Annual Title 1 Review
April 29th, 2026
Board Room

Meeting Agenda (black typing) and Notes (blue typing)
*Please write your name on the sign in sheet

1. The purpose of annual title 1 review is to evaluate the effectiveness of the schoolwide (K-6) title 1 program
   a. Review title 1 required components
      i. Comprehensive needs assessment
         1. Reviewing student achievement data and stakeholder data to identify strengths and growth opportunities to create a schoolwide improvement plan

2025-2026 Survey Data				
	Parent	**Staff Ratings**	**Elementary Student**	**High School Student**
	Parent Ratings	Staff Ratings	3-6th grade Ratings	7-12th grade Ratings
Total Surveys Completed	*100*	*46*	*94*	128
Purpose and Direction	3.4	3.69	2.85	3.42
Governance and Leadership	3.38	3.54	2.69	3.19
Teaching and Asssessing for Learning	3.57	3.39	2.76	3.44
Resources and Support Systems	3.6	3.78	2.85	3.42
Using Results for Continuous Improvement	3.54	3.61	2.57	3.42
Overall	3.56	3.54	2.75	3.44
Previous network average	4.04	4.12	2.76	3.53

Survey Areas with highest rating			
Parent	**Staff**	**Elem. Student**	**HS Student**
E13 3.93*	F9 4.02	C1 2.93	D3 3.87*
F6 3.87*	F11 4.02	D3 2.93*	F6 3.81*
E14 3.77	F10 3.96	E8 2.93*	F7 3.79
F4 3.77	D1 3.82	F3 2.90	E1 3.77
E8 3.74*	E13 3.82*	F1 2.86	E11 3.73

*D3, E8, E13, and F6 high areas

Survey Areas with lowest rating			
Parent	**Staff**	**Elem. Student**	**HS Student**
C2 3.22	E1 3.13	G1 2.19	D1 2.76*
F8 3.32	E10 3.18	E5 2.50	F5 2.87
D1 3.33*	G4 3.20	D2 2.56*	E9 2.93
E7 3.36	E6 3.22	D1 2.59*	F2 2.97
E4 3.37	8,E2,E8 3.2	G2 2.69	D2 3.01*

*D1 and D2 low areas on multiple survyes

Survey details at the end of the document

3rd-5th Grade

Student Engagement Survey Summary

Engagement Domains	Engagement Types					
	Committed		Compliant		Disengaged	
	N	%	N	%	N	%
Behavioral	57	67.86%	21	25.00%	6	7.14%
Cognitive	49	58.33%	30	35.71%	5	5.95%
Emotional	54	64.29%	13	15.48%	17	20.24%

Total number of students who responded = 84

N - Number of Participants
% - Percentage of Participants per Engagement Type

Staff survey trends

- 71% satisfied with overall schoolwide Title 1 support programs, 29% neutral
- Math corps and reading corps have been beneficial interventions
- Consistency with resources such as para support and interventions impact effectiveness of programs
- Suggestions – para training on interventions, communication system between staff doing interventions and classroom teacher, more time to learn how to use interventions

Achievement data

NDSA 2024

% Proficient or Advanced									
	Math 2024			ELA 2024			Science 2024		
Grade	WES	State	Difference	WES	State	Difference	WES	State	Difference
3	48	50	-2	30	41	-11			
4	28	39	-11	50	42	8	36	40	-4
5	60	46	14	47	45	2			
6	24	40	-16	28	50	-22			
3rd-6th	40	43.75	-3.75	38.75	44.5	-5.75			

NDA+ 2025

% Proficient or Advanced									
	Math 2025			ELA 2025			Science 2025		
Grade	WES	State	Difference	WES	State	Difference	WES	State	Difference
3	69	41	28	58	38	20			
4	38	43	-5	41	38	3	42	42	0
5	28	45	-17	41	40	1			
6	51	48	3	45	38	7			

FastBridge 2024-2025

Math				Reading		
% low risk and college pathway				% low risk and college pathway		
Fall 2024	Winter 2025	Spring 2025		Fall 2024	Winter 2025	Spring 2025
93	97	96	K	80		76
76	84	54	1	60	60	44
82	78	85	2	89	82	85
92	89	88	3	89	89	89
61	58	54	4	56	55	55
56	64	59	5	66	79	69
76	86	83	6	80	86	76
76.57	79.43	74.14	K-6 Average	74.29	75.17	70.57

FastBridge 2025-2026

Math				Reading		
% low risk and college pathway				% low risk and college pathway		
Fall 2025	Winter 2026	Spring 2026		Fall 2025	Winter 2026	Spring 2026
89	93	79	K	81	85	55
90	93	73	1	65	66	57
72	84	81	2	72	84	80
78	86	82	3	78	86	78
92	92	92	4	92	92	80
52	57	44	5	52	57	60
77	78	63	6	77	78	71
78.57	83.29	73.43	K-6 Average	73.86	78.29	68.71

2. Has the academic achievement of all student (especially low achieving students) improved? Overall students have made progress from the fall to the winter based on FastBridge data. Lower achieving students have made progress as well, but not enough to catch up to grade level standards. State assessments results were mostly higher than the state average. Math scores were lower than reading scores on the state assessment. Data results may be due to increasing minor and major disruptions in the classrooms. In addition, there was inconsistency with interventions due to difficulty securing subs and needing to move staff around to cover essential needs.
3. What changes can be made for improvement? Behavior supports and pathways can be implemented to reduce disruptions in the classrooms through MTSSb planning. A new math curriculum was implemented this year which comes with a learning curve for teachers. A system for communication between all staff working with same students can be created.

ii. Schoolwide Reform Strategies

1. School improvement plan critical initiatives and activities
    a. High quality instruction, trauma sensitive training, proactive circles
    b. Social emotional learning – behavior pathway and MTSSb

2. Were the activities, strategies, staff decisions, professional development opportunities and resources effective in increasing student achievement?
    a. Was progress made towards the school wide goals? Yes, staff used PLC time to practice and implement high quality instruction. MTSSb schoolwide expectations, schoolwide area specific rules, and behavior pathways were created.
    b. What changes can be made for improvement? MTSSb supports can be implemented to support distraction free classrooms, and high-quality instructional practices can continue to be implemented. Math interventions for tier 2 and 3 are needed.

iii. Annual evaluation of the Title 1 program
1. What initiatives will be continued or added?
    a. High quality instruction PD and trauma sensitive schools training will be continually implemented, reading pathway and interventions will be continued, MTSSb and behavior pathways will be added
2. How will effectiveness be determined?
    a. Student achievement data, stakeholder data, staff input
3. How will input be gathered from stakeholders?
    a. Surveys, input from parent engagement opportunities such as fall Title 1 meeting, parent teacher conferences, and annual Title 1 review
4. How will our staff work together to ensure our student's needs are met?
    a. Data meetings, comprehensive data tracking system, PLC meetings

iv. Comingling of funds - We have not co-mingled funds

v. Are the required components being implemented? Yes, the required schoolwide Title 1 components are being implemented

vi. What changes can be made for improvement? The current initiatives described above will address student needs.

b. Overall plan
i. Is the plan appropriate as written? Yes
ii. What changes can be made for improvement? The elementary schoolwide Title 1 plan is appropriate as written and the current initiatives described above will more effectively address student's needs.

surveys **Parent Survey 25-26**
run on 04/23/2026

Parent Survey for Schools — 1 survey(s) 100 response(s)

AdvancED Certified Content

Report Summary

Overall Score: 3.56
Network Average: N/A



By Survey Section	Section Score | Network Average
Purpose and Direction: 3.4 Network Average: 0.0	
Governance and Leadership: 3.38 Network Average: 0.0	
Teaching and Assessing for Learning: 3.57 Network Average: 0.0	
Resources and Support Systems: 3.6 Network Average: 0.0	
Using Results for Continuous Improvement: 3.54 Network Average: 0.0	

Highest Scoring Items

E13: My child has up-to-date computers and other technology to learn. 

F6: Our school provides opportunities for students to participate in activities that interest them. 

E14: My child has access to support services based on his/her identified needs. 

F4: Our school provides students with access to a variety of information resources to support their learning. 

E8: All of my child's teachers report on my child's progress in easy to understand language. 

F2: Our school provides an adequate supply of learning resources that are current and in good condition. 

Lowest Scoring Items

C2: Our school's purpose statement is formally reviewed and revised with involvement from parents. 

F8: Our school ensures the effective use of financial resources. 

D1: Our school's governing body operates responsibly and functions effectively. 

E7: All of my child's teachers keep me informed regularly of how my child is being graded. 

E4: All of my child's teachers meet his/her learning needs by individualizing instruction. 

surveys **Staff Survey_25-26**
run on 04/27/2026

Staff Survey for Schools — 1 survey(s) 46 response(s)

AdvancED Certified Content

Report Summary

Overall Score: 3.54
Network Average: N/A



By Survey Section	Section Score | Network Average
Purpose and Direction: 3.69 Network Average: 0.0	
Governance and Leadership: 3.54 Network Average: 0.0	
Teaching and Assessing for Learning: 3.39 Network Average: 0.0	
Resources and Support Systems: 3.78 Network Average: 0.0	
Using Results for Continuous Improvement: 3.61 Network Average: 0.0	

Highest Scoring Items

F9: Our school provides opportunities for students to participate in activities that interest them.	
F11: Our school maintains facilities that contribute to a safe environment.	
F10: Our school maintains facilities that support student learning.	
D1: Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	
E13: In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	

Lowest Scoring Items

E1: All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	
E10: All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	
G4: Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	
E6: All teachers in our school provide students with specific and timely feedback about their learning.	
D8: Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	
E2: All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	
E8: All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	

surveys **Student Survey (Elementary) 25-26**
run on 04/23/2026

Student Survey (Elementary) for Schools — 1 survey(s) 94 response(s)

AdvancED Certified Content

Report Summary

Overall Score: 2.75
Network Average: N/A



By Survey Section	Section Score | Network Average
Purpose and Direction: 2.85 Network Average: 0.0	
Governance and Leadership: 2.69 Network Average: 0.0	
Teaching and Assessing for Learning: 2.76 Network Average: 0.0	
Resources and Support Systems: 2.85 Network Average: 0.0	
Using Results for Continuous Improvement: 2.57 Network Average: 0.0	

Highest Scoring Items

C1: In my school my principal and teachers want every student to learn.	
D3: In my school my teachers want me to do my best work.	
E8: My teachers care about students.	
F3: My school has computers to help me learn.	
F1: My school is safe and clean.	
F2: My school has many places where I can learn, such as the library.	

Lowest Scoring Items

G1: My principal and teachers ask me what I think about school.	
E5: My teachers ask my family to come to school activities.	
D2: In my school students treat adults with respect.	
D1: In my school I am treated fairly.	
G2: My principal and teachers tell children when they do a good job.	