

2019-20 Phase Three: Title I Annual Review Diagnostic Frakes School Center

2019-20 Phase Three: Title I Annual Review Diagnostic

Frakes School Center
Terry Wilson
29 Henderson Settlement Loop
Frakes, Kentucky, 40940
United States of America

Last Modified: 12/09/2019
Status: Locked

TABLE OF CONTENTS

2019-20 Phase Three: Title I Annual Review Diagnostic	3
Comprehensive Needs Assessment	4
Schoolwide Plan	5
Evaluation of the Schoolwide Program	7
Parent and Family Engagement (ESSA Section 1116).....	8
Attachment Summary	10

2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

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.

The needs assessment determination process includes data from different sources. KPREP data, MAP data, classroom instructional data, non academic data, and communication with parents through verbal and written engagement. Parents and community are involved in the formation and implementation of strategies to increase student achievement. Frakes School Center is a Title I school . Trough PLC's, data analysis workshops, and discussions parents, community members, and the SBDM council information is obtained and broken down about the specific needs and what can be done about increases in student achievement. The school has lost population and therefore teachers and other staff members which has made planning strategies challenging. Using MAP reports which break down specific needs of students and KPREP as well as assessments in the classrooms, teachers have been effective in targeting needs particularly in foundational math and reading issues. To address these issues, individuals help from within the school with the limited resources we have in aides (teachers use planning periods to do one on one as well), computer programs such as Success Maker and Moby Max are used. Targeted calendar math and fast track phonics (SFA are used to assess and target specific foundational reading issues) through core programs and supplemental. Simple Solutions and Reading Mastery are also programs to supplement foundational issues in math and reading respectively. These contain progress monitoring as well as instruction and reteaching elements. Community volunteers also help in after school to assist students with home work (Henderson Settlement). Additionally Gear Up has provided two people to work with students dealing with study skills, college and career readiness, and tutoring. Also Save the Children through a county wide grant has provided a certified reading teacher to tutor and work with students K-6th grade in reading. Additionally the Family Resource Program provides students with assistance in conjunction with community and outside partners in meeting needs such as clothing and food supplies (weekend back pack program) as well as programs after school for students such as bullying programs, programs dealing with smoking, and 4-H activities.

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.

In determining the effectiveness of the strategies which implemented to address the foundational and additionally identified needs listed above such as multiplication skills and phonetic issues, MAP reports which are done 3 times per year and include math and reading assessments for all grade levels are analyzed to check for improvement in specific areas of need which are also identified using the break down of the learning continuum for groups of students and individual students. Additionally the strategies used such as Reading Mastery or Simple Solutions usually all have progress monitoring assessments built in to determine progress-if little progress is made then strategies are changed out to try a different approach. In the elementary grades particularly third grade there are issues identified thorough MAP in both reading and math. Different strategies such as one on one, pull out and use with computer programs, and additional tutoring have been evaluated and most are effective in producing results with students being assessed by built in progress monitoring to determine their effectiveness(Fast Track Phonics assessments given periodically to students and then reteaching takes place in the core instruction and RTI classes). Data from different sources are combined for example in the Reading Mastery the curriculum based assessments are analyzed and instruction is targeted or repeated as needed in the different instructional opportunities such as Fast Track Phonics, tutoring and RTI. Roots assessment is given every 8 weeks to primary students as part of determining need and progress -this is included in the core reading program SFA. Within this program Wings and Edge (the intermediate and middle schools components of the program provides assessment on comprehension, vocabulary, and skill sets included in the reading program. the STAR assessment part of Accelerated Reader is also given three times a year to check reading comprehension levels of students K-8th grade. Additionally a new program provided through Save The Children in which a certified reading teacher provides intervention with small groups of students who are identified by the STAR program and they are progress monitored more frequently using the same program.

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.

Assessments and progress monitoring takes place to evaluate whether particular interventions are effective in producing results with the students. In the fall the program is reviewed and data from state assessments (KPREP, Brigance), as well as MAP reports which can be broken down to identify specific needs and improvements. Also classroom teacher input as well as assessments from progress monitoring (bell ringers, and exit slips-the evaluation is on going and notes are made for any changes that will be made when it is reviewed), and teacher assessments from the core content. Additionally non academic data is reviewed for Title I (basically the whole school) students and their needs that can benefit from the back pack program (back packs are filled with food for students to take home on the weekend), donations programs are arranged which provide coats, shoes, school supplies etc. provided by community members (locally and outside the area). These non academic issues interfere with student success. The core math and reading programs

have built in progress monitoring to assess if students are able to acquire the skills, especially foundational skills that are part of the instruction in those programs. Supplemental programs also have built in progress monitoring to assess their effectiveness too. These include Fast Track phonics assessments to check if the FTP in the reading program is effective in meeting needs, the Roots assessments are also part of this and other progress monitoring in Wings and Edge as part of SFA are also included. In math in primary and in the intermediate and middle grades there are bell ringers and flash backs given to spot check for effectiveness of instruction. There are also assessments built into the math core and supplemental to check for effectiveness. State and daily assessment such as KPREP, MAP are analyzed to identify needs and teachers use these data sources and the identification of needs to adjust instruction in the classroom and to identify supplemental instruction as well as interventions to be used to address these needs through RTI classes built into the school schedule and pull outs for individual and small group. Teachers work in PLC's in whole group and small groups to analyze data sources to address any changes which need to be made.

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?

Interventions which are in place will continue such as group and individual interventions and progress monitoring. Students needs will be evaluated and any changes that may be made would be based on the changes in staff with some programs which are effective being included and the ones which even though they may be effective if there is not enough money or staff may not be able to be included. If there is additional staff then based on the effectiveness of one on one intervention particularly in reading then more one on one would be included. Also to help increase the kindergarten readiness, even more contact with parents and students prior to preschool would be something that needs to still be added based on the trend in the low numbers (Brigance) as to whether students entering kindergarten are considered ready. Additionally incentives to get the parents in the building based on surveys, etc. have been an area that through evaluation and information from surveys is an area which has increased and will be something that is continually worked on. The inclusion of a PTO and more activities for parent/family/community members to be involved has been increasing over the last 3 years and is something that will still be an area of attention. A big focus especially for Title I students is the more one to one interventions based on their specific needs and their progress. This will drive the determination as to whether additional interventions or different interventions will be needed and then implemented. The number of personnel the school has also determines the type and frequency of interventions occur as well as student needs. The addition of two Gear Up personnel is being and will continue to be utilized for student improvement in academic and non academic areas in the middle school. The addition of a certified reading tutor for grades K-6 provided by a grant from Save the Children is a great addition and will continue to be utilized for assistance in reading for low achieving students based on the STAR Assessment .

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.

The day to day and state assessments such as Brigance, KPREP, MAP, instructional progress monitoring and supplemental progress monitoring with assessment built into the supplemental instruction as well as the reports generated from the computer supplemental instruction are use to determine the effectiveness. Additionally event evaluations and surveys are used to determine the effectiveness of the program. The parent and family engagement program is pretty effective especially for a small community school with a small population and limited resources. Many activities are provided for the community and parental/family involvement. The community helps with reading incentives (several business donate to the school to help with reading programs such as Accelerated Reading). The Family Resource Center provides after school activities for parents/ students to work together on communication and in their academic needs. Some of these are Bears Read on Thursdays which provides before school reading times for parents/family/ volunteers to read with students-they are also provided with free books. Additionally another reading program similar to Bears Read called Bears Beginning Early has been added for students 0-4 years old. Activities are provided after school for parents/families to work along side students to create crafts or projects to increase communication with their children and to encourage parents to visit the school and not be afraid to asked questions and interact with staff. There are also opportunities for parents to come to school during hours to engage with staff and become aware of the curriculum and in school activities. Communication with parents through post cards, phone calls, and face to face efforts have been increased this year. Every effort the school makes through strategies and activities and their effectiveness are measured with survey results from the Family Resource and other survey opportunities during the year as well as the results from reports and data analysis in academics as well.

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

Once a year when the program is evaluated what is working is built upon and that which needs to added based on needs assessment and other provided information(surveys, teacher information) and what is identified as a need will be included in the plan. Based on the previous years information the 0-4 year reading program (Bears Read Early) was added . Based on this years Brigance scores of only 18% of students and 82% ready with interventions this program will need

to stay as well the need for additional engagement with preschool students and their parents will need to be included.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------