

2019-20 Phase Three: Title I Annual Review Diagnostic_12042019_11:45

2019-20 Phase Three: Title I Annual Review Diagnostic

Lone Jack School Center

Jonathan Defevers
101 Creech Hollow Road
Fourmile, Kentucky, 40939
United States of America

Last Modified: 12/07/2019

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.....	9

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 process at Lone Jack School Center is an effective tool in identifying areas of need. The data sources used to conduct Lone Jack School Center's Needs Assessment are: KPREP State Assessment Results, MAP Data, School Report Card, SFA (Success for All), Reading Member Center, Infinite Campus, KY ADM ADA District Summary Report. The needs and specific grade levels/content areas identified by data as priorities are...Grades 3, 5, and 6 Reading and 3rd-6th Grades Math as per 2019 Fall MAP scores. Only 38% of 3rd graders, 14% of 5th graders, and 29% of 6th graders were reading on level. Math scores showed 3rd Grade with 38% on level, 4th Grade with 47% on level, 5th Grade with 14% on level, and 6th Grade with 26% on level. KPREP Elementary Reading for grades 3-5 showed a 15.7% increase in Proficient and Distinguished from 2017-2018 to 2018-2019. However, Math scores for grades 3-5 showed a decrease of 3.4% in Proficient and Distinguished. The 2018-2019 KPREP data was as follows: Reading-3rd Grade Novice (6) 33%, Apprentice (1) 6%, Proficient (9) 50%, Distinguished (2) 11%; Reading-4th Grade Novice (6) 30%, Apprentice (8) 40%, Proficient (4) 20%, Distinguished (2) 10%; Reading-5th Grade Novice (2) 22%, Apprentice (5) 56%, Proficient (2) 22%, Distinguished (0) 0%. Math-3rd Grade Novice (5) 29%, Apprentice (6) 35%, Proficient (5) 29%, Distinguished (1) 6%; 4th Grade Novice (9) 45%, Apprentice (9) 45%, Proficient (2) 10%, Distinguished (0) 0%; 5th Grade Novice (3) 33%, Apprentice (4) 44%, Proficient (2) 22%, Distinguished (0) 0%. Science-4th Grade Novice (2) 10%, Apprentice (15) 75%, Proficient (3) 15%, Distinguished (0) 0%. Social Studies-5th Grade Novice (1) 11%, Apprentice (4) 44%, Proficient (4) 44%, Distinguished (0) 0%. Writing-5th Grade Novice (3) 33%, Apprentice (3) 33%, Proficient (3) 33%, Distinguished (0) 0%. Reading-6th Grade Novice (0) 0%, Apprentice (4) 19%, Proficient (11) 52%, Distinguished (6) 29%; 7th Grade Novice (2) 11%, Apprentice (3) 17%, Proficient (8) 44%, Distinguished (5) 28%; 8th Grade Novice (2) 11%, Apprentice (3) 17%, Proficient (8) 44%, Distinguished (5) 28%. Math-6th Grade Novice (0) 0%, Apprentice (8) 38%, Proficient (10) 48%, Distinguished (3) 14%; 7th Grade Novice (1) 6%, Apprentice (7) 39%, Proficient (7) 39%, Distinguished (3) 17%; 8th Grade Novice (2) 12%, Apprentice (9) 53%, Proficient (5) 29%, Distinguished (1) 6%. KPREP Elementary (Grades 3-5) Reading-Proficient and Distinguished 2018-2019 saw a 15.7% increase over 2017-2018. Math scores (Grades 3-5) saw 47.5% of students scoring Proficient or Distinguished. This was a 3.4% decrease from 50.9% from 2017-2018 to 2018-2019. Lone Jack School Center's attendance was 91.31%. The district's goal is 94% or above. Lone Jack School Center will continue to progress in Reading (3-5) as we showed a 15.7% increase in 2017-2018 to 2018-2019. We will concentrate efforts in our 3-5 Math as we saw a decrease in Proficient and Distinguished of 3.4% from 2017-2018 to 2018-2019. In the Middle School (6-8) Reading and Math Lone Jack will continue our efforts to move our Apprentice to Proficient and Distinguished.

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.

Based on MAP data: Effective, timely, and additional intervention to students in danger of not meeting goals were provided by Daily Academic Enrichment/RTI classes (provided extra instruction in Reading and Math). Instructors were assigned based on certification or areas of expertise. Daily in-school tutoring also used the Success Maker Program for students scoring low in Reading and Math based on MAP data. Teachers identified cut-level students ("name and claim") to work with and improve based on KPREP and MAP data analysis. Reading Mastery/Corrective Reading classes were used during RTI periods for those scoring lowest in Reading (1% to 25% and 26% to 49% on the MAP Assessment). Every content area teacher used Academic Enrichment/RTI one day per week on writing quality answers to extend open response questions, short answer questions, and/or demand prompts. Teachers pulled individual or small groups of students during their planning periods to work on additional skills/concepts based on MAP data, KPREP data, and classroom assessments. Moby Max was utilized in Language classes to give students extra practice in ELA and Math skills/concepts. All students were invited to also use this resource at home. Teachers and para-educators do not have common planning periods in our school due to having one teacher per grade/content area. Therefore, teachers and para-educators collaborated during PLC meetings, SFA component meetings (held monthly), after-school teacher meetings, and by e-mail. Activities specified in the Comprehensive School Improvement Plan (CSIP) were monitored regularly for effectiveness through MAP testing which was taken three times per year. Data was analyzed and used to inform KPREP results. Students were placed in tutoring and RTI classes based on areas of need. Monitoring student progress was also done through learning checks/assessments completed after each unit of study. After giving a learning check or other classroom assessment, teachers analyzed results identifying students' needs, areas of need, etc. Teachers used the data to inform classroom instruction in order to meet the needs of students in the GAP group. Teachers analyzed the curriculum to identify gaps and make necessary adjustments in their instructional planning as each unit of study was prepared. This process was on-going throughout the school year. The assessment data collected by teachers was recorded and reported to school leadership during PLC meetings and discussed with other teachers as the meetings took place. Leadership monitored lesson plans regularly to ensure that the curriculum was being taught with rigor. Weekly SFA (Success for All) data checks were conducted by school leadership to analyze the data provided by teachers with regard to student achievement and improvement in Reading. Since we have been improving our test scores, we are going to continue the activities that have been implemented. We will continue to improve our academic rigor which will increase student performance on KPREP testing. In addition, we are continuing with strategies that were implemented in the 2018-2019 school year including RTI intervention binders (tracking the effectiveness of interventions being administered); strategically placing para-educators in classrooms to work with students who are not performing at mastery; additional tutoring classes; the addition of Simple Solutions in Reading, Math, Science, Social Studies, and Language; and supplemental resources that consistently reinforce the Common Core standards. Two additional programs implemented within the last ten months are Gear-up and Save

the Children. They will be utilized on a daily basis. Gear-up is provided by a grant through Berea College. This program has been instrumental in providing extra experiences delivered through the classroom, speakers, and field trips in order to help K-6 students (especially 7-8) realize possibilities on a wider scope than what they have been exposed to traditionally by way of career/higher education training. Gear-up can potentially motivate our Middle School to higher academic performances with their eyes on a future job/career. Save the Children serves K-6 students who score at a certain level on the STAR test. These are students being tutored in Reading on a daily basis.

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.

See above section

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?

Lone Jack School Center progressively reviews, analyzes, and applies data results for continuous improvement. MAP testing is given three times per year - Fall, Winter, and Spring. After each round of testing, school leadership and teachers examine data results to determine the number of students below grade level and at what percentile they performed. Students are targeted for assistance, and a plan is created to help them progress. Data is tracked over time to show yearly growth. Results are tracked through www.teach.mapnwea.org where multiple reports are available. Data is collected and tracked using a KASC worksheet and Magna Tag Data Board. MAP data is also tracked by the district personnel who produce district results for all schools within the district. MAP data is correlated with KPREP scores based upon the KPREP Linking Study provided by NWEA. School leadership and teachers analyze data in each content area and grade level tested for proficiency and separate academic indicators and growth using scoring worksheets and formulas designed by the state and district. The process begins with a look at the data from previous years and a comparison with the most current data results. Calculation worksheets for Reading and Math and separate academic indicators (Social Studies, Science, and Writing) are used to calculate the percentage of Novice, Apprentice, Proficient, and Distinguished and to determine the NAPD calculation in each tested area and grade level. This is done in Reading, Math, Social Studies, Science, and Writing for both elementary and middle school proficiency. With the analyzed data, the administration and faculty calculate the total proficiency for Reading and Math combined. Growth data for both elementary and middle school is also analyzed and calculated in order to get a growth score. With the compilation of data, teachers investigate trends occurring over the course of years. They identify positive aspects that come from the data, areas of concern based on the data, student comparison, and possibilities for improvement. We also devise an action plan to identify cut-level students and create a continued success plan based on the data we have reviewed. MAP data is analyzed for Kindergarten through 2nd Grade since the KPREP is not administered to these students. Other sources of data that are reviewed, analyzed, and applied to show improvement are classroom assessment data (unit learning checks) and SFA (Success for All) member center data (Reading). MAP and KPREP data is reported at Site Based Decision Making Council Meetings on a monthly basis where student achievement is highlighted.

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 2018-2019 school year was a transition year for Title 1. Three parent liaison positions were dissolved. One district Title 1 liaison was hired, and a new Title 1 Administrator was appointed. The new Title 1 liaison serves as the homeless population coordinator and parent liaison between seven schools in the district. 2019-2020 will be a year of new and increased collaboration with the new liaison. During this transition, Lone Jack School Center, as well as the other schools within the district, will be in the developing stages of collaboration in building a new capacity for involvement of family members and establishing partnerships in involving parents to share the responsibility for student achievement. This year Lone Jack School Center's Family Resource Youth Service Center coordinator has made efforts to involve parents and family members. She has conducted parent meetings monthly which are solely administered by community partnerships. The parent meetings are educational classes based upon parent needs, such as extending their educational circumstances, healthy lifestyles, planning and managing budgets, helping their children with homework, etc. As the new Title 1 liaison's roles and responsibilities are established, Lone Jack School Center will collaborate to ensure parent and family engagement.

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



Due to district changes (see above 3A), Lone Jack School Center is in its first year of collaboration within the new dynamics of the Bell district Title 1 configuration. As a result of a grant, a GEAR-UP academic interventionist has been hired to administer in-school tutoring. The GEAR-UP interventionists are serving students demonstrating areas of need. Lone Jack School Center also has the privilege of a grant through Save the Children that provides reading tutoring throughout the school day to students who score a certain level on the STAR test.

ATTACHMENTS

Attachment Name

 CSIP Data Review Team #2

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Data Review Team	Title 1 Review	•
 CSIP Data Review Team #2	Parent & Family Engagement	• 6