

2019-20 Phase Three: Title I Annual Review Diagnostic_12132019_18:00

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Yellow Creek School Center

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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.

We feel that our needs assessment process in 18/19 was very thorough and effective in identifying the areas of need. Our CSIP Team used a variety of data sources in determining our plan. 1. Data sources include: K-PREP data, MAP data, classroom assessment data, Data Day action plans, attendance data, and behavior data. 2. Needs Identified based on the data: High levels of students scoring Apprentice in all content areas and grade levels on K-PREP. 3. Specific Grade Levels or Content Areas Identified as Priorities: Elementary and Middle Math, Elementary and Middle Science. 4. Achievement Gaps Identified as: Elementary Math for SWD, Middle Math for F/R and Middle Reading for SWD. 5. Our Title I funds were used to provide Extended School Services in the form of daytime tutoring for struggling students in the areas of Reading and Math. In 17/18, we used the Non-Duplicated Gap Groups to identify our Gap Goal. In 18/19, we used our Gap Groups (F/R, SWD) to determine if we met our goal from 17/18. 6. The expenditure of Title I funds were effectively used to target the critical needs of struggling students in most areas: Elementary and Middle Reading F/R, Middle Reading SWD. The majority of students that received daytime tutoring last year progressed or if not, qualified as having a disability after the referral process. Although our targeted students did improve, they did not meet the goal. We improved, just not enough to meet the goal. Some groups gained as much as 13.2%, however, the goal was much higher.

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.

1. Yes, the Schoolwide Plan was implemented as written. The only areas that were not implemented were related to the GEAR UP Grant. This only affected a few of the activities. The plan was written as the grant was in the beginning stages of implementation and some of the initial activities of the grant changed during implementation. 2. Goals 1, 2 and 3 are specifically based on Schoolwide Reform Strategies. 3. Our Title I funds are used to support Extended School Services during the school day. This supports all 3 goals. 4. Strategies were selected based on research-based strategies and programs such as SFA Reading, Math in Focus, KAGAN Cooperative Learning Strategies, and RtI. 5. The strategies that were specifically supported with Title I funds were activities that provided supplemental support to the core program. 6. Based on K-PREP data, MAP data, Classroom Assessments, our students did not perform as expected in most areas. However, some of the targeted areas such as Elementary Math, Elementary and Middle Reading, Elementary and Middle Social Studies did improve overall. Also, our Elementary and Middle Math SWD improved, which had been target areas. We feel that the activities such as Simple Solutions, Moby Max and RtI class periods led to the improvement.

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.

Our CSIP Team reviewed multiple forms of data including: K-PREP, MAP, Attendance, Behavior and Classroom Assessments to determine the effectiveness of the strategies. We also discussed the use of the strategies, such as PLCs, C-P-A in Math, etc. CSIP is a standing agenda item on our SBDM Council agenda. This allows us to discuss the progress of the CSIP. Administration also reviews the effectiveness through meetings and observations with District Staff, Program Coaches and Principal Coaches. Lower performing students are also addressed on Teacher Action Plans and are evaluated during Teacher/Admin meetings. Teachers are required to provide their classroom assessment data as well as MAP data to support their findings.

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?

For the 19/20 schoolwide plan, we plan to keep the activities that were seeing progress, but had not yet reached complete implementation, such as implementation of programs with fidelity. We also plan to better utilize our grant opportunities such as GEAR UP, Save the Children, Project Lead the Way and CHARGE. We feel that the additional staff and funds that these grants provide will drastically improve the supplemental opportunities that our students, especially low-income students, desperately need.

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.

Our parent and family engagement program is still not where we would like for it to be and is in a transition period. Last year, we went from 3 parent liaisons to support 6 schools to 1 district level parent liaison. This has limited our program from what it once was. Our parents were provided with the student/parent compact at the beginning of the school. Our FRYSC continues to provide opportunities for parent involvement including parent workshops such as: budgeting, Grandparents Support Group, Bingo for Books, Fairytale Wednesday, Once Upon a Friday, and homework help workshops. Our participation remains lower than our expectations, based on sign-in sheets for events.

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

Our addition of the GEAR UP Grant is helping to increase next year's parent and family engagement program. Again, due to the cuts in our FRYSC staffing, our parent and family engagement has decreased. However, with the addition of the GEAR UP staff, additional activities are being planned to help increase involvement.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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