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North Newton Elementary School Title I Annual Review

******This tool CANNOT be the only piece of a schoolwide Annual Review. It MUST be used in conjunction with student performance data and other pertinent data.*** Please attached the other data you used to determine your school Title I plan for next school year.**

Date/Time of the Meeting: 6-12-17

Persons in Attendance at the Meeting:

Name	Position
Ashley Arndt	Chairperson for SIT
Tara Ramsey	Co-Chair for SIT
Emily Miller	School Counselor
Shane Whitener	Principal
Pete Dragstrem	Teacher Assistant
Kelly Pugh	1st Grade Representative
Kelly Jarvis	3rd Grade Representative
Lynn Evans	2nd Grade Representative
Kristen Ferneti	Kindergarten Representative
Jill Hager	Instructional Coach

Schoolwide Reform Strategies—Helping All Students Learn

1. What did we do to make sure that ALL students at the school had the opportunity to reach the state’s proficient and advanced levels of student achievement?

- ★ Tutoring before and after school was provided for students. Saturday Academy was provided to students in 2-5 grade in Reading and Math. Small group instruction was provided in all grade levels in reading, math and science. Provided tutors for 2nd-5th grade to work in reading, math, and writing and K-1 used their teacher assistants. Special area teachers were pulled to tutor students during the day in first grade. During the school day, students participated in BARK intervention/enrichment time. Orton Gillingham was provided for struggling students in reading in certain classrooms in 1st and 2nd grade.

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2. How did teaching the Instructional Core improve student learning?

★ Everyone in the building had clear learning targets posted in their classrooms. The lessons were focused based on standards. Teachers were using assessments to plan and guide instruction. Anticipatory Sets were used throughout the year with students.

3. How did we increase the AMOUNT and QUALITY of learning time?

★ Tutoring before and after school for students. Used every minute of the day for learning opportunities. Exit tickets, quick checks and word of the day reviewed throughout the day. Guided reading/math groups focused on standards.

4. How did we address the needs of all children in the school, particularly low-achieving students?

★ We provide instruction on their level when teaching the standards while exposing them to text complexity. ESL and EC students were very deliberate in working on students goals. EC groups were set based on their need in reading and math. Students were referred to RtI but still are missing some students that need to be referred. Orton Gillingham was used with lower students in reading in certain teachers in 1st and 2nd grade.

5. What did we do to assess students on a regular basis?

★ Students are assessed through MClass, Progress Monitoring, Case 21, Letterland Assessments, and Math Expressions. Formative assessments complete throughout the year. Summative assessments completed throughout the year as well.

6. What did we do to help students who were falling behind after reviewing the data?

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★ BARK Intervention time would be where we review material not learned at that time period. Guided reading and math group times would provide extra help in areas of need for those students. These students would have been asked to attend tutoring (before or after school), Saturday Academy, and in school tutoring with the tutors.

7. How is student achievement data disaggregated in your school?

★ We have a PLC devoted once a month to looking strictly at data in reading and math. Upper grade levels meet extra to talk about Case 21 data. Jill and Shane meet with teachers individually to talk about specific data needs.

8. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

★ No data at this point for this. Typically Hispanic and African-American students perform lower in reading and math. Students who are EC perform lower.

9. What did we do to make sure that ALL students at the school had the opportunity to reach the state's proficient and advanced levels of student achievement?

★ Tutoring before and after school was provided for students. Saturday Academy was provided to students in 2-5 grade in Reading and Math. Small group instruction was provided in all grade levels in reading, math and science. Provided tutors for 2nd-5th grade to work in reading, math, and writing and K-1 used their teacher assistants. Special area teachers were pulled to tutor students during the day in first grade. During the school day, students participated in BARK intervention/enrichment

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Schoolwide Reform Strategies—Scientifically Based Research

1. What programs at our school are based on SBR? What research do we have to document this claim?

- ★ Letterland, Math Expressions, Dual Immersion Program in K-1, RtI, PBIS, Words Their Way, Orton Gillingham, SIOP Strategies, and Participate (global education school wide)

- ★ Data for these programs.

2. What research should we consider reviewing to improve our schoolwide plan?

- ★ Reading materials for upper grades. Classroom management techniques for staff. Writing program or instruction for the future. PBIS- everybody on the same page at school.

Schoolwide Reform Strategies—Extended Learning Time

1. How did we increase the AMOUNT and QUALITY of learning time?

- ★ Tutoring before and after school for students. Used every minute of the day for learning opportunities. Exit tickets, quick checks and word of the day reviewed throughout the day. Guided reading/math groups focused on standards.

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Schoolwide Reform Strategies—Enriched, Accelerated Curriculum

1. How are the students in your school building given the opportunity to learn in an enriched environment rather than receiving only basic skills instruction?

- ★ Working with specific team members such as EC, ESL, special area teacher, AIG team leader. Hands-on STEM activities, BARK Clubs for students interest, AR, Prodigy, . Guided reading and math taught at their level, Read Alouds and literature circles with above grade level material. LIFT nights for students. Differentiated centers for students. Global projects and the international festival

2. How are students given opportunities to solve real-world problems, to think creatively and to demonstrate their reasoning in the classroom?

- ★ We use real world problems in all subject areas. Soles 4 Souls, global connections, and country reports with our global piece. STEM challenges in the classroom. Explaining their thinking and work through SeeSaw.

3. How are all students given the opportunity to progress at their own pace?

Differentiated learning and celebrate all growth. Small guided reading and math groups. Students competing against themselves. Encourage them to grow at their own pace. Differentiation of reading and math standards. BARK Time and scheduling with our EC/ESL students.

Instruction by “Highly Qualified” Teachers

1. How does your school ensure that all students are receiving quality instruction?

- ★ We look at academic achievement, PBIS data, MTSS Survey, Student, Parent. and Staff Surveys, Indicators from NCSTAR. As a SIT Team, we decide on our goals that will best serve our students.
- ★ Using formative assessments to plan. Teachers are using and following the instructional guides that were created for each grade level. Incorporating what we have learned in the Instructional Core Training. Focusing on the standards and digging deeper into those standards. Flexible grouping for students in reading and math. Classroom walkthroughs and observations.

2. How do we utilizing all staff, especially those paid with federal funds, to increase student performance?

- ★ SIT Team proposes and votes for how to spend the federal funds to improve instruction. We use special area teachers to teach during EOG BootCamps.

Tutors and other staff are used to help students on their ability level based on data. Building relationships with students. Special Area teachers were used in 1st grade for tutoring.

Professional Development

1. What professional development was provided this school year? Was it directly related to your school improvement plan?

- ★ Instructional Core Training, Orton Gillingham, Keys to Comprehension (Jarvis/Arndt), Reading Foundations (new hires), Conversational spanish with Botero, NT3 planning days, MTSS training at beginning of year and in PLCs, Autism Training, PBIS Module 2 training for PBIS staff, CPI restraint training for certain staff, MERT training for the MERT team, Digital Learning Competency Training for Coffey

2. Did our work in professional development improve instruction? Did it have an effect on student achievement?

- ★ It is hard to pinpoint if there is improvement within these PD times. Instructional Core is having improvement in our core teaching in all grades.

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3. Did we devote sufficient resources toward implementing the professional development piece (if “time” is often cited as an obstacle, then we need to try and allocate more resources to overcoming this)?

★ Orton Gillingham in 2nd grade-didn’t have the reading/literacy books for teaching these strategies and words.

4. How were ALL staff involved in professional development?

★ Instructional Core all staff were given the power points in the newsletters sent out weekly. Along with the strategies and things to use to teach that in the core.

Highly Qualified Teachers to High Need Schools

1. Describe the turnover rate? What actions are you putting in place to address this?

★ 9.7% turnover rate of teachers. Our turnover rate was due to staff relocating to higher and different jobs closer to their homes. We had one leave to pursue another career. PE Teacher left due to coaching responsibilities.

★ We have filled these positions. Mentor teacher to help with new teachers and next year Mentor Teachers in the building. Buddy teachers and grade level mentors for those new teachers.

★ The reasons for the turnover is out of our hands. Nothing could have been done to fix these teachers leaving.

2. What are we doing to support teachers and their employment at our school?

★ We have filled these positions. Mentor teacher to help with new teachers and next year Mentor Teachers in the building. Buddy teachers and grade level mentors for those new teachers.

3. What is the experience level of our staff?

- ★ We look at academic achievement, PBIS data, MTSS Survey, Student, Parent. and Staff Surveys, Indicators from NCSTAR. As a SIT Team, we decide on our goals that will best serve our students.

Parental Involvement

1. How did we truly involve parents in our schoolwide program?

- ★ L.I.F.T Nights for reading, math, science, college readiness, and global. 2nd Annual International Festival and Ornament
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Extravaganza, Soles4Souls shoe collection, Career Day, PE Parent Day, Operation Christmas, Doughnuts Dads/Muffins for Moms, Field Day, Fourth Grade End of the Year Awards, Read Across America Week (readers cafe) Dual Immersion Awards, EC Cluster Red Carpet, Drama Plays, Parent interviews for S3 visit

2. Was communication with parents ongoing and two-way, or was it mainly the school telling the parents what they can do to help?

- ★ The parents use the agendas to communicate with teachers. The parents have our email address and our phone numbers to call if need something. ClassDojo is used in our classes. One call reminders in English and Spanish, Our website and marque (english/spanish) is update.

3. What activities provided the parents a voice this school year

- ★ S3 interviews, parent teacher conferences, parent surveys, ClassDojo, SeeSaw App. They are invited to SIT team meetings but never show up.

Reviewing the Schoolwide Parent Involvement Policy and Compact

★ We look at academic achievement, PBIS data, MTSS Survey, Student, Parent, and Staff Surveys, Indicators from NCSTAR. As a SIT Team, we decide on our goals that will best serve our students.

1. Review your schoolwide Parent Involvement Policy and compact. Are these documents truly reflective of what happened this school year?

★ YES

If not, how can we improve these instruments?

Review Results of Parent Survey

1. What were your strengths and weaknesses from your climate surveys? Were there any surprises on the survey results? Are there any responses on the surveys that reflect a need to modify the program?

2. How many surveys were returned vs. sent out? Is there a change in the method of survey distribution that could increase the number of surveys returned?

3. Any suggestions from parents that need to be addressed immediately or that should be discussed at this meeting for a change in schoolwide program operation?

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Preschool Transitioning

1. How did our program for transiting preschool students into our school benefit our students? Did we involve local preschool programs in our improvement work?

★ We have a Pre-K class here on campus. Jill sends letters to preschools through ReadySchools.
2. How could we increase communication between local preschool programs and our school?

Assessments

1. How do our assessments inform instruction? Are they used only to summarize student achievement? Do we have a schoolwide system of assessment?

★ We use our assessments to drive our instruction and our small groups in reading, math, and science.

Timely Assistance

1. How did we identify students who were not achieving the state standards during the school year? What did we do to help these students?

★ We use our data from benchmark assessments, quarterly assessments to identify those students and how we need to best help those students succeed.

Coordination of Programs

1. How do we decide the goals for the school year?

- ★ We look at academic achievement, PBIS data, MTSS Survey, Student, Parent. and Staff Surveys, Indicators from NCSTAR. As a SIT Team, we decide on our goals that will best serve our students.

Other items for discussion?

Summary of the Title I Program in your school: Provide a summary of your thoughts on the use of Title I funds this school year.

Final Form for Title I Annual Review Meeting

We have scheduled our 2016-17 schoolwide annual review for 6-12-17.

Agenda Items:

- Review and evaluation of 10 required components and implementation
- Review of annual assessment of parental involvement (survey results)
- Review of schoolwide goals
- Review of student assessment (DIBELS, classroom assessments, Reading 3D)
- Review of attendance data
- Review of instructional strategies and learning activities implemented

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Meeting Minutes

After thorough discussion on each of the above items, it has been determined the following changes will take place during the 2017-2018 school year regarding the schoolwide plan and its initiatives. **Please provide your goals for next year in bullet form.**

- ★ To meet growth in Reading, Math, and Science
- ★ To implement and use MTSS correctly with the new process.
- ★ Continue Instructional Core Training and Implementation
- ★ Communication with parents and parenting classes
- ★ Determine additional time for enrichment/intervention

We will continue with our initiatives in the following areas:

- ★ Continue Instructional Core
- ★ Continue our Global Focus and Participate Modules
- ★ Continue guided reading/math
- ★ MTSS implementation

We will determine our effectiveness by:

- ★ Student Achievement in reading, math, and science
- ★ Attendance in parenting classes
- ★ Completion of Participate Modules
- ★ A number of avenues of communication
- ★ Teacher implementation of Instructional Core Strategies
- ★ Goal Team Notes