

SPS Title I Comprehensive Needs Assessment and Annual Program Evaluation

School Year: 2023-2024

Name of School
Westview Elementary School

Team Members Participating in Needs Assessment/ Program Evaluation
Cathy Comfort, Principal; Lisa Kleven, Principal Assistant

Vision Statement
<p>We, the Westview Elementary community of parents/guardians, students, staff, and neighbors, will collaborate for the optimal learning of each student. We are committed to providing an emotionally and physically safe environment where individual learning abilities and cultural diversities are respected. Our expectations of each other include responsibility, accountability, and positive open communication. We encourage and challenge our students to become successful, self-motivated, lifelong learners actively involved in their own education in order to become members of society.</p>

**Culture of Equity Description/Statement**

We believe:

- Every student can learn and deserves equal access to all learning opportunities.
- 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.
- A variety of learning environments, educational options, and instructional techniques creates a setting where all students can succeed.
- Education is a partnership involving students, parents, 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 2023-2024 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?

Met Standard:	2022-2023	2021-2022	2018-2019			
Overall:	<u>ELA</u>	<u>Math</u>	<u>ELA</u>	<u>Math</u>		
3 <sup>rd</sup> Grade:	57%	50%	60%	59%	53%	58%
4 <sup>th</sup> Grade:	61%	54%	63%	64%	66%	57%
5 <sup>th</sup> Grade:	58%	52%	43%	48%	66%	68%
General Ed:	68%	52%	62%	55%	72%	68%
Special Ed:	13%	19%	26%	20%	24%	27%
Non F/RE:	69%	60%	72%	61%	68%	69%
F/RE:	53%	48%	47%	42%	61%	57%

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Student Growth measures – Lexia based on average months of growth. DreamBox based on average grade level proficiency.

	2022-2023		2021-2022	
	<u>Lexia</u>	<u>DreamBox</u>	<u>Lexia</u>	<u>DreamBox</u>
Overall:	10.7	7.3	15.1	8.5
Kinder:	9.3	12.3	1.8	13.62
1 <sup>st</sup> Grade:	10.3	7.8	18.18	6.5
2 <sup>nd</sup> Grade:	14.9	11.1	14.66	7.91
3 <sup>rd</sup> Grade:	11.2	6.5	13.12	8.06
4 <sup>th</sup> Grade:	9.4	7.7	13.81	8.75
5 <sup>th</sup> Grade:	5.8	5.2	12.01	

	2022-2023	2021-2022
<b>Chronic Absenteeism</b>	36%	48%
<b>Student Engagement</b>	48%	18%
<b>Kindergarten Readiness</b>	14%	33%
<b>Elementary Climate</b>	3.8	3.6
<b>Elementary Life Skills</b>	3.8	3.6

**Key Takeaways:**

Overall, Westview continues to lag in meeting prior SIP goals for ELA and Math. Westview declined in ELA growth with Lexia, dropping from 15.1 months growth in 2021-2022 to 10.7 months growth in 2022-2023. The decline in

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math in DreamBox was from 8.5 months in 2021-2022 to 7.3 months growth in 2022-2023. Data suggests that ELA continues to be our strength while math is an area of growth.

**Subgroups:**

When looking at subgroups in regards to our SBA data, our Special Ed students showed 13% decline on ELA versus our General Ed students who improved 6%. Further, our low-income students showed an improvement of 6% on ELA versus our non-low-income students showing a decline of 3%. This confirms the conclusion that ELA instruction is strong at our school in meeting individual student needs. In math, our Special Ed students showed a 1% decline versus our General Ed students who declined 3%. Additionally, our low-income students showed a 6% improvement versus our non-low-income students declining 1%. This data shows that our low-income students have had the highest impact over the last two school years.

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 scores, core instruction remains strong at our school. ELA continues to be a strength for our school. Reading intervention, Lexia, and effective ELA workshop using foundational literacy and the UDL framework are a few of the strategies that are proving successful for our ELA instruction. An area of growth continues to be math instruction. Specifically, differentiating for individual student needs based on growth and performance metrics for math. We will continue with AVMR screeners and meaningful math intervention groups. We also need to refine our math workshop to include opportunities for differentiated instruction using a variety of resources/curriculum such as Engage NY, Bridges, Mathematical Mindsets, and DreamBox lessons. Data suggests a continued need for math/reading intervention and math coaching at our school.

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!)

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a. What strengths do they possess?

A Westview student has many strengths including a supportive learning community. A typical student possesses a strong desire to be part of classroom/school community, has a strong relationship with teacher/staff, and positive self-esteem. Westview students thrive 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 are able to speak to their peers and teachers about what they need and problems or successes they may have encountered through our 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 and 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?

Some students have experienced high mobility, trauma, and the impacts of COVID-19, as well as poverty. Many students continue to be challenged with the rigor and high expectations of the classroom. There is a need for teachers to continue to establish norms, encourage persistence, and assist students in building stamina. Sometimes students struggle with adjusting to a new school community and trusting peers/staff. Families are supportive of student success at school; however, some families lack flexibility to be engaged in school in the manner that they wish. Student ownership in learning (motivation to learn), growth mindset, perseverance, and support from home are the largest challenges for our students.

c. What are some important relationships in their life?

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A student's most important relationships is with their family, teachers/staff members, and peers. We work to build a culture at our school that fosters relationship building with all staff at Westview

**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?

Everything we do centers around these beliefs. We work hard to make student-centered decisions that communicate clear and high expectations that are within each students' reach. We also work hard to foster a close home-school relationship to make learning meaningful at our school for EVERY student. Through our work with PBIS, MTSS, PTA, and other committees we work to ensure that students feel safe at school, receive social-emotional support and that we remove any barriers to a successful elementary education. We establish procedures that are consistent, manageable, and positively reinforced by all staff. We use rigorous curriculum and plan lessons that allow differentiation of instruction and materials in order to meet individual student needs as well as stretch them as 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)?

For the 2023-2024 school year, we have identified the need for the following professional learning opportunities:

- Foundational Literacy PD including Assessment
- LETRS (optional)
- New ELA Curriculum: Wit and Wisdom, Really Great Reading
- Continuing PBIS and Trauma-Sensitive review of strategies and implementation
- Strategies to support students with challenging behaviors
- Professional Learning Communities: 170 and 270

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?

In 2022-2023, we conducted professional learning around DreamBox, Lexia, UDL, Mathematical Mindsets, Hope Science, writing across the grade levels, the MTSS app, the new student growth goals for the state, and the whole child. Evidence of growth includes:

1. DreamBox: Strong usage metrics and standards achievement by most students by the end of our 2022-2023 school year. In June, our average growth over the school year was 7.3 months.
2. Lexia: Strong usage metrics and standards achievement by most students by the end of our 2022-2023 school year. In June, our average growth over the school year was 10.7 months.

#### **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 specialist for half a day. This support specialist's attention focuses on students who are struggling in school. She observes students, works with students, works with a team to plan tiered interventions, write success plans, and helps create appropriate interventions and supports for students and classrooms. We also have a school-wide expectation system (PBIS) so that expectations throughout the school are explicitly taught, practiced, and positively rewarded. All staff work together to support all kids.

**Social-Emotional Support:** We have a school counselor who supports kids in need. Classrooms also spend time building community through restorative practices and class meetings.



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**Academic Support:** At Westview we have one reading interventionists and one half time math interventionists. All of these academic support specialists serve on our MTSS (Tier 2) team where we meet regularly to discuss individual growth and create intervention plans for students who need additional support. We have a part time English Language Development teacher to serve students whose primary language is not English. In addition, staff work with identified students in small groups following whole group instruction, using a workshop model in Math and Literacy.

**Technological Support:** Every classroom is equipped with one laptop computer for every student to use during the school year while at school. Additionally, for learning continuity, Westview teachers and students will use a consistent digital platform – Microsoft Teams.

**Strengths:** MTSS process, PBIS common expectations across the building, classroom ELA instruction, and math intervention, and counselor support

**Areas of Growth:** Math instruction, Data Driven Dialogue

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

Quantitative Data: Academic (SBA, WA Kids, KOLLA, AVMR, DreamBox and Lexia), attendance, and discipline data.

Qualitative Data: Feedback from staff and classroom observations.

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

Together, the Westview community and school, work to support our students and families. Our PTA plans events that engage hundreds of students and their families in school. In partnership with the high school, student leaders

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support activities at Westview such as our science fair. We also have church partners that provide mentors, guest readers, school supplies, coats for kids, and weekend bite-to-go food.

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)?

Strength: School events such as Family Fitness Night, Launch Conferences, Full "STEAM" Ahead Fun Run, Science Fair, Egg Drop event, Music Performances, Purposeful People, and PTA events are well attended events. Our plan is to continue these events during the 2023-2024 school year. Some events that will be considered to strengthen and develop more family/community engagement may include the following: NW Feeder Community Night (successful transitions between schools, mental health support, and community and district resource fair), Multicultural Night, and a Family Literacy Night.

**Program Evaluation**

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

Title I funds are budgeted to support the goals of collaboration, supplemental math support, ELA family enrichment, and extended learning opportunities for students to access our math support with guidance/supervision. Further, we fund our half-time math intervention teacher and one reading interventionist using our Title I funds. Our math intervention teacher supports 3<sup>rd</sup>-5<sup>th</sup> grade students. The Math Recovery Forefront Screener is used as a baseline assessment to identify students needing targeted instruction. The intervention teacher then meets with small groups of students using specific instruction to target their individual needs along with activities to support their learning. AVMR and Forefront are assessments that are used to monitor math progress and growth.

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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?

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Title I provides funds for our half time math intervention teacher and one reading intervention teacher. Based on last year's AVMR, data subgroup students showed significant growth and response to intervention. Most students being served in math intervention and reading intervention grew multiple levels using AVMR, DRA/Literably data for 2<sup>nd</sup> grade, Lexia, repeated sentences, letter names, sounds, and formation for kindergarten and 1<sup>st</sup> grade, and Words Their Way and the writing checklist for all students receiving reading intervention.

**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"> <li><input type="checkbox"/> Washington School Improvement Framework</li> <li><input checked="" type="checkbox"/> WaKIDS</li> <li><input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li> <li><input checked="" type="checkbox"/> Universal Screening</li> <li><input checked="" type="checkbox"/> Progress Monitoring Data</li> <li><input type="checkbox"/> 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"/> Stick Rate</li> <li><input type="checkbox"/> Student Mobility Data</li> <li><input type="checkbox"/> Discipline Referrals</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Healthy Youth Survey</li> <li><input checked="" type="checkbox"/> School Climate data</li> <li><input checked="" type="checkbox"/> Perceptual Data: (Local/Organization): Panorama</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> English Language Proficiency Data (i.e. ELPa)</li> <li><input type="checkbox"/> Title III Data</li> <li><input type="checkbox"/> Special Education Eligibility/Disproportionality Data</li> <li><input type="checkbox"/> Special Education Placement Data (LRE)</li> <li><input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li> <li><input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li> <li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li> <li><input type="checkbox"/> Community data (e.g. 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 checked="" type="checkbox"/> (Other) DreamBox</li> <li><input checked="" type="checkbox"/> (Other) Lexia</li> <li><input type="checkbox"/> (Other) Click or tap here to enter text.</li> </ul>
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