

2019-20 Phase Three: Title I Annual Review Diagnostic_12082019_17:32

2019-20 Phase Three: Title I Annual Review Diagnostic

Bell Central School Center

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2019-20 Phase Three: Title I Annual Review Diagnostic

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Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

Our school leadership team used KPREP and MAP to conduct our needs assessment. The data identifies that our greatest area of need is elementary reading. This area had a high number of novice students. 3rd grade Reading - 32% novice, 4th grade reading - 23% novice and 5th grade with 16% novice, in all 23% of elementary students are novice in reading compared to only 5% in middle grades. The next area of concern is elementary math. 54.4% of students are either novice or apprentice at the elementary level. 3rd grade reading and math is our biggest concerns specifically. Title one funds used to address priorities in our needs assessment are SFA (Success for All), the reading program used in grades K-8 and professional development for our teachers/aides. After a thorough review of multiple sources of data the expenditure of Title 1 funding was effective because after analyzing the data we see a decline of novices as students make it to 8th grade in reading. In 2019 the percentages of students scoring novice from 8th - 3rd grade is as follows: 3rd - 32%, 4th - 23%, 5th - 16%, 6th - 8%, 7th - 5% and 8th - 2%.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

The school wide plan was implemented as written.

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Programs and activities that were planned using Title I monies were open houses, awards programs, Once Upon a Friday and Storybook Wednesday which are both programs that promote reading in the primary (that will help reduce students scoring novice). We have high family engagement at these events. The outcome of these events are evident as the data shows the number of students scoring novice in reading decrease each year from 3rd thru 8th grade. The number of students on grade level on MAP in reading also increase as students move from Kindergarten thru 8th grade.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

We will make sure all teachers and faculty are properly trained on the RTI process so that students who are not making the gains needed are referred for Special Needs testing. We will continue PLCs but add more PLCs about standards in K-2nd grades. We feel that students are not always prepared for and transition into 3rd grade as well as they could.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Programs and activities that were planned using Title I monies were open houses, awards programs, Once Upon a Friday and Storybook Wednesday which are both programs that promote reading in the primary (that will help reduce students scoring novice). We have high family engagement at these events. The outcome of these events are evident as the data shows the number of students scoring novice in reading decrease each year from 3rd thru 8th grade. The number of students on grade level on MAP in reading also increase as students move from Kindergarten thru 8th grade.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

There will not be any changes to the family engagement program next year. We have added preschool - Storybook Wednesday a few years ago and we will continue with these things.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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