Title One Program Needs Assessment

This program Evaluation and Needs Assessment is part of a continuous cycle of improvement consisting of a review of strategies and activities in the Title IA Plan to evaluate their effectiveness; an analysis of data to show the impact of Title I funds in increasing student achievement/performance; and input from internal and external stakeholders to inform the District Title I plan revision for the upcoming school year.

District Name: Pelham School District

Title One School: Pelham Elementary School

Date Completed: July 17, 2023

Data Source	Quantitative Data	Analyze
Academic Achievement Reading		
Parent Involvement	10 families came to conferences for Title I - November Parent Info. night – 17 families attended (PES) and PMA- (0 attended) - March Parent Info. night- 12 families attended (PES and PMA) - May Parent Info. breakfast- 9	- We typically have low attendance for our Parent Information nights. The fall one is offered in the evening, winter one is typically held in the afternoon, and the spring one is held in the morning. - Would like to look into babysitting (possibly PHS students) so parents could attend more easily.

	- families attended. - June Summer Learning Night (remote with drive-thru pizza pick up at school) 23 families participated - Monthly Title I newsletter were sent home each month (Sept-June) - EOY Parent Survey- 42 families took the survey	- June's Summer Learning Night was very well attended and I think the pizza pick up with the giveaway of reading and math learning activity bags was a positive - Need to target new Title I students' families to attend information sessions.
Participation (attendance)	- We serviced students in grades K-% in the areas of reading and math (in person) - Services: Total-83 11 Kindergarten 20 grade 1 21 grade 2 12 grade 3 10 grade 4 9 grade 5 No graduations or DNQs	- We had 3 students identified with IEPs half way through the Fall intervention cycle - Do not have any other concerns regarding attendance as all students attended unless out sick - We did not graduate or DNQ many students as the team felt that most of the students continued to need Title I support..
Resources	Fountas and Pinnell Leveled Literacy Intervention Kits and Benchmark Assessments (Kits that are appropriate for grades 1-4)	- LLI is used daily with all of our Title I students, when appropriate (PES and PMA students) - Benchmark assessments are used throughout the year as a tool to

	- Guided Math Kits/Lessons - Heggerty Phonemic Awareness resources/lessons - Chromebooks - iREady Instructional Licenses	- measure progress - Chromebooks are used to enhance learning through educational apps or to access Reading A-Z books and activities online (used frequently with our remote Title I students) - Chromebooks are used with both PES and PMA students - IReady instructional licenses are used by our Title I students to supplement their individualized learning when they are not attending a Title I session (part of their W.I.N time, morning work, center time, etc.) - PES and PMA students have access to these licenses - Title I students have access to this resource
Stakeholder Surveys (separate category for parents, students, teachers)	[Parent Survey](#) [Student Survey](#) [Teacher Survey](#)	- We had 42 Title I parents fill out the survey - We had 42 students fill out the survey - We had 16/16 Teachers participate (only teachers who had Title I students completed the survey)

Building Goals:

● Improve reading scores (iReady)	● Improve student accountability and parent engagement within the Title I program by having established goals and signed learning compacts between home and school.
● Improve the graduation rate in the Title I program	● Improve parent attendance at Parent Information sessions throughout the year (specifically parents of new Title I students)

Summary Statement:

Areas of Strength	Student Selection Process ● Online forms (Google) ● Taking into account classroom performance as well as teacher input Parent Involvement ● Many opportunities for parents to learn about Title I (Fall, Winter, Spring parent nights as well as June Summer Learning Night and pizza pick

up)
- June Summer Learning Night event with pizza pick up was a huge success.

Communication and Collaboration
- Title I is well represented at weekly grade level meetings as well as monthly SAT meetings.
- Weekly communication through a google spreadsheet between tutors and teachers is helpful to track student progress

Evidence-Based Programming
- Title I has a vast variety of resources, including the Fountas and Pinnell Leveled Literacy Kits
- Title I staff uses their LLI Benchmark systems as well as iReady data for their groupings. IReady instructional is also a great resource for students' target areas.

Graduation and Attendance
- Graduation from the program is allowed
- Attendance is good and students enjoy going to their Title I appointments although sometimes miss activities in the classroom
- Extended Title I intervention cycles from 6-8 weeks to align with LLI programming as well as to give students more time to work on targeted reading skills (cycles are about 10-12 weeks)

Areas for Growth Opportunities	Student Selection Process • An option to put reading level on referral form Parent Involvement • Follow through on learning compacts from parents • Offer babysitting services during parent information nights and/or summer learning night in June so more parents/families can attend. Communication and Collaboration • Make a remote option available to parents for questions and answers at the beginning of each intervention cycle (in addition to Parent Information Nights) Evidence-Based Programming • Including math intervention back into Title I- wish reading and math could both be available to support students (hard to choose one over the other) Graduation/Attendance • Our students seem to be performing much lower in general and are not able to graduate from the program as quickly as in the past. Some students have been in the program since

	first grade ● Need to monitor students who have been in the program for more than 2 consecutive years- students may need more than Title I.
Next Steps	Student Selection Process ● Update referral forms to include an optional spot for teachers to add in Reading Level ● Kindergarten and Grade 1 will use literacy and math taks from iReady as additional data points ● Working with our RTI Coordinator, monthly data meetings with grade levels to discuss students and determine entry into the Title I program Parent Involvement ● Follow through when family communication/attendance is not being met- include in permission letter an attendance policy (if student has more than 5 unexcused absences, they cannot continue in the program) Communication and Collaboration ● Try a variety of social media outlets to get information out to parents (school facebook page, Twitter, Title I webpage, School district webpage) Evidence-Based Programming

	- Continue to provide high quality reading and math training to tutors - Time will be built into the day to allow tutors to analyze their data collected through use of a benchmark assessment/running records/math and literacy tasks Graduation/Attendance - Title I tutors monitor progress using LLI Benchmark assessments and iReady diagnostic and monthly growth monitoring scores - Clearly define "graduation" status from Title I program