

Phase Three: Title I Annual Review_12142018_09:50

Phase Three: Title I Annual Review

Longest Elementary

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Last Modified: 12/17/2018
Status: Locked

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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 process was effective. We met in content area PLC's to gain ideas, the curriculum, instruction, and assessment committee met to discuss final plans, and then the entire staff met to go over the final plan. We used KPREP data & MAP data

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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.*

Increase the percentage of Non-duplicated gap students scoring proficient and distinguished in the area of Reading to 70% or higher Staffing resources will be utilized to best meet the needs of our students Breakfast Club, Spartan Success Club, Bi-annual Student Accommodations Review, Admins, Teachers Leaders, Grade level teams Student Data Charts, Attendance, Scheduled Meetings \$3,500 ESS, RTA, Classroom, Support Staff, and Administration will all collaborate and work to meet our students needs as we adjust their instructional process Admins and RTI Team SBDM Minutes, Principal Post, Team Meeting minutes \$10,000 ESS and \$50,000 RTA Grant Utilize FRC and other community resources to reduce barriers to learning. Provide various supports to our students in need Admins and FRC Coordinator Advisory Council Minutes Increase the percentage of Non-duplicated gap students scoring proficient and distinguished in the area of Math to 70% or higher Utilization of Technology and other classroom RTI interventions. Adopt and utilize Kagan strategies Utilize Splash Math in K-5 with students developing early math skills. Students will each work toward their usage goals in order to meet their growth expectations Classroom teachers and RTI team Splash Math Data Reviews \$2,500 School will provide learning opportunities for staff to either attend off site training sessions or participate in a school-wide event at LES. Kagan materials will be provided with training Admin PD Records \$5,000 School and \$1,000 District Reduce the percentage of Gap students scoring novice to 10% or less. Instructional staff will target low achieving students through RTI. Small Group Instruction Progress Monitoring Individualized Computer Programs MAP Data ESS Instructional Coach Small Group Instruction Scrimmage Tests Individualized Computer Programs \$8,000 Student Case Studies Monthly Meetings with School Psychologist and Administration Special Ed. PLC

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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.*

We held family nights for various occasions, grandparent's week, and data and dessert nights to share individual academic progress with families. We had large crowds at each of the family events and felt successful in getting parents involved in their child's learning. These events are successful according to the high number in attendance of after school events, monthly principal breakfast with parents, and discussions.

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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 have added additional social media opportunities for families to communicate and be involved. Programs such as email, school messenger, remind 101, and facebook provide many avenues for families.

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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.*

MAP data is available three times a year. It is reviewed by the staff and administration as it becomes available. It is reviewed by individual student, by class, by grade, as well as school-wide. Intervention data is reviewed monthly by staff. Computer programs such as Lexia, SplashMath, and Reading Plus give data reports and that is reviewed by staff.

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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.*

MAP data is the most effective evaluation results of our school-wide program. It shows growth over time, student progress is ranked compared to National percentile rankings. This allows us to understand and see how they are progressing. SplashMath is the least effective due to the program being a new program and teachers do not yet have a full understanding of the reports it provides.

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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.*

A data team will be established and a group of teachers will study different types of data to find school-wide issues.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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