

Bristol Public Schools

Title I SCHOOL WIDE Annual Review

Meeting Minutes

School: *West Bristol School* Date/Time of the Meeting: *June 4, 2015 1:30 pm*
 Meeting Participants:

NAME	POSITION
<i>Michelle LeVasseur</i>	<i>Principal</i>
<i>Maria Chora</i>	<i>Literacy Coach K-4</i>
<i>Susan Paradis</i>	<i>Literacy Coach 5 -8</i>
<i>Jennifer Gura</i>	<i>Instructional Support Teacher</i>
<i>Dayna Vitale</i>	<i>Instructional Support Teacher</i>
<i>Denise Kirschner</i>	<i>Instructional Support Teacher</i>
<i>Jennifer Taylor</i>	<i>Instructional Support Teacher</i>
<i>William Grocki</i>	<i>Instructional Support Teacher</i>

OUTLINE OF ITEMS FOR DISCUSSION

1. Comprehensive Needs Assessment Process

Analysis of the Developmental Reading Assessment in kindergarten through fifth grade; and the Benchmark Assessment in first and sixth through eighth grade; phonemic/phonological awareness letter and sound identification and concepts about print assessments in kindergarten and Dibels assessment in kindergarten through grade three are used to identify students as substantially deficient or reading below the district benchmark. There are four fulltime instructional support teachers and two literacy interns and one part-time math intern. Students receive literacy support five times per week, K-5 and four times per week 6-8. Math interventions are available to students in three times per week. Teachers who are administering interventions measure progress in literacy using running records, the Developmental Reading Assessment, Benchmark Assessment and student work samples to measure progress.

2. Alignment of School Accountability Plan, Title I School Wide Plan, and Projected Title I Expenditures

Improving achievement in literacy and math are identified areas of need. To support student achievement, several actions were implemented during the school year and include: funding four full time instructional support teachers and two literacy interns and one part-time math intern , implementation of reader's and writer's workshop and a guided math model, and Read 180 and Leveled Literacy Instruction. The Dibels assessment is administered to student in kindergarten through third grade three times per year and progress monitoring is conducted bi-monthly for students who are reading below

benchmark. The contents of School Accountability Plan, Title I School Wide Plan and Title I Expenditures were communicated to staff and parents through the Parent/Teacher Organization opening meeting, inclusion of minutes on the school web site and distribution of Parent Compacts.

3. Highly Qualified Staff

Staff is highly qualified. Paraprofessionals are required to pass an assessment and hold an associate's degree or higher.

4. Professional Development

The focus of professional development was on implementation of the Common Core State Standards, new curricula, and the Smarter Balance Assessment. In addition, middle school English language arts teachers and special education teachers participated in forty hours of Literacy Collaborative training as exemplary reader's and writer's workshop model of instruction. Teachers in grades K-3 engaged in Dibels Next training with a focus on identifying and planning for at risk learners. In addition, one teacher from kindergarten through third grade was trained in data analysis for the Dibels assessment and progress monitoring. A training session was held for the Reading Sourcebook.

5. Title I Parent Involvement Budget

There were a variety of parent/family involvement events that included: Parent literacy nights, Internet Safety, grade level celebrations and One Book, One School. Future consideration will be given to expand literacy/math information nights to develop consistency K-8.

6. Parent Involvement

Monthly parent communication was accomplished through PTO meetings, parent/teacher conferences, impromptu parent meetings, grade level parent compacts that included goals for each grade, information posted on the school web site and communication of an open door policy. In addition, grade levels implemented Remind 101, newsletters and Blackboard Connect as additional pathways to engage parents. Plans to expand the use of email and technology to further develop parental engagement and enhance communication will be considered for the next school year.

7. Review Results of Parent Survey

The 2014 – 2015 school year survey provided a ten day response window with approximately a twenty-two percent return rate. Feedback was positive with

99% of respondents reporting they are comfortable and feel welcome to participate in their child's education. In addition the same percentage felt they are informed about their child's progress. 87% reported finding the family night information helpful and there was a range of communication tools that families felt were helpful (email, parent meetings, progress reports). Future consideration will be given to additional actions focused on increasing parent communication and engagement.

8. School Parent Involvement Plan / School-Parent Compact

Providing documents in Spanish, with an option to be contacted for follow-up, will provide non-English speaking parents and guardians additional options for engagement.

Other items for discussion?

Addition of an in-school suspension room to provide students with school-based interventions and continued training in Dibels Next, progress monitoring and tier two and three interventions were additional topics of discussion.

Summary of Annual Review *(Please list key discussion points/proposed actions for next year here)*

- Enhancing parent communication and engagement – develop a plan
- Developing interventions for at-risk students – include fourth grade with Dibels, common planning/intervention blocks for K-5
- Data collection and interpretation – continue to focus professional development efforts in this area

Based on the above information, the following items will be changed in the Title I program for next year's operation:

Refinement of the intervention block and inclusion of enhanced progress monitoring and data collection to address the needs of at-risk students will be the focus of the upcoming school year.

Parents MUST be informed of the results of this meeting. Below is a description of how parents will be informed:

The report will be posted on the school web site.

