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How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?	The team will meet throughout the year to discuss school needs. A timeline for implementation of school improvement will be established and monitored by the leadership team. Surveys will be administered for feedback on the progress of the implementation for school improvement measures.
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What perception data did you use?	The leadership team used multiple data sources including but not limited to: Guided Reading Running Records, GKIDS, GOSA feedback, IDI cards, and I-Learn multi-grade diagnostics.
What does the perception data tell you?	Data reinforces that beginning reading skills continue to excel, however comprehension is an area that needs to improve. Math scores are inconsistent and need to be addressed as well.
What process data did you use?	The process data included surveys as well as various data from academic benchmarks including but not limited to: GKIDS, Guided Reading Running Records, GOSA feedback, IDI cards and I-Learn multi grade diagnostics. Progress monitoring data was also used to chart the progress of our at-risk students. Remediation data as well as RTI data was analyzed during this process as well.
What does your process data tell you?	The process data continues to reinforce the perception data. Beginning reading skills excel but comprehension needs to be addressed. Math scores continue to be inconsistent and continues to need addressing.
What achievement data did you use?	Achievement data was based on the following benchmarks and progress monitoring data obtained from: GKIDS, Guided Reading Running Records, IDI cards, and I-Learn multi grade diagnostics.
What does your achievement data tell you?	Achievement data continues to reinforce all other data sources, beginning reading skills excel while comprehension is identified as an area that needs improvement. Math scores are inconsistent and need to improve.

What demographic data did you use?

We used various surveys as well as the school information system. Multiple questionnaires as well as parent feedback opportunities throughout the year provided information about our changing school population.

What does the demographic data tell you?

Demographic data suggests that we are an increasingly large minority and poor school. The ESOL population as well as the special needs population specifically children with autism are increasing yearly.

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Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team observed a consistent process of assessing students progress followed by a systematic approach for remediation for at risk students. Tier 1 instruction in all classes is very consistent as is the progress monitoring and identification of individual student needs. Remediation is implemented in a consistent manner and is monitored frequently, followed by regrouping as necessary.</p>
<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Leadership has implemented a systematic approach to assessment and progress monitoring. Students are quickly identified as being at risk and given an individualized intervention and placed in the RTI process when necessary.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>All teachers are actively engaged in the data analysis process as well as the PLC's. Grade level teams meet regularly with the counselor to discuss and adjust instruction, interventions and the RTI process.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team observed that family engagement has improved some but is still an area of concern. Multiple family engagement activities take place yearly but attendance is inconsistent with our most at risk families. One on one conferences are offered at different times to accommodate families and this has improved parental engagement to some extent.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The ongoing processes put in place to identify student needs early and consistently have improved results for all of the students. The RTI process is more fluid and meets individual needs better than in the past. This is still an area of focus but has improved.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The community and school is trending toward increased poverty and higher special needs students as well as an increased enrollment of ESOL students.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Student achievement numbers are improving. Basic reading skills excel but comprehension is our next area of focus. Math scores are inconsistent and need to improve.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p>Strengths</p>	<p>The academic achievement of all of our subgroups continues to improve. The majority of our students are ED but our test scores are good. We do see an increase in enrollment of special needs to students as well as ESOL students.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Challenges

The greatest challenges that we face with increased numbers of special needs students relates to the severity and needs of the individual students. We have an increased need for self contained classes and teachers. While most of our special needs students are in the regular academic setting in a co-teaching environment we have seen increased numbers of students with more sever needs.

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Overarching Need - Development of a guaranteed curriculum for all students in reading and math by implementing a common unit framework to deliver instruction based on evidenced based best practices.

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Overarching Need - Implementation of effective professional learning communities that are driven by data, follow established protocol, and impact instruction.

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Overarching Need - Academic achievement concerns in Reading and Math.

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<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>The leadership team, content teams, grade level teams and school governing council reviewed data from multiple resources and collaborated in order to develop the needs, goals and plans for school improvement.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective,</p>	<p>All classes are scheduled and created equally regarding ability and demographics. Teachers who are new, inexperienced or deemed to be ineffective are assigned mentors and are closely monitored throughout the year to ensure quality instruction is taking place in the class.</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>All students are assessed at the beginning of the year to identify their specific needs. Students are placed in RTI/interventions based on the identified needs. They receive ELT on a daily basis and are progress monitored on a weekly basis. The school RTI/intervention team meets monthly with the teachers to analyze the data and adjust instruction. Small groups are rearranged based on progress and or needs. This is reviewed and monitored on a daily/weekly /monthly basis to ensure fidelity of instruction.</p>
<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>All students are assessed at the beginning of the year to identify their specific needs. Students are placed in RTI/interventions based on the identified needs. They receive ELT on a daily basis and are progress monitored on a weekly basis. The school RTI/intervention team meets monthly with the teachers to analyze the data and adjust instruction. Small groups are rearranged based on progress and or needs. This is reviewed and monitored on a daily/weekly /monthly basis to ensure fidelity of instruction.</p>

