

Comprehensive Needs Assessment

Include dates of when you completed your needs assessment. Your needs assessment must have taken into account the needs of migratory and homeless children. What steps will you take to keep this data updated? How does this data change your request for federal funds?

The Needs Assessment committee consisted of: the SWITFT Team (which included: Shelli Roberts, principal, Donna Brooks, Title One Math Teacher/Interventionist, Amy Snow, parent, Mike Nevlin, Guidance/Student Services/SAU Homeless-Migrant Coordinator, Rosie Shea, Enrichment, Christine Parrot, classroom teacher, Hillary Lyon, classroom teacher, Sue Greenlaw, RTI Coordinator/Reading Specialist, Barbara Koonz, classroom teacher, Brooke Campbell, classroom teacher, Cathy Fulkerson, para-educator, Alison Culver, Special Educator, Carol Haywood, Special Education Coordinator, Nigel Manley, community member, Cynthia Proulx, SWIFT consultant). This group has been assessing data from many sources for the past 2 years. They meet monthly for 2 hours after school. The last meeting was at the end of the school year in June. The next meeting is September 27, 2016.

The committee conducted a needs assessment by reviewing a variety of data sources including...

SWIFT School Data, a FIT Assessment of the school, a Staff Data Analysis (done by many school wide classroom walk-throughs by the principal) , a parent survey of our teachers, a Student School Climate Survey, and the SWIFT Fidelity and Integrated Assessment.

School-wide Integrated Framework for Transformation

BES 2016 FIT (external) and FIA (internal) comparison

*** The FIA was conducted internally using a different rubric and format for assessment than the rubric used for scoring.

There was a great deal of confusion about this.

Green indicated where we think alike. Yellow indicates discrepancies that we should address. Red indicates large discrepancies that must be addressed.

Domain and Features	FIT	FIA	Notes:
1. Administrative Leadership	71%	75%	
Feature 1- Strong and Engaged Site Leadership	73%	83%	
Feature 2- Strong Educator Support System	67%	67%	
2. Multi-tiered System of Support	26%	28%	Low in academic supports, academic instruction, behavior supports, behavior instruction.
Feature 3- Inclusive Academic Instruction	25%	33%	Need research based and fidelity implementation.
Feature 4- Inclusive Behavior Instruction	28%	22%	FIT- Need class teacher on intervention team, universal screening for social and behavior. Use data with fidelity. Lots of work completed in this area and ready to implement.
3. Integrated Education Framework	21%	83%	
Feature 5- Fully Integrated Organizational System	8%	83%	FIT- Language used (our students vs. SPED students). No documentation of strategies to promote collaboration among all peers and SPED.
Feature 6- Strong and Positive School Culture	33%	83%	FIT- Nonuse of co/collaborative teaching.
4. Family and Community Engagement	43%	75%	
Feature 7- Trusting Family Partnerships	33%	67%	FIT- Need to send survey results to parents and post.
Feature 8- Trusting Community Partnerships	67%	83%	
5. Inclusive Policy	30%	67%	FIA- low in LEA links initiatives.

Structure and Practice		
Feature 9- Strong LEA/School Relationship	60%	100%
Feature 10- LEA Policy Framework	0%	33%

We continue to provide for all migratory, homeless, or foster care children. Our Migratory, Homeless, Foster Care Coordinator is Mary Coleman - who was part of our committee. We follow the law as we are required. All of these specific children are automatically included in our Title One program. Further, through Title One and many other funding sources, we provide for their needs. We will work (through our coordinator, Mary Coleman) with all other agencies that might be involved: for example: The NH Department of Health and Human Services, the Division for Children, Youth and Families, local school guidance programs, and the foster parents.

We will keep this document updated by reviewing it each year and making an evaluation of its effectiveness. In a way, this does not change our need for Federal Funds providing support for Title One. We presently have 1 full time Title One Teacher. We wish we could have enough of an allocation for two!

Needs Assessment Results

Staff Data Analysis (May 2016): School Wide Walk-through data

- A lot of things were going well!
 - Classroom management
 - Routines
 - Transitions

Work on

- Teachers weren't always checking for understanding and changing based on those checks
- High-quality student work being displayed in the classroom is not always evident
- Students need to be able to explain what they are learning and why
- Teacher's effectively integrating technology was a lower score
 - May be hard because of the older tech we have
 - Shelli is looking at how you use the technology that you have access to.
 - Also includes robots, gears, electronics, etc.
 - We were surprised that technology was that low.

Parent survey of our teachers

Good

- 85-90% good things happening

Bad

- Only half of teachers let parents know what is happening in the classroom.

Shelli's Evaluation

Accessible and available to teachers and all staff might be improved upon
 School discipline could be improved upon a little.

Student's school climate survey

Most of the students like school!

Majority of students think that bullying is a problem (significant increase from last year).

- What do they think bullying is?
- Bullying is an ongoing imbalance of power
- Mike teaches empathy and compassion instead of bullying
- However, they believe that they are well-liked

The students DO feel safe in school

50% think their teachers let the student be in charge...(ambiguously phrased?)

30% feel that they don't think their teachers tell their parents when good things happen.

Bethlehem SWIFT parent and staff responses

Overarching themes-what they want BES to look like, feel like, sound like

- Home away from home
- Safe, social, caring, fun (in control)
- inclusion/engagement
- Innovation
- Student work on display

SWIFT Fidelity and Integrity Assessment

Lowest area

- Inclusive academic instruction
 - This may be mis-represented
- Inclusive behavior instruction
- Use data to identify specific tier II and Tier III behavior needs that can be addressed in individual or small group settings.
- Take guidance out of 4-6 to be replaced with more PE and Music in order to provide more guidance time for tier II and III needs.
- Maybe do the Courage to Care program for 5/6
- Develop action steps aligned to current vision

Vision- “At Bethlehem Elementary School, students will show individual academic growth as measured by benchmark assessments. Instruction will be data driven and provide opportunities for enrichment and/or intervention. This will be achieved through research-based teaching strategies, authentic learning tasks and experiences as well as multiple opportunities for success.”

Schoolwide Goals, Action Plan, June 2016- Side by side analysis of FIT and FIA to be conducted and previous data analysis results to determine Priority Goals and Action Plan Development (including goals and objectives, time line, resources, responsible parties, and progress determination). The eight components Draft plan will be shared out to Leadership Team, Parents, and Staff for feedback.

Identify the Research- Proven Instructional Strategies Adopted in your SWP

Describe how your SWP model is based on research-proven instructional strategies for getting all students to reach high standards. Describe how the strategies you have chosen (1) strengthen the core academic program in the school; and (2) include strategies for meeting the educational needs of historically underserved populations.

Students receive their regular core instruction in math from their classroom teacher and additional, supplemental instruction in math, from the Title I Teacher both in the classroom and outside of the classroom (and as needed, sometimes before or after school). The Title I teacher works directly with all students who need supplemental help in math. This increases teacher/student contact time. The Title I teacher schedules a minimum of 30 minutes of supplemental support per week, (sometimes before school begins) but mainly during push-in or pull-out sessions. Group instruction is clarified within the group setting and/or the Title I Teacher presents a different approach to the same topic (re-teaching). When services are provided in the Title I classroom (pull-outs), topics are pre-taught and other topics are reinforced using manipulatives or graphic organizers. This allows the students to create their own learning. Good teaching strategies for Title I students are also good teaching strategies for all students.

Our math instructional support model improves the achievement of educationally disadvantaged children in a learn-by doing, problem solving, and language-rich setting. By providing many hands-on experiences and using visual models, students invent, understand and remember important math concepts. Mathematical thinking is promoted as children investigate problems. Students develop the belief that they are mathematicians and that they have the ability to reason and solve problems. Because our support model is not based upon merely memorizing rules and procedures, our students discover that mathematics makes sense, is logical, and is enjoyable.

The underlying spirit of our model is a caring, loving environment that is non-threatening. Our children respond and mathematics abounds.

The Local Educational Improvement Plan addresses how additional educational assistances to assessed students, as needing help in meeting the State's challenging academic standards, is addressed. Goal # 3 of our LEIP plan provides the rationale and strategies that are implemented on a daily basis.

Instructional Support for Children Experiencing Difficulties Mastering the Standards

What strategies have you incorporated into your SWP design to ensure that students experiencing difficulties are identified on a timely basis? How do you provide additional support to these students? Please describe these interventions and how they are funded. Describe the measures you will use to include teachers in the decisions

regarding the choice of and results from the academic assessments for these students. Lastly, how will you ensure that migrant and homeless children will have access to timely assessments and, if applicable, instructional interventions regardless of the time of year that they enter school?

In math, at the elementary level students are identified for intervention by testing (particularly STAR Math, DIBELS Math, Smarter Balanced Assessment). The Title One Teacher works with small groups to remediate deficit areas in math.

Further, teachers may provide referrals for supplemental assistance from Title One.

Once a student is identified and in need of supplemental math support, the Title I teacher creates a program and schedules her time to work with that student (that is in addition to the regular curriculum). The Title I Math Teacher may also give some additional supplemental assistance (to all students at the school-wide Bethlehem program) in the classroom. The Title I teacher works in conjunction with the student's classroom teacher in order to modify and clarify the math lessons at hand and to provide additional resources and help. The Title One Teacher will see identified students outside of classes during scheduled time during the school day either individually or in small groups as appropriate.

As noted before, we continue to provide for all migratory, homeless, or foster care children. We follow the law as we are required. All of these specific children are automatically included in our Title One program. Further, through Title One and many other funding sources, we provide for their needs.

Parent Involvement,

Describe your plans for increasing parent involvement for this school year. How are your parents involved in the planning, implementation and evaluation of this grant?

Parent and community members are involved in the planning, review, and improvement of the Title I program in several ways. We send home an evaluative questionnaire at the end of the school year and encourage parents to evaluate the program and suggest improvements or changes. During parent teacher meetings we encourage a dialogue to help create the best program for each student and perhaps make changes to the overall program. We continually adjust the program to meet the needs of the children.

Parent and community members are involved in assessing the effectiveness of our parent involvement policy, parent activities and the Title I program as a whole in several ways. In the beginning of the year we set up meetings with parents to explain the program (we typically invite parents and community members to come to the school's fall open house for this). At these meetings we describe the Title One Program, describe and review the Parent Involvement Program, explain activities they can do at home to help their child in math and reading, and elicit suggestions from them on ways we can cooperatively work together to enhance their child's education in reading and math. We may offer the same information at our yearly Title One Family Night (Our Title One allocation is not large enough to fund these, but we provide them anyway, often the Title One teacher supplies refreshments).

We have an Annual Title One Meeting sometime during the late spring. Parents are invited to come to the meeting and review the Parent Involvement Policy and the Title One Program. This past year we provided refreshments

Parent Involvement is continuous throughout the school year. In the fall, parents are invited to our Open House at school to understand how our instructional time is framed and how our Title One program is now woven into our school day. We also offer the discussion of what is expected of them as parents to support the program. While there, parents are made aware of the Parent Involvement Policy and are given the Bethlehem School Title One Parent-School Compact. In the spring, parents are invited to make suggestions and/or changes to this policy. At present, we do not have enough money in our Title One Allocation to provide additional professional development activities and training for parents to teach their children (however, we will inform them of any opportunities that arise). As explained above, we provide parents with activities they can do at home to help their children in math any time we are meeting with them: open house, Title One Math Night. Title One staff are invited to parent/teacher conferences.

Parent contacts occur very often, sometimes planned, many times they just happen as most parents feel extremely welcome at our school and come in very often. Title One Family Night is an annual tradition. It is a large scale undertaking to allow for parents to have fun doing math activities with their child and provide opportunities to purchase books at a book fair. This is always very well attended. Math supplements are sent home with students, as needed, throughout the year. These contain several math activities for the students and parents to have fun with together. They are different each time they go home. A summer packet, with many, enriching math activities goes home at the end of the school year. These are to keep the students "thinking numbers" and hopefully, minimize the loss experienced over the long break from school. Students are also nominated for Summer School to maximize academic growth.

If needed, parents are referred to other agencies for support in literacy training, such as the Adult Tutorial Program in Littleton, NH (for GED info), Granite State College and White Mountain Community College.

The Parents Right to Know policy letter is included in the Bethlehem Elementary School Parent-Student Handbook that is sent home with all students at the beginning of the school year.

Title One Family Night includes the entire school's population. The Title one teacher attends and participates in grade level open houses at the beginning of the year.

We have made parental involvement a priority. In the beginning of the year we start with an open house. Bethlehem School District has an extremely high degree of parent involvement already. Teachers have many parent-teacher conferences. We continually stress the importance of teacher-parent communication in our daily school-life. We attempt to contact parents in many, many ways: through our school's web page, with some classroom newsletters, teacher e-mails, timely progress reports and the daily maintenance of communication with parents about their children's progress.

We carefully edit and wordsmith all documents for understandability. We communicate with parents by phone, written, e-mail, and automated calling.

Whenever needed, parents receive help in the interpretation of documents from the school by providing a translation, translator or assistance in reading the documents. Parents do not receive language training through our Title One School Program but are referred to other agencies as appropriate. For example, they may be referred to Christie Shaw-Doran, our school adult education coordinator, who runs an adult education program for adults and parents to get their GED.

Professional Development

Describe any professional development activities. Who will participate and how does it support all children reaching high standards and support having highly qualified staff? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?

Our school is responsible for its own Staff Development program with our SAU. Our school has identified LEIP goals and each staff member works on those goals in conjunction with the school staff. There are also eight staff development days put aside for either SAU set-aside goals or building goals. Each staff member is also responsible for meeting their own required hours set towards recertification. The following are some of the places where staff development may take place: Granite State College; White Mountains Community College, Plymouth State University; Conventions/Conferences; whatever staff development opportunities are available. Each Title I staff will be offered opportunities for further staff development through local funds (we do not have a large enough allocation for Title One to provide this).

At present, we do not have enough money in our Title I Allocation to provide additional professional development activities and training for parents to teach their children. As explained above, we provide parents with activities they can do at home to help their children in math and reading any time we are meeting with them: open house, Title I parent meetings, and Title I annual meetings." The Title I teachers share activities and suggestions with parents from whatever professional development activities they attend.

Preschool Transition,

Describe your steps for assisting preschool children transitioning to your school.

In our community there are a number of privately and publicly financed preschools including one here at Bethlehem Elementary School. Our school has full time preschool coordinator, who works regularly with the various preschool programs in our community. She coordinates the early identification and service provision for all children with special needs. She also coordinates the kindergarten registration and orientation process which begins in mid-May and continues throughout the summer as we assist our preschool students with their transition to elementary school.

Instruction by Highly Qualified Staff,

All core academic teachers and instructional paraprofessionals who work in a Title I Schoolwide Program School must meet the highly qualified requirements regardless of source of funds (federal, state or local).

Do all applicable staff meet this requirement? **YES**

One hundred percent of our instructional staff at Bethlehem Elementary School are highly qualified according to the federal standards. Bethlehem Elementary School hires only certified, highly qualified teachers. Individuals who do not meet the minimum hiring standards required for Title I positions will not be hired. This is ensured by our district's hiring

policies/procedures, which is run by our administration. As per Bethlehem Elementary School contract and Title I, teachers are eligible and required to complete staff development hours for continued employment. They are also observed and evaluated by the school administration up to three times a year depending on the circumstances, i.e., new teachers will receive three observations; second and third year teachers, two observations; tenured teachers, one. Impromptu visits are also done during the school year to ascertain the smooth running of the program.

Extended Learning Opportunities

In what ways does your Title I Schoolwide Plan increase the amount and quality of learning time?

There are a number of programs that we provide for students who are not performing at an acceptable level. On a weekly basis our Title One teacher and Literacy Coordinator meets with grade level teachers to discuss student performance. This would be the first line of attack for identifying and assisting students in need of intervention. Our most at risk students also participate in DIBELS progress monitoring, STAR Progress Monitoring, and some other monitoring programs every two weeks in order to measure short term successes or needs.

We offer a summer school program, including free transportation, for all students identified by teachers or parents as needing remediation in either reading or math.