

Needs Assessment Summary

The Granton Title I program completed its comprehensive needs assessment in May 2019 to determine priorities for intervention programming for the 2019-2020 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 16.7% of Granton Elementary students (who do not receive special education services) are in need of Title I reading services. Additionally, 8.3% of students are in need of Rtl support at the classroom level. These students may become eligible for Title I reading services during the 2019-2020 school year.

It was also determined that 6.7% of Granton Elementary students (who do not receive special education services) are in need of Title I math services. Additionally, 18.3% of students are in need of Rtl support at the classroom level. These students may become eligible for Title I math services during 2019-2020. 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 14.5% of Granton Middle School students (who do not receive special education services) are in need of reading services, and 5.5% of students (who do not receive special education services) are in need of math services. At the high school level, 5.3% of students (who do not receive special education services) are in need of reading services, and 15.8% of students (who do not receive special education services) are in need of math services.

This information helps to determine scheduling priorities for staff for the upcoming school year. First grade students will be the highest priority in reading and math services at the elementary level. Overall, we have been working to decrease the number of students within Title I services by assessing the needs of on-watch students.

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

Title I Program Review

A Title I program evaluation was completed in May 2019. The purpose of this evaluation is to monitor the effectiveness of the program and its impact on student achievement. The evaluation assessed four areas: student achievement, teacher effectiveness, professional development, and parental involvement.

During the 2018-2019 school year, the Title I program at Granton serviced 22 students in reading and 11 students in math at the elementary level. The middle school serviced 15 students in both math and reading. 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.

During fall 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 50 respondents. Approximately 67% of respondents felt they were kept well informed about the activities at school. Respondents also strongly agreed that they receive clear information regarding their child's academic progress and get prompt and clear answers to their questions. We are excited to see that 79.6% of respondents would recommend Granton Area School District to another family. 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.

During the 2018-2019 school year, we updated our reading and math screeners from STAR reading and math to Fastbridge Early Reading, aReading, Early Math and aMath. At the beginning of the year, we provided staff with an overview of the new program, and then the Rtl team met regularly to investigate benchmarks, report options and analyze data. In the coming school year, we hope to provide advanced training to staff and provide parents with updated data three times per year.

In the next school year, we plan to create a new system through collaboration with classroom teachers and Title I staff to review data. We will phase out our ineffective elementary-wide data wall meetings, and Title I staff will meet more frequently with classroom teachers to analyze data and plan core and small group instruction

accordingly. We hope that this will lead to meaningful discussions on student progress and changes in classroom practices.

The Rtl team has identified three overall goals for the 2019-2020 school year: familiarize staff with data systems, initiate discussions and analyze data, and strengthen core instruction so that we can adhere to the Rtl standards. Our guiding question for the year will be, "What actions or changes do you need to take so that the core instruction will meet the needs of all students?"

If you have any questions regarding the Title I annual review, please contact Jodi Maguire or Kim Hokenson at 715-238-7292