



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.

1. Name of School: Washington Elementary School

School Year: 2020-2021

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
Jennifer Crawford	Director of Curriculum, Instruction, and Assessment	SAU/WES/Admin	Help guide process/provide input
Stacey Vazquez	Director of Special Education	SAU/WES/Admin	Help guide process/provide input
Karen Ralph	Title I Coordinator	WES/Admin	Help guide process
Ann Belanger	Early Learning Support Specialist	WES/Teacher	Provide input with regards to Early Learning Program
Meg Robicheau	Parent	Parent	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 Jump Start 2019 Data PALS K Data TS Gold SEL Data	Attendance Special Needs Demographic	Parent Survey Parent Interview	School's programs and Practices	

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

a) Performance Data

NH SAS Data:

Data is not available to review as SAS was not administered during the 2019-2020 school year due to the pandemic, which resulted in the school moving to a fully remote model.

iReady Data:

	Percent of Students on Grade Level	Percent of Students Below <u>One</u> Grade Level	Percent of Students Below <u>Two</u> Grade Levels
Reading (Fall)	31	51	19
Reading (Winter)	46	33	21
Math (Fall)	21	63	18
Winter (Fall)	29	49	22

Jump Start Summer Program:

As a result of the pandemic and school closing, the Jump Start Program for the summer of 2020 was not held due to COVID-19 restrictions that were in place.

**Beginning of the Year PALS K data
for Kindergarteners who attended Early Learning in 2019-2020**

Student	Rhyme Awareness	Beginning Sounds	Lower Case Recognition	Letter Sound Knowledge
1	9/10	5/10	26/26	21/26
2	3/10	9/10	8/26	N/A
3	6/10	7/10	0/26	N/A
4	9/10	5/10	19/26	0/26
5	5/10	5/10	6/26	N/A
6	1/10	2/10	1/26	N/A

TS Gold Winter Data

Objective	Number of Students Average/Above Average for their age	Number of Students Below Average for their age
Manages Feelings	3/5	2/5
Follows limits and expectations	5/5	NONE
Takes care of own needs appropriately	4/5	1/5
Forms relationships with adults	3/5	2/5
Responds to emotional cues	5/5	NONE
Interacts with Peers	4/5	1/5
Makes friends	4/5	1/5
Balances needs and rights of self and others	4/5	1/5
Solves social problems	3/5	2/5

Student Groups are comprised of three-3-year olds and two- 4-year olds.

Analysis: NH SAS data is not available to review as SAS was not administered during the 2019-2020 school year due to the pandemic, which resulted in the school moving to a fully remote model from March 2020 to the end of the school year, when the assessment would have been administered. Students took the SAS this school year, 2020-2021; however, test results are not currently available.

Historical data from PALS and TS Gold supports that students who attended the JumpStart Program demonstrated positive gains with their ability to transition to kindergarten and sustain a longer school day. Beginning of the year, PALS data and data from the summer Jump Start Program also supports that students who attended the Jump Start Program have less regression than students who did not attend the program.

Based on TS Gold data, the following domains were areas of strength: *following limits and expectations, takes care of own needs, responds to emotional cues, interacts with peers, makes friends, balances the needs and rights of self and others.* Although not weaknesses, the domains to focus on improving are: *managing feelings, forming relationships with adults and solving social problems.*

Conclusion: Results of 2021 NH SAS will provide data that will guide Washington Elementary School with areas of academic strength and areas students are in need of instructional interventions in order to assist them with meeting grade level standards.

Beginning of the year PALS data supports the continuation of providing a summer Jump Start Program for students entering kindergarten. The parent team member of the Needs Assessment Meeting suggested it would be helpful to provide families with summer tools (strategies/packets to support emerging reading, writing and math skills) to help with maintaining their child's learned and developing skills from the Early Learning Program and the Jump Start Program and possibly prevent summer regression.

TS Gold data continues to support integrating more self-regulation techniques into the program in order to develop these skills for all students.

b) Non-Performance Data**Attendance:**

Month	# of Students	Attendance Rate
September (8 days)	3/5	100%
	1/5	88%
	1/5	63%
October (12 days)	0/5	100%
	1/5	92%
	1/5	83%
	3/5	67%
November	2/5	100%
	1/5	86%
	1/5	71%
	1/5	57%
December	REMOTE LEARNING PERIOD Two week packets were sent home for children to work on continuing skill practice. Whole class meetings and read alouds were also provided during this time.	
January (5 days)	3/5	100%
	1/5	80%
	1/5	20%
February (7 days)	2/5	100%
	1/5	86%
	1/5	71%
	1/5	28%
March (12 days)	0/5	100%
	1/5	92%

	1/5	83%
	2/5	75%
	1/5	50%
April (10 days)	2/5	100%
	1/5	90%
	1/5	70%
	1/5	50%
May (12 days)	2/5	100%
	1/5	92%
	1/5	83%
	1/5	58%

Overall, attendance was good. Due to COVID protocols, which specified that students cannot attend school in person if they have any COVID-type symptoms, including coughing and a runny nose, resulted in some students missing days. Typically, these are symptoms that would not exclude a student from attending school; however, we needed to abide by the extra precautions in place as a result of the pandemic. Despite these protocols, attendance was still fairly consistent, even through the winter months. Another contributing factor to the program being well-attended, was having a consistent teacher this school year.

Demographics:

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

Special Needs:

During the 2020-2021 school year, WES had an increased number of preschool aged students move to the district. Several of the students have special educational needs and, as the Early Learning Program is inclusive, the students were able to participate with their typical peers in the least restrictive environment while receiving their services from a special education staff.

Social-Emotional Benefits of Jump Start Program (as reported by the kindergarten teacher and Jump Start teacher)

The following observations were noted on the 2019-2020 school year Needs Assessment review. As the program did not take place during the Summer of 2020, the team agrees the observations are valuable to note again given the benefits and needs for this transitional program,

particularly given the educational changes our children experienced throughout the pandemic and the overall impact it had on many of the students.

- Provided opportunity for these children to play together, share, practice taking turns, and learn how to self-regulate
- Jump Start teacher noticed significant gains in confidence, especially with students taking chances on the playground
- Noticeable growth in following directions in the lunchroom at the beginning of the school year

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.

Although the Jump Start Program was not provided the summer of 2020 due to the pandemic, historical data provides evidence that the students who attended demonstrated a positive growth in social-emotional skills and comfort with being in the school setting.

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. Continuing to offer the Jump Start Program will also help incoming kindergarteners with social-emotional skills and adapting to a longer school day.

c) Perception Data

Due to the COVID-19 pandemic and multiple surveys from the SAU to parents, WES was mindful not to overwhelm our families with additional surveys over the course of the 2020-2021 school year; however, a survey was sent on 5/21/2021 to our families. The purpose of the survey is to obtain end of the year input that will hopefully assist with meeting the needs of our families in a greater capacity.

Per team discussion and input from the parent team member during this Needs Assessment Meeting, parents continue to value their ability to provide their input regarding their child's educational experience. Due to the COVID restrictions, it has been difficult obtaining their written input and/or video conferencing participation; however, parents have historically shared that they would like suggestions on how they can support their child at home and would like to continue with home-school communication folders. They also would like to see a continuation with hands-on experiments given WES is a small school and its surroundings lends itself to both hand-on activities and outdoor activities. Many of these suggestions were also the result of the interview with Emily Broadley that took place during the 2019-2020 school year.

<p>Analysis: Families are in favor of hands-on education and outdoor exploration. WES needs to incorporate more ways to involve parents at home.</p> <p>Conclusion: Due to the low rate of survey completion, Annual Meeting attendance, and email feedback, it is evident that we need more parent involvement and outreach. WES needs to provide more opportunities for families to be involved at home, such as sending home activities that are connected to what students are learning during the day. There is also a need for more parent nights, such as early literacy nights or other educational topics, such as how to be involved at home. Per the recommendation of the Needs Assessment parent team member, WES will explore the possibility of holding a summer family event 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.</p>
<p>d) Process Data</p> <p>Camp Morgan: as with the summer of 2020, Camp Morgan will not be able to provide a summer program for children in the Washington community due to lack of staff.</p> <p>Creative Curriculum/ TS Gold was used to assess 3 and 4-year olds.</p>
<p>Analysis: Because of the COVID-19 pandemic, the curriculum and assessment was inconsistent this year. 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.</p> <p>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, when in operation, 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.</p>
<p>e) Other Data</p> <p>N/A</p> <p>Analysis:</p> <p>Conclusion:</p>

4. Strengths of the educational program as determined by the data collection and analysis.

- Availability of summer support for students in grades K-5
- Jump Start program for incoming kindergarteners
- Availability of early learning for 3- and 4-year olds

5. Areas needing to be strengthened as determined by the data collection and analysis

- Parent involvement and outreach
- Structure/schedule
- Use of standards and assessment in early learning
- Early intervention for social-emotional and academic skills
- 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?

Targeted Assistance School Plan for Washington Elementary School

2021-2022

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 Preschool Program, the only preschool in Washington, is open to all students of preschool age residing in the community of Washington, NH. Parents wishing to sign their child up for preschool 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 preschool 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

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 Preschool 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 Foundations and The Sonday Program. 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 DreamBox which is an adaptive web-based program and offers personalized learning experiences. Components of Envisions Math are used based on student need and skills that may need to be reinforced.

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 45 students and 4 full-time teachers allowing for communication to occur on a daily basis. The special educator is also a classroom teacher and has knowledge of all the students' needs and challenges. The principal is also a classroom 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 2021-2022

Based on the 2020-2021 Targeted Assistance Annual Needs Assessment Meeting, the following goals will be the focus for the 2021-2022 School Year:

Performance Goal #1: To increase the number of students demonstrating average to above average for their age in domains: *manages feelings, forming relationships with adults and solving social problems* from 60% (3 out of 5 students) to 80% (4 out of 5 students) 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 2021 assessment results.

Perception Goal #3: Given COVID protocols permit in-person events, WES will increase opportunities for family events that include but 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.