

B.A. Kennedy

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Title I Needs Assessment - 10 Components
2024.2025 School Year

Component 1: Needs Assessment

- Current Assessment Structure:
 - NWEA Map Growth Assessment (Reading & Math), K-2, Fall/Winter/Spring
 - NWEA Foundational Skills + Dyslexia Screener, K-2, 1x annually
 - NWEA Oral Reading Fluency, 1x annually (universally)
 - Aimsweb Plus, 4K Fall/Spring, K-2 Fall/Winter/Spring
 - CORE Phonics, K-2 Fall/Winter/Spring
 - Spelling Inventory, K-2 Fall/Winter/Spring
 - Curriculum Based Measures (Reading & Math), 4K-2
 - Classroom Progress Monitoring (Reading & Math), 4K-2
 - Intervention Progress Monitoring (Reading & Math), K-2
 - SEL Screening (BEST), 4K-2 Fall/Spring
- We are continually using data to analyze progress and make adjustments based on student progress/response to instruction.
- Current general areas of focus based on overall data from 2024-2025:
 - Curriculum Review, Areas of Focus: Reading and Writing
 - Increased intervention offerings, particularly in area of math
 - Focus on social skills instruction and application

Component 2: Schoolwide Reform Strategies

- Consistent Curricula Across Grade Levels
 - Tier 1
 - 4K: Ready to Advance, Heggerty, Everyday Math
 - K-2: Benchmark Advance, Heggerty, Everyday Math
 - Computer based learning options (individual pathways + curriculum based supports): Lalilo foundational skills pathways (K-2 - all students), Prodigy Math
 - Tier 2
 - Small group review and reinforce of concepts that are showing as areas of deficit based on curriculum based measures and classroom progress monitoring
 - Visualizing & Verbalizing
 - NWEA skills continuum work (individual pathways)
 - Tier 3
 - Really Great Reading: Countdown & Blast
 - UFLI
- Focus Strategies Chosen to Better Meet Educational Needs
 - Maintain increased time spent on reading and math instruction
 - Remediation for reading and math during school day
 - Whole group and small group learning opportunities for all in ELA and Math
 - Flexible groupings - must help students who need the help when they need the help
 - Monitor trends in data showing larger areas of need for school/building reform
 - Professional development in areas of need, to maintain consistent communication/understanding across grade levels, to stay current in practices

Component 3: Instruction by Highly Qualified Teachers

- B.A. Kennedy teachers are highly qualified as is evidenced by their licensure and continued professional development.
- B.A. Kennedy paraprofessionals are highly qualified as is evidenced by their licensure and continued professional development.
- Supports for new teachers:
 - New teacher orientation
 - New teacher common planning team participation

Component 4: High Quality and Ongoing Professional Development

2024-2025

- Ongoing collaboration/discussion/research during common planning time
- Data review and analysis
 - Pilot of different assessments and incorporation of data they produce
- Educator Effectiveness
- RtI / MTSS supports for students
- Science of Reading
- NWEA Skills Pathways (incorporation of use)
- Instructional programming changes (ie: leveled small group work in reading and math based on overall data trends)
- Curriculum review and analysis (areas of focus: reading and writing)
- Intervention research and appropriate professional development
- Focus on relationship building among staff/staff, staff/students, students/students

Component 5: Strategies to attract highly qualified teachers

B.A. Kennedy is fortunate to have an overall low teacher turnover rate. Because of this, our staff's focus on student and program development has been very consistent. We are continually looking at best practices and research based strategies in our common planning times, as well as continually monitoring student progress. Lastly, we have discussed - in our curriculum review and analysis - the importance of access to both new and veteran staff from both the teaching and learning perspectives.

As a district, we post openings on WECAN and strive to keep our salary schedule competitive in an effort to attract teachers to our district and community.

Component 6: Strategies to increase parent involvement

- Open House
- Parent Teacher Organization Involvement & Events
- Volunteer Application Process
- Parent/Community Development
 - ELA Connection Field Trips/Activities
 - BOOK IT! Program
 - Collaboration with public library
 - Lion's Club Vision Screening
 - Summer School Community Trips / Visits to School
- Schoolwide Plan Availability to Families
- Title I Learning Compacts (Students - Families - Teachers)
- Family Handbook
- Parent Teacher Conferences
- Home Folders & Daily/Weekly Communication (ie: newsletters, parent pick up, etc.)
- Intervention Communication
- Classroom & Building Facebook Pages
- Title I Event Nights
- Parent Information Provided During Registration (ie: District participation in Title I programming, opportunity to indicate interest in volunteering, building contacts throughout district, etc)
- Winter Concert

Component 7: Plans for assisting in the transition from 4K to kindergarten and 2nd to 3rd grade

4K to Kindergarten

- Visit to a Kindergarten Classroom during 4K
- Continued conversation in homeroom
- Acclimation to rooms and staff during daily transitions
- Recess overlap of grade levels
- Fall Open House

2nd to 3rd Grade

- Grade Level Visit (2nd grade) to Bluff View (tour, introduction of staff, time in 3rd grade classrooms, learning from current 3rd grade students, acclimation to playground)
- Continued conversation in homeroom
- Fall Open House

Component 8: Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program

- B.A. Kennedy has a 90 minute common planning block that is shared amongst K-2 staff. This is utilized daily for various collaboration and decision making.
- Universal assessment schedule
- Data driven decision making
- Consistently scheduled meetings amongst grade level and instructional support teams focused on student needs and data, as well as instructional practices
- Consistent use of curriculum based measures (common assessments) to identify trends, needs, etc. with more frequent monitoring of progress

Component 9: Effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards

- Open minded approach to interventions students need
 - We are continually looking at our data to understand our students' areas of deficit. As a result, we are continually researching options that may better meet their needs.
- Building Multi-Level Systems of Support (MLSS)
- Individualized/personalized learning options for all students (computer based and small group learning based)
- Bi-weekly meetings (at minimum) between grade level, instructional support staff and principal to ensure student needs are being met based on current data
- Bi-weekly meetings (at minimum) between instructional support staff and principal to ensure student needs are being met, as well as ensuring other requirements are being met (ie: Act 20, PRP, etc.)
- Universal data structure in place and utilized
- Data driven decision making
- Whole group and small group learning options for all students
- Continued review of curriculum and intervention programming through the lens' of teaching and learning
- Continued monitoring of progress when students are in intervention - and when they are not - to ensure needs are being met and a change isn't needed

Component 10: Coordination and integration of federal, state, and local resources, services and programs

In order to best meet the needs of the PDC Schools, we use multiple federal, state and local resources. Utilization of resources is in compliance with federal requirements including:

Title 1 & Title 2: a portion of salaries and benefits = class size reduction

BAK: Reading Specialist

Bluff View Elem: 3rd grade teacher (50%) and an interventionist

Bluff View Middle School: Math teacher and an ELA teacher

High School: Math teacher and an ELA teacher

Title 4: Fluctuates- annual projects