

2018-2019 Phase Three: Title I Annual Review

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North Park Elementary School

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Phase Three: Title I Annual Review

Title I Annual Review

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.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (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. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

The needs assessment process was effective, although this reporting process is not provided in a timely manner for us to train all stakeholders to the depth necessary for them to completely understand the process as it is happening. In spite of this barrier, we were able to address the needs and determine the main causes of student difficulty. The primary cause being a lack of school readiness opportunities. Our school and district have been targeting this as a priority for five years, and although we have not improved the incoming readiness, we are making great strides in growth once students enter our program. Attached are SBDM end of year reports on progress for each group of Kindergarten students, outlining the growth made in math and reading. Our family surveys also show that we are meeting the needs of students and families. The large majority of responses received indicate that parents are satisfied with all aspects of our school and how we address the needs of our students.

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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. *Please attach any supporting documentation which is named according to the section it supports.*

MAP testing results, BRIGANCE screen from 17-18, Literacy First and classroom data, Preschool Parent Needs Assessment, Title I Parent Survey, PBIS and KSI data from 2017-18, FRYSC Parent Needs Assessment, Attendance Data, reports from 1-5 principals. All were reviewed to determine trends and potential needs for procedural adjustments. The primary need identified is in Reading. Secondary need is Math. Primarily kindergarten and limited preschool information was included. Achievement gaps were identified in Reading and Math as described below. MAP Testing – We took the test in Fall, Winter and Spring terms for Reading and Math. An Intervention/ Enrichment Block of 30 minutes was continued in school-wide schedule to address student needs based on MAP scores. There was significant growth in all areas. We noted this was a lower entering group from BRIGANCE scores in August (Readiness down 8 points on entry). Most of this is attributed to students coming directly from home, as our preschool students' readiness percentages improved. 2017-18 Reading MAP: According to MAP Student Growth Summary Report, 87% of students met their projected growth. 2017-18 Math MAP: According to the MAP Student Growth Summary Report, 91% of students met their projected growth. We focused on continuation of differentiation of core instruction through small group instruction/stations, While refining our whole group reading to include more small group activities in K. More intentional use was seen in preschool small group instruction as evidenced by Lesson Plans aligned to the new OWL curriculum, monitored weekly. 96.5% of K classes met all Literacy First Kindergarten Phonemic Awareness Skills and 94% of classes mastered the Literacy First Kindergarten Phonics skills, 65% of K students mastered 40 of 50 sight words. . Math –Continued focus on early numeracy skills using teacher created continuum of skills formatted similar to literacy assessment. This is used to develop small group lessons that target differentiated skills. Title I funds were used to provide the interventions for our neediest students in reading and math. Based on the data presented above, the expenditure was effective, in that it allowed us to help our students grow from 39% proficient and distinguished in Math to 59% and from 52% to 60% proficient and distinguished in Reading. North Park also holds a one week Jump Start Camp for incoming Kindergarten students in July. This is paid for out of Title I Extension funds supplemented with ESS funds remaining after the school year ends.

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part 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).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Survey results here, compact attach, born learning, power point for training, etc.

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

We would like to provide a "parent university" to provide support to families in need of adult support for mental health, employment, family dynamics and relationships, etc. in order to improved outcomes for their children. We will attempt to provide opportunities to bring families together to learn how to help their children (Born Learning) by applying for a grant to support the program.

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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)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

All stakeholders review grade, school-wide, district, and state level data to determine school strengths and areas of improvement in the following diagnostics: TSG data and past BRIGANCE data for preschool; District Literacy and Math Assessments for Preschool. We review school Literacy First and Math assessments; current BRIGANCE screen data, and MAP data for Kindergarten. Additional data in sub-domains for all content areas are utilized to provide Kindergarten teachers specific data to make more informed decisions on their instructional practices. Intervention/enrichment lessons can be planned to provide targeted instruction for skill groups, as well. Analyses happen in leadership team meetings, PLC meetings, Faculty meetings, and SBDM meetings and are documented in minutes. PLCs meet 2 times per month to review data, Committees meet monthly, SBDM meets monthly. Data reviews (Data Chats) are held quarterly with individual teachers and leadership team. Gaps with subpopulation groups were also analyzed. We review the Parent Title I surveys from the previous Spring, and gave a Teacher and Staff Survey in Fall 2018. Stakeholders look at multiple forms of data to get more valid information to make instructional decisions. Some of the data does not address the transient nature of our population of students. We have multiple programs in place to reduce the many barriers to learning and close gaps. Results are used to designate areas of strengths and weaknesses for our school. These forms of data helped us find the weak or inconsistent areas in our curriculum and instruction. According to this data, reading continues to be the primary weakness for our school. However, although math starts lower, our students perform on average above grade level by the end of the Kindergarten year. TELL survey and Title I parent survey results were used to determine culture and climate needs at North Park.

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Our core instruction is solid, providing students with differentiated small groups that are based on current needs in reading and math daily. Intervention and enrichment are provided 2-4 days per week depending on the Tier status of each student below grade level in reading and math. ESS services are provided for those students on the cusp of grade level. These processes are all monitored through walkthroughs and data analysis quarterly adjusting intervention and ESS rosters.

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

None, as the current plan is effective in making consistent gains for students.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 ESS schedule 2018	ESS	4B
 Parent Survey 2017-18 Spring	survey results	3A, 3B
 Staff survey 2018	results of needs assessment staff survey Fall 2018	4A, 4B