



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: 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
Stacey Vazquez	Director of Special Education	SAU/WES/Admin	Help guide process/provide input
Ann Belanger	Early Learning Support Specialist	WES/Teacher	Provide input with regards to Early Learning Program
Cassie and Eric Hodges	Parents	Early Learning Parents	Provide input and recommendations

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

a) <u>Performance Data</u>	b) <u>Non-Performance Data</u>	c) <u>Perception Data</u>	d) <u>Process Data</u>	e) <u>Other</u>
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

Spring 2021 NH SAS Data:

Subject	Level 1	Level 2	Level 3	Level 4
ELA	40%	33%	<10%	20%
Math	40%	20%	27%	13%

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

iReady 2021 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)	22	50	28
Reading (Winter)	48	40	13
Reading (Spring)	58	33	9
Math (Fall)	13	64	23
Math (Winter)	38	56	6
Math (Spring)	57	39	4

*Grades K-5 data compiled

Jump Start Summer Program:

Due to funding and scheduling complications, the Jump Start program was funded by ESSERs money during the summer of 2021. No incoming kindergarten families were interested so the program was open to the 3-year-old Early Learning students. TS Gold and PALS data from 2021-2022 school year can be used to assess the effectiveness of this program, though (see below).

**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

**Beginning of the Year PALS K data
for Kindergarteners who attended Early Learning in 2020-2021**

*There were only 2 kindergarteners in the 2020-2021 school year that attended Early Learning the year before. Due to COVID, only 5 students were able to attend the program during the 2020-2021 school year and 3 of those students were 3-year-olds. Also, one of the kindergarteners moved during the 2021-2022 school year, so there is no valid PALS data for Fall 2021.

Beginning of the Year PALS K data for all Kindergarteners

Name	Rhyming BM 5	Beg. Sounds BM 5	Letter Recog. BM 26	Letter Sounds
Student 1	9/10	4/10	9/52	4/31
*Student 2	8/10	6/10	22/52	5/31
Student 3	10/10	10/10	49/52	10/31
Student 4	8/10	5/10	10/52	2/31
Student 5	1/10	5/10	8/52	2/31
Student 6	6/10	5/10	5/52	2/31
Student 7	6/10	2/10	37/52	9/31
Student 8	6/10	4/10	18/52	2/31
Student 9	4/10	4/10	1/52	0/31
Met Benchmark	7/10	5/10	2/9	N/A

*Only 2/9 of these students attended the Early Learning program.

TS Gold Winter Data 2021

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.

TS Gold Winter/Spring Data 2022

Objective	Number of Students Average/Above Average for their age	Number of Students Below Average for their age
Manages Feelings	6/7	1/7
Follows limits and expectations	7/7	0/7
Takes care of own needs appropriately	6/7	1/7
Forms relationships with adults	6/7	1/7
Responds to emotional cues	4/7 Spring – 7/7	3/7 Spring – 0/7
Interacts with Peers	6/7 Spring – 7/7	1/7 Spring 0/7
Makes friends	5/7	2/7

	Spring – 7/7	Spring – 0/7
Balances needs and rights of self and others	7/7	0/7
Solves social problems	4/7	3/7
	Spring – 5/7	Spring – 2/7

**Student groups are comprised of one 3-year-old and six 4-year-olds

**5 of these students attended during the 2020-2021 school year.

TS Gold Growth Data

	% Below Fall	% Below Spring	% Meeting Fall	% Meeting Spring	% Above Fall	% Above Spring
Social-Emotional	28.6	14.3	28.6	14.3	42.9	70.4
Physical	28.6	14.3	57.1	28.6	14.3	57.1
Language	28.6	14.3	42.9	14.3	28.6	71.4
Cognitive	42.9	14.3	28.6	14.3	28.6	71.4
Literacy	42.9	0	57.1	42.9	0	57.1
Mathematics	42.9	0	57.1	28.6	0	71.4

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

Analysis: NH SAS data from spring 2021 shows deficits in reading and math.

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.

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: SEL, language, cognitive, mathematics. The domains to focus on improving are: physical and literacy.

Conclusion:

Results of 2021 NH SAS 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.

Beginning of the year PALS data supports the continuation of providing a summer Jump Start Program for students entering kindergarten. The teacher notices more regression at the beginning of the year than the end of the year over the weekend which also supports continuing the Jump Start Program to prevent summer regression.

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 literacy and physical skills.

b) Non-Performance Data

Attendance:

Month	# of Students	Attendance Rate
August/September (15 days)	3/7	100%
	1/7	93%
	1/7	87%
	2/7	80%
October (12 days)	2/7	100%
	1/7	92%
	2/7	83%

	1/7	67%
	1/7	50%
November (9 days)	6/7	100%
	1/7	89%
December (9 days)	6/7	100%
	1/7	56%
January (12 days)	2/7	100%
	3/7	92%
	2/7	83%
February (11 days)	4/7	100%
	3/7	91%
March (11 days)	5/7	100%
	1/7	82%
	1/7	73%
April (9 days)	6/7	100%
	1/7	67%
May (13 days)	2/7	100%
	3/7	92%
	1/7	85%
	1/7	77%

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 and full in-person programming.

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.

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 and was funded by ESSERS for the Summer of 2021, 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

The Summer of 2021 Jump Start teacher also noted that students built endurance on nature hikes which ties into our school philosophy of place-based education and allowed them an easier transition at the beginning of the year to be able to keep up with their first grade classmates.

Parent Interview:

The parents who attended the Needs Assessment meeting explained that they see a difference from the beginning to now in the way their child interacts with others and the development of the child's imagination and motivation to learn. They feel this is a great opportunity given that there is no other program close by. They also noted the importance of social interaction with same age peers. The parents also noticed an increase in confidence with their child interacting and playing with others.

The parents suggested more interaction and parent involvement, performances for younger students, and interaction with rest of the school (i.e. field trips, events, etc.). Their child loved participating in Spirit Week with the K-5 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.

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. This was also noticed during the Summer of 2021 when the program was offered but through ESSERs funds.

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.

Based on the parent interview, it would be beneficial to have more parent involvement in the form of family nights, parent information nights, and/or resources sent home to families.

c) Perception Data

Last year 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.

The Annual Meeting did not happen until early June 2022 due to COVID restrictions in the fall and winter and the hope that numbers would decline enough to have an in-person event. Because of this reason, no family nights were held either. Despite the late meeting, 4/7 families did attend the Annual Meeting and those families expressed wanting more family nights as well.

Survey:

A survey was made available to all Early Learning families in June 2022. Two families completed the survey. The feedback was positive. Strengths included providing a good program and emotional and physical support. One suggestion included more frequent feedback on the progress of the children. Progress is currently given three times a year. Families also showed interest in family game nights and parent informational nights.

Parent Interview:

The parents who attended the Needs Assessment meeting explained that the newsletters sent home about what they should be learning/doing at home are great and they would like those to continue.

Analysis: Parents have expressed wanting more family events and family involvement.

Conclusion: WES needs to provide more opportunities for families to be involved, such as holding family game nights or informational parent nights. Parents would also like more frequent updates about their child's progress.

d) Process Data

Camp Morgan: The only summer recreational camp offered for residents of Washington. This program is running during Summer 2022 but only accepts students exiting kindergarten. Swim lessons aren't being offered for kids younger than camp age.

Creative Curriculum/ TS Gold was used to assess 3 and 4-year olds. Hands-on 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

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
- Early Learning involvement in the entire school community
- 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 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

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 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 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 45 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.

Goal Update for School Year 2021-2022

Based on the 2020-2021 Targeted Assistance Annual Needs Assessment Meeting, the following goals were 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.

2021-2022 Outcome: 86% (6/7) of students were at or above average in the area of *managing feelings* and *forming relationships with adults*. 71% (5/7) of students were at or above average in the area of *solving social problems* as measured by 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.

2021-2022 Outcome: Because only 2 students who attended the Early Learning program also attended kindergarten and neither of these students attended the Jump Start program, there is no data to report for this goal. However, some of the 3-year-olds attended the Jump Start program (funded by ESSERs Summer 2021) and the positive TS Gold data in the domain of social-emotional learning indicate that the summer Jump Start program is effective.

Perception Goal #3: Given COVID protocols permit in-person events, 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.

2021-2022 Outcome: Family events specific to our early learning families were not offered due to continued COVID protocols in the fall and winter, but Early Learning families were included in more whole-school communication and events. The teacher sent home newsletters, classroom slideshows, and informational topics to parents (such as how to reinforce learning at home and suggestions for improving motor skills).

Goals for School Year 2022-2023

Based on the 2021-2022 Targeted Assistance Annual Needs Assessment Meeting, the following goals will be the focus for the 2022-2023 School Year:

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.

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 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 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.