

## **Needs Assessment Summary**

The Granton Title I program completed its comprehensive needs assessment in May to determine priorities for intervention programming for the 2018-2019 school year. Data was gathered from three local assessments at each grade level and then analyzed to determine the percentage of students at risk in both reading and math. The results determined that 12.1% of Granton Elementary students are in need of Title I reading services (who do not receive special education services). Additionally, 13.1% of students are in need of Rtl support at the classroom level. These students may become eligible for Title I reading services during 2018-2019.

It was also determined that 11.2% of Granton Elementary students (who do not receive special education services) are in need of Title I math services. Additionally, 15.9% of students are in need of Rtl support at the classroom level. These students may become eligible for Title I math services during 2018-2019. According to Response to Intervention criteria, 80% of our student population should be proficient in core programming. We believe that we are getting closer to achieving that goal through our high quality interventions that are matched to the needs of each student.

It was also determined that 22% of Granton Middle School students (who do not receive special education services) are in need of reading services and 16% of students (who do not receive special education services) are in need of math services. At the high school level, 17.9% of students (who do not receive special education services) are in need of reading services and 30% of students (who do not receive special education services) are in need of math services. As a result of this data, we are choosing to focus on tier 1 math curriculum and best practices.

This information helps to determine scheduling priorities for staff for the upcoming school year. Second grade students will be the highest priority in reading services and fifth grade for math services.

During the 2017-2018 school year, the Title I program continued to make several positive changes to align programming to meet the requirements of Response to Intervention (Rtl). The Title I staff updated the Rtl handbook, documented student progress and evaluated programming. We will continue to monitor academic achievement and instructional decisions in the upcoming year.

The Rtl team met regularly to review student data and interventions. We increased the number of interventions available for students in both math and reading so that we could focus our instruction on deficit areas. We received Leveled Literacy Intervention (LLI) Teal, DO the Math Now, and ORIGO Math Boxes. We also reviewed the Rtl handbook and condensed information to make it easier to follow for all staff.

Overall, we have been working to decrease the number of students within Title I services by assessing the needs of on watch students. Projections for next year's at risk population are lower than previous years.

If you would like to further review the needs assessment, you may contact Jodi Maguire or Kim Karlen at 715-238-7292.

### **Title I Program Review**

A Title I program evaluation was completed in May. The purpose of this evaluation is to monitor the effectiveness of the program and its impact on student achievement. The evaluation assessed 4 areas: student achievement, teacher effectiveness, professional development, and parental involvement.

During the 2017-2018 school year, the Title I program at Granton serviced 21 students in reading and 16 students in math. The instruction in both math and reading was very individualized and focused on the skills needed to problem solve in both math and reading. The reading intervention program heavily utilized was Leveled Literacy Intervention which correlates well with many of the reading strategies and word work lessons that are taught within the general education classroom. Additional reading interventions were utilized for phonics and fluency.

This year's Title I math services were a combination of in class support and pull out using the Do the Math intervention. The focus of this intervention is on the four operations and fractions. ORIGO Math Boxes were also used to increase fact fluency. The spring 2018 needs assessment and fall assessment results will continue to identify the students selected for all interventions as well as the intervention to be used.

During fall and spring parent-teacher conferences, we collected parental input to analyze academics and school climate. We asked for your feedback about our district's efforts to meet the needs of your child. We received feedback from 29 respondents at the elementary level in fall and 20 in spring. At middle school and high school level there were 3 respondents in fall and 10 in spring. Respondents felt their children are receiving a good education in core academic areas. Both fall and spring surveys identified the need for increased communication between school and home. We will continue to work to increase communication and build positive relationships with our families so that all can be informed.

Elementary parents requested additional family engagement opportunities involving physical fitness and the Scholastic Book Fair. Middle school and high school parents voiced a need for career preparation and technology offerings. When reviewing

our school climate, 78.9% of respondents felt Granton Area School District is a very welcoming place. We also saw an increase in respondent's feelings towards school discipline; from fall to spring there was an increase of 15.5%. We can attribute this to our increased focus on Positive Behavior Intervention and Supports (PBIS).

The Title I staff would like to thank all of the parents who took the time to fill out our survey. The results are very helpful for the planning and development of upcoming programming. If you have any questions regarding the Title I annual review, please contact Jodi Maguire or Kim Karlen at 715-238-7292