



Bangor Elementary Schoolwide Title I Plan 2022-2023

Description

Bangor Elementary School is transitioning to a school wide title school from a targeted title school. The major difference in this change is "All" students are able to receive extra support in literacy and numeracy.

There is a tiered system of supports at Bangor Elementary beginning with tier one which is your classroom instruction. Tier two would be additional support connected to the classroom instruction. Tier three and four are supports that focus on foundation and remedial skills. We use student data from multiple sources to accurately support the needs of our students.

Needs Assessment Summary

We use the following to determine student needs:

- Student Literacy Behaviors
- PALS assessment
- NWEA MAPS screener
- Fountas and Pinnell Benchmark Assessments

Then our team conducted a needs assessment based on academic outcomes and growth measures from the state report card. After analyzing information, our findings include:

- ELA trends across three years have declined by approximately 15 % points for all students.
- Math achievement for all students has remained steady over the course of 5 years.
- Both math and ELA growth indicates that not all students are growing at an expected rate.

NWEA benchmark assessments are given in the fall, winter and spring in Grades 1-5. PALS kindergarten, 4K benchmark assessments are given in the fall and spring. Additional common formative and summative assessments are given throughout the school year related to grade specific enduring skills.

SMART Goal for the academic year

Student Goal: By May 2023, we will reduce the number of students below grade level norms. We will use RIT scores in ELA for the current academic year as indicated by PALS and NWEA MAP Scores.

Adult Practice Goal: Grade level teams will utilize the Professional Learning Community (PLC) process to drive instructional practices.

Fall Benchmark Data to Support SMART goal

4K Reading Readiness results

Total Students Assessed-35:

36/40; 90% of students know 21 or more Uppercase letter identification in Spring of 2023

35/40; 88% of students know 8 or more letter sounds in Spring of 2023

Kindergarten PAL results

Total Students Assessed:

4/39 tested below grade level norm in the Fall of 2022 (10%)

3/40 tested below grade level norm in the Spring of 2023 (7%)

1st grade MAP results

Total Students Assessed-38

14/38 tested below grade level norm in the Fall of 2022 (37%)

19/39 tested below grade level norm in the Spring of 2023 (49%)

2nd grade MAP results

Total Students Assessed-51

23/51 tested below grade level norm in the Fall of 2022 (45%)

15/51 tested below grade level norm in the Spring of 2023 (29%)

3rd grade MAP results

Total Students Assessed-46

19/46 tested below grade level norm in the Fall of 2022 (41%)

22/48 tested below grade level norm in the Spring of 2023 (46%)

4th grade MAP results-40

10/40 tested below grade level norm in the Fall of 2022 (25%)

15/39 tested below grade level norm in the Spring of 2023 (38%)

5th grade MAP results

Total Students Assessed-36

15/36 tested below grade level norm in the Fall of 2022 (42%)

16/40 tested below grade level norm in the Spring of 2023 (40%)

Description of Schoolwide Strategies to address the SMART Goal(s)

- Grade level PLC teams meet weekly and discuss common formative and summative assessments and determine the next steps to follow.

- Interventionists PLC weekly to discuss student needs and interventions.
- RTI committee and Guiding Coalition meet monthly to discuss schoolwide data and plan for future instruction.
- Grade level teams meet monthly to discuss Tier 1 instruction and alignment with the standards.

Description of Methods & Instructional Strategies

- Teachers examine common formative assessment data, collaborate with colleagues, and adjust instruction as needed in order to improve student learning outcomes.
- Implementation of From Phonics to Reading in Grades K-3 this year.

Benchmarks

How will we know?

Data will be looked at three times during the school year which coincide with our universal progress monitoring (September, January and May). Data will be analyzed within the grade level PLC, RTI meetings and changes to instruction and teacher practice will be based on this data analysis.

Highly Qualified

All teachers and paraprofessionals working with students at Bangor Elementary are considered highly qualified.