

SPS Title I Comprehensive Needs Assessment and Annual Program Evaluation

School Year: 2023-2024

| <b>Name of School</b> |
|-----------------------|
| Madison Elementary    |

| <b>Team Members Participating in Needs Assessment/Program Evaluation</b><br><i>(For OSSI Improvement schools, be sure to engage school staff, parents/families, and a diverse group of stakeholders)</i> |
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| Emily Tilton, Lydia Guerrero, Catline Torline, Traci Naccarrato, Lyn Hippauf, Hailey Leighton, Katie Gurule, Heather Holter  |

| <b>Vision Statement</b>  |
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| The mission and vision of Madison Elementary is to provide a safe, supportive, and academically challenging environment where students develop a love of learning, a belief in their potential, and grow to become responsible citizens. |

| <b>Culture of Equity Description/Statement</b>   |
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| It is our belief that all students are capable of being cooperative and productive students. At Madison, we believe some of the most important expectations in helping students become successful learners are for them to be: Mindful Citizens, Motivated Learners and Magnificent Decision Makers. |

## Needs and Strengths Assessments

**Review Student Level Data from Multiple Sources to Determine Needs** Please check or share the most meaningful sources of data used in your needs assessment work.

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| <ul style="list-style-type: none"> <li>X Washington School Improvement Framework</li> <li>X WaKIDS</li> <li>X Smarter Balanced Assessment/Interim Assessment Blocks (IAB)</li> <li><input type="checkbox"/> Universal Screening</li> <li><input type="checkbox"/> Progress Monitoring Data</li> <li>X Curriculum Based Assessments</li> <li><input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li> <li><input type="checkbox"/> Credit Attainment</li> <li><input type="checkbox"/> Student Mobility Data/Poverty Rates</li> <li>X Discipline Referrals</li> <li>X Suspension/Expulsion Data (i.e., out of school suspensions/in-school suspensions)</li> <li><input type="checkbox"/> Restraint and Isolation Data</li> <li><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</li> <li>X Healthy Youth Survey</li> <li>X School Climate data</li> <li><input type="checkbox"/> Perceptual Data: (Local/Organization): <a href="#">Click or tap here to enter text.</a></li> </ul> | <ul style="list-style-type: none"> <li>X English Language Proficiency Data (i.e., ELPA)               <ul style="list-style-type: none"> <li><input type="checkbox"/> Title III Data</li> </ul> </li> <li>X Special Education Eligibility/Disproportionality Data               <ul style="list-style-type: none"> <li><input type="checkbox"/> Special Education Placement Data (LRE)</li> <li><input type="checkbox"/> Review of Student Plans (i.e., Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li> <li><input type="checkbox"/> Educator Data (i.e., out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li> <li><input type="checkbox"/> Stakeholder Engagement (i.e., focus groups with families)</li> <li><input type="checkbox"/> Community data (i.e., food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li> <li><input type="checkbox"/> Extra-curricular activities participation</li> <li><input type="checkbox"/> Fiscal and Financial Data</li> <li><input type="checkbox"/> MTSS APP</li> </ul> </li> <li>X School Data Tools <a href="#">Click or tap here to enter text.</a></li> <li>X Lexia</li> <li>X Dreambox</li> <li><input type="checkbox"/> MAP</li> </ul> |
| <b>Progress Monitoring</b>   |  |
| <b>Who</b> (what team or individual is responsible for implementing and evaluating progress?)  | <b>When and how often</b> will progress and data be monitored or reviewed?   |
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## NEEDS ASSESSMENT (COMPONENT #1: NEEDS ASSESSMENT SUMMARY and Program Evaluation)

The purpose of this section is to analyze your school's data to identify strategies, goals and activities that inform your school improvement plan. Accurate and reliable data is gathered from multiple quantitative and qualitative sources in a timely manner, is analyzed to inform support planning and adjustments, and these supports are evaluated across tiers to ensure student- and system-level goals are being achieved.

### Student Populations

1. What does your school's WSIF data tell you about how each student group is performing, specifically the identified student groups? [School Report Card \(WSIF Data - bottom left link\)](#)

For the school year 2022, 33.3% of students meeting ELA, and 25.8% meeting math and a composite of 1.33 for students with disabilities. For the 2023 school year, for Math: 3<sup>rd</sup> grade is 50% level 3 and 4. 4<sup>th</sup> Grade is 39% level 3 and 5, and 5<sup>th</sup> grade is 30% level 3 and 4. All ELA scores are not received yet, but currently we have 3<sup>rd</sup> ELA is 61% level 3 and 4, 4<sup>th</sup> grade ELA is 46% level 3 and 4 and 5<sup>th</sup> grade is 46% level 3 and 4. This tells us that we are making growth from previous years but will continue to provide instruction and intervention that is comprised of UDL, small group instruction and push in. In addition, PLC work will strengthen teacher strategies to help meet the needs of each individual student.

2. Looking at your student data from various assessments (i.e., SBA, MAP, etc.) what did the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? Is there over- or underrepresentation of certain groups? Be sure to include data in your analysis.

### **NEEDS ASSESSMENT (COMPONENT #1: NEEDS ASSESSMENT SUMMARY and Program Evaluation)**

For the subgroup we are focusing on which I students with disabilities in 2022, 21. 9% of students were ELA proficient and 18.6% were math proficient. They have a 70.3% attendance rate. Our focus area will be small group instruction, UDL strategies, PLC interventions, and school-wide LETRs training.

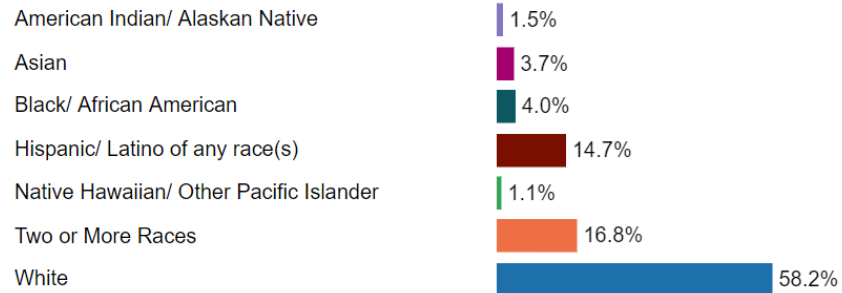
3. Identify the breakdown of students by ethnicity, by gender, or other category. What is the number of students in each special program?

We have two DI classrooms with 12 students in each classroom. We currently also have two ECEAP preschool programs with 18 students in each AM/PM class, and two CIP preschool programs for students on IEP that have 8 students in each AM/PM class.

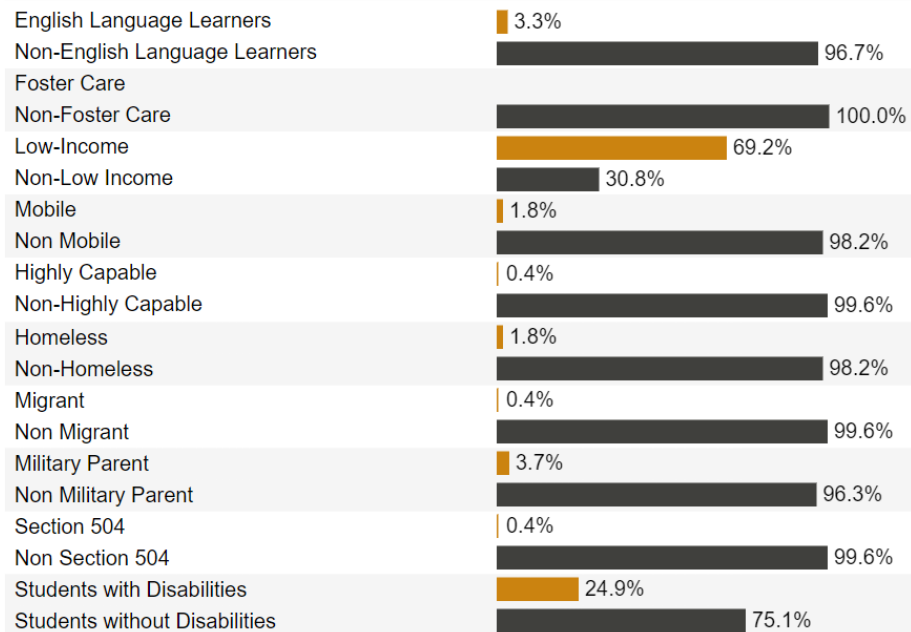
## Gender



## Race/Ethnicity



## Program and Characteristic



Updated April 3, 2023 using OPSI CNA Toolkit v1

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4. In which areas is your school seeing growth? What are some considerations that are contributing to the growth?

Our preliminary current scores coming in for 20233 are showing growth in ELA and Math. District adopted Dreambox and Lexia are contributing to our growth. Reading Intervention as a focus may also be contributing to this growth.

5. In which areas is your school seeing challenges and/or barriers? What are some considerations that are contributing to the challenges and/or barriers you are seeing?

Attendance continues to be a barrier. Our students with disabilities are only attending 70% of the time.

6. Describe a typical student at your school that you think is a representational example of the student population.  
(Do not include identifiable information!)

a. What strengths do they possess?

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b. What challenges and/or barriers do they face?

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c. What are some important relationships in their life?

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d. What are the systems and structures in place to provide a supportive learning environment?

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### **Educators and Instruction**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

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## NEEDS ASSESSMENT (COMPONENT #1: NEEDS ASSESSMENT SUMMARY and Program Evaluation)

2. SPS curriculum, instruction, and assessments are approved through the CCA process and aligned to state standards. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?

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3. What professional learning and support have you identified that the school's staff (i.e., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (i.e., positive behavior interventions)?
4. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your **metrics** for identifying them as successful? How was it aligned to your SIP priorities and/or school district initiatives?

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### Systems of Support

1. Identify your current systems of support (i.e. MTSS, PLC, PBIS, etc.) and provide a short description of how these systems support your school:

Attendance and family engagement: changing the PA to 1.0

Our team has identified attendance and poor family engagement as possible root causes for low student achievement. To address these concerns, we propose increasing the current allocation from .5 to 1.0 Principal Assistant. The .5 increase would provide time for contacting parents about attendance concerns and developing a plan to increase student attendance as well as providing time to conduct surveys for supporting families and addressing the need for increased engagement.

Literacy levels: 1.0 intervention Our team has identified the continued need for literacy intervention to address reading and writing goals. With the adoption of new literacy curriculum, it is increasingly important to provide additional support to teachers and students as they navigate these new materials and instructional pedagogy.

Behavioral and academic needs: 1.0 MTSS

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Our team has also identified concerns regarding student behavior and its impact on the learning environment. To support the current SEL curriculum and goals we would like to increase our .5 MTSS allocation to a 1.0 allocation. The MTSS support specialist would work with teachers, students, and families to implement Tier 1, 2, and 3 interventions. The MTSS support specialist will use the MTSS dashboard to track and monitor plans and progress.

2. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

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3. How did your school identify these areas of strengths and improvement?

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4. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

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5. What strategies have you identified as areas of strength to engage families, and where do you hope to strengthen and build further family and community engagement and partnership(s)? Be sure to use this data to develop your Parent and Family Engagement Plan. [PFE Plan Template.docx](#)

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## NEEDS ASSESSMENT (COMPONENT #1: NEEDS ASSESSMENT SUMMARY and Program Evaluation)

### Program Evaluation

1. How are you using Title I Funds (resources and staff) to support your SIP goals and how do you know they are successful?

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2. How are you using your Title I funds to close the achievement gap with specific subgroups and how do you know that your efforts are having an impact?

### Reflection

Using demographic data, are there any other unique circumstances/ characteristics of your school to consider?

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