every other child receives as part of their basic education during the school year.

Jump Start Program

During the summer, all Early Learning students who will be attending kindergarten in the fall are invited to attend a Jump Start Program for three weeks. This supplemental program will help them transition from the preschool program to a full day

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kindergarten. The focus will be on maintaining and progressing the skills they learned in preschool, along with helping them develop the social skills they will need to be successful in kindergarten.

High Quality Instruction
The Early Learning Program implements the *New Hampshire Early Learning Curriculum Guidelines* as well as utilizing *The Creative Curriculum for Preschool.* As described at https://ies.ed.gov/ncee/wwc/Intervention/483, *The Creative Curriculum® for Preschool*, Fourth Edition, is an early childhood curriculum that focuses on project-based investigations as a means for children to apply skills. It addresses four areas of development: social/emotional, physical, cognitive, and language. The curriculum is designed to foster development of the whole child through teacher-led small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors).

Students receiving supplemental support services during the summer are provided with research-based data driven instruction in literacy and or math. Basic reading decoding skills are supported with systematic, explicit and multi-sensory programs such as Fundations. Repeated and timed readings are used to develop reading fluency. Reading comprehension skills such as inferencing, drawing conclusions and using the text to support a response are reinforced using decodable and leveled passages. In math the common core standards are reinforced using intervention material through iReady Classroom Mathematics and students' individual learning paths through iReady, which is a program students are familiar with as they use it during the school year.

Parent Involvement
As a component of Title I programming, parents' input is required and essential as evidence shows the important influence that parents have over their child(ren)'s education. Collaboration with and participation of parents has shown to increase student achievement. Parents have and will continue to be surveyed regarding the best time for Title I Parent Meetings and trainings to occur two to three times per year. In addition to surveys, parents' input is solicited during the parent meetings regarding the needs and wants and assisting in determining the best way to increase student achievement.

Professional Development
Professional development needs are determined on an annual basis with approval from the NHDOE. Last year's professional development had a focus on maximizing learning opportunities, developing positive social interactions, best practices in early learning (including remote instruction), developing self-regulation strategies with younger students, and place-based learning.

Coordination with the Regular Classroom
Regular coordination occurs between classroom teachers and Title I Academic Interventionists. The preschool staff collaborates with kindergarten teachers in order to ensure that staff members are aware of expectations for students entering kindergarten and to plan for seamless transitions.

The classroom teacher collaborates and coordinates with the summer staff in order to provide appropriate recommendations and suggestions, highlighting the educational needs to be addressed during the summer supplemental services. At the conclusion of the summer program, reports are compiled indicating evidence of progress, shared with classroom teachers and placed in students' files.

WES is a small school with approximately 40 students and 3 full-time teachers and 1 full-time special educator allowing for communication to occur on a daily basis. The principal is also a teacher and is able to advocate for all students in the school. Community resources are limited, and the school is considered the center of the community.

Instruction by Highly Qualified Staff

All Staff members employed at WES are highly qualified.

Goals for School Year 2022-2023

Based on the 2021-2022 Targeted Assistance Annual Needs Assessment Meeting, the following goals were the focus for the 2022-2023 School Year. Below is an update on those goals.

Performance Goal #1: To increase the number of students demonstrating average to above average for their age in domains: *literacy* from 57.1% (4/7 students) to 85.7% (6/7 students) and *physical skills* from 71.4% (5/7 students) to 85.7% (6/7 students) as measured by Creative Curriculum/TS Gold.

Goal #1 Update: 100% of students were at or above the average range for their age in *literacy* and *physical skills*. Both domains have 67% (4/6 students) meeting expectations and 33% (2/6 students) exceeding expectations, as measured by Spring 2022-2023 TS Gold data. This shows growth in both areas as compared to the 2021-2022 school year.

Performance Goal #2: To prevent or minimize a regression of skills over the summer break for students that attended the Early Learning Program and the JumpStart program as evidenced by PALS Fall 2022 assessment results and interviews between the Early Learning and kindergarten teachers.

Goal #2 Update: Assessments from the Jump Start Program show that all students improved and/or maintained their knowledge throughout the 3 weeks of the program and into the fall. Data from PALS shows favorable acquisition of skills during the Early Learning Program for students who attended.

Performance Goal #3: To increase the number of students performing at or above grade level in reading and math by offering supplemental tutoring to students in kindergarten through grade 5, with a focus on reading achievement, as evidenced by iReady Diagnostic results.

Goal #3 Update: Due to lack of staffing, there was no before/after school or summer tutoring provided for students through the Title I grant. A small group of upper elementary students did receive after school tutoring in the area of reading through the ESSERS grant during Spring 2023.

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Based on NH SAS data, there was an increase in achievement in both ELA and math from Spring 2021 to Spring 2022. ELA scores increased from less than 30% at or above grade level standards to 38% at or above grad level standards. Math scores increased from 40% at or above grade level standards to 53% at or above grade level standards.

Data supports continuing to work on this goal.

Perception Goal #4: WES will increase opportunities for family events that include but are not limited to parent nights with educational topics relevant to the skills children are learning and how parents can carry over the skills at home as evidenced by parent survey responses and/or parent interviews.

Goal #4 Update: The Early Learning Program implemented 4 Family Visit Days this year. Two families attended the first one and 6 families attended each of the remaining visit days. Data supports continuing Family Visit Days.

Please see the next page for the 2022-2023 School Year Goals.

Goals for School Year 2023-2024

Based on the 2022-2023 Targeted Assistance Annual Needs Assessment Meeting, the following goals will be the focus for the 2023-2024 School Year.

Performance Goal #1: Students will end the year meeting or exceeding age level standards in the areas of social-emotional, physical, literacy, and mathematics, as measured by Creative Curriculum/TS Gold.

Performance Goal #2: To prevent or minimize a regression of skills over the summer break for students that attended the Early Learning Program and the JumpStart program as evidenced by PALS Fall 2023 assessment results and interviews between the Early Learning and kindergarten teachers.

Performance Goal #3: To increase the number of students performing at or above grade level in reading and math by offering supplemental tutoring to students in kindergarten through grade 5, with a focus on reading achievement, as evidenced by iReady Diagnostic results.

Perception Goal #4: WES will continue to provide opportunities for family events that include but are not limited to family visit days or family nights with educational topics relevant to the skills children are learning and how parents can carry over the skills at home, as evidenced by parent survey responses and/or parent interviews.

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