

ALAMANCE- BURLINGTON SCHOOL SYSTEM

Title I Application

Comprehensive Needs Assessment Summary

SCHOOL: Garrett Elementary School

DATE: June 2014

SUMMARIZE THE STUDENT PERFORMANCE RESULTS: Complete the table below to summarize the reported needs by grade level.

Current Grade	Reading (TRC/DORF)			Math (MCOMP 1-5) (NI-kinder)			Writing		
	# of Students	# At Risk	% At Risk	# of Students	# At Risk	% At Risk	# of Students	# At Risk	% At Risk
K	108	37	34%	38	112	34%	108	37	34%
1	105	61	58%	105	70	67%	100	40	40%
2	124	57	46%	124	34	27%	124	57	46%
3	110	48	44%	110	60	55%	110	48	44%
4	91	33	36%	94	30	32%	91	33	36%
5	129	67	52%	127	61	48%	129	67	52%

PRIORITIZE THE STUDENT PERFORMANCE NEEDS IN THE AREAS OF READING, MATH, AND WRITING: Examine K-4th grade results to complete the priority list.

Priority	In Current Grade	Subject Area(s)	Grade Level Focus
#1	K-2 nd	Differentiated Core Instruction Guided Reading	1 st -3 rd grade guided reading with leveled text with a focus on a decoding, sight words, comprehension, and vocabulary.
#2	3 rd -4 th	Differentiated Core Instruction Guided Reading	4 th -5 th grade guided reading with leveled high interest books with a focus on a variety of genres, comprehension, and vocabulary
#3	K-2 nd	Guided Math Groups	1 st -3 rd guided math groups with a focus on number sense, place value, and numeration.
#4	3 rd -4 th	Guided Math Groups	4 th and 5 th guided math groups with

ALAMANCE- BURLINGTON SCHOOL SYSTEM

Title I Application

Comprehensive Needs Assessment Summary

			<p>a focus on multi-step problem solving, and fractions.</p> <p>Working with RTI students in Tiers using AMC interventions that match the student's deficits</p>
#5	K-5	Science	<p>Consistent Science daily instruction focused on project based learning and the development of problem solving and critical thinking skills.</p>
#6	K-5	Writing	<p>Scheduled writing time.</p> <p>Consistent Program, structure and expectations.</p>

STUDENT DATA FOCUS QUESTIONS: Complete the following focus questions based on your school's comprehensive needs assessment summary and identified priorities.

<p>a) Will our Title I project be focused on reading, or a combination of both reading and math?</p>
<p>The Title 1 plan will focus on addressing academic gaps and skill deficits in the areas of literacy and math across all grade levels.</p>
<p>b) What data support this decision?</p>
<p>The data to support this decision will be based on:</p> <ul style="list-style-type: none"> • Universal Screener Data- <ul style="list-style-type: none"> ○ Reading-ORF, DORF, TRC, LNF, LSF, NWF,WR, DAZE, QRI ○ Math-Math Comp, Mixed Math, Number ID, Oral Counting, Missing Number • McClass-Reading 3D state assessments-TRC • Math Expression Unit Tests • AMC-Assessing Math Concepts • ABSS Math Assessment • ABSS Writing Assessments • SMI(Quintiles)/SRI(Lexiles) • EOG Scores • Benchmarks • Formative assessments • Teacher Observations
<p>c) How do we plan to use Title I resources to meet our identified needs? (Be very specific.)</p>
<ul style="list-style-type: none"> • We plan to improve reading instruction by purchasing: <ul style="list-style-type: none"> ○ Leveled Literacy kits for research based instruction ○ mClass progress monitoring resources to allow for accurate progress monitoring.

ALAMANCE- BURLINGTON SCHOOL SYSTEM

Title I Application

Comprehensive Needs Assessment Summary

- Update Fundation Kits for grades K-2 to expand the program to 2nd grade, strengthening phonics and decoding in grade 3.
- Improving instruction in Academic Vocabulary in core instruction.
- We intend to purchase guided reading books and classroom libraries to increase the amount of fiction and nonfiction level high interest text in the building.
- Guided reading professional development and coaching based on Jan Richardson's Next Steps to Guided Reading.
- Title 1 funds will be used to provide professional development to increase student engagement through the use of Kagan Cooperative learning structures.
- Teachers will devise a reading and writing plan designed to address student reading and writing at school and at home. Students will set targets and goals to track their own progress.
- We will purchase Scholastic News, Weekly Take Home Reader and Storyworks along with journals for students to use as an interactive notebook/thoughtful log.
- We will purchase a school-wide subscription to Reading A-Z in order to provide students with instructional level covering the same grade level content.
- We will invest in various math materials to support intervention including AMC to monitor progress of math intervention.
- Teachers and Specialist staff will collaborate with the ILT a minimum of 4 times a year to review data, monitor student progress, and if needed adjust content and facilitation of small groups.
- We plan to hire an RTI/Math Coach and RTI/Reading coach to focus and align math and reading instruction to close the achievement gap by improving core instruction and providing research based interventions to at risk students being served in Tier 2/3. To improve core instruction, coaches will provide support and resources to teachers on how to plan purposefully to address common core standards while incorporating differentiation, student engagement, and higher order thinking strategies.
- If enrollment increases, we will hire an additional classroom teacher to lower class size.
- We will provide Science instruction daily for 45 minutes for students in grades 4 & 5. This will provide consistent daily instruction through the use of problem solving and critical thinking.
- Title 1 funds will be used to increase communication with families and bridging the gap between home and school through curriculum nights and on-going parent involvement and development.

d) What will we do differently based on the current needs assessment and priority data?

- Implement vertical teams in ELA and Math by providing professional development, coaching and planning time along with proper resources.
- Implement the data team process focusing on common formative assessments, planning of guided reading and math based on assessment results.
- Improve instruction during small group reading(LLI, Next Steps to Guided Reading) and guided math instruction(AMC, Math Expressions).
- Determine and address gaps in core instruction through grade level plans and monitoring of data.
- Require 30 minutes daily of Foundations instruction in grades K-2.
- Ongoing Professional Development aligned with the school improvement plan and includes coaching.
- All teachers and staff will be trained in the use of Kagan Cooperative Learning Structures, in order to increase active student engagement and participation across all grade levels.
- Use of a dedicated intervention/enrichment period will allow staff members to work directly with

ALAMANCE- BURLINGTON SCHOOL SYSTEM

Title I Application

Comprehensive Needs Assessment Summary

students, focusing on identified needs.

- Incorporate PLC focused on collaborative planning with core and specialists weekly.
- PLC's, professional development and staff meetings will focus on the current academic needs of our school.
- Master schedule will be designed to ensure proper support and time is allotted for small group instruction at all grade levels for small group reading and math.
- All staff will participate in professional development aimed at un-packing the curriculum, assessment, vocabulary and writing strategies and effective research based strategies. We will continue to curriculum map for the common core and NC Essential standards to ensure pacing of instruction is appropriate.
- Guided math instruction will be used across grade levels to ensure all students receive targeted math instruction.
- Small group reading and math will be the primary focus of our math and reading coach/interventionists. They will support and provide curriculum resources, model lessons and facilitate grade level, content and PLC planning. This will be instrumental in strengthening core instruction. They will also focus on providing intensive interventions for student being served in Tiers 2 and 3 in the RTI process.

DRAWING CONCLUSIONS FROM THE PARENT ~ STUDENT ~ TEACHER SURVEYS: Complete the following focus questions based on your school's Title I parent, student, and teacher survey results.

PARENT SURVEY

a) What does the Title I parent survey tell us about instruction, communication, and parent involvement in our school's Title I program?

A formal Title 1 survey was not given to our parents at the end of the school year. However, when meeting with focus groups parents expressed their appreciation of our teachers and school. They felt their students were safe and were well cared for by our school staff. They expressed the curriculum was challenging and engaging for students. They felt our building is clean and welcoming and there is communication between the school and parents. Some parents expressed concern regarding the grading practices of teachers in grades 3-5 and high expectations of nightly homework.

We will work to promote more active parent involvement through parent nights, student conferences, parent comment box, recognition events, field trips and involving the community.

b) How can we improve services in the areas of instruction, communication, and parent involvement based on the survey data?

We need to monitor and adjust all forms of communication sent home to parents. We need to be sure all correspondence is made in both English and Spanish in order to inform all parents. Concern has been expressed about the limitations of not having a translator in the main office and the inconvenience of having to pull our ESL teacher from instruction when there is an issue. Parents would like to see more technology used by students. Better format for report card that includes ways a student can improve areas of need.

ALAMANCE- BURLINGTON SCHOOL SYSTEM

Title I Application

Comprehensive Needs Assessment Summary

STUDENT SURVEY
c) What does the student survey tell us about our school's Title I program?
<p>We did not formally survey our students regarding Title 1 due to this being our first year. However, we did informally survey various students in different grade levels to see what they liked about our school and what they would like to see improved.</p> <p>Students expressed that they like their teachers and their school. Several students shared they love their teachers and know their teachers care about them. They like the specials we offer and enjoy blocking and working with different teachers. They did not like all of the testing they have to do throughout the year. They expressed concern regarding their limited access to technology and that we need more clubs especially a recycling club. They also would like to see more field trips and hands on learning.</p>
d) How can we increase support to students based on the survey data?
<p>We need to continue to offer blocking of instruction.</p> <p>Offer students more opportunities for students to be involved in clubs and extracurricular offerings including a student leadership program.</p> <p>We need to ramp up our PBIS rewards and involve student leaders in the PBIS process.</p> <p>We will provide Professional development in Kagan Cooperative learning for all staff members.</p>
TEACHER SURVEY
e) What does the teacher survey tell us about our school's Title I program?
<p>Teachers did not complete a Title 1 survey; however we conduct a year end survey and discussed the Teacher Working Conditions Survey results.</p> <p>Teachers believe they provide quality instruction to their students. Based on student data they have determined that we have many gaps in our core instruction which need to be addressed. They also express concern regarding the current interventions we are providing our students. They feel they do not have enough options and not all interventions are working. They requested professional development for the improvement of guided reading and math and student collaboration/engagement with Kagan. They strongly expressed the need for an ELA and Math interventionists/coaches. They want to block K-5 in order to provide quality instruction designed to be rigorous based on Common Core standards. They requested more vertical team planning and training for inclusion/co-teaching. Teachers would like more opportunities to observe their peers. They feel the need to learn more about teaching children of poverty. They would like to see more resources available for math, reading and science. They want more parent involvement in academics.</p>
f) How can we increase collaboration with teachers based on the survey data?
<ul style="list-style-type: none">• Master schedule to provide 55 minutes of common planning and to support blocking.• Two grade levels meetings per week. One will be focused on data and the other on content.• Teachers will continue to unpack the curriculum with support of coaches and ILT.• All grade levels will discuss data to drive instruction.• All staff members will participate in staff development focused on Kagan Cooperative learning as well as coaching.• Monthly vertical team meetings.• Schedule Professional development for Guided Reading including coaching.• Book Study on Teaching and Engaging Students of Poverty.• More academic events designed for parents.

ALAMANCE- BURLINGTON SCHOOL SYSTEM

Title I Application

Comprehensive Needs Assessment Summary

STUDENT SURVEY

- Allow time and encourage teachers to observe one another.
- Research and provide research based intervention resources for teachers to use with students at risk.
- Provide professional development, coaching, and a school wide planning time after school to allow specialists to plan with core teachers.
- Purchase resources designed to address specific areas of need based on overall student performance data