Mary Tsukamoto Elementary Title 1 Needs Assessment 2015-2016

What is it the schoolwide needs assessment?

Section 1114(b) of the *No Child Left Behind Act* (NCLB) requires schools that want to operate a schoolwide program to conduct a needs assessment to develop the schoolwide plan. This needs assessment is outlined as a five-step process by the United States Department of Education.

Step 1: Establish a Schoolwide Planning Team
Section 1114(b)(2)(B) of Title I law requires that the plan be developed with the involvement of parents and other members of the community to be served as well as teachers, principals and administrators. This formal planning team should meet regularly to organize and oversee the needs assessment process, guide in the development of the written plan, and conduct the annual review.

Step 2: Clarify the Vision for Reform
Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. This collective vision defines what the school will look like in terms of student success. The goals and programs identified in the schoolwide plan should align with this vision.

Step 3: Create the School Profile
The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school context and organization.

Step 4: Identify Data Sources
The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative data may be used (i.e., student achievement results, parent surveys).

Step 5: Analyze the Data
As the planning team analyzes the data, the gaps between the current state of the school and the established vision for reform will become more apparent. The strengths, weaknesses, and areas of critical need will emerge and become the basis for the goals and strategies that will be developed in the written schoolwide plan. Results of the data analysis should be summarized and presented to all stakeholders.

What evidence should we collect for compliance documentation?

Schoolwide sites should retain the following documentation for monitoring purposes:
□ Minutes, agendas and attendance records for planning team meetings
□ Written vision for reform
□ School Profile
□ Sample data used to conduct the needs assessment
□ Summary of data analysis presented to stakeholders

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Guiding Questions

1) **Establish a Schoolwide Planning Team**

How were the planning team members selected and recruited?

We are using the schools established teacher leadership team and School Site Council—each grade level selects it's own leadership representative and an alternate. The SSC is elected bi-annually.

How has the planning team decided to organize its work?

Data is reviewed at Staff Meetings, Leadership Meetings, Parent Meetings and School Site Council Meetings.

Based on current data each group brainstorms possible interventions, staff development objectives and PBIS supports needed for students. Recommendations are taken to ELAC and GATE committees or Parent Groups for input , then to our School Site Council for approval.

How will the planning team communicate with the staff, parents and community?

School programs and resources are included in bi-monthly newsletters, school website, and in parent communication folders. District surveys and Survey Monkey e-mails are used to gather input and feedback from staff, parents, and community. During weekly grade level and monthly staff meetings, information is collected and/or disseminated regarding planning team discussions and/or decisions. Monthly meetings are hosted for parents to meet with the principal to discuss site and district happenings. Parents are also invited and encouraged to attend trimester Stakeholder Meetings (ELAC, SSC, PTO).

2) **Clarify the Vision for Reform**

What is the school's purpose and mission?

Mission: Mary Tsukamoto Elementary School aims to foster a love of learning in an innovative, cooperative climate which empowers all students to become competent, productive, caring, and responsible citizens in the image of its namesake.

Vision: *"Helping every student be their best in every way, every day."*

- **In Every Classroom at Tsukamoto You will See:**

  Rigor and High Expectations

  Structured Student Interactions/ Collaboration /Student Engagement

  Positive Classroom Management

How was this shared with the planning team?

The Tsukamoto Mission and Vision statements are on the site website, Parent-Student Handbook, and included on our news letter.

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What are the expectations for students? How was this shared with the planning team?
1. Attend school regularly and arrive in class on time.
2. Complete all class work and homework to the best of ones' ability.
3. Be responsible for their behavior and learning.
4. Cooperate with and show respect to students and adults.
5. Develop good study habits.

Expectations are included in the School Compact that each family signs.

School Profile:

Mary Tsukamoto Elementary is a traditional school located in EGUSD's Sheldon Region in South Sacramento just north of Calvine Road and east of Highway 99.

The Sheldon community has a median household income of $48,144. 76.2% are family households, 40.8% of which are married with children, while 35.4% are single-parent households. 63% of residents are high school graduates with 19.4% holding a bachelor's degree or above. The personal crime rate is 50% below the national average.

The Mary Tsukamoto Elementary campus includes a kindergarten through sixth grade facility with 38 classrooms, a multi-purpose room, library, computer lab, large playground, kindergarten playground and administration building. The campus also includes CDI preschool and daycare portables.

There are 946 kindergarten through sixth grade students at Tsukamoto. 30% are English Language Learners speaking 20 different languages. 74% of our students are eligible for free breakfast and free lunch. Tsukamoto is a diverse campus, with an ethnic breakdown as follows: 30% Asian, 25% Hispanic, and 13% African American.

Our school is supported by two part-time district instructional coaches (English/Math and English Language Development), full-time librarian, and PBIS supports including part-time school psychologist, Mental Health Therapist and PBIS Coordinator. The Title One budget supports two full-time Academic Intervention teachers (i-Team) and two para educators that focus on the district initiative of On Grade Level Reading, supporting our lowest performing targeted subgroups. Three part-time highly qualified paraprofessionals support the academic intervention program. Additionally, Title One funds supports a full-time paraeducator to support students' social and emotional learning needs.

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In addition to the LCAP Metric Powerpoint which shared academic performance, Attendance, CELDT, Re-designation, and GATE information, the following is first trimester data from site intervention program.

Primary Intervention Results

Grade Level	# of Intensive Students	# of Strategic Students	# Transitioning from Intensive to Strategic	# Transitioning from Strategic to Class
Kinder	11	8	3/11- 27%	4/8- 50%
1st	24	13	12/24- 50%	5/13- 38%
2nd	19	5	13/19- 68%	4/5-80%
3rd	11	13	6/11- 55%	3/13- 23%

Grade Level	# Students Who Showed Growth	# Students Who Didn't Show Growth	% Referred for SST	% Referred for Spec Ed Testing	% Referred for Other Supports
Kinder	11	8	1	0	2
1st	28/28- 100%	0/28- 0%	8/28- 29%	N/A	N/A
2nd	24/24- 100%	0/24- 0%	7/24- 29%	2/24- 8%	N/A
3rd	24/24- 100%	0/24- 0%	5/24- 21%	1/24- 4%	N/A

Intermediate Intervention Results

Grade Level	# of Intensive Students	# of Strategic Students	# Transitioning from Intensive to Strategic	# Transitioning from Strategic to Class with Push-in Support	# Transitioning from Strategic to Class
4th	10	10	3/10 -30%	0	6/10 -60%

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5th	10	6	3/10- 30%	1/6 -16%	3/6 -16%
6th	3	5	1/3- 33%	0	1/5- 20%

Grade Level	# Students Who Showed Growth	# Students Who Didn't Show Growth	% Referred for SST	% Referred for Spec Ed Testing	% Referred for Other Supports
4th	16/20- 80%	4/20 - 20%	3/20- 15%	1/20- 5%	0
5th	11/16- 69%	3/16 - 15%	2/16- 13%	2/16- 13%	0
6th	5/8- 63%	1/8 - 13%	2/8-25%	1/8- 13%	0

Social/Emotional/Behavioral Intervention Results

(Students initially identified through CAST for additional supports)

Grade Level	# Students Who Showed Growth (according to Behavior Intervention Paraeducator scales and rubrics)	# Students Who Required More Intensive Support (SST, Sp.Ed. Eval)	% Referred to Tier 3 (Counseling with MHT, Behaviorist)	% Referred for Other Supports (Healthy Start, Individual Therapy, Medical)
1st	4/11- 36%	1/11- 9%	5/11- 45%	1/11- 9%
2nd	12/14- 92%	1/14 - 6%	1/14-12%	0/14- 0%
3rd	4/24- 17%	8/24 -33%	10/24- 42%	2/24- 8%
4th	12/22- 55%	2/22-9%	8/22- 36%	0/22- 0%
5th	5/21- 24%	12/21- 57%	4/21 -19%	0/13- 0%
6th	18/33- 55%	7/33- 21%	7/33- 21%	1/33- 3%

Each of these questions should be addressed by the entire planning committee. After sharing school programs and data, how did the members of the planning committee answer the following questions?

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How well are the students achieving on state assessments? On other formative and summative assessments? How was this shared with the planning team?

LCAP Metric PowerPoint shared at Fall Staff Meeting and Fall SSC and Title I meetings. Grade level goals are progress-monitored at weekly PLC meetings, included in PLC meeting minutes and used to communicate with parents at various meetings: Coffee with the Principal, Title I Parent Meeting, Stakeholder Meetings, ELAC Meetings

Overall- 39% proficient in ELA on SBAC, 29% AA, 33% Hispanic

Overall – 38% proficient in Math on SBAC, 23% AA, 32% Hispanic

How does the school identify individual student needs?

Beginning of the year assessments—standardized for each grade level and used to refer students to intervention/workshop/WIN

Progress Monitoring Assessments include: fluency, comprehension, curriculum imbedded unit assessments, Benchmark Assessments K-1

*SST meetings are held with families of students not making progress in intervention or intersession.

Did the school make Adequate Yearly Progress (AYP) in prior years? If not, why?

Yes last year—Attendance rate 96%

Participation rate 95%

What are the student attendance rates?

- 97% overall, 97% of AA population (13% of total population) and 98% of Hispanic population (25% of total population)
- 6% chronically absent, 41% of which are AA (2% of total AA population) and 25% are Hispanic (1.5% of total Hispanic population)

What instructional materials and strategies are used at the school? Are they aligned with the Common Core State Standards?

- Open Court is our current English Language curriculum, which is not Common Core aligned—Lexia Core 5 and I-Ready supplemental technology purchased as CCSS supplemental materials
- GOMath has been adopted district wide and is Common Core aligned
- Social Studies curriculum is Common Core aligned
- Science is not currently Common Core aligned—Next Generation Science is not aligned with current science textbooks, TFK and Computer assisted content supplement science text to meet Common Core State Standards.

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Is there scientifically based research that supports the curriculum and instructional programs?
Yes, ELA/ELD and On-Grade Level Reading Instructional Coaches consult with school site team regularly to review and adapt implemented curriculum and instructional practices. All Intervention materials/resources are research based and have CCSS embedded within their content with pre-post assessments assigning the focus areas. Intervention materials are hands-on activities including word sorting books, interactive skill-based reading sets and Wonders Intervention comprehension units. With primary students in intervention groups, teachers and paras use Signs for Sounds, Read Naturally, SIPPS, sight word lists, fluency passages, guided reading books and task sheets/questions related to the books, decodable and patterned books, various graphic organizers related to common core and response to literature, close reading passages including two sources on the same subject, Partner Scripts, language arts games, sentence frames, academic vocabulary, and ReadWorks. In addition, Intermediate students use programs such as National Geographic, ACT (Accessing Complex Text), and the Kate Kinsella Academic Vocabulary Toolkit. Each support has been proven to increase achievement.

What assessment instruments are used by teachers to measure student achievement?
BPST, Johnston Spelling, fluency, comprehension, Benchmarks K-1, Fountas and Pennell leveled reading(intervention), curriculum embedded unit assessments, grade level goals

How are assessment results used?
Assessment results help in planning for student differentiation in classroom workshop, participation in i-Team, small groups during WIN , recommendation for award recognition, generate report card grades, deficiency notices and progress reports, drives grade level planning, PLC discussions, staff development, and SST meetings

Is there a process to determine professional development needs of teachers?
- Student assessment results
- District initiatives
- Staff surveys
- Program adoption
- Walk-though data

Do the teachers have the opportunity to collaborate horizontally and vertically?
- Early-out Wednesdays
- Math Generation PLCs
- Leadership Meetings
- Staff Meetings
- Grade level instructional planning days
- On-Grade-Level reading meetings

Do teachers communicate regularly with parents? What communication methods are used?

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- One day a month is designated as parent communication time
- Phone calls
- E-mail
- Conferences
- Deficiency notices
- Report cards
- Student Study Team meetings
- Parent Universities

How do parents and the community support student learning?

1. Assure that students get adequate sleep, healthy nutrition, and get to school on time.
2. Attend school events and parent conferences and volunteer when possible.
3. Encourage children to read by reading to them and listening to them read.
4. Monitor homework and encourage student to do their very best at all times.
5. Expect that students will behave at school and follow school rules.
6. Stay informed about their child's education and communicate with the school by promptly reading all notices from the school either received by their child or by mail and responding, as appropriate.
7. Agree with and sign School Compact

How does the school involve parents and the community in decision making?

School Site Council participation, English Language Advisory Committee participation, Title 1 Parent Meetings, Parent Universities (at least one per grade level each year),

Parent Surveys, Auto-dialer, written notices, monthly Coffee with the Principal meetings

How does the community view the school?

According to feedback provided in surveys , parent responses indicate:

- 87% feel they have the opportunity to be involved in school and child's academic program
- 78% feel they are given information about how to help with academic achievement
- 90% report they are notified about all school meetings

Is the entire staff involved in decisions about school operations?

Yes, at Tsukamoto a representative system is utilized through Leadership Team (one representative from each grade level and resource support). Draft agendas are sent out in advance and teams are invited to add items of interest. Minutes of each meeting are sent out school-wide afterward. School-wide surveys and e-mail polls are also used for decision making records. Assessment data and draft plans for each year are reviewed at staff meetings and leadership team meetings for revision and suggestions prior to taking to School Site Council and English Language Advisory Committee for input and voting.

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Do the policies and procedures of the school support improved student achievement?

Yes, Grade Level PLCs, Intervention Programs, Professional Development, Technology Plan, and PBIS supports all target increased student achievement outcomes.

Overall, how much progress was made last year? In the last two years?

2014-15 was Baseline year for SBAC assessment.

GATE : Due to change in state standardized testing and restructuring of district GATE identification processes, only four students, all sixth graders, were GATE identified for the 2014-15 school year. During the continued transition period, to date for the 2015-16 school year, 18 fourth grade students have qualified for GATE, based on SBAC and NNAT results. With new identification processes in place, it is expected that additional students from third through sixth grades will also qualify, based on new district criteria.

CELDT Testing :

- AMAOs percentage improved by 1.8% from previous year and 12.5% from year prior. Although steady growth has been made, MTES was at 60%, which is .5% below the Federal Target of 60.5%.
- EL students who have been here less than 5 years showed the most growth, increasing by at least 2% each of the past two years, with a huge 15% increase the year prior to that. The past two years our AMAO 2s have exceeded the Federal Targets by roughly 8%.
- AMAO 2 students who have been here for 5 years or more (LTELs) have shown the least amount of growth over time and are a focus for intervention needs.

Attendance:

- MTES has consistently had an annual attendance of 97% over the past three years of data collection.

Discipline:

- Number of suspensions have consistently decreased over the past three years of data collection:
  - 7%, 62 suspensions in 2012-13; 6%, 58 suspensions in 2013-14; 4%, 41 suspensions in 2014-15.
  - Suspensions to date for 2015-16 school year: 2%, 20 suspensions, specifically 14 students account for total suspensions.

3) Identify Data Sources

What types of data were used in the needs assessment? (Attach to this document)

LCAP Metric PowerPoint attached, intervention data included

How was data from various sources collected and analyzed by the planning committee?

Data was used to identify strength and weaknesses to prioritize spending on greatest needs.

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Have parent/teacher/student surveys been conducted? How were the results shared with the planning committee?

Parent surveys, staff surveys, and student surveys were distributed and collected to gather feedback from all stakeholders.

What areas of strength, weakness, and critical need were identified by the data by the members of the planning committee?

Areas of strength:
Reduction of student suspensions and time out of class, decrease in daily truancy and tardies, positive growth in school climate, increase in parent engagement.

Weaknesses
Academic critical needs: Reading intervention/On Grade Level Reading, math proficiency, ELD development, priorities for staff development, intervention, supplemental curriculum, improved writing across the curriculum and increased technology competence.

Social climate critical needs: increase in parent participation, increase student connectedness and willingness to persevere, in class and in non-structured recess activities to decrease restriction from class/office referrals and time outs. It has been discovered that non-structured times are when behavior problems are more prevalent with our neediest subgroup of students. The result is time out of class to resolve problems, which leads to missed instruction and learning.

4) Analyze the Data

What are the gaps identified by the planning committee between the current state of the school and the vision for reform?

NEEDS ANALYSIS	
What is the data revealing?	- MTES student assessment data reveals academic achievement improvement is needed in the areas of English Language Arts and Mathematics. - The percentage of all students who are proficient and advanced in English Language Arts and Math are 39.4% and 38.7% respectively based on 2014/2015 AYP data. - Attendance rate for the 2014/2015 school year was close to 97%. - Tardy rates have remained a concern as in previous years. - Discipline data indicates a decrease in suspension rates. - Suspensions decreased to 54 in 2014-2015.
What are major causes for the data results?	- Inconsistency in curriculum provided across the grade levels - Professional development focused on Common Core teaching strategies and practices is necessary - Culture of maintaining status quo/resistance to change among staff and families - More consistent use of collaboration time to: -develop grade level expectations, lessons, common rubrics,

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	common assessments (based on CCSS) - Data driven instruction is necessary
What are your recommendations for improving student learning?	- Provide ongoing staff development to ensure best practices and strategies are consistently utilized during classroom instruction - Ensure minimal interruption during instructional minutes - Continue/expand Academic Intervention program - Continue Daily ELD instruction time - Continue implementation of school wide Character Education and PBIS - Continue/expand Parent University and other Parent engagement programs/events - Implement Attendance Incentive Program

WHAT IS NEEDED	
Low Income	- Academic Intervention (small group and 1:1) - After School tutoring - Supplemental materials and resources - Computer-based support (Ex. Lexia Core 5)
Foster Youth	- Social skills groups - After School tutoring - Computer-based support (Ex. Lexia Core 5)
English Learner	- Computer-based support (Ex. Lexia Core 5, Rosetta Stone) - Daily ELD Instruction (designated and embedded)
All	- Library Support Technician - Professional Development for Teachers and Staff - Parent University; Family/Community Events and Resources; Watch D.O.G.S.; M.O.M.S. - PBIS; Attendance Campaign/Incentive Program - 100 Mile Club - Standards-based field trips - Grade level collaboration/Planning time - Leveled Libraries in classrooms - Chrome books and carts

How does the planning committee suggest that the data be shared with students, parents, teachers, and the community at large?
School Site Council Meetings, Staff Meetings, Parent meetings, ELAC, newsletter, Coffee with the Principal Meetings, PLCs

What additional sources of data does the planning committee recommend to be collected to inform the evaluation of the planned services? Who will be responsible and how will they be collected?
Beginning of the year assessments, grade level academic goals, intervention progress monitoring assessments, PBIS behavior data from SISweb.

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Recommendations for Strategies for the Comprehensive School Plan

What goals and strategies aligned to the Title I Required components, does the planning committee recommend for inclusion in the written schoolwide plan to close the gaps?

At a minimum, the committee should recommend strategies in the following areas to inform the comprehensive school plan:

- Identify research-based school reform strategies
- Ensure teachers and paraprofessional are highly qualified
- Provide academic support to meet the state standards for the targeted subgroups (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students, and migrant students)
- Support professional development needs for teachers and support staff
- Increase parental involvement
- Assist in the transition to kindergarten
- Identify ways for teachers to be involved in decision making
- Ensure students are receiving timely, effective services
- Coordinate Title I with other federal programs, and state and local services

Primary Areas of Focus: Based on survey results, Mary Tsukamoto Elementary has a need to provide:

- Teacher professional development in language arts, math and ELD
- Supplemental curriculum, resources, technology to support content area and intervention in ELA, math Next Generation Science standards, Writing, and ELD
- Targeted reading intervention and support for students reading below grade level
- Math tutoring in Fast track and intersession/ after school
- Time and resources for PLCs to meet/plan and evaluate instruction as it relates to mastered student goals—additional resources for closing the achievement gap
- Resources, programs, incentives for student academic achievement and school motivation to increase attendance, responsible behavior, motivation, access to background knowledge and cultural supports, learning opportunities with high degrees of engagement
- Social emotional supports from highly skilled and motivated teachers who are culturally responsive, inclusionary and make classrooms a safe space for taking risk.
- Extended learning opportunities for social skills in common areas, playground and extra-curricular activities to increase successful student learning behaviors so students can focus on academic achievement at school
- Summer Kindergarten "Boot Camp" for our incoming kindergartners with no preschool experience and/or from subgroups who normally do not engage
- Provision of Bilingual Teacher Associate support over summer to work with and meet with second language learner families to promote school involvement

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- Opportunity for parents and community members to participate in English as a Second Language (ESL) classes on site (in conjunction with district Adult Education Department)
- Parent Liaison over the summer to promote parent involvement