

Tussey Mountain School District
Title I School-Wide Program Annual Review
2022-2023

The Title I Program Planning Team collected information to review the goals of the 2022-2023 School-wide Title I Program and revised the plan for the 2023-2024 school year. The meeting was held on May 26, 2023. The following outlines the results of the Annual Review.

Planning Team:

Wayland Heath	Elementary Principal
Melanie Baer	Reading Specialist
Morgan Stoudnour	Reading Specialist
Angela Husick	Math Intervention Instructor

This annual review should answer two general questions:

1. Was the program implemented as intended?
 2. Were there improvements in student achievement, particularly the lowest performing students?
- Did we meet our goals from our 2022-2023 School-wide Title I Plan?
 - Goal #1
 - Continue to develop and strengthen the MTSS system for students in grades K-4 in the area of Early Literacy Skills, Reading, Early Numeracy Skills, and Mathematics.
 - Team Conclusion on Goal #1:
 - ECRI was implemented in grades K-2 during the 22-23 school year. This was the second year for Grade 1 to use the ECRI system in their classroom.
 - A Math Intervention teacher was added during the 22-23 school year which allowed us to begin implementing the MTSS model in Math.
 - Performance groups were implemented in both Reading and Math which has helped teachers to better meet the needs of all students in each grade level.
 - Goal #2
 - Classroom teachers and Educational Specialists will collaborate with one another to provide instruction for individual students or small groups of students based on assessment data collected.

- Team Conclusion on Goal #2:
 - Collaboration occurred on all levels between teachers and specialists to provide instruction to students based on assessment data. Interventions were implemented in the regular education classrooms in addition to more intensive interventions with the interventionists throughout the school year. Regular education teachers and educational specialists were able to collaborate and use the data collected through the MTSS system to make adjustments to instruction to meet the needs of the students throughout the 2022-2023 school year. ECRI was implemented in all K-2 classrooms. ECRI team meetings were held weekly with each grade level to review and revise ECRI implementation.
 - Data collection, throughout the school year, is an essential component of the Title I Program. The data collected is in the form of AIMSweb, Running Records, Sight Word Recognition, Letter Recognition, ECRI assessments, and Problem-solving assessments. Reading Specialists also review student grades on a monthly basis. Classroom instruction is guided by progress monitoring using these assessments. The data was used to guide instruction, develop lessons, adjust student groupings, and develop intervention groups in Kindergarten through fourth grade. The data collected throughout the school year was shared with parents during conferences. Data collection plays a significant role in the process of progress monitoring and the MTSS system.
- Goal #3
 - PSSA Scores will improve in Reading and Math as a result of the Title I school-wide program.
 - Team Conclusion on Goal #3:
 - 2022-2023 PSSA assessment results were not available at the time of this review.
- Goal #4
 - Additional teachers will be trained to use and implement Enhanced Core Reading Instruction for the 22-23 school year. This will expand the program to grades K and 2. ECRI will be implemented in Grades K, 1, and 2 during the 22-23 school year.
 - Team Conclusion on Goal #4
 - ECRI was successfully implemented in grades K-2 during the 22-23 school year.
 - Weekly ECRI meetings were held to answer any questions and ensure implementation was being done with fidelity.

- Goal #5
 - Student data will be used to provide tailored instruction to students through Performance Groups in both ELA and Math in grades 1-4. This will be part of the MTSS system during the 22-23 school year.
 - Team Conclusion on Goal #5
 - All Reading and Math classes in grades 1-4 were grouped by performance on AIMSweb Assessments during the 22-23 school year.
 - Teachers indicated that the design of the performance groups allowed them to meet the needs of all students in the class and allowed them to adjust the pace of the curriculum throughout the school year. The groups were data driven and adjustments were made based on student performance data throughout the school year.
- Strengths of the current program
 - Multi-Tiered System of Support
 - Literacy and Math Intervention Groups
 - ECRI
 - Data Collection
 - AIMSweb Assessments
 - Early Literacy Assessments
 - Early Numeracy Assessments
 - Letter Recognition Data
 - Sight Word Data
 - Running Record Data
 - Oral Reading Fluency Assessments
 - Problem Solving Assessments
 - Progress Monitoring
 - Data Sharing
 - Flexibility for whole group instruction or small group based on need.
 - Monthly “Failing Students List”
 - Parent Involvement Opportunities
 - Timed Math Calculation Practice
 - PSSA enrichment
 - All grade levels focus on Writing skills.
 - Performance Grouping
- Current Program Needs
 - Math Intervention Tools
 - Continue to strengthen ECRI
 - Additional MTSS Intervention Resources
 - Additional Interventionists

- Goals for the 2023-2024 School Year
 - Goal #1
 - Students will be provided with extra practice in Oral Reading Fluency at all grade levels, both in school and at home, throughout the 23-24 school year.
 - Goal #2
 - Classroom teachers and Educational Specialists will collaborate with one another to provide instruction for individual students or small groups of students based on assessment data collected.
 - Goal #3
 - Atte Math Intervention Tool - SpringMath
 - Goal #4
 - Continue to use Performance Groups in both Math and Reading classes. Assessment data will drive the groupings and the instruction provided to students.