

FMS 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: 05/31/2024

School: Farnsworth Middle School

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

ELA: 75% of students in subgroups will grow or show proficiency on the state ISAT in ELA during the 24-25 school year.

Math: 75% of students in subgroups will grow or show proficiency on the state ISAT in Math during the 24-25 school year.

Use the following data tables to look at your current years ELA data and then discuss the questions below. The data may be entered for Easy CBM, ISAT, iSTATION or other data used to measure the goals and progress of students and staff. You may copy this spreadsheet and use it for various assessments or data.

***Combined: American Indian or Alaskan Native. Black/African American. Native Hawaiian or Pacific Islander. Two or more**

****Special Education students are counted in both Sped and Race columns.**

Table 1: Data shows proficiency/distinguished or growth on the ISAT.

ELA	Boys	Girls	Non Hispanic/White	Hispanic	Migrant	Sped
6 th	88%	88%	89%	73%	-	57%
7 th	60%	64%	61%	68%	-	80%
8th	68%	64%	67%	57%	-	55%

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? Please describe.

Overall, we saw great growth or proficiency in our student body. It was great to see the Hispanic populations data. Many grew significantly. Refer to table 1.

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

We developed a push in model for para supports to help those students targeted for intervention through various committees, teacher feedback, and grades.

We need to help build the capacity of our classified staff to help students more effectively.

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

We developed a push in model for para supports to help those students targeted for intervention through various committees, teacher feedback, and grades.

We need to help build the capacity of our classified staff to help students more effectively.

What areas do you see a need to maintain and target next year? Please list the SMART goals you may want to consider for next year.

Building teacher and para relationships and toolkits. Put more focus on 8th grade as we consistently see a drop in those students.

75% of students in subgroups will grow or show proficiency on the state ISAT in ELA during the 23-24 school year for each grade level.

Use the following data tables to look at your current year's Math data and then discuss the questions below. The data may be entered ISAT, iSTATION or other data used to measure the goals and progress of students and staff. You may copy this spreadsheet and use it for various assessments or data.

***Combined: American Indian or Alaskan Native. Black/African American. Native Hawaiian or Pacific Islander. Two or more.**

****Special Education students are counted in both Sped and Race columns.**

Table 2. Math ISAT Data

Math	Boys	Girls	Non Hispanic/White	Hispanic	Migrant	Sped
6 th	77%	78%	78%	78%	-	53%
7 th	81%	74%	79%	71%	-	65%
8th	60%	68%	63%	60%	-	31%

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? Please describe.

Overall, we saw great growth or proficiency in our student body. It was great to see the Hispanic populations data. Many grew significantly. Refer to table 2.

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

We developed a push in model for para supports to help those students targeted for intervention through various committees, teacher feedback, and grades.

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

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What areas do you see a need to maintain and target next year? Please list the SMART goals you may want to consider for next year.

Building teacher and para relationships and toolkits. Put more focus on 8th grade as we consistently see a drop in those students.

75% of students in subgroups will grow or show proficiency on the state ISAT in Math during the 23-24 school year for each grade level.

Please review your instructional goal and discuss the results. This may include PD, instructional focuses, or other training or goals for this year.

- Teacher and Para trainings throughout the year to help them grow and develop professionally. They will learn strategies and how to implement them when working with students.
- Teachers can start to use paras as co teachers in the classroom.
- Be more data oriented and implement benchmark testing that can help us focus on growth/proficiency.

Other items you would like to note or consider as a part of the Title 1 Programs?

Participant signatures:

Principal *	
Title 1 Teacher *	
Parent * EL	
Parent *	

Teacher(s) *	
Paras	
EL Coach*	

Required *