SPS Title 1 Comprehensive Needs Assessment and Annual Program Evaluation

Name of School
Madison Elementary 2022-2023

Team Members Participating in Needs Assessment/ Program Evaluation
Heather Holter, Principal   Tad Heinen, Principal Assistant   Deanna Dashiell, Math Intervention/Coach   Traci Naccarato, Reading Intervention Teacher   Dianna Eyler, Primary Reading Intervention Teacher   Certificated Teachers (Pre-5th grade and Specialists)

Vision Statement
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.

Culture of Equity Description/Statement
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 ASSESSMENT (SY 2022-2023) COMPONENT #1: NEEDS ASSESSMENT SUMMARY and Program Evaluation
The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals and activities that constitute your school improvement plan that builds upon your school's strengths to achieve your goals. **Student Populations** 1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success? WA Kids data: Our WA Kids data continues to show that students are entering kindergarten less prepared than in previous years. Two of the categories are as follows: 2015-2016 Cognitive Scores 85.7%, 2016-2017 Cognitive Scores 89.1%, 2017-2018 Cognitive Scores 93.5% and 2018-2019 Cognitive Scores 79.2%. WA Kids data for Social/Emotional are as follows: 2015-2016 -81%, 2016-2017 -80.4%, 2017-2018 -91.3% and 2018-2019 -77.1%. Using the Data Tools metric for K-Ready, our 2021-22 data shows 7% of our students come to school K-ready compared to 30% SPS average. ELA: SBA ELA Percent Proficient (all grades): 2017-2018 54%, 2018-2019 48%, and 2021-22 33%

Math: SBA Math Percent Proficient (all grades): 2017-2018 47%, 2018-2019 39%, and 2021-22 28%

Subgroup information:

- ELD: Our ELD populations are not performing as well as their non-ELD peers. In 2017-2018, 38% ELD Met ELA Standard *(non-ELD 55% Met ELA Standard)*. In 2017-2018, 13% ELD Met Math Standard *(non-ELD 49% Met Math Standard)*.
  In 2018-2019, 33% ELD Met ELA Standard *(non-ELD 49% Met ELA Standard)*. In 2018-2019, 33% Met Math Standard *(non-ELD 40% Met Math Standard)*.
  However, in ELA our Median Years of Growth for ELD students was 2.67 Years.
- Special Education: In 2017-2018, 11% Sped Met ELA Standard. In 2017-2018, 6% Sped Met Math Standard.
  In 2018-2019, 4% Sped Met ELA Standard. In 2018-2019, 0% Sped Met Math Standard.
  However, in ELA our Median Years of Growth for Sped students was 1.58 Years.
- Free and Reduced Lunch: In 2017-2018, 49% F/R Met ELA Standard *(non-F/R 68% Met ELA Standard)*. In 2017-2018, 40% F/R Met Math Standard *(non-F/R 64% Met Math Standard)*.
  In 2018-2019, 46% F/R Met ELA Standard *(non-F/R 55% Met ELA Standard)*. In 2018-2019, 37% F/R Met Math Standard *(non-F/R 47% Met Math Standard)*.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

While we need to improve both ELA and Math assessment scores and increase student understanding and retention in these content areas as well, Math has continued to be the biggest area of struggle for our students overall.   Due to the pandemic, our focus has been on small group instruction and workshop model for all students. Regardless of the curriculum, we need to deepen teacher math content knowledge to improve core instruction. We will also be using AVMR screeners to identify students for additional/differentiated Math classroom supports and small group instruction to provide tiered models of instruction for all students. The data shows us a strong need for an instructional math coach as well as intervention for students in both math and literacy. This year's funding and the current data allows for our Math Interventionist to focus on and provide small group support to 2nd -5th grade students. The coach will work on developing the understanding of mathematical concepts and development using Advanced Math Recovery strategies and data driven dialogues. All teachers

should continue to seek additional math curriculum training and PD throughout the year and/or at Summer Institute, annually.

Succeeding: In ELA, 4th Grade Students showed a Turning Proficient on SBA scores as 23%. 5th Grade students showed a Turning Proficient on ELA SBA scores as 35%. And 6th Grade students showed a Turning Proficient on ELA SBA scores as 21%.

Needs Improvement: Math has continued to be the biggest area of struggle for our students overall.   Using Bridges curriculum and workshop model we will continue to address diverse student needs. Regardless of the curriculum, we need to deepen teacher math content knowledge along with implementing *Best Teaching Practices and Principles in Mathematic instruction* to improve overall core instruction.

In Math, 4th Grade Students showed a Turning Proficient on SBA scores as only 4%. 5th Grade students showed a Turning Proficient on Math SBA scores as 30%. And 6th Grade students showed a Turning Proficient on Math SBA scores as only 5%.

3. A central element of quality improvement work is being centered on our learners. 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?

      A Madison student has many strengths including a supportive learning community. A typical student thrives when routines and procedures are predictable and consistent. Students typically engage in learning in the primary grades right away. In the intermediate grades students typically seek out adult and peer attention before settling into a new school environment. Students can speak to their peers and teachers about what they need and problems or successes they may have encountered through our newly emphasized morning meeting structures. Students learn to regulate their bodies, to problem solve and use restorative practices when there has been harm, and to persevere when things get tough. Students want to do well. Students know that school is a safe and predictable environment where they can take risks in order to learn and grow academically and socially.

   b. What challenges do they face?

      Students at Madison have experienced high mobility and trauma, as well as poverty. Sometimes a student has attended 2 or more schools before landing with us. Students struggle to adjust and trust staff and peers until after they build relationships. Until relationships are built, students struggle to engage in academics. Families are often

working multiple jobs and lack the flexibility to be engaged in school in the manner that they wish. Students may struggle academically and/or socially/behaviorally. Students work to overcome obstacles by participating in intervention and utilizing success plans as needed for support.

c. What are some important relationships in their life?
   Students at Madison reveal that the most important relationships are with their family, teachers/staff members, and peers. We work to be sure that every student who is struggling has a "go to" adult that they connect with. This can be a place to land if they need a break or a positive check in for the student.

Educators

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?

   We work to utilize and teach restorative practices (school expectations plan) in our classrooms and support students to repair harm whenever possible. We work to keep students at school and have decreased out of school suspensions/expulsions. We focus on setting procedures that are consistent, manageable, and positively reinforced (PBIS system). We strive to identify and to support students who are academically struggling with intervention and monitor growth, through our weekly CST/MTSS Team meetings. We support students behaviorally/socially with morning meetings, social emotional lessons, and success plans for individuals who need more supports. We are actively building strong communities in our classrooms and throughout our school where students can take risks to learn and grow to be successful citizens and life-long learners.

2. What professional learning and support have you identified that the school's staff (e.g. 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 (e.g. positive behavior interventions)?

    We feel that since we have not met a rate of success for students equivalent to a solid Tier 1 core, we need to focus on improving core instruction through content professional development and deepening instructional pedagogy. We will meet differentiation needs by intentionally using the workshop model, focused small group instruction, and data-based intervention. Staff will focus on mastering the skills required to successfully implement in their classroom instruction with AVID and AVMR strategies We continue to implement the reading diagnostic assessment, Literably. This data will assist us in digging into our reader's strengths and areas of growth in order to differentiate instruction to meet their needs.

3. 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?

    Over 80% of our staff have gone through AVID Trainings provided through the District's Summer Institute. For Math, most of the staff have been trained in AVMR1 and AVMR2, and this year our Math Coach is offering a training around workshop model. All District staff have been trained in PBIS, Restorative Practices and Marzano Instructional Strategies (also our TPEP system). Staff have had the opportunity to participate in the Book Study: Building Thinking Classrooms in Mathematics. Also, staff will have the opportunity to participate in an ELA book study: A Fresh Look at Phonics. Our school is following SEL curriculum and following our practice of Mindful Moment Mondays and the daily Madison Promise School wide.

Systems of Support

1. 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.

   Behavioral support: We have an MTSS model that we follow school-wide. We work through CST to identify students that need intervention. The team works to plan tiered interventions, writes success plans, and helps create appropriate interventions and supports for students and their classrooms and their teachers. We are excited about the possibilities of catching and supporting students early with plans and interventions along with having an entire staff devoted to assisting in that work. We also have a school-wide expectation system (PBIS) so that expectations are explicitly taught, practiced, and positively rewarded. All staff work together to support all kids. This year the administrative team and PBS Team is trying a new, monthly assembly to award Tier 1 celebrations to provide additional PBIS supports. We have many students who come to us with lots of trauma and behaviors. We have more work to do to train and support staff to meet the ever-changing needs of specifically these students.

   Schoolwide behavioral, social-emotional needs of students: Our school is using Purposeful Curriculum SEL curriculum and this is developing both counselor and teachers in the dual-instruction and implementation in every classroom schoolwide. We are also incorporating more classroom buddy programs and PBIS Tier 1 practices. In addition, we use the monthly trait from Purposeful People in all classrooms all year long to support our PBIS goals.

   Academic strengthening of student needs: Will be enhanced with each teacher successfully and intentionally utilizing workshop model in core content areas and through each classroom teacher implementing AVID's WICOR strategies--specifically building classroom instruction around the *5-Phases of Focused Notetaking* and *Improving Quality of Inquiry* as additionally identified in our building's SIP. In addition we will follow our Dreambox and Lexia data to support our students in Math and ELA.

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

   Our school identified these areas of strength and improvement through looking at qualitative and quantitative data and identifying gaps, areas of strength, and areas where we are shifting. We look at the following data (see list below) as a

distributed leadership team, write our School Improvement Plan goals to reflect the focus of our work, and track on time data along the way.

Quantitative SBA data and current school year data including:
WA Kids
District Quick Checks and Benchmarks/Interims in ELA and Math in (IO)
DRA data
Literably literacy screener data
ELA K-2 Intervention screening (Fountas & Pinnell), based on prior year's Spring DRA scores and new students
Kindergarten Oral Language Interventionalist OLAI Screening
AVMR based cumulative screeners in Math, K-2 every student (Fall/Winter/Spring)
Bridges Math Number Corner Assessments
SBA annual assessments and interims from year to year
Lexia and Dreambox Data

Qualitative Data:
Data Driven Dialogs with staff will be used to analyze results and needs
Parent feedback at Parent/Student/Teacher conferences to communicate needs and gather feedback
Teacher Observations
Student Survey
MTSS/Child Study Team to include Behavior Intervention Team Process and outcomes.

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

The Madison PTO Some were linked to helping parents support academic achievement such as the Madison Math night which had the same theme, we use to motivate students for the annual state assessment. We do have an active PTO that has a small number of parents. We have different community partners that support our students such as with weekend backpack food "Bite to Go", school supplies, backpacks, Jackets, shoes/snow boots, hats, mittens and even holiday support. STCU and Wendel Ford Motors are two of our community supporters. We will be working to start providing opportunities for families

to give feedback to our school community so that we can support our students. We will be looking at reaching out into the community to find supports for families and parenting, mental health, and social supports.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

    While our Parent Teacher Group is active and engages families with great activities, we are working to grow the group. It is small but mighty. We would love to engage families who are just beginning their school journey with us. Our community partners have been amazing supports! They always ask for more ways to help. We need to work to identify a need and then match the need with a resource. We often try to solve all of these needs ourselves, when our community partners are willing.

Program Evaluation

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

    We are using Title 1 funds to fund a 1.0 math interventionist/coach. We recognize that core and tiered math is a need directly tied to our data. Our math interventionist is coaching teachers who are working to implement a differentiated workshop model, to dig deeper into understanding standards and to create common assessments aligned to our standards. In intervention, we are using Bridges Number Corner Baseline assessments to flag students who need additional assessing so that we can determine next steps for intervention. The coach/intervention teacher then uses Advanced Math Recovery (AVMR) screeners to dig deeper and to create intervention groups. The intervention teacher then meets with small groups of students for number talks and intervention activities. They use AVMR assessments to document progress. The students who have received this level of intervention have made great gains based on the AVMR assessments. In addition, we will be using a monthly Monday collaboration to dig deeper into our Dreambox data to set up interventions for students.

2. How are you using your Title 1 funds to close the achievement gap with specific subgroups and how do you know that your efforts are having an impact?

Our Title 1 funds fund a .3 reading recovery / intervention teacher. We use a fall baseline assessment to screen all k students. Students that show the need for support are provided push-in small group interventionist support daily, for 12-week cycles.

Our LAP funds fund a 1.0 reading intervention teacher. We use a fall baseline assessment to screen all k-2 students. Students that show the need for support are provided push-in small group interventionist support daily, for 12-week cycles. The reading interventionist also supports new and seasoned teachers to intentionally structure their ELA block around utilizing a *workshop model* to best meet the needs of all students.

Our state ELA data shows an overall 1.15 years of growth for ALL Madison students for 2018-2019.

Our Title 1 funds fund a 0.5 math intervention teacher and a 0.3 math coach (0.2 funded from LAP). We use a fall baseline assessment to screen all students. Students that show the need for support are screened with an AVMR assessment and the interventionist serves as many as allowed students in several small groups. The math coach is supporting new and seasoned teachers to intentionally structure their math block as thoughtfully planning and utilizing a *workshop model* to best meet the needs of all students.

Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

☐ Washington School Improvement Framework

☒ WaKIDS

☒ Smarter Balanced Assessment/Interim Assessment   Blocks

☐ Universal Screening

☒ Progress Monitoring Data

☒ Curriculum Based Assessments

☐ Graduation Rate (1 Year, extended, etc.)

☐ Credit Attainment

☐ Stick Rate

☐ Student Mobility Data

☒ Discipline Referrals

☒ Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)

☐ Restraint and Isolation Data

☒ Time out of class (e.g., visits to nurse, counselor, etc.)

☐ Healthy Youth Survey

☐ School Climate data

☐ Perceptual Data: (Local/Organization): Click or tap here to enter text.

☐ English Language Proficiency Data (i.e. ELPA)

☐ Title III Data

☒ Special Education Eligibility/Disproportionality Data

☐ Special Education Placement Data (LRE)

☒ Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)

☐ Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)

☐ Stakeholder Engagement (e.g. focus groups with families)

☐ Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)

☐ Extra-curricular activities participation

☐ Fiscal and Financial Data

☐ (Other) Click or tap here to enter text.

☐ (Other) Click or tap here to enter text.

☐ (Other) Click or tap here to enter text.