

Elementary Title 1 Program Review

The purpose of this review is to help each school determine the effectiveness of the Title 1 programs and funding in their school. The main part of this support is received as para and teacher support during interventions. It also supports coaching, PD, certification, and special populations like migrant and EL. As you review the questions below, please consider these resources and how you use them in your school.

Date:

School:

This year's academic SMART GOALS: (Tied to strategic plan goal #1)

1. Academic: **ELA:** Each grade level will increase by at least 5 percentage points on ISAT ELA compared to the same cohort for the previous year. (At least 31% for this year's 4th graders, and 46% for this year's 5th graders.)

Math: Each grade level will increase by at least 5 percentage points on ISAT Math compared to the same cohort for the previous year. (At least up to 48% for this year's 4th graders, and 54% for this year's 5th graders.)

Order of graphs Easy CBM, ISAT reading and ISAT math, ISTATION reading.

*Combined: American Indian or Alaskan Native. Black/African American. Native Hawaiian or Pacific Islander. Two or more. All boys and girls were counted in the first 2 columns then placed into a category based on their ethnicity.

Easy Cbm Reading	Boys	Girls	White	Hispanic/Latino	Migrant	Homeless	* Combined (See above)	Sped/ speech
Grade 0	68%	61%	76%	64%	0%	67%	50%	38%
	8%	12%	7%	27%	0%	0%	0%	0%
	24%	27%	17%	9%	100%	33%	50%	62%

Grade 1	63%	45%	67%	25%	0%	0%	50%	40%
	31%	31%	9%	31%	0%	0%	0%	20%
	6%	24%	24%	44%	100%	100%	50%	40%
Grade 2	57%	63%	69%	18%	0%	100%	60%	27%
	16%	11%	10%	6%	0%	0%	20%	9%
	27%	26%	21%	76%	0%	0%	20%	64%
Grade 3	56%	53%	71%	31%	0%	0%	0%	18%
	20%	17%	15%	38%	0%	0%	0%	27%
	24%	30%	14%	31%	0%	100%	0%	55%
Grade 4	69%	69%	78%	40%	0%	0%	100%	45%
	12%	10%	14%	33%	0%	0%	0%	0%
	19%	21%	8%	27%	0%	0%	0%	55%
Grade 5	67%	71%	70%	46%	0%	50%	100%	75%
	22%	16%	23%	16%	33%	0%	0%	25%
	11%	13%	7%	38%	67%	50%	0%	0%

Harwood Elementary ISAT data 2024-2025 (ELA/math)

3 rd ISAT ELA	19%	Overall Proficiency=39%
	20%	+13% from last year's 3 rd graders.
	23%	
	38%	
4 th Total ISAT ELA	21%	Overall Proficiency=41%
	20%	+15% Change from last year as 3 rd graders
	13%	
	46%	
5 th Total ISAT ELA	19%	Overall Proficiency=47%
	28%	+16% Change from last year as 4 th graders
	26%	
	28%	

3 rd ISAT Math	19%	Overall Proficiency=42%
	23%	-1% from last year's 3 rd grade.
	30%	
	28%	
4 th Total ISAT Math	15%	Overall Proficiency=48%
	33%	+5% Change from last year as 3 rd graders
	36%	
	16%	
5 th Total ISAT Math	21%	Overall Proficiency=38%
	17%	-11% Change from last year as 4 th graders
	29%	
	33%	

Describe the academic performance outcomes based on this year's goals and the performance data for the assessments being used. What are the results? Are students growing, in all grade levels, and sub populations? Describe.

EZcbm: Our school goal is 80% of our students will be at benchmark level when we test in the fall. We did not reach that goal, so Easy CBM was used to monitor those students who did not meet the fall target. Spring Easy CBM scores reveal that no grade levels met 80% proficiency.

Istation: Shows that no grade levels met the 80% proficiency in the fall nor in the spring.

ISAT: Students in 3rd-5th grade show growth that met our school SMART goal of 5% increase from last year in all areas except for 5th grade ISAT Math.

Describe what you feel is the impact from the CORE instruction on these outcomes. What is working, what may need to improve?

Additional training and support are needed to help teachers support students during core instructional time. We are not at 80% proficiency. Students who are below grade level require extra instruction, one on one, small group, and diversified lesson planning. The teachers and school have been going through professional development to increase our ability to frequently monitor student progress toward meeting essential standards and intervening in real time to better meet the needs of all students.

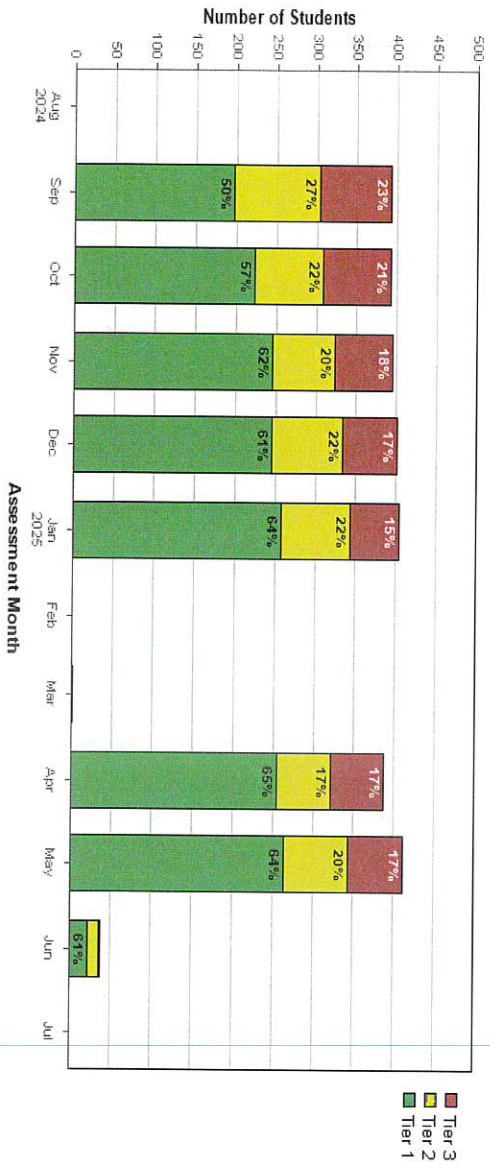
Describe what you feel is the impact of the Tier II interventions. What is working, what may need to improve?

Grade 0	68%	61%	76%	40%	0%	34%	50%	36%
	11%	24%	12%	30%	100%	33%	50%	29%
	21%	15%	12%	30%	0%	33%	0%	36%
Grade 1	66%	74%	78%	44%	0%	0%	83%	36%
	17%	21%	16%	25%	0%	0%	17%	28%
	17%	5%	7%	31%	100%	100%	0%	36%
Grade 2	70%	74%	71%	56%	0%	0	50%	40%
	14%	13%	15%	11%	0%	0	25%	13%
	16%	13%	13%	33%	100%	0	25%	47%
Grade 3	65%	60%	61%	62%	0%	0	0%	45%
	17%	27%	30%	15%	0%	0	0%	28%
	18%	13%	9%	23%	100%	0	0%	27%
Grade 4	63%	49%	62%	47%	0%	0	100%	33%
	16%	34%	30%	13%	0%	0	0%	11%
	21%	17%	8%	40%	0%	0	0%	56%
	70%	74%	76%	62%	0%	0	0%	33%

Grade 5	11%	13%	17%	0%	0%	0	0%	0
	19%	13%	7%	38%	100%	0	0%	67%

Tier Movement: ISIP™ Reading results for Hanwood Elementary School Jefferson Joint Sd 251 - 2024/2025

All Grades - Overall Reading



Participant signatures:

Principal *	Don Fryberger	<i>Don Fryberger</i>
Title 1 Teacher *	Sonya Baisch	<i>Sonya Baisch</i>

Parent * EL		
Parent *		
Teacher(s) *	<i>Kathryn</i>	
Paras	Andrea Keller <i>Valerie Bowen</i>	
EL Coach *	Keri Ward	
parent	bruc	
luke ☺	+ HR POSS <i>off</i>	
parent	T. Bingham	
<i>parent</i>	<i>Becce Polson</i>	
parent	Dani Dwylass	
<i>parent</i>	Matthew Martin	
parent	Cathryn Pedops	
Community School Secd.	Tara Andrews	
parent	<i>Min</i>	
<i>parent</i>	Maikenna Adams	
parent	Joyi Muen	

Required *