



# **Program Evaluation**

**South Walnut Elementary School**

**Bangor Public Schools (Van Buren)**

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# TABLE OF CONTENTS

## Program Evaluation Tool

|   |    |
|---|----|
| Introduction.....   | 2  |
| Strategy/ Program/ Initiative Description .....   | 3  |
| 1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?.....  | 4  |
| 2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/ program/ initiative? ..... | 7  |
| 3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative?.....                          | 9  |
| 4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended? .                                   | 12 |
| Impact: What was the impact of the strategy/ program/ initiative on students?.....  | 14 |
| Impact Conclusion.....  | 15 |
| Report Summary.....   | 16 |

# Program Evaluation Tool

## **Introduction**

Evaluation of strategies, programs, and initiatives to accelerate achievement and close achievement gaps is a key step in the continuous school improvement process. In addition, all federal programs (Title I Part A, C, and D; Title II, and Title III) require annual evaluation, especially when federal and/or state funds are used to support such efforts. More importantly, evaluation represents good practice and will likely improve outcomes. The Program Evaluation Tool can be used both during implementation to make mid-course corrections as well as following implementation to identify why results turned out as they did and how to improve implementation that will lead to increased student achievement.

## **Strategy/ Program/ Initiative Description**

**What is the name of the strategy/ program/ initiative being evaluated?**

Daily 5 Intervention

**Provide a detailed description of the strategy/ program/ initiative being evaluated.**

South Walnut Elementary has put the researched based Daily 5 structure in place by Gail Boushey & Joan Moser to serve the K-4 population which represents approximately 380 students. The instructors and educators focused on mini lessons as well as interventions that would allow for the opportunity to provide individualized instruction. Each classroom teacher and specials teacher will implement Daily 5 instruction every day for 50 minutes. This time is designed to ensure each student in every classroom receives specific instruction to meet their needs guiding them toward growth, achievement, and proficiency.

**What is the need being addressed by the strategy/ program/ initiative?**

Reading scores on local and standardized assessments, specifically regarding informational text, are low. Our goal is to provide students with tools and strategies to help them better comprehend and understand text that is unfamiliar to them, in turn increasing their reading scores.

**What is the reason for selecting the strategy/ program/ initiative including intended results?**

The reason for selecting Daily 5 is to provide our students with strategies to help increase their ability to read and understand at a fluent grade level. Our goal is to see the work reflected on local, state and national assessments. South Walnut Elementary used Dibels, NWEA MAP, and STAR to make decisions on the needs of their individual students.

**Cite the research supporting the strategy/ program/ initiative, including a brief summary of research findings and targeted population.**

Student achievement scores (Dibels, MAP M-Step, Pre & Post tests, etc.) over the past several years indicate a consistent weakness in reading skills. The increase in demand for problem solving approaches, applications, and inferences created a need to help improve this area across all content areas. We want to provide every students at the elementary level with a foundation of skills they can build on throughout their career as a student in the area of reading comprehension. Research based programs and best practices were utilized throughout the year and data was collected to move our students forward and increase scores.

## **1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?**

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Overall Rating: 3.0

**Statement or Question:**a) What is the evidence regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy/ program/ initiative?

**Response:**

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- School improvement team agendas

**What does the evidence show regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy /program/ initiative?**

We considered the original intent of interventions and we looked at the Daily 5 structure as a perfect fit for our needs. Students who are Level 2 or Level 3 are in need of more intensive instruction. Staff started administering intensive small-group (one-five students) or one-on-one instruction for our students and needed something for the remainder of the class to do. Daily 5 is what we do with the rest of our classes. Daily 5 added the structure to our intervention time, and got our students to start reading independently.

Research shows that students in a 90-minute reading block, must spend at least 60 minutes of that time reading an independent book of choice. Our intervention block is 50 minutes, we know they must spend at least 30 minutes of time engaged in sustaining independent reading.

We provided funds for staff to build on classroom libraries. Students each had a "container" to put their choice books in each day. This practice was something all students benefited from and assured uninterrupted reading was taking place. Staff practiced, timed and practiced again, this sustained independent reading time.

**Statement or Question:**b) What is the evidence regarding stakeholders (staff/ students/ parents) having a shared vision and strong commitment to the strategy/ program/ initiative?

**Response:**

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- School improvement team agendas

**What does the evidence show regarding stakeholders (staff, parents, students) having a shared vision and strong commitment to the strategy/ program/ initiative?**

The staff spent a great deal of time creating and maintaining a reading classroom culture. They needed to build from a foundation of trust and respect to create an environment of learning. When this culture was created students began to understand we are all in various stages of learning, small steps were taken to reach our goal of all students taking ownership and responsibility for their learning.

What we experienced were students buzzing with excitement over being allowed to "control" what they read and being motivated to read and write during Daily 5 time. Without a doubt, "book choice" is an essential core belief of Daily 5.

**Statement or Question:**c) What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

**Response:**

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- School Improvement Plan elements
- Professional development materials
- Conference/workshop attendance
- School improvement team agendas

**What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?**

Together the staff met with administration and the Reading Literacy Coach to discuss how to integrate Daily 5. The book, The Daily 5 Second Edition, Fostering Literacy Independence in the Elementary Grades was purchased for each staff member. This was used as a guide for discussion and implementation of the program.

**Statement or Question:**d) What is the evidence regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

**Response:**

- Meeting agendas/minutes
- Books/papers about the program
- Professional development materials
- Conference/workshop attendance

**What does the evidence show regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?**

Our building plan was to specifically indicate what types of student performance data was going to be collected and how the data would be used. To ensure that improvement was sustained, by all; ESL, transient students. special education, at risk were all considered. Staff collected data and monitored their success.

|  | Statement or Question  | Response  | Rating |
|--|--|---|--------|
|  | Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/ program/ initiative. | Support and commitment were generally high, but some concern or work remains. | 3      |

**What action steps are needed to increase readiness to implement the strategy/ program/ initiative?**

As a building we need to allow time for teachers to set up the Daily 5 routines and building community. Since Daily 5 is a structural routine in the classroom, the beginning of the year is dedicated to launching it. It is extremely important for staff to instill literacy habits that allow for sustained independent work.



## **2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/ program/ initiative?**

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

Overall Rating: 4.0

**Statement or Question:**a) What is the evidence regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

**Response:**

- Self-assessment checklists
- Superintendent or administrator observations/walkthroughs

**What does the evidence show regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?**

Staff and administrator knowledge, backgrounds and training allowed for the Daily 5 to be implemented in the classrooms. As educators we know and understand that children and adults are better able to attend and focus when they know exactly what it is they will learn. To help with the Daily 5 all staff and administration attended a two day (weekend) conference on the program. What we found was, we were doing the right things! The key to the success of implementation is to start small and build in increments.

**Statement or Question:**b) What is the evidence regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

**Response:**

- Superintendent or administrator observations/walkthroughs
- Program simulations, administrator observations

**What does the evidence show regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?**

As a principal I understand that it is important to establish clear learning goals and commitment to these goals. I have high expectations that teachers and students will meet these goals and hold themselves accountable for the success of the school. I have provided emotional support for staff that were reluctant or nervous to begin Daily 5. Once the program was in full-swing I checked to make sure student progress was monitored through the continual disaggregation of student data. I am confident we will accomplish goals despite challenges and setbacks. When milestone achievements are reached, we celebrate!

**Statement or Question:**c) What is the evidence regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

**Response:**

- Professional learning agendas, sign-in sheets
- Program simulations, administrator observations

**What does the evidence show regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?**

Staff were given a variety of support for the implementation of Daily 5. Grade level meetings, book study, two day professional development and outside professionals were brought in for two days of professional development. Money was allocated to support and purchase classroom libraries and classroom comprehension kits were purchased to support the initiative.

**Statement or Question:**d) What is the evidence regarding staff ability to apply the acquired knowledge and skills?

**Response:**

- Minutes of professional conversations
- Superintendent or administrator observations/walkthroughs
- Program simulations, administrator observations

**What does the evidence show regarding staff ability to apply the acquired knowledge and skills?**

All staff dedicated 50 minutes per day to Daily 5. DiBels scores and STAR testing indicate student growth across the board.

|  | Statement or Question   | Response   | Rating |
|--|---|--|--------|
|  | Given the evidence you've assembled, choose one overall self-assessment of the participants' knowledge and skills to implement the strategy/ program/ initiative. | Participants had sufficient knowledge and skills to succeed. | 4      |

**What action steps are needed to improve participants' knowledge and skills?**

A data-driven reading initiative to improve reading comprehension grades K-4. Keeping South Walnut on course for sustained improvement of literacy and learning for all students.

### **3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative?**

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

Overall Rating: 3.0

**Statement or Question:**a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

**Response:**

- Agendas/minutes
- Action plans
- Email correspondence
- Logs, school schedules
- Inventories
- Staff meeting results

**What does the evidence show regarding the sufficiency of administrative support to achieve the intended results?**

The enthusiasm of staff to continue with Daily 5. The enthusiasm of students to enjoy reading and be able to sustain reading for a period of time.

**Statement or Question:**b) What is the evidence regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

**Response:**

- Agendas/minutes
- Action plans
- Logs, school schedules
- Inventories
- Staff meeting results

**What does the evidence show regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?**

Staff will continue to meet weekly with their grade level. The reading literacy coach will continue to meet and share data with staff. On-going observations by Administration to provide feedback and support for the program initiative. Money has been allocated to support the Daily 5 program. A summer book exchange for students has been scheduled in July to keep our student reading interest up and books in students hands.

**Statement or Question:**c) What is the evidence regarding the sufficiency of resources - including financial, time and personnel - to achieve the intended results?

**Response:**

- Action plans
- Budget sheets
- Logs, school schedules
- Inventories
- Staff meeting results

**What does the evidence show regarding the sufficiency of resources - including financial, time, and personnel - to achieve the intended results?**

New resources have been provided for staff to begin project based learning through books. The reading comprehension kits will be continued in the classrooms. Over \$80,000 dollars has been budgeted for a new reading program K-4. Professional development will be taking place before school starts for the new reading program.

**Statement or Question:**d) What is the evidence regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/program/initiative?

**Response:**

- Agendas/minutes
- Email correspondence
- Logs, school schedules

**What does the evidence show regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/ program/ initiative?**

Staff collaborated weekly/monthly with their grade level team to analyze data, look for trends and make changes. They used formative and summative assessments to make accommodations in instructional strategies. This was a time for them to share and reflect on current practices. Evidence of these meetings, along with annotated notes were collected in a binder. Staff also had a weekly calendar for the Daily 5 Book Study with questions, plans and essential practices to support our initiative.

**Statement or Question:**e) What is the evidence regarding structures being in place to collect and review implementation data?

**Response:**

- Agendas/minutes
- Logs, school schedules

What does the evidence show regarding structures being in place to collect and review implementation data?

Staff had time to collaborate and make changes in Daily 5. During these meetings staff would share strategies that would decrease staff frustration with a specific component of the Daily 5 program. It also allowed time to celebrate strategies that were going well and share strategies and practice.

|  | Statement or Question   | Response   | Rating |
|--|---|--|--------|
|  | Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation. | Many necessary resources were aligned with program goals, but more are needed. | 3      |

What action steps are needed to ensure opportunity for high quality implementation?

Continue with common planning time to allow for staff collaboration. Additional professional development.

#### **4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended?**

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

Overall Rating: 3.0

**Statement or Question:**a) What is the evidence regarding a process being in place to monitor fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

**Response:**

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Coaching schedule
- Debriefing following model lessons

**What does the evidence show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?**

We do not see a large discrepancy between our NWEA Reading and DiBELS scores. Conversations, classroom observations an evidence binders are happening throughout the year.

**Statement or Question:**b) What is the evidence regarding positive or negative unintended consequences that may have occurred, if any?

**Response:**

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Coaching schedule
- Collegial observations/visits
- Training agendas & material

**What does the evidence show regarding positive or negative unintended consequences that may have occurred, if any?**

With any new implementation of a program we need to continue our initiative.

**Statement or Question:**c) What do implementation data and student achievement results suggest for implementing/modifying the strategy/ program/ initiative?

**Response:**

- Principal's walkthroughs
- Model lessons
- Collegial observations/visits

**How might these affect the integrity of the results?**

Having staff share/present information during staff meetings allows for clearly specified procedures, measured essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.

|  | Statement or Question   | Response  | Rating |
|--|---|---|--------|
|  | Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation. | Critical elements have been implemented, but work on consistency and depth remains. | 3      |

**What action steps are needed to ensure faithful implementation of program plans?**

Consistency within grade level teams.

**Impact: What was the impact of the strategy/ program/ initiative on students?**

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

**a) What is the evidence and what does it show regarding achievement of the measurable objective for all students when compared to baseline state and local data?**

We need to continue our efforts to have more students proficient in Reading.

**b) What is the evidence and what does it show regarding achievement of the measurable objective for subgroups and their counterparts when compared to baseline state and local data?**

The number of students proficient at South Walnut is lower than other schools within our county with similar socio-economic backgrounds. Our goal is to close the gap.

**c) What is the evidence and what does it show regarding stakeholder (staff/ students/ parents) satisfaction with the results?**

Our staff is aware of the lack of proficiency scores on the NWEA reading this year. Staff and parents are enthusiastic about the implementation of a new reading program in the fall. They continue to look and plan for new strategies with Daily 5.

|  | Statement or Question  | Response | Rating |
|--|--|----------|--------|
|  | d) Were the objectives for this strategy/ program/ initiative met? | Yes      | N/A    |



## **Impact Conclusion**

**Statement or Question:**Should the strategy/ program/ initiative be continued or institutionalized?

**Response:**

- Yes

**a) What is the evidence and what does it say regarding whether this was the right strategy/ program/ initiative to meet your needs?**

Our students have never been so excited about our school-wide Daily 5 time. Daily 5 will be continued next year.

**b) What is the evidence and what does it say regarding whether the benefits of the strategy/ program/ initiative are sufficient to justify the resources it requires?**

The fact that more students are independently reading and STAR scores and DiBELS scores increased.

**c) What adjustments, if any, might increase its impact while maintaining its integrity?**

We have made adjustments to staffing placement school-wide. We have assigned staff with professional reading backgrounds in specific grade levels.

**d) What is needed to maintain momentum?**

Resources, time and motivation!

**e) How might these results inform the School/District Improvement Plan?**

South Walnut has been working for years to implement a new reading program. With the implementation of the program staff are looking at incorporating new teaching strategies.

Report Summary

Scores By Section

