

# **SAMPLE Program Review (SWP)**

**1. Planning Team:** The Title I school wide Program was developed and is reviewed annually in the context of the school improvement plan. (Balanced Representation: Principal, Regular Ed. Teacher, Title I staff, Special Ed. teacher, parent/s, ELL, other as appropriate)

**A. If this is not your site council, what is the site council’s role in this process?**

*Who oversees the school improvement plan and/or CAP?*

The team members below are members of the site council. They reviewed this document and provided feedback on the dates listed below.

**B. List Team Members:**

Name	Position

**C. List dates the team met to complete this review:**

*This will likely cover multiple dates as this is a comprehensive process.*

April 22, 2013	Review draft document and discuss program
May 24, 2013	Review draft document and discuss program
June 10, 2013	Review final document, approve

## **2. School Improvement Plan Review**

**A. Describe how revisions are made to your plan? Describe how revisions are made to your plan to better serve students who are not meeting benchmarks.**

*Sample description of the review/revision process:*

At (school name), data drives our instruction, interventions and school wide goals.

The School Improvement Plan is revised every three years by Site Council, which includes representation from certified and classified staff and parents. Our revisions are shared throughout this process with the rest of the building staff in order to get feedback and clarification on the plan. In addition to this regular thorough revision, the plan is reviewed annually with staff and parents to make minor updates, changes and to remind us of our plan and goals.

These School Improvement Plan revisions and reviews are done in light of current data gained from OAKS and easyCBM administration. Our staff sets specific goals that address areas of weakness noted during this data review. Specifically, as a Title 1 school wide program, our goals

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focus on increasing the achievement level of students who are not meeting state and district benchmarks in reading, math and writing. The new goals are related to growth over the year, when comparing easyCBM data and growth over three years when comparing OAKS scores. When drafting goals, we work to ensure they are realistic, measureable and based on a growth model.

Based on data gathered during the (school year) school year, we find it necessary to continue to focus on math and writing instruction at all grade levels as part of our revised School Improvement Plan that runs through the (year) school year. Site Council approved this plan on (date).

### ***OR...if you are a CAP school:***

Over the course of the school year, there is on-going review and revision of the CAP. With oversight from (leadership team/site council), the CAP is reviewed, at least quarterly. During these reviews, the team updates completed tasks, describes what a fully implemented objective looks like, and considers adjustments to the timeline and/or tasks based on current changes in the school, district, state and/or improvement priorities. In addition, each objective is assigned a staff member to monitor the completion of tasks and report the progress status to the team. The Federal Programs Administrator also monitors the CAP, providing feedback and technical assistance in support of its implementation.

### **3. Communication**

#### **A. Describe the communication process used to review and revise your plan with input from your staff and parents.**

##### ***How is the review/revision process communicated with staff and parents? For example:***

The implementation of our plan is shared with (school name) staff during data team meetings, grade level/department meetings, staff meetings and professional development days; with parents through the annual Title I meeting, KG orientation, Title 1 newsletter (send home as a hard copy and posted on the school's website) and service notification letters; and with colleagues and supervisors at Title 1 Coordinator meetings. In addition to these multiple informal opportunities, we need to ensure a formal opportunity to review the plan with the most current data in mind. Site Council will review our plan annually, and outcomes will be shared with staff following this review. Feedback is solicited through Site Council, which serves as a venue to coordinate the gathering of this feedback, facilitate the revision process and communication results.

***Sample of additional communication for CAP schools:*** The comprehensive achievement plan (CAP) is posted on the school's website. In addition, we have provided shareholders with a guest login that provides them "read only" access to Indistar where the CAP is housed. Finally, staff participated in an activity that supported the design of a tri-fold brochure, for parents, highlighting the school improvement outcomes outlined in our CAP. The brochure is presented in parent-friendly language and provides them with a quick, easy to read, overview of our improvement efforts. We need to continue adding ways to share our plan with parents, while also getting feedback from them (through PTO meetings, conferences, newsletters, and surveys).

At least quarterly, a report is generated from Indistar that reflects progress toward task completion and the meeting of each objective in the plan. These reports are shared with staff and

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parents through faculty meetings and PTO meetings, respectively. In addition, a “Where are we now?” graph is posted in the staff lounge to serve as a visual representation of the progress we are making on our CAP.

Finally, parents are invited to attend the district’s annual Title Continuous Improvement Planning (CIP) meeting in April.

### **B. Are parents and all staff supportive and aware that your school is a title I school wide program and what that means?**

*How are parents made aware of the Title program and how do you know they are supportive?*

*For example:*

Yes, parents and staff are supportive and aware that (school name) is a Title 1 school wide program. We communicate this information regularly with parents through the school’s welcome back newsletter, the Title Tribune newsletter that goes home at the beginning of the year and then four more times throughout the year, and letters to parents that notify them that their student is receiving Title 1 services as part of our school wide program. Our welcome back and Title 1 newsletters will also be posted on the school’s website and are sent to parent e-mail addresses in lieu of a hard copy being sent home.

Staff have embraced the tier 3 intervention model and fully support a master schedule that is designed to provide intervention services to struggling students. In fact, our schedule building process begins with establishing intervention supports, first, and then structuring the remaining schedule around these services. Staff also engage in regular, Data Team meetings that provide a forum for data review and discussions pertaining to student progress. As a result, staff collaborate in determining additional services and instructional strategies as a means of supporting student success in meeting rigorous state standards.

As we work to ensure that all families are aware of our Title 1 status, we have discussed ways to educate new families that enter mid-year, including: reminders about Title 1 in the Title 1 newsletters, a Title 1 information page as part of the registration packet, a Title 1 banner, or a Title 1 informational table/verbal introduction at all night events. We need to continue seeking ways to provide new families with information regarding our Title program.

## **4. Technical Assistance (Consultation with parents, school staff, the district, other schools, outside experts, etc.)**

### **A. Did you use technical assistance to review your plan? If so what assistance did you use?**

*Provide a summary statement about how your plan is reviewed. For example:*

(School name) has used the following technical assistance to review and implement our plan during the (school year) school year. In addition, the Federal Programs Administrator provided support with the development, implementation and monitoring process of our CAP. Assistance was further provided through district Staff Development Specialist who served as content area resources in mathematics, ELA, data teams and assessments and highly effective teaching practices. Finally, the review process included consultation with Site Council, our school leadership team and parents to assist in revisions.

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*You can list trainings and assistance your teams/staff have received to support the implementation of your plan, such as:*

- The building Essential Skills Coordinator and district data support personnel assist with data collection and analysis.
- District training in Caring for Kids.
- District training in Synergy and the new report card.
- District training in the development of SMART goals.
- District math training around the new adoption.
- We worked with a consultant to provide a Family Engineering event at our school. Training was provided to support future events in the absence of a consultant.
- Staff development specialists and our building Essential Skills Coordinator helped to strengthen our Data Team process through guidance, resources, participation and feedback for improvement.
- Building level writing training, including the scoring of school-wide writing samples.
- Building/district level technology training in the implementation of ipads as an intervention tool in reading and math.
- Implementing the Common Core State Standards (deepening content knowledge and increasing your repertoire of researched-based best practice)
- High leverage teaching practices (The Skillful Teacher).
- The district Staff Development Specialists provided staff training in the administration of EasyCBM and use of the EasyCBM website.
- Family Resource Coordinator and BEST Coordinator planned and ran the Family Math Night/Literacy Night for (school name) families.
- Several teachers have participated in the CFEE/Taking It Up equity training.
- The counselor and Family Resource Coordinator hosted parenting classes to help parents work through challenging behaviors and issues
- The Family Resource Coordinator hosted Latino Family Nights.

### **5. Comprehensive Needs Assessment**

*A general opening statement:*

The student achievement goals listed are based on evidence drawn from up-to-date data and a comprehensive needs assessment of the entire school that compares performance of students in relation to Oregon Content standards.

*For schools with a CAP, you could add:*

In addition, the staff participated in a thorough self-assessment that examined our school's current level of development and/or implementation of 34 indicators outlined in the new State school improvement instrument, Indistar. This assessment also included a close review of priorities related to both the 34 indicators and other data, such as:

- OAKS, easyCBM and other student assessment data for “all” students/sub groups
- Student behavior/school climate data
- Attendance/tardies data
- Surveys (staff, student, parent)
- Parent communication/involvement data

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- Curriculum and instruction
- Professional development needs

**A. List your current measurable goals from your school improvement plan:**

*These can be pulled from your measureable goals sheet.*

**Reading:**

- Increase by at least 5% the number of students at grades 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> meeting or exceeding the state reading benchmarks, as measured by OAKS, from year to year.
- Increase by at least 5% the number of students at each grade level above the 31<sup>st</sup>ile in reading OR with a risk score of 0, 1, or 2, as measured by the easyCBM benchmarks, between Fall and Spring testing periods.

**Writing:**

- Increase by at least 5% the number of students meeting or exceeding the 4<sup>th</sup> grade state benchmarks, as measured by the state writing assessment, from year to year.

**Math:**

- Increase by at least 5% the number of students meeting or exceeding the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade state math benchmarks, as measured by OAKS, from year to year.
- Increase by at least 5% the number of students above the 31<sup>st</sup>ile in math, as measured by the easyCBM benchmarks, between Fall and Spring testing periods.

**Other:**

**B. Needs Assessment data: include all students in your school**

**Reading progress: (List current data as it relates to your goals. Compare your data to last year's data.)**

*Provide a brief statement regarding progress. For example:*

Our reading data shows that we have held steady in terms of reading progress. Though not all grade levels met the 5% goal, and some lost percentage, most were within an acceptable range of where they started the year.

There are several reasons why reading may have held steady and not shown the growth expected, including: a focus on math, a change from percentiles to risk scores, and student mobility (it is difficult to compare beginning/end of year scores when the cohort has 30% turnover throughout the year).

<b>School Profile data that relates to these goals:</b>						
<b>OAKS reading data:</b>	<b>End 09-10</b>	<b>End 10-11</b>		<b>End 11-12</b>		<b>End 12-13</b>
• 3 <sup>rd</sup> grade students meeting/exceeding state benchmark						
• 4 <sup>th</sup> grade students meeting/exceeding state benchmark						
• 5 <sup>th</sup> grade students meeting/exceeding state benchmark						
<b>EasyCBM reading data:</b>	<b>Fall 10-11</b>	<b>Spring 10-11</b>	<b>Fall 11-12</b>	<b>Spring 11-12</b>	<b>Fall 12-13</b>	<b>Spring 12-13</b>
• Kindergarten students in the 31 <sup>st</sup> ile and above						

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• 1 <sup>st</sup> grade students in the 31 <sup>st</sup> ile and above						
• 2 <sup>nd</sup> grade students in the 31 <sup>st</sup> ile and above						
• 3 <sup>rd</sup> grade students in the 31 <sup>st</sup> ile and above						
• 4 <sup>th</sup> grade students in the 31 <sup>st</sup> ile and above						
• 5 <sup>th</sup> grade students in the 31 <sup>st</sup> ile and above						

**Writing progress:** (List current data as it relates to your goals. If you do not have a writing goal provide data anyway and compare your data to last years data.)

*Provide a brief statement regarding progress. For example:*

We made some small but notable gains in the area of writing. We are hopeful that with our recent focus on writing we will continue this upward trend.

School Profile data that relates to these goals:						
Building Level Writing Samples, Fall to Spring:	Fall 10-11	Spring 10-11	Fall 11-12	Spring 11-12	Fall 12-13	Spring 12-13
• Kindergarten students meeting expectations						
• 1 <sup>st</sup> grade students meeting expectations						
• 2 <sup>nd</sup> grade students meeting expectations						
• 3 <sup>rd</sup> grade students meeting expectations						
• 4 <sup>th</sup> grade students meeting expectations						
• 5 <sup>th</sup> grade students meeting expectations						

**Math progress:** (List current data as it relates to your goals. If you do not have a math goal provide data anyway and compare your data to last years data)

*Provide a brief statement regarding progress. For example:*

Our easyCBM math data shows that we have made tremendous gains in math achievement this year. In first grade, 59% more students were above the 31<sup>st</sup> percentile in math compared to at the beginning of the year!! Every grade level showed some growth from beginning to the end of the year.

School Profile data that relates to these goals:						
OAKS math data:	End 09-10	End 10-11	End 11-12	End 11-12	End 12-13	End 12-13
• 3 <sup>rd</sup> grade students meeting/exceeding state benchmark						
• 4 <sup>th</sup> grade students meeting/exceeding state benchmark						
• 5 <sup>th</sup> grade students meeting/exceeding state benchmark						
EasyCBM math data:	Fall 10-11	Spring 10-11	Fall 11-12	Spring 11-12	Fall 12-13	Spring 12-13
• 1 <sup>st</sup> grade students in the 31 <sup>st</sup> ile and above						
• 2 <sup>nd</sup> grade students in the 31 <sup>st</sup> ile and above						
• 3 <sup>rd</sup> grade students in the 31 <sup>st</sup> ile and above						
• 4 <sup>th</sup> grade students in the 31 <sup>st</sup> ile and above						
• 5 <sup>th</sup> grade students in the 31 <sup>st</sup> ile and above						

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Our OAKS data is not as impressive. However, there were several changes that affected this year's scores and make it impossible to compare to the previous year's scores, including the following: the test now reflects the new standards and the test cut scores increased by 7 points. In addition, a new math adoption took place this past spring and staff are in the process of learning the new curriculum and the changes in instructional delivery associated with this program (i.e. inquiry based teaching and learning, focus on process rather than product, making students thinking visible, etc.).

### **C. Based on the data above, have students made adequate progress in Reading and Math Progress.**

*Analyze and describe, by grade level, sharing why/why not progress was made/not made. For example:*

Our easyCBM reading scores showed losses at the 1st and 5th grade level, while all other grades held steady or had a small amount of growth in the percentage of students with risk scores of 0, 1, or 2 in the spring as compared to the fall. Our OAKS reading scores showed losses at the 3rd and 5th grade level, while the 4th grade met our SIP goal of a 5% increase in the number of students that meet or exceed compared to the previous year.

Our easyCBM math scores showed growth at all grade levels. It is clear that the recent work we have done in math, including instruction using the new math adoption, has had immediate results in student math achievement scores. Unfortunately, this achievement is not evident in our OAKS scores, which we attribute to the new OAKS test (which now tests on the new standards) and the cut score increase of 7 points.

*For each grade level, include a statement as to why/why not progress was/was not made. See a few examples, below, in red:*

#### **Kinder-**

Reading: No, based on SIP goal criteria of a 5% gain on easyCBM, the kindergarten group did not make adequate progress. In fall, 75% of the students had a risk score of 0, 1 or 2, compared to 60% in the spring (a 15% loss).

Math: We are unable to determine adequate progress due to lack of math testing at Kinder.

*Due to an influx of kindergartners following the start of the school year, a third section was opened. As a result, there was a shift in class lists and the hiring of a new teacher. This addition, while providing smaller class size, caused a disruption in our master schedule and allocation of resources, which presented some challenges throughout the fall.*

#### **Gr. 1-**

Reading: No, based on SIP goal criteria of a 5% gain on easyCBM, the 1st grade group did not make adequate progress. In fall, 85% of the students had a risk score of 0, 1 or 2, compared to 77% in the spring (a 15% loss).

Math: Yes, based on SIP goal criteria of a 5% gain on easyCBM, the 1st grade group made adequate progress. In fall, 20% of the students were above the 30<sup>th</sup>ile, compared to 79% in the spring (a 59% gain).

*Include a statement as to why/why not progress was/was not made. For example, with an increased emphasis on math interventions, there were fewer Title pull-out interventions provided for reading. We suspect this may be a factor that caused a decline in reading scores, but a increase in math performance.*

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### **Gr. 2-**

Reading: Yes, based on SIP goal criteria of a 5% gain on easyCBM, the 2nd grade group made adequate progress. In fall, 73% of the students had a risk score of 0, 1 or 2, compared to 80% in the spring (a 7% gain).

Math: We will not have spring percentile data until the window closes.

### **Gr. 3-**

Reading: No, based on SIP goal criteria of a 5% gain on easyCBM, the 3rd grade group did not make adequate progress. In fall, 74% of the students had a risk score of 0, 1 or 2, compared to 75% in the spring (a 1% gain). Additionally, 85% of third grade students met state benchmarks as measured by OAKS (down from 90% the previous year).

Math: Yes, based on SIP goal criteria of a 5% gain on easyCBM, the 3rd grade group made adequate progress. In fall, 43% of the students were above the 30<sup>th</sup>ile, compared to 69% in the spring (a 26% gain). Additionally, 62% of third grade students met state benchmarks as measured by OAKS (down from 84% the previous year).

### **Gr. 4-**

Reading: Yes, based on SIP goal criteria of a 5% gain on easyCBM, the 4th grade group made adequate progress. In fall, 75% of the students had a risk score of 0, 1 or 2, compared to 84% in the spring (a 9% gain). Additionally, 96% of fourth grade students met state benchmarks as measured by OAKS (up from 91% the previous year).

Math: Yes, based on SIP goal criteria of a 5% gain on easyCBM, the 4th grade group made adequate progress. In fall, 71% of the students were above the 30<sup>th</sup>ile, compared to 77% in the spring (a 6% gain). Additionally, 72% of fourth grade students met state benchmarks as measured by OAKS (down from 86% the previous year).

*Include a statement as to why/why not progress was/was not made. For example:*

*The 4<sup>th</sup> grade tier 3 reading intervention time was increased to 45 minutes, 4x per week (as opposed to 30 minutes, 5x per week). This allowed for a larger block of time to focus on comprehension and add fluency practice for students who needed it. It also provided valuable time for the Title team to progress monitor and adjust instruction on Fridays, when this group was not in session.*

### **Gr. 5-**

Reading: No, based on SIP goal criteria of a 5% gain on easyCBM, the 5th grade group did not make adequate progress. In fall, 77% of the students had a risk score of 0, 1 or 2, compared to 66% in the spring (an 11% loss). Additionally, 80% of fifth grade students met state benchmarks as measured by OAKS (down from 95% the previous year).

Math: Yes, based on SIP goal criteria of a 5% gain on easyCBM, the 5th grade group made adequate progress. In fall, 44% of the students were above the 30<sup>th</sup>ile, compared to 55% in the spring (an 11% gain). Additionally, 50% of fifth grade students met state benchmarks as measured by OAKS (down from 81% the previous year).

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**D. If adequate progress was not made, what changes need to be made for next year? If you were not serving students in math, are your overall grade level scores going up, down, staying the same? Is there a need for math services or program changes? Describe.**

*If progress was not made, provide an overall summary statement as to why and address math services in your school. For example:*

Our data shows that we have made gains in math performance. However, this gain in math may have been at the expense of reading, which held steady or showed losses at some grade levels. I believe this is to be expected as we tackle math; however, it demonstrates the need to maintain solid reading instruction in addition to math instruction. We will continue to support both reading and math in our Title program during the (date) school year in order to address these needs. Students will be selected based on easyCBM and OAKS data to receive this extra pull-out support.

*OR:*

The changes we made in our Title I service delivery this year were very effective. Moving back to a pull-out model for all our tier 3 reading interventions, and making changes to those interventions/groups throughout the year in response to assessment data helped us meet our reading fluency goals at every grade level, this year. Some additional intervention appears to be needed at the intermediate grades in reading, however, so we will need to provide both teachers and EAs some training for improving vocabulary acquisition and reading comprehension. We need to continue to improve our math assessment and instruction in order to improve our math outcomes. Dedicating the after-school program to math this year was an excellent move and helped us meet our goals at the lower grade levels. This should be maintained for next year. Still, we will want to recruit more of our struggling upper-grade students to the Title Extended Learning program for next year in order to meet our math goals at the intermediate level. Finally, we need to begin our Title I pull-out services to our neediest students in the first full week of school.

*Include what you anticipate doing next year as a result of your data. For example:*

The team will implement The Comprehension Toolkit to strengthen interventions of intermediate students. In addition, we will increase EA training to bolster the skill set of all our staff who working with Title students. Teachers will attend trainings in deepening their content knowledge of the CCSS in both reading and math. We will also continue to focus on the fidelity of our Data Team process and engage staff in trainings on the development, use and implementation of formative assessments. We will adjust the master schedule to add tier 3 math interventions for grades 3-5. In addition, we will add math interventions to our after school program thus providing an additional layer of supplemental support for our struggling students (grades 1-5). Finally, supplemental support will continue to be provided to our Kindergartners through an extended day opportunity for those students performing below the 30%tile in reading; our hope is to increase enrollment in this program.

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### 6. Strengths and needs of your current Title I program based on your current data

A. What are your strengths and priority needs of the current Title I program based on your analysis of the data collected to measure the achievement of targeted students in Section 5 above? Describe in relation to the five key dimensions.

*CAP schools can consider pulling language directly from the indicators when describing areas of strength and priority needs.*

	Strengths:	Areas of Improvement / Priority Needs:	Data supporting priority needs
<b>Student Achievement</b>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Staff and data driven goals</li> <li>• Consistent and effective reading instruction and support K-5</li> <li>• Implementation of new math adoption with fidelity in grades K-5</li> <li>• Student growth for our ELL sub group in reading</li> <li>• Increased identification of TAP students and the subsequent development of TAP plans for each of these students</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Provide PD for EAs on the new math intervention program, Do the Math</li> <li>• Consistent test taking strategies for OAKS taught to all students throughout the building.</li> <li>• 3rd-5th grade math scores indicate the need for improved math instruction K-5</li> <li>• 4th grade writing scores indicate the need for improved writing instruction K-5</li> <li>• PD in strengthening tier 2 in the classroom</li> <li>• Student achievement in letter sound fluency for KG; more explicit tier 2 instruction in this area</li> <li>• Aligning curriculum to the CCSS</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• EAs have not been trained</li> <li>• Observation of students taking state tests</li> <li>• 3rd-5th grade OAKS math data</li> <li>• Results from building level writing samples</li> <li>• Feedback from teachers indicate a need for more training in differentiation of the core (tier 2)</li> <li>• easyCBM data</li> <li>• ELPA data</li> <li>• As we move to implementing the CCSS, new pacing guides need to be created as they currently do not exist</li> </ul>

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Professional Development	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Highly qualified staff</li> <li>• Lots of PD related to Houghton Mifflin Reading and assessments</li> <li>• Increased PD related to math standards, equity and handwriting</li> <li>• Consistent use of progress monitoring, entering data in easyCBM and quickbase and using easyCBM to monitor and adjust instruction</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• More targeted PD for Houghton Mifflin</li> <li>• Targeted PD for diagnostic assessments and designing interventions</li> <li>• Increased PD for new math curriculum and anticipated writing curriculum</li> <li>• Provide training for working with TAG students on rate/level of instruction</li> <li>• Provide training on SIOP to support ELLs</li> <li>• Development and use of formative assessments</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Effective use of core reading and math curricula, but still areas of growth</li> <li>• Teacher feedback re: using data to design interventions</li> <li>• 3rd-5th grade OAKS math data</li> <li>• Building level writing samples</li> <li>• Teacher feedback re: meeting the needs of all learners</li> <li>• ELPA data</li> <li>• Feedback from data teams/teachers and the need for increased knowledge and use of formative assessments</li> </ul>
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<b>School Context and Organization</b>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Reading support for grades K-5 using the tier 2 and tier 3 workshop model.</li> <li>• Math support for grades K-5 using the tier two and tier three workshop model</li> <li>• Extended learning opportunities after school, in math</li> <li>• IPBS team to support tier 3 behavior interventions</li> <li>• PBIS program/Caring for Kids</li> <li>• Clear, tiered system of student management</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Continue Math Booster support for grades K-5</li> <li>• Improved communication with staff regarding student progress and data</li> <li>• Increasing parent involvement in decision making and providing more specific training/information to parents about how they can support their child’s learning</li> <li>• Master schedule needs to be reviewed to explicitly include tier 2 and 3 interventions for math and reading</li> <li>• Increase school wide celebrations for positive behavior</li> <li>• Develop a staff handbook to increase social capital in the building</li> <li>• Develop and implement a clear system for addressing attendance and tardy concerns</li> <li>• Implement “Home Side” from the Caring for Kids curriculum</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• 3rd-5th grade OAKS math data</li> <li>• 4th grade OAKS writing data</li> <li>• Feedback from teachers regarding communication</li> <li>• Parent survey</li> <li>• School climate survey</li> <li>• PBIS evaluation tool (SET)</li> <li>• Attendance and tardy data</li> </ul>
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Curriculum and Instruction	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Flexible groupings that are adjusted regularly based on student needs.</li> <li>• Regular use of progress monitoring data by the workshop team to make instructional decisions.</li> <li>• Math Booster is aligned, when possible, with new district math adoption</li> <li>• Clear learning targets are consistently communicated to students</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Continued use of and growth within the new math adoption</li> <li>• Know and understand the ELA CCSS (i.e. the 6 shifts)</li> <li>• Know and understand the “Big 5” in reading</li> <li>• Addition of a school wide writing program</li> <li>• Regular use of progress monitoring data by the classroom teachers to make instructional decisions</li> <li>• Intervention and differentiation strategies for classroom use</li> <li>• Integrate technology into math and reading interventions</li> <li>• Implement a research-based intervention for reading comprehension to support students in grade 6-8</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• 3rd-5th grade OAKS math data</li> <li>• Building level writing samples</li> <li>• easyCBM data</li> <li>• Feedback from teachers regarding data</li> <li>•</li> </ul>
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Family and Community Involvement	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Data is shared in conferences with parents</li> <li>• Annual Family Literacy Night to celebrate reading</li> <li>• Annual Family Math Night to celebrate math</li> <li>• PTO meetings and family nights are consistently well attended</li> <li>• A robust Latino parent group is actively involved in the school</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Add a Technology Night</li> <li>• Add an Author’s Night to support our writing goals</li> <li>• Provide more informational nights to help support parent needs (how to read to your kids, how to support math at home, how to help with homework, etc.)</li> <li>• Add procedures and communications to educate new families mid-year about our Title program.</li> <li>• The school’s key documents need to be annually reviewed for revision and disseminated to all families; translated as needed</li> <li>• School staff involve family and students in setting goals and preparing students for their next level of learning</li> </ul>	<p><i>Examples may include:</i></p> <ul style="list-style-type: none"> <li>• Parent feedback (anecdotal and survey)</li> <li>• Migratory population (30% in/out each year)</li> <li>• Sign in sheets</li> <li>• SIP goals</li> </ul>
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**B. Have you shared or how do you plan to share your strengths and priority needs with parents, staff and students?**

*Some possible plans to share strengths/needs may include:*

(School name) strengths and priority needs will be shared with staff through **e-mails** and at **staff meetings**. The Title 1 Coordinator plans to share a summary of the strengths/priority needs with parents in Title Tribune **newsletters** throughout the year. These letters will also be on the (school name) **website** and may be sent by e-mail to families. The website also contains a Title I drop down option that will display our strengths/priorities on this sections “home page”. There will be a **bulletin board** inside (school name) that displays annual OAKS and easyCBM data and goals, with updated progress towards goals throughout the year. In addition, the Title Coordinator will attend a **PTO meeting** to share this information with families, in person, and address any questions that may surface. Finally, our strengths and priority needs will be included in half-sheet **handout** that is shared with families during parent/teacher conferences.

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### **7. Inquiry (Research)**

#### **A. What evidence based research will you use to address your priority needs?**

##### **Have:**

*Note: Priority and Focus schools can include their prescribed interventions here. In addition, CAP schools can reference indicators when considering research that will be used to address needs.*

##### *Some examples may include:*

- Attendance and behavior data to assess school climate priorities.
- Closely examine results of district/state assessments for academic growth and achievement.
- Core and intervention reading programs that are grounded in Scientifically Based Reading Research (SBRR) and that address the CCSS.
- Core and intervention math programs K-5 that are research based and that address the new CCSS in math – we now have this as a result of our new math adoption and subsequent pacing guide.
- Research based benchmark and progress monitoring assessments (easyCBM)
- Instructional level grouping that is flexible to meet the changing needs of students based on current data
- BEST after school program, providing extended time for student learning
- Access to Oregon Reading First website and materials
- Targeted professional development, including monthly school wide professional development days, monthly Title 1 IA professional development workshops provided by the district, ongoing professional development for teachers regarding the new math standards provided by the district, and ongoing professional development and support for classroom teachers from district Staff Development Specialists
- Writing committee that is researching and piloting core writing programs.
- Regularly scheduled Data Teams (IIPM) are in place as a forum to analyze student performance/progress and inform instructional decisions for classroom teachers and the intervention team, for tiers 1, 2 and 3.

##### **Needs:**

##### *Some examples may include:*

- Assess the impact of transition upon instructional minutes in order to adopt a schedule that minimized transitions and maximized instructional time
- Examine the curriculum that is “actually” be taught against the curriculum that “should be taught” to make decisions regarding changes to curriculum, pacing guides, curriculum maps, etc.
- Develop a curriculum map for reading and math, for each grade level
- Reading and math professional development for teachers K-5 (core, differentiation and intervention strategies) including ways to establish class routines to accommodate small group instruction
- Training in the implementation of math interventions (i.e. Do the Math, Fastt Math, Fraction Nation and Go Solve).

## SAMPLE Program Review (SWP)

- More technology training involving research based strategies and/or interventions for reading and math (use of hardware and software)
- Core writing program that is research based and used consistently K-5.
- Writing professional development for teachers K-5.

**B. Do you have enough data to make program decisions regarding your targeted students? If not, what specific data do you need in order to make programmatic revisions that address your priority needs?**

*Respond by indicating whether you have enough data to make informed decisions and, if not, what more do you need. For example:*

Between easyCBM and OAKS, we believe we have enough data for reading and math to support our current improvement goals. However, the easyCBM math assessment recently shifted to include the CCSS. It will be interesting to see how this shift impacts results, particularly since teachers are still in process of learning the CCSS and adjusting their teaching to align with the new standards. Also, it would be helpful to utilize a wider variety of formative assessments when analyzing student progress. Ideally, teachers would work in grade level teams to design and administer common assessments that would then result with an error analysis of student work. This would require training and time!

### 8. Program Goals

Title I school wide program goals are measurable and based on the results of the SIP/CAP needs assessment and inquiry process.

**A. Does your needs assessment data support your current goals and do you have a process to measure these goals? What modifications in program goals will you make for this year in order to ensure that the needs of your students are addressed?**

*Is your plan aligned with your needs assessment? If not, what changes will you make in the plan to address your needs? For example:*

Our current goals closely match our needs assessment data and is the result of this year's work on improvement efforts as outlined in our school improvement plan/CAP.

We have created measurable and attainable goals in our improvement plan. These goals, based on a 5% increase in the number of students meeting a benchmark goal (meeting on OAKS or over the 31<sup>st</sup>ile or at a risk level of 0, 1, or 2 on EasyCBM), can be monitored throughout the year as we complete benchmark testing and OAKS testing rounds (however, OAKS rounds will be eliminated, altogether, when Smarter Balanced is implemented). *For CAP schools, you could add: Furthermore, based on our school's self-assessment and a close review of other data related to the 5 key areas of effectiveness, we believe we have selected indicators (objectives) and designed a plan that accurately reflects the needs of our school.*

*For CAP schools, you could also add a statement that indicates a possible modification in the CAP; for example:* As a result of recent legislation surrounding Educator Effectiveness, teachers were expected to write SMART goals. Goals included a way of measuring student growth and achievement. As a result, it became clear that our CAP needed to be modified to include an objective that incorporated the development, use and analysis of formative assessments to

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measure student learning. To this end, we established several tasks that addressed this particular need.

Our progress toward these goals will be shared with parents, students and staff through OAKS and easyCBM **bulletin boards** that explicitly explains our goals and uses bar graph visuals to show current progress towards meeting those goals. This data is also shared in Title 1 **newsletters**, with staff at **data team meetings** and **workshop/intervention team meetings**, and in **e-mails** to the staff following testing rounds.

As we continue to struggle in meeting math and writing goals, we will need to take steps (as outlined in our SIP/CAP) to better prepare our students to meet these goals in the future.

### 9. Instruction Program

#### A. How does your instructional program match your goals?

*Responses should directly connect to your SIP/CAP achievement and growth goals and may include such things as:*

- We have a well-designed workshop (tier 1, tier 2, tier 3) model for providing reading intervention. We will continue to expand this workshop model to address math next year. We are excited to have a cohesive math adoption aligns with state standards. Our goal will be to implement the program with fidelity. This will facilitate our move towards a tiered approach to math.
- All student have access to an appropriate amount of grade level curriculum
- Struggling students (below the 30%tile) are provided an intervention that matches their need, in reading.
- All students below the 30%tile are progress monitored in the area in which they struggle to determine effectiveness of instruction/intervention and to be sure adequate progress is being made over the course of the year.
- All students receive core instruction in the general education classroom using the comprehensive ELA and math curriculum to teach the CCSS with varying levels of tiered interventions.
- Grade level data teams meeting, every 6 weeks, to review data, discuss intervention services and adjust instruction
- Bilingual/bicultural staff members are available to assist all students and families

#### B. What modification will you make in your instructional program (i.e. increased learning time, effective instructional strategies, use of support staff, collaboration of specialists etc.) to meet the needs of your students most at risk of not meeting the standards?

*Modifications must align with your improvement plan/CAP, but may include such things as:*

In line with district math expectations, we will continue to block out 70 minutes per day in the K-5 master schedule for the (date) school year. This time is necessary for the successful implementation of the math program and CCSS. We will try and add some tier 3 math interventions for those grade levels experiencing the greatest need. To this end, we will offer math interventions during our Extended Learning Title program.

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We also have plans to extend the KG day by 60 minutes to provide additional learning time for all students. In addition to an increase in instructional minutes, eligible students will be invited to attend an extended learning program that provides 30 minutes of intensive reading intervention, 4 days a week.

Our instructional program currently does little to address our writing goal. In the coming years, as outlined in our improvement plan/CAP, we will take major steps in the “write” direction by forming a writing committee, researching writing curriculum, and adopting and implementing a research based writing program. We are also clearly articulating a writing time in our master schedule that will be followed by classroom teachers.

We will revise our Data Team model to include roaming subs that will provide 60 minutes of time for each grade level to meet, in a single day. This refinement will also include CCSS data, common formative assessment data, data from our

**C. Describe how specialists (ELL, Special Ed.), instructional assistants, and classroom teachers collaborate? What changes do you need to make next year to foster and strengthen collaboration and services to students?**

*Describing your Data Team (IIPM) process fits here, along with other modes of collaboration among specialists. For example:*

During the (date) year, we moved to a new model for specialist and classroom teacher collaboration, which we refer to as “data team” (IIPM). This model has been refined and strengthened in the years that have followed. Every 4-6 weeks, on “data team” days, Title provided a roving sub for the classroom teachers who then met with the entire Workshop team for 60 minutes. The purpose of this meeting is to meet the needs of the IIPM model, discuss individual students, review data, problem solve in class and pull-out interventions, and share responsibility for collecting data, analyzing data, and providing interventions. A grade level specific agenda is e-mailed to classroom teachers in advance of the meeting, and then meeting minutes are e-mailed to classroom teachers following the meeting. Each agenda includes a to do list that is revised and followed up on at each meeting to ensure that things are getting done.

This data team model has very successful and we will continue to use this model in the coming school year with some modifications. During the (date) school year, we added these components to our data team model: set roles for timekeeper, note-taker, and facilitator, a move to a different day of the week (not Friday) to make changes easier to implement immediately, and moving our first meeting to earlier in the year so that groups can be made through the data team process and then start immediately. During the (date) school year, we will make these additional changes: moving data team days to Wednesday to help mitigate scheduling conflicts with specialists, moving the first meeting to even earlier in the year (the second week of school) so that groups can start by the end of the second week of school, and doing all grade level meetings in a half day versus a whole day.

The level of collaboration between workshop teachers (Sped, ELL, Title) and the EAs continues to need attention and strengthening. We continue to work towards ensuring that there are set procedures in place for collaboration. Due to challenging schedules and full workloads, there is typically little time to sit down with each of them individually or with all of them, collectively,

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talk about students prior to data teams with teachers. We will work on a plan for strengthening this piece next year (by possibly canceling or combining groups, provide extra compensation to stay beyond the work day, etc.). We will also develop a schedule to meet with EAs every two weeks on early release days.

One piece that we have added to improve collaboration is the use of data sheets, kept by every EA as a means for communicating academic and behavioral observations to the Workshop teacher. These are kept weekly, and are stored in a binder in a central location (near the printer) so that all Workshop teachers can routinely check the data sheets for trends or red flags.

### **10. Professional Development**

The Title I program provides ongoing professional development and support for teachers and instructional assistants, principals and, where appropriate, others including parents, to enable all children in the school to meet Oregon's rigorous state standards.

#### **A. Describe your professional development plan for next year. (Include activities for EA's, parents, and teachers based on your priority needs assessment)**

*Include a list of your PD for the current year. For example:*

Staff development is prioritized according to building need and is aligned with our improvement plan/CAP. The following is an outline of our upcoming professional development for (date):

- *Bullet your staff PD topics here. These should be PD's that take place during non-student days, staff meetings, etc.*

*EA professional development may include (this comes from the district provided PD. EAs may also participate in building level PD):*

Title I educational assistants participate in monthly district training activities focused on comprehension strategies for non-fiction text, behavior management, autism, setting high expectations for students, ELL strategies, phonological awareness, cultural diversity and competence and technology applications.

*Parent training may include (this could be provided by your counselor, Family School Coordinator, teachers, Title Coordinator, consultant, etc.):*

Parents participate in literacy, math, and parenting activities led by staff, and parent volunteers will participate in volunteer trainings to help them feel more connected and capable of volunteering. Parents of first graders also engage in a "Talking Books" training designed to teach parents strategies for reading aloud with their child that include understanding the parts of a book as well as comprehension.

#### **B. How does your professional development plan meet your priority needs and help to meet the needs of your students?**

*Referencing the bulleted PD items listed above, how do these trainings meet the school's prioritized needs and support student learning? For example:*

Our students are struggling in math and writing, based on OAKS state testing and building wide writing samples, so the focus on these two areas at all grade levels will improve instruction and

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subsequently improve students' abilities to do well in these areas. Specifically, math PD provided the necessary training for Title interventionist to implement the Do the Math program with fidelity. In addition, the staff trainings focusing on making students' thinking visible have supported the implementation of the new math curriculum and have provided teachers with effective instructional strategies that allow for quick, informal formative assessments and shared learning among students.

*Another example might include:*

Over the course of the year, staff have participated in a Debbie Dillard book study to help teachers design classroom routines that support differentiated instruction. Within the context of this study, we have engaged in grade level collaboration so that teachers can plan differentiated lessons to better meet the needs of their students.

*Continue to comment on your PD and how it supports your needs.*

### **C. How does your certified staff supervise your educational assistants and embed ongoing professional development within this supervision?**

*Describe EA oversight, support and PD. For example:*

The Title 1 Coordinator and Special Education Teacher supervise the Educational Assistants. Schedules and work locations are intentionally arranged such that EAs are in "sight and sound" of certified staff who are highly qualified. We are continually observing and offering suggestions/feedback to help EAs manage challenging groups, topics or themes. We also provide guidance and support to EAs as they work with intervention programs to assist struggling students. This specific, ongoing feedback is valuable to EAs who can immediately apply it to their instruction.

This year, EAs attending trainings on *Do the Math*, a researched based program designed to provide targeted interventions. EAs also received specific training in equity/diversity to strengthen their cultural proficiency to better support our underserved population. Additionally, following monthly district trainings, the Title 1 Coordinator and Special Education Teacher check-in with EAs to see what they learned and discuss how they can apply this new learning. Finally, the EAs complete weekly data sheets for their tier 3 groups, which serves as a way to communicate student concerns (behavior, academics, attendance, etc.) with their supervising teacher.

## **11. Parent Involvement**

Strategies to increase parental involvement are in place, and clearly support the academic goal.

### **A. Did parents help to create your school's Parent Involvement Plan/Policy? Does it need revision?**

*You can reference your parent involvement policy/plan as you may be able to utilize language from these documents.*

Yes, parents helped create our school's parent involvement plan and policy. The plan was thoroughly revised in the Fall of the (date) school year by Site Council (which includes parent members). The new plan was shared out with parents through Title Tribune newsletters. The plan

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will continue to be reviewed and revised, as needed, annually by Site Council and shared with parents in a variety of ways.

**B. Does the Parent Compact need revision? To what extent have you implemented your Parent Compact?** (Provide a copy of your Parent Compact in your district notebook)

*Consider the need for revisions based upon changes to your SIP/CAP. For example:*

Site Council reviews the parent compact every spring. Periodically, the compact is revised to better fit the needs of our program as our goals, direction and focus changes over time. *CAP schools may consider adding: Currently, our compact does not need revised as its most recent rendition included language to reflect Family and Community objectives outlined in our CAP.*

*OR...*

*Upon completion of our CAP, we anticipate making adjustments to the Parent Compact to ensure alignment with our goals and objectives.*

**C. What parent involvement opportunities have you offered this year to support academic goals?** (Provide sample flyers and advertisement in your district notebook) **Have you provided opportunities for parents to evaluate the activities you have offered?**

*List your parent involvement/family events, here. For example:*

Our parent involvement opportunities included Meet the Teacher, Curriculum Night, student conferences, Math Night, Literacy Night, Kindergarten orientation, and Latino family nights. In (date), we plan to add more evening events (Author's Night, Talking Books, Family Engineering etc.)

**D. Is your parent information provided in language(s) understandable to a variety of parents?**

Yes, flyers, newsletters and information go home in English and Spanish. We are working to make sure that all written communication goes home in a language that is understandable for our parents.

## **12. Monitoring/Evaluation**

**A. What procedures are in place for measuring student progress on a timely basis? Are you satisfied with the assessment tools you have been using to monitor student progress?**

*Consider the assessments you currently use to measure progress and how useful are these assessments. For example:*

We currently use the following assessments to measure student progress in a timely, ongoing manner:

- EasyCBM – benchmark data three times per year, starting in September, and progress monitoring on a monthly or bi-monthly basis
- OAKS – state testing three times per year, starting in April
- Diagnostic assessments at the lower grades (K-2) to determine specific student needs that can be addressed by targeted interventions.
- We added the State required Kindergarten Readiness assessment this year.
- All students are periodically tested on targeted reading skills using the assessments within our Houghton Mifflin reading curriculum

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- Add any additional assessments you may utilize (i.e. grade level formative assessments, end of unit assessments, other curriculum based assessments, etc.)

We are satisfied with the above assessments. However, additional time spent on training, developing, administering and analyzing common assessments with grade level colleagues would be beneficial. Also, results of the Kindergarten Readiness assessment were not released until late winter. As such, this particular assessment was not useful to our program.

Screeners: We are satisfied with our screeners

Concepts of print: very good

Phonological Screener from Houghton Mifflin: very good

Phonics screener from McGraw-Hill/Triumphs: very good

### **B. Describe any new assessment tools or processes you will be using next year for identifying and progress monitoring students.**

*What new assessments will you be adding next year? For example:*

Next year, we will be using Progress Space, a progress monitoring measure that accompanies the Do the Math intervention. This monitoring tool is set up to provide a quick assessment after every fifth day of instruction. In addition, we have plans to add common formative assessments to identify skill deficits during the course of an instructional unit so that instruction can be modified and/or focused to better meet the needs of students who are struggling with particular concepts. This will take some training and on-going support to assist teachers in developing and utilizing formative assessments to monitor and adjust instruction. Classroom teachers will share results from these formative assessments during Data Teams. In addition, our intervention team members will continue to regularly analyze data and share data with classroom teachers. We will continue to meet monthly during data team meetings with classroom teachers to review individual student data and make instructional decisions based on the data. If students are not making progress, despite monitoring and adjusting interventions, a deeper examination of factors that may be impacting student progress will take place. This may happen during an Intensive Positive Behavior Support team (IPBS) meeting, a school/parent conference, soliciting support from itinerate staff, etc.

### **C. How do you include and inform parents regarding what the school will do to help students and what the parents will do to help their child?**

*You can reference your parent involvement policy/plan as you may be able to utilize language from these documents. Some examples regarding modes of communication can be found below:*

Teachers meet with parents and communicate this information at **Meet the Teacher, Curriculum Night, and parent/teacher conferences**. Throughout the year, Title notification letters, Title Tribune **newsletters**, classroom newsletters and school newsletters remind parents of this message. These regular correspondences also include **“tips” for parents** regarding ways in which they can support their child’s learning. Teachers regularly provide this information with parents on an **informal basis (conversations and e-mails)**. Our school creates a **brochure** that highlights our school program, which includes parent-friendly language bulleting features of our intervention model.

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### **13. Coordination**

What plans are there for the transition of preschool children into elementary schools and any other appropriate transitions. What collaboration exists between special programs within the school.

#### **A. How is your school transitioning students from preschool to kindergarten and other programs?**

*You may reference the district Head Start Transition plan for transition activities that can be added to what your school has in place. You can also include transition plans to middle school or high school. For example:*

- Our Family School Coordinator contacts Spanish speaking families, informing them of upcoming informational meetings, etc. Translators are available at all school meetings.
- Kindergarten staff and administration presents to Head Start in January about our school and the registration process.
- For pre-school students on IEPs, KG teachers visit the school to conduct an observation and assist in creating a transition plan for these children that will best meet their needs.
- Kindergarten staff and administration meets with Head Start families in the spring to talk about school.
- (school name) promotes Kindergarten during school choice weeks in January/February.
- (school name) hosts a Kindergarten orientation in April, helping to prepare parents and children for the process and coming year. The Title 1 Coordinator shares information about our Kinder Plus (Extended Day) program during this April orientation.
- The Title 1 Coordinator follows Head Start students through Kindergarten to check their progress and transition into school.
- In August, Kindergarten teachers conduct home visits and/or make a personal contact with families prior to the start of school.
- All Kindergarten parents receive a Kindergarten Readiness handbook upon enrollment. The handbook contains things parents can do to help prepare their child for KG, suggestions for incorporating literacy and math concepts into everyday happenings, district resources and contacts, etc.
- ELL teachers coordinator services for students receiving ELL support
- Information regarding middle school and registration materials were mailed to all fifth grade families. The middle school counselor visits our 5<sup>th</sup> grade classrooms and provides an overview of MS and what to expect. *If the middle school has a WEB program, you can include this, here...*
- Fifth grade teachers meet with 6<sup>th</sup> grade teachers to discuss information regarding academic, social, emotional and behavioral aspects of each child.

#### **B. Is your transition plan effective?**

*You may reference the district Head Start Transition plan for transition activities that can be added to what your school has in place. For example:*

Yes, the district Transition Plan is effective. There is some work that needs to be done at the building level to ensure that Head Start students are monitored closely once they arrive here for Kindergarten. We are also considering inviting pre-school teachers to some of our professional development trainings. Similarly, we would like to arrange for the Kindergarten teachers to meet

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with area pre-school teachers to share a “typical day in the life of a Kindergartener”, ways in which they can best prepare students for Kindergarten (socially and academically) as well as providing insights to the CCSS.

*OR*

Our plan is fairly effective. Most of our Head Start students are enrolled by the start of the year. Still, next year we plan to begin home visits for families of incoming Kindergarteners to help us better assess the range of needs (academic, social and behavioral) and provide appropriate support and/or interventions in the timeliest manner. Improvements to our transitions to middle school can also be improved, to include an actual site visit and having a Q & A with middle school students.

### **14. Ongoing Program Development**

A Planning team meets on an ongoing basis to monitor and evaluate the effectiveness of the program, adjusting to changing student needs.

**A. Describe who meets on an ongoing basis to monitor and evaluate the effectiveness of your program, adjusting to changing student needs based on the assessment of student performance? Will this process change next year? Explain**

*At your school, who meets to review the effectiveness of your overall program? For example:*

(School name) Site Council will continue to meet monthly to assess and update our School Improvement Plan. Site Council is made up of teachers, classified staff, parents and an administrator. *For CAP schools, you could add: Similarly, our Leadership Team reviews the CAP, at least quarterly, to assessment task and objective completion. As the team examines both the progress and effectiveness of the CAP, they consider adjustments that will better meet the needs of the students. Outside factors, such as district, State and Federal goals/initiatives can also influence adjustments to our improvement plan.*

On an individual student instructional level, our monthly data team meetings will be responsible for making instructional and programmatic changes. In addition, staff members meet regularly to discuss program effectiveness. Staff teams include our Leadership Team, Intervention Teams, PBIS Team, IPBS Team, Technology Team and Parent Group.

### **15. Fiscal Requirements**

**A. What are your funding sources?**

Please see Title budget in budget section of binder.

**B. Describe how they are being used.**

*Reference your Title budget and list below how funds have been allocated. For example:*

Title 1 funds are being used to provide...

- Supplemental reading and math support to students using research based intervention programs.
- A full time Title Coordinator to coordinate Title services throughout the building (along with many other roles).

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- Educational Assistants that have direct, instructional contact with students for a majority of their days.
- A longer kindergarten day for all kindergarteners.
- An even longer kindergarten day for the kindergartners that qualify for Kinder Plus.
- Parent involvement opportunities through evening events.

**C. Are you satisfied that you are using all your resources in the most effective way? Explain. Do you plan to allocate your resources differently next year?**

*Are your resources being used in the best way possible? Will they be used differently next year?*

*For example:*

Yes, we are satisfied that we are using resources effectively. However, we are not satisfied that deep cuts to our building and Title budgets are forcing us to make some tough decision. We have had to be very strategic with how we allocated these funds to maximize the dollar and to continue to offer quality programs. I feel that we have been successful in doing so with this year's budget; even with reduced EA time we are able to offer nearly as many groups next year in our Workshop model as we did this year. We are also pleased that we are able to continue to support a longer kindergarten day and a kindergarten plus (extended day) program with our Title budget.

Next year, we would like to:

- Increase Educational Assistant time
- Increase math interventions and implement the Do the Math program, at least for grades 3-5
- Increase the integration of technology to leverage learning so that students will have an addition learning opportunity. Students can work independently under the supervision of, but without direct instruction from, a teacher of Educational Assistant.