

SPS Title 1 Comprehensive Needs Assessment and Annual Program Evaluation

Name of School
Regal Elementary

Team Members Participating in Needs Assessment/ Program Evaluation
Tricia Kannberg (principal), Melisa Milholland (principal assistant), Becky Marshall (counselor), Carlos Garcia (support specialist), Danielle Doornink (teacher leader)

Vision Statement
Regal staff believes in developing the skills and talents of all students through supportive relationships, rigorous learning experiences, and relevant real-life applications.

Culture of Equity Description/Statement
<p>The Regal community believes:</p> <ul style="list-style-type: none">• Each student can learn and deserves our best efforts• High expectations and rigorous standards are essential to prepare students for their future success• Accountability is essential to ensure excellence for everyone• Diversity in people and ideas enhances learning and strengthens our community

Culture of Equity Description/Statement
<ul style="list-style-type: none"> • A variety of learning environments, educational options, and instructional techniques creates a setting where all students can succeed • Education is a partnership involving students, families, staff, and the community • Transparent communication with all stakeholders is essential • All decisions must be student-focused and data-driven • Fiscal stability strengthens our schools and community

NEEDS ASSESSMENT (SY 2019-2020 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?

Regal's needs assessment, based on multiple data points, identifies areas where growth has been made, as well as areas where continued focus is warranted. In addition to a continued focus on all academic areas, we acknowledge the need for trauma informed instructional strategies.

Data reviewed: WAKids, SBA ICA, and SBA (Due to COVID, data reflects the previous year, 2018-19)

WAKids data will need to be investigated, as the 5-year trend data shows a significant increase from 4.7% (2012-13), 6% (2013-14), 6.3% (2014-15), 9.7% (2015-16) to 53.4% this past year, 2018-19. This sharp upward trend cannot be explained and is inconsistent with other SPS elementary schools. We are working with district data specialists to determine what factors may have contributed to the 43.7% increase; for instance, teachers new to the grade level, proximity to WAKids training, calibration opportunities, school location, etc.

Teachers administered the SBA ICA in December and data was reviewed with teachers and students in January. The data informed teaching practices prior to the SBA and student goal setting.

SBA data shows continued growth; overall growth of 1.44 years in ELA and 1.32 years in math.

Grade level data informed dialogues focus each team on specific goals related to closing the opportunity gap. In addition, Reading and Math Interventionists utilize screeners to identify supports needed in our K-4 classrooms. Data is collected throughout the data cycle (6-8 weeks) and reviewed to determine next steps.

Regal's MTSS Team continues to review discipline data to offer suggestions related to preventative practices to implement; for example, check in/out and fostering relationships with a caring adult. With a lack of mentors, one of our specialists has started an in-building mentor program that will be closely monitored for effectiveness.

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.

Overall Regal is making growth in ELA as evidenced in DRA/Literably scores and SBA data. Math continues to be an area of concern (although we saw considerable gains in median growth), so we have an aggressive intervention plan for the current school year that includes a building-wide focus on math. Principal directed professional development, collaboration time, PLID, as well as grade-level collaboration time is being used to set and monitor goals. Further, the plan includes the use of technology during Math Workshop; specifically, Khan Academy and Moby Max.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school who you think is a representational example of the student population. (Do not include identifiable information!)

- a. What strengths do they possess?

Eager to learn, appreciate structure and routines, desire consistency in implementation of disciplinary consequences with an appreciation for restorative practices

- b. What challenges do they face?

Experience with past and current trauma, lack of support for education at home, struggle with taking responsibility for own behavior

- c. What are some important relationships in their life?

Grandparent, trusted adult with whom they check in everyday at school, Regal's support team (Principal, PA, Counselor, MTSS Support Specialist)

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?

Although climate survey data could be used to assess culture, those surveys reflect one point in time. The actual building culture is best described by visitors to our building (board members, district personnel, principals, teachers, and community members) who often state the following:

- The "feel" of the building is positive.
- Observations of interactions between students and staff are positive.
- The office staff is warm and welcoming.
- Regal is well maintained and attractive.
- Staff is sensitive to the needs of all students who represent a relatively diverse area of town.
- There is a high level of understanding of trauma and poverty that informs teaching, interventions, and social/emotional learning.

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)?

Culturally responsive teaching

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?

Trauma informed instruction, understanding poverty, and restorative practices – Growth in academic achievement, decline in the use of exclusionary practices

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.

We have a highly functioning MTSS Team to monitor all students both academically and socially. Additionally, we have a responsive support team (Principal, PA, Counselor, and MTSS Support Specialist) that addresses concerns throughout the school day. Teachers can access the support team to work with students by sending a text message or calling the office.

We have collected data through the use of the Classroom Support App, which we continue to utilize during remote learning.

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

After review of the MTSS dashboard, and with the responsibilities of the District Review Committee shifted to individual schools, it was determined we needed a more comprehensive collection method for the tiered interventions implemented by the support team.

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

Students who engage in tier 2 or 3 interventions with the support team call home to advise their parent/guardian of the behavior that led to the intervention. The support team member speaks with the parent/guardian to strengthen the relationship; they:

- Explain the intervention used
- Discuss whether the student is struggling at home as well
- Ask if there are effective strategies they are using at home

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

We are improving with our communication with our families and engaging them as partners in improving academic achievement, increasing attendance, and supporting social/emotional development.

We hope to strengthen relationships with families by providing grade-level events for parents to attend during the day.

Program Evaluation

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

The budget supports our goals related to family engagement and academic achievement. Parent survey and academic data will help inform how successfully our budget supports our SIP goals.

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?

Please see evidence noted in question 1 of Program Evaluation, as each of the activities listed impact all students either directly (e.g. action research related to dyslexia and field trips) or indirectly (professional development to monitor data and improve instruction).

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

<ul style="list-style-type: none"> <input type="checkbox"/> Washington School Improvement Framework <input checked="" type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input checked="" type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input checked="" type="checkbox"/> Student Mobility Data <input checked="" type="checkbox"/> Discipline Referrals <input checked="" type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input checked="" type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input checked="" type="checkbox"/> Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) <input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input checked="" type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input checked="" type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) <input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input checked="" type="checkbox"/> Fiscal and Financial Data <input checked="" type="checkbox"/> (Other) Conversations with Regal visitors; district staff, principals, teachers, community members <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text.
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