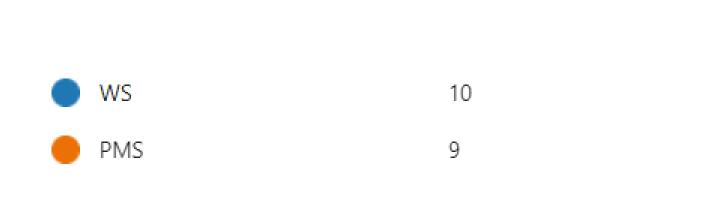


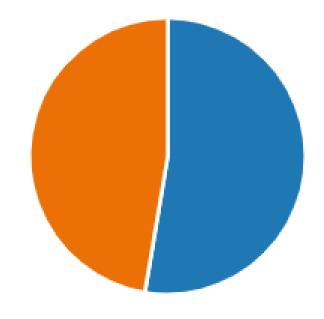


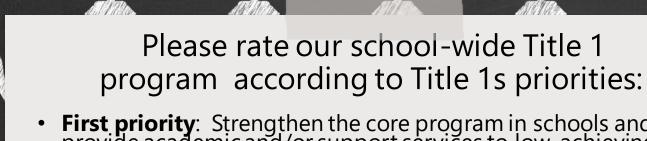
#### The priorities of Title I are to:

- Strengthen the core program in schools and provide academic and/or support services to low-achieving students at the preschool, elementary, middle, and high school levels;
- 2. Provide evidence-based programs that enable participating students to achieve the learning standards of the state curriculum frameworks;
- **3. Elevate the quality of instruction** by providing eligible staff with substantial opportunities for professional development;
- 4. Involve parents/guardians of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes.

## Staff at WS and PMS were surveyed to give feedback on Title I priorities, areas of growth and bright spots of the program.







• **First priority**: Strengthen the core program in schools and provide academic and/or support services to low-achieving students at the preschool, elementary, middle, and high school levels.

4.37 average on a scale of 1-5.

 Second priority: Provide evidence-based programs that enable participating students to achieve the learning standards of the state curriculum frameworks.

4.47 average on a scale of 1-5

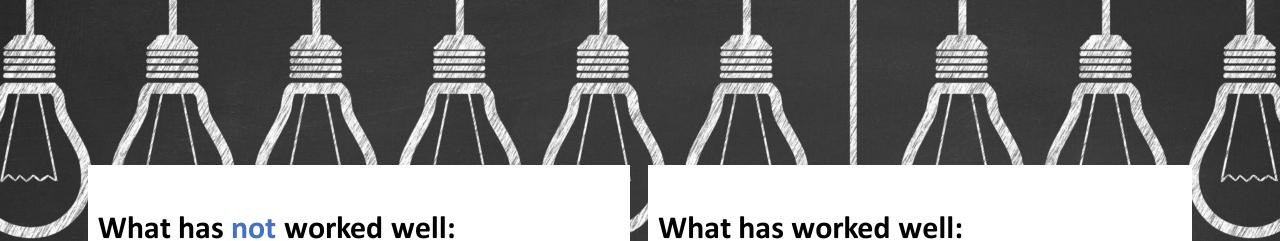
• **Third priority:** Elevate the quality of instruction by providing eligible staff with substantial opportunities for professional development.

4.21 average on a scale of 1-5

 Fourth priority: Involve parents/guardians of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes.

4.04 average on a scale of 1-5





### Scheduling and availability of staff (being used as subs)

- Not enough interventionists
- At times, lack of collaborative communication with various stakeholders
- Lack of parent involvement

- Working with students during WIN block
- Support, flexibility, and resource of staff
- Commonalities with students receiving similar instruction in both areas
- Family engagement has increased
- Productive communication between classroom teachers and interventionists
- Having curriculum and professional support that supports all different levels and needs
- Groups are changed based on student performance data



## Suggestions for how to improve the Title I program:

- Keep K included in ELA and begin taking K for Math
- Hire more staff each grade level has their own interventionist
- Intervene as soon as child is having difficulty
- More parent education about services provided to their children through the district programs



Annual Program Review

Has the Title I program produced positive growth and achievement?

#### Has the Interventionist Reading program produced positive growth and achievement?

	Participants
Kinder	34 students
Grade 1	24 students
Grade 2	17 students
Grade 3	18 students
Grade 4	16 students
Grade 5	8 students
Grade 6	3 students
Total:	120 students



Students were selected based on Dibels data, instructional focus area and SIPPS screening results.

Kindergarten 34 Students	BOY PSF	EOY PSF	BOY NWF-CLS Letter sounds	EOY NWF-CLS	BOY NWF- WRC Decoding	EOY NWF- WRC
Benchmark or above	9% (3)	77% (26)	0% (0)	65% (22)	0% (0)	47% (16)
Below	91% (31)	23% (8)	100% (34)	35% (12)	100% (34)	53% (18)
First 24 Students	BOY Accuracy	EOY Accuracy	BOY NWF-CLS Letter sounds	EOY NWF-CLS	BOY NWF- WRC Decoding	EOY NWF- WRC
Benchmark or above	0% (0)	29% (7)	8% (2)	17% (4)	8% (2)	50% (12)
Below	100% (24)	71% (17)	92% (22)	83% (20)	92% (22)	50% (12)
Second 16 Students	BOY Accuracy	EOY Accuracy	BOY NWF-CLS Letter sounds	EOY NWF-CLS	BOY NWF- WRC Decoding	EOY NWF- WRC
Benchmark or above	6% (1)	63% (10)	6% (1)	38% (6)	0% (0)	50% (8)
Below	94% (15)	37% (6)	94% (15)	62% (10)	100% (16)	50% (8)

Students in grades 1-2 received SIPPS instruction and kindergarten students received small group foundational skills routines. Many students will continue to receive SIPPS again next year because they are still working through the programs. Six students qualified for IEP services, 3 students testing is pending and 2 were referred for further testing.

#### Woodland School Reading Intervention Data

Third 18 Students	BOY NWF- WRC Decoding	EOY NWF- WRC	BOY- ORF-Accuracy	EOY- ORF-Accuracy	BOY ORF-WRC Automaticity	EOY ORF-WRC
Benchmark or above	20% (3)	17% (6)	11% (2)	89% (16)	0% (0)	34% (3)
Below	83% (15)	83% (12)	89% (16)	11% (2)	100% (18)	66% (15)

Fourth 16 students	BOY- ORF- Accuracy	EOY-ORF- Accuracy	
Benchmark or above	31% (5)	88% (14)	
Below	69% (11)	12% (2)	

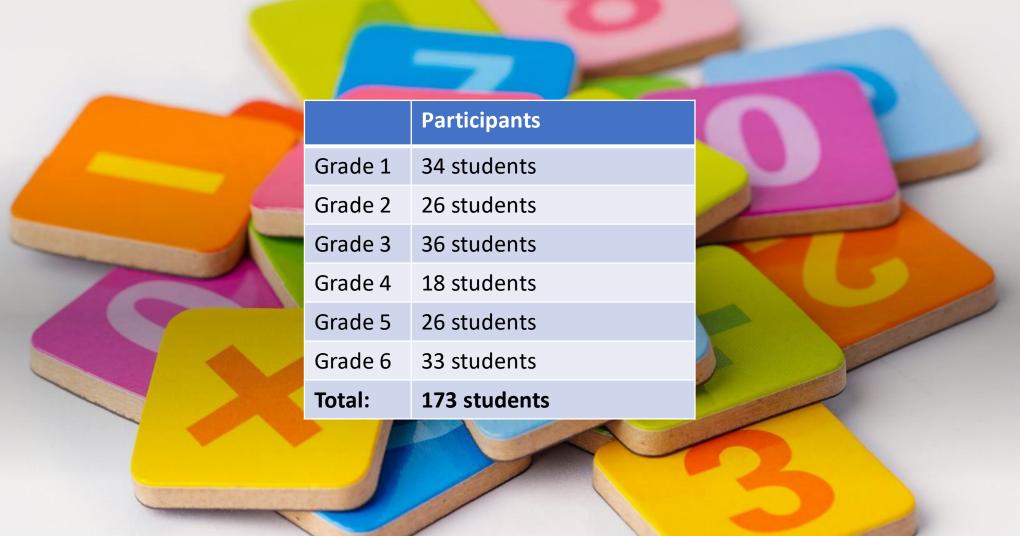
Fifth & Sixth 11 students	BOY- ORF- Accuracy	EOY-ORF- Accuracy
Benchmark or above	18% (2)	82% (9)
Below	82% (9)	8% (2)

#### All 45 students serviced this year received the SIPPS intervention instruction.

Only **2** students will continue to receive SIPPS intervention next year in the regular ed setting due to not completing the whole program series. They started in the PLUS program and are halfway through the final program called Challenge. The other 43 students have successfully completed all levels of SIPPS.

#### Powder Mill School Reading Intervention Data

Has the Interventionist Math program produced positive growth and achievement?



Students were selected based on the data collected on the iReady Diagnostic Assessments and the prerequisite skills needed for the upcoming topics in the Illustrative Math units.

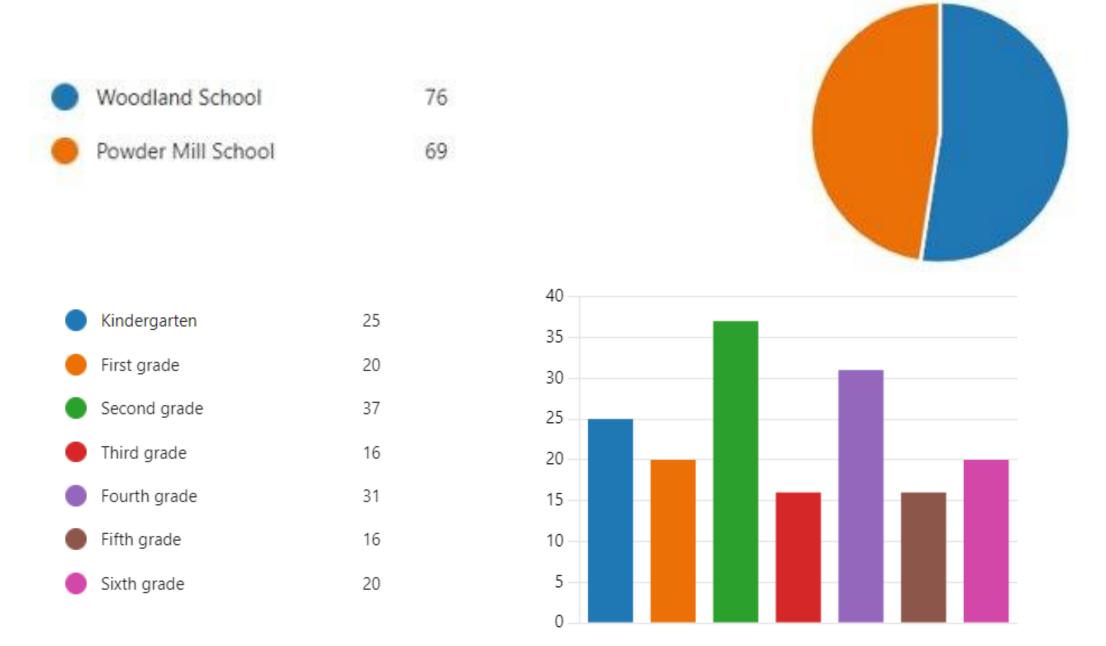
#### Has the Interventionist Math program produced positive growth and achievement?

Grade Level	Number of Students Serviced	Increased Scaled Score from BOY to EOY	Typical Growth	Stretch Growth	Students serviced Avg. Pts. Changed EOY-BOY	Grade level Avg. Pts. Changed EOY- BOY	
First Grade	34 students serviced	32 students	17 students met	7 students met	+30 points	+33 points	
Second Grade	27 students serviced	26 students	19 students met	10 students met	+38 points	+34 points	
Third Grade	36 students serviced	32 students	19 students met	5 students met	+30 points	+32 points	
Fourth Grade	18 students serviced	18 students	5 students met	0 students met	+17 points	+24 points	
Fifth Grade	26 students serviced	Data not complete yet					
Sixth Grade	33 students serviced	27 students	20 students met	11 students met	+21 points	+22 points	



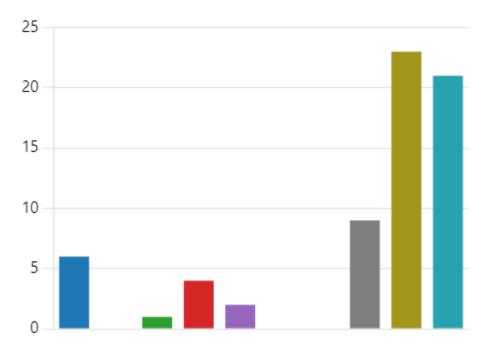
Results of Family Engagement Survey

#### Participants





- Fall in Love with Math Night-No... 6
- Family Input Session #1-Decem... 0
- Family Input Session #2-Decem... 1
- Family Input Session #3-Decem... 4
- Annual Title 1 Meeting-Decemb... 2
- Family Input Session #4-Decem... 0
- Family Input Session #5-Decem... 0
- Cozy Up with Math Night-Febru... 9
- Bingo for Books-May 18, 2023 ... 23
- Math Carnival-May 25, 2023- W... 21



### Family Attendance at District Sponsored Events

# What type of family events would you like to see in the future?

- Father/daughter; Mother/son dances
- Muffins with moms/ Donuts with Dad/ events for Mother's/Father's Day
- Bingo for books
- Family movie nights
- Family Field day
- More game/strategies nights/Throwback games
- More open houses/parent teacher conferences
- Want the ones that offer free things
- Craft sales/bizarre
- Informational nights about curriculum and instructional practices
- Current events
- Multicultural events
- Picnic
- None
- Book clubs
- Ice cream social/Spaghetti Suppers
- School fair
- Award ceremonies at each grade level
- More carnival style nights



- 117 families have met with their child's teacher
- 97 families have been contacted by teachers for problems/concerns/questions
- 85 families have been contacted by teachers for positive feedback about their student
- 115 families are able to contact their child's teacher
- 97 families have noticed an improvement in their childs reading ability this year
- 95 families have noticed an improvement in their child's writing ability this year
- 107 families have noticed an improvement in their child's math ability this year
- 21 families have participated in the schools PTO or School Council
- 101 families feel welcomed in their child's school
- 86 families have been informed about what their child is learning in school



## What ways would you like to be involved in your child's learning?

- Resources to be used at home
- Answer keys for homework
- Written checklist between conferences so parents know what to work on
- Learning ways to encourage and support our children
- Be able to see the contents of all curriculums including SEL
- Know the content for each week/Weekly newsletters
- Updates by teachers more frequently
- Learn the curriculum as it is being taught in the classroom to mirror the school's expectations.
- More collaboration with teachers
- More opportunities for parents to volunteer in classrooms
- Stronger Special Ed Council



## What trainings would you like to see offered next year to help your child in school?

- Session on curriculum- how to teach them when they are stuck
- Teacher trainings around Autism and ADHD
- More clubs and programs
- Severe Weather safety
- Stranger Danger Training
- Time management trainings for students
- Trainings around dealing with bullies, children who do not want to learn, and children who have been brought up to be better than everyone else
- Support for parents around reading and math so that it is consistent with classroom
- Coding for Parents
- MCAS prep
- Online trainings on how to best support students in reading and math



