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: Amherst Street School

School Year: 2019

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

Name	Title	Affiliation/Stakeholder Group	Task/Responsibility
Jennifer Scarpati	Principal	Amherst Street School	Oversee Plan/Gather Non Performance Data & Perception Data
Abby St. Pierre	Assistant Principal	Amherst Street School	Oversee Plan/Gather Performance Data & Process Data
Yeney Armenteros	Parent	Amherst Street School/ Title I/Parent/Lighthouse	Contribute parent perspective
Andrea Canny	Social Worker	Amherst Street School/SERESC/Lighthouse	Gathers Attendance and Tier 2 Social Group Data
Debra Desilets	Guidance Counselor	Amherst Street School	Gathers Guidance Data
Kay Aarthun	Reading Specialist	Amherst Street School	Gathers ELA Data
Deb Howes	Title I Teacher	Amherst Street School/Title I	Gathers Interventions Data
Rebecca Lentz	Title I Teacher	Amherst Street School/Title I	Gathers Interventions Data
Tammie Payette	IN Teacher	Amherst Street School/Lighthouse	Gathers IN Perspective
Karla Smith	2nd Grade Teacher	Amherst Street School	Gathers Grade Level ELA and Math Data
Kathleen Conway	1st Grade Teacher	Amherst Street School	Gathers Grade Level ELA and Math Data
Mary Krom	K Teacher/Union Building Rep	Amherst Street School/Union	Gathers Grade Level ELA and Math Data
Carolyn Duquette	3rd Grade Teacher	Amherst Street School	Gathers Grade Level ELA and Math Data
Alicia Gendron	4th Grade Teacher	Amherst Street School	Gathers Grade Level ELA and Math Data
Debbie Goida	5th Grade Teacher	Amherst Street School	Gathers Grade Level ELA and Math Data
Sarah Ledoux	Para Educator	Amherst Street School/Lighthouse	Gathers Behavior Data
Garth McKinney	Assistant Superintendent	Nashua School District	Gather Performance Data compared to the District

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

a) Performance Data	b) Non-Performance Data	c) Perception Data	d) Process Data	e) Other
1. Iready 1st-5th ELA and Math 2. BAS (Benchmark Assessment System)-ELA K-5th 3. Early Literacy Skills Assessment-K&1 4. SBAC-ELA & Math	Absence & tardy data Discipline referrals Homework completion rates Referral to social-emotional groups Poverty Rate	Culture survey Title One parent survey PTO feedback	1. Lucy Calkins Writing Units of Study Writing Assessments (Narrative, Informational, Opinion)-K-5 2. Eureka Unit Assessments-K-5 3. Science/Social Studies Performance Tasks	

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

a) Performance Data- Spring 2019 Data (-Please see attached data charts

iReady Data (1st-5th)

Subject	On/Above Level	Level Below	2 or More Levels Below
Math	61%	26%	12%
ELA	54%	28%	18%

2018-2019
BAS Data

% Below Expected Level	% At or Above Expected Level
55%	45%

SAS Spring 2019

Grade Level	ELA % Proficient	Math % Proficient	Science % Proficient
3rd	50%	63%	N/A
4th	36%	33%	N/A
5th	43%	29%	28%

Kindergarten Early Literacy Skills Fall 2018-
66% of students did not meet expectations
for letter identification, letter sounds, Initial sounds, blending, segmenting, and rhyming

Kindergarten Early Literacy Skills Spring 2019-
10% of students did not meet expectations
for letter identification, letter sounds, Initial sounds, blending, segmenting, and rhyming

Analysis: The majority of our students make a year or more of growth each school year with receiving strong tier 1 instruction as well as research based interventions. More than 64% of our kindergarteners came into kindergarten not meeting beginning of kindergarten expectations in both early literacy and numeracy skills. We are seeing success with early intervention. The gaps in ELA and Math are widening as students move through the grade levels.

Conclusion: Our students need interventions and supports in ELA, Math, and socio-emotional learning. We will continue to identify students' instructional levels (zone of proximal development) and use strong tier one instructional practices and resources as well as tier 2 and tier 3 researched based interventions done by professionally developed educators. We need to build comprehension strategies across the grade levels in both literary and informational text. One component is improving students' vocabulary, which in turn will improve beyond and about the text comprehension.

- PD will include guided reading focusing on strategic actions beyond and about the text, effective mini-lessons, high leverage independent activities, effective vocabulary instruction, and analyzing Fountas and Pinnell Benchmarks to set instructional targets and goals. Interventionist teachers need PD in properly utilizing the Wilson FUNdations program that we have. This program better addresses phonics deficits that many of our students face.

- Teachers, K-5, will implement Lucy Calkins units of study in writing through a Writers Workshop model with support and team collaboration to produce Narrative, Informative/Explanatory and Opinion pieces. Students will use student checklists for revising and teachers will use rubrics to score the pieces.

- Teachers, K-5, will continue to use word study/phonics systems(F&P and Word Journeys) and best practices based on the CCSS, Continuum and the NSD Foundational Skills progressions.

- All student will receive a Benchmark in the first trimester, below level students in the second trimester and all students in the third trimester. Analyze these benchmarks to drive literacy instruction, develop guided reading, book clubs, independent reading levels, and intervention groups

- Teachers will complete all modules of Eureka Math with fidelity. They will receive PD on differentiation for Tier 2 and Tier 3. Professional development is needed on effective math intervention programs. Hands-on supplies and manipulatives are needed.

- Administer the additional BAS (letter naming, letter sounds, & phonological awareness) assessments to incoming kindergarten and current first grade students.

- Utilize Reading Workshop or Daily Five to structure literacy time so students develop lifelong habits of reading, writing, and working independently. Continued training and coaching on effective guided reading instruction is a need.

- Take home readers and protective bags are needed to promote reading practice and home literacy.

- Teachers will continue to receive Cuisenaire rod training and coaching throughout the year

- Academic tutoring during the school year and summer is needed to support student academic growth in reading and math.

- Continue to support students' development of literacy, math, and science through a continued STEM program in our school garden. This provides a hands-on experience for students to learn these academic concepts through gardening. These programs are offered during the school year, and through the summer during our "Camp Green Thumbs" program. A parent engagement program will also be offered in our garden.

b)   Non-Performance Data (Insert Data Tables or Description here)

Attendance Data:

Students with more than 5 absences this school year: 205

Students with more than 5 tardies this school year: 110

Number of discipline referrals: 402

Homework completion rate: 10% of students referred monthly for homework support due to missing 3 or more homework assignments that month

Students referred for social-emotional groups: 84

Free Reduced Lunch Rate: 76.1%

Analysis:

This data points to the need for continued support for students and families in non-academic areas. Students and families need support in getting to school on time and completing homework. Students need support in the areas of social, emotional, and behavioral health. The poverty level amongst families is continuing to grow as well, indicating more needs for families in the areas of clothing, food, and meeting basic needs.

Conclusion:

- Implement attendance team and create templates for recognizing good attendance and responding effectively to poor attendance.
- Provide parent education through the home school coordinator and social worker on the importance of school attendance and homework completion.

- Through the home school coordinator and social worker, provide supports to families to assist them in accessing basic needs.
- Continue to run our school food pantry and clothing closet for students in need
- Utilize the social worker position to provide research-based tier two social-emotional instruction to students in need. Sensory support tools are needed to support some students' focus in the classroom.
- Utilize a tier three data team to provide comprehensive wrap-around services for students and families with needs in multiple areas. Additional training and coaching on writing behavior support plans for our tier 3 students is needed.
- Continue our Leader in Me license to be able to support students and families in learning and using the 7 habits at home and at school. Support staff with implementing strategies through the Franklin Covey coaching support.
- Provide parent information sessions on utilizing the 7 habits at home. Supplies and food are needed to support parental attendance at these events.
- Mindfulness training is needed for staff and families. Students have learned many of these strategies in school. We would like to continue to train staff in this area, as well as provide training for families at a family night on how to implement these strategies at home to manage stress and focus.

c) Perception Data (Insert Data Tables or Description here)
In the staff survey of school climate, teachers overwhelming indicated that they enjoy working at the school, feel safe, and that there is a positive, respectful environment for students. Staff indicated that parents are welcome and that student morale is high. Staff indicated feeling overwhelmed and that this impacted their morale at times.
In parent surveys, both via paper, as well as through PTO forums, parents indicate overall satisfaction with the school experience for their child. They are happy with programs that are offered, love the teachers, and appreciate all of the resources, interventions, and supports that are available. Parents appreciate regular staff communication. Parents did indicate that they would like more information and training in topics such as: understanding the new report cards, helping their child with math homework, and how to build literacy skills with their child at home.

Analysis: Overall, there is a lot to celebrate. Parents feel supported, but often feel they need more information in order to effectively support their children. Teachers feel happy and supported, but are often overwhelmed by all of the demands of the job.
Conclusion: To address these concerns, we will:
- Hold additional information and support nights for parents. Some of these will be coffee & conversations style in a small group setting, while others will be larger scale events for all families, as in a literacy and math night. School administration will work with the Home School Coordinator and the PTO in order to plan these events.
- Teachers need more time to meet as a team and plan, analyze data, and review curriculum. School administration will make

arrangements to offer more team and cross-team planning time within staff meetings and PLC time in order to support teachers in having these collegial learning experiences.

d) Process Data (Insert Data Tables or Description here)

Writing Units of Study K-5 % on Grade Level
(Narrative, Information, Opinion On-Demands)

Lead	75%
Transitions	60%
Ending	73%
Organization	62%
Elaboration	55%
Craft	53%
Spelling	65%
Punctuation	70%

Science Performance Tasks-68% Meet Standard

Social Studies Performance Tasks-73% Meet Standard

Eureka Unit Mid-Year Unit Assessments
% Meet Standard

Kindergarten	80%
First Grade	75%
Second Grade	73%
Third Grade	77%
Fourth Grade	64%
Fifth Grade	53%

Analysis: The majority of our students make a year or more of growth each school year with receiving strong tier 1 instruction as well as research based interventions. More than 64% of our kindergarteners came into kindergarten not meeting beginning of kindergarten expectations in both early literacy and numeracy skills. We are seeing success with early intervention. The gaps in ELA and Math are widening as students move through the grade levels.

Conclusion: Our students need interventions and supports in ELA, Math, and socio-emotional learning. We will continue to identify students' instructional levels (zone of proximal development) and use strong tier one instructional practices and resources as well as tier 2 and tier 3 researched based interventions done by professionally developed educators. We need to build comprehension strategies across the grade levels in both literary and informational text. One component is improving students' vocabulary, which in turn will improve beyond and about the text

comprehension.

- PD will include guided reading focusing on strategic actions beyond and about the text, effective mini-lessons, high leverage independent activities, effective vocabulary instruction, and analyzing Fountas and Pinnell Benchmarks to set instructional targets and goals. PD for interventionists will focus on training in the use of the Wilson FUNdations program.

- Our teachers have completed all of the Leader in Me trainings. Continued coaching is needed to continue effective implementation of philosophies and practices.

- Teachers, K-5, will implement Lucy Calkins units of study in writing through a Writers Workshop model with support and team collaboration to produce Narrative, Informative/Explanatory and Opinion pieces. Students will use student checklists for revising and teachers will use rubrics to score the pieces.

- Teachers, K-5, will continue to use word study/phonics systems(F&P and Word Journeys) and best practices based on the CCSS, Continuum and the NSD Foundational Skills progressions.

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- Administer the additional BAS (letter naming, letter sounds, & phonological awareness) assessments to incoming kindergarten and current first grade students.

- Utilize Reading Workshop or Daily Five to structure literacy time so students develop lifelong habits of reading, writing, and working independently.

- Teachers will continue to receive Cuisenaire rod training and coaching throughout the year

- Continue with inquiry expectations-given out to staff at our first meeting

- Have vertical discussion to ensure common language and expectations in inquiry responses

- Continue technology improvements to aid instruction. Devices, such as iPads, will be added so that all students will have access to online resources for reading (Newsela, Reading A-Z) and math (Zearn). Students will also access their teacher's online learning platform

via iPads. Document cameras and teacher laptops are needed components to support whole class interactive instruction and modeling.

- Continue using a science notebook with students, support with collaboration. Provide examples of different types of notebooks for teacher review, as well as district expectations when available. Begin to use a rubric to for students to use for revising and scoring.

- Continue to embed content vocabulary in intervention groups using vocabulary best practices

- Teachers will embed social studies grade level content into their writing units of study

4. Strengths of the educational program as determined by the data collection and analysis:
- We are making much growth in Reading, Math, Science and Social Studies. We will continue to increase proficiency rates in all areas. Our tier 2 and tier 3 small socio-emotional group interventions are decreasing office referrals and helping students to be successful in the classroom.

5. Areas needing to be strengthened as determined by the data collection and analysis:
- We need to continue to build beyond and about the text comprehension in both reading and responding.
- We need to build fact fluency
- We need to improve writing in the areas of organization, elaboration, and craft
- We need more resources for math intervention
- We need to add rigor to our science units
- We need to add our social studies content to our informations writing units
- We need to continue social-emotional supports to students
- We need to strengthen our parent outreach efforts to support families in working with their children in academics, attendance, and behavioral areas.

6. Use this needs assessment to inform your School Plan.