

2019-20 Phase Three: Title I Annual Review Diagnostic_11052019_13:50

2019-20 Phase Three: Title I Annual Review Diagnostic

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2019-20 Phase Three: Title I Annual Review Diagnostic

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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.

Multiple sources of data, such as MAP, KPREP, discipline reports, and teacher input surveys were analyzed to determine the comprehensive needs of Clearfield Elementary School. When reflecting on kindergarten-second grade, MAP data was analyzed in both reading and math. Based on fall 2018-19 data, 25 kindergarten students were at or above district benchmark in reading and 17 in math, 22 first graders were at or above district benchmark in reading and 21 in math, and 22 second graders were at or above district benchmark in reading and 36 in math. Compared to spring data, 18 kindergarteners were at or above benchmark in reading and 19 in math, 24 first graders in reading and 21 in math, and 30 second graders in reading and 34 in math. For kindergarten, this is a decrease of seven in reading and an increase of two in math; for first grade, an increase of two in reading and an increase of zero in math, and for second grade, an increase of eight in reading and a decrease of two in math. When analyzing this data, it is evident that students in grades k-2 are performing significantly lower than their peers in other school throughout the district. When diving into 2017-18 and 2018-19 KPREP data, it is very evident that third-fifth grades have made small gains in certain areas, but also a decrease in proficiency in several areas, as well. In third grade, there was a seven percent decrease in reading and a 4% increase in proficiency in math, in fourth grade, there was an 11% increase in reading, 6% decrease in math, and a 6% decrease in science, and in fifth grade, there was a 1% increase in reading, a 22% decrease in math, 9% decrease in social studies, and a 14% increase in on-demand writing. Based on the data above, it is apparent there is a significant weakness in tier 1 instruction at all grade levels. With that being said, Title 1 funds are being strategically utilized to increase the rigor in all classrooms and provide students with what they need in order to be successful and achieve at high levels. Some of the specific ways in which Title 1 funds are being utilized are by supporting full day kindergarten, supplemental classroom resources for reading and math, and an additional classroom teacher to decrease class sizes, where most appropriate.

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.

Specific goals, objectives, and strategies were all written in the CSIP to support an increase in proficiency and decrease in students performing at a novice level in all subject areas. These were all addressed through activities, such as teachers working in collaborative PLCs, all classrooms administering common assessments, and developing a strategic schedule that allows an ample amount of time for reading and math core instruction. CES has also worked diligently with the district to plan professional development that will most effectively benefit all teachers.

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.

Several evaluation methods are used by CES and the district to improve academic achievement at all levels within the school. Teachers meet with the administrative team once weekly in grade-level PLCs to collaboratively analyze formative and summative assessments and to create an action plan for the students who still have not mastered the content. Teachers also brainstorm active student engagement strategies that they can embed into their lessons for the upcoming week. After school PLCs are also held for all certified staff members. During this time, one teacher shares an engagement strategy that has been successful in her classroom. ELEOT walk-throughs, and informal observations are also used to monitor student engagement and to measure the success of various strategies and lessons that were planned in grade level PLCs.

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?

Based on 2018-19 MAP data for grades K-2, students in first and second grades made small gains in reading, and kindergarten made a small gain in math. These numbers prove that some of the systems that have been put into place have been effective, but there are still several areas that CES needs to analyze and make changes to in order to move more of our students to proficiency. The most recent KPREP data supports the same idea. The gains that were made were small, and the decreases, especially at the 5th grade level, were significant. The two main areas that CES is focused on are reading and math. CSIP goals have been centered around moving students to proficiency and improving core instruction to ensure students are getting the content and skills they need in order to be successful. We have also worked to hire an additional teacher and teaching assistant to decrease class sizes and offer support for behavior in various classrooms. Lastly, our school-wide plan will reflect a stronger emphasis on PBIS and restoring positive behavior throughout the school. There will be rules and expectations for all common areas, a consistent behavior plan in all classrooms, and an emphasis on positive behavior and making good choices at CES.

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.

Based on parent input surveys, parents feel welcome into the school and feel like the teachers and staff members truly care about their children. The amount of parent involvement is not where we would like it to be and plan for this to be a focus for the upcoming school year. The turnout is significantly low for reading and math nights and parent teacher conferences, and seems to decrease as the school year goes on. Sign in sheets are kept on file for every event we host and have been analyzed by the school leadership team to base the decisions listed above on.

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

Based on the data analyzed by the school leadership team, we plan to host more events and offer various incentives to get parents into the school and invested in their child's education. One idea that was brainstormed was offering child care for our math and literacy night's to give parents the opportunity to learn more about our curriculum used and how they can help their child at home in reading and math. We also have discussed hosting an event per month and having them all scheduled ahead of time so parents know exactly what's going on and how to plan around these events. The leadership team has also talked about sending out more surveys to families to continue to gather their input and make decisions based on the feedback received from these surveys. Overall, our plan is to increase parent involvement and to also educate our families on ways they can help their child be successful at school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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