

Title I Annual Review 2019-2020

2019-20 Phase Three: Title I Annual Review Diagnostic

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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.

Specific objectives, activities and strategies were written in the CSIP to support the increase of proficient students in the area of reading, math, writing, science and social students as well as decrease the novice population in all content areas. School, district and state goals have widely supported reducing novice in all categories. Goals that addressed reducing novice in McBrayer's CSIP are accompanied by identifying specific activities believed to be integral to achievement of the goal. These activities include: teachers working weekly in Professional PLC groups do develop and analyze formative and summative assessments; development of a master schedule that ensures a 90 minute block of core reading and math time, as well as a 30 minute Response to Intervention time; focusing on core instruction and the development of common summative math assessments and aligning resources with curricular needs and assessments; focusing on small group guided reading efforts using the work of Jan Richardson; and finally, ensuring a coherent and well articulated professional development program that is on-going, job-embedded and responds to the needs of the teachers and staff. Disaggregating classroom and benchmark data on an ongoing basis enables teachers and administrators to regularly monitor student achievement and growth. Teacher and staff professional development was planned to allow administration, teachers and staff time to work on developing reading, math, and writing units that supported a school wide system of instruction in the classroom. This job embedded professional development enables each teacher to refine content area and instructional strategies that focus on improvement of student achievement. Time was also allocated to allow teachers and consultants time to work together during the school year to revisit areas that continue to need support.

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 objectives, critical initiatives, and key measures were written in the CSIP to support the increase of proficient students in the area of reading, math, writing, science and social studies as well as decrease the novice population in all content areas. School, district and state goals have widely supported reducing novice in all categories. Goals that addressed reducing novice in McBrayer's CSIP are accompanied by identifying specific activities believed to be integral to achievement of the goal. These activities include: teachers working weekly in Professional PLC groups do develop and analyze formative and summative assessments; development of a master schedule that ensures a 90 minute block of core reading and math time, as well as a 30 minute Response to Intervention time; focusing on core instruction and the development of common summative math assessments and aligning resources with curricular needs and assessments; focusing on small group guided reading efforts using the work of Jan Richardson; and finally, ensuring a coherent and well articulated professional development program that is on-going, job-embedded and responds to the needs of the teachers and staff. Disaggregating classroom and benchmark data on an ongoing basis enables teachers and administrators to regularly monitor student achievement and growth. Teacher and staff professional development was planned to allow administration, teachers and staff time to work on developing reading, math, and writing units that supported a school wide system of instruction in the classroom. This job embedded professional development enables each teacher to refine content area and instructional strategies that focus on improvement of student achievement. Time was also allocated to allow teachers and consultants time to work together during the school year to revisit areas that continue to need support.

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.

Multiple sources of student assessment data are used to evaluate the schoolwide program. These include: KPREP, reading and math Acadience, ACCESS, Brigance, Measures of Academic Progress (MAP), common summative classroom assessments, TELL survey data, PBIS data, as well as student and parent perception surveys. Some of these data sources can be accessed in the attachment section of this report. In weekly grade level Professional Learning Community (PLC) meetings, results from MAP, DIBELS and common assessments are reviewed and analyzed to determine next steps. Individual data team meetings are held three times a year to review MAP, DIBELS, and running records data for each classroom teacher. During these meetings, student progress is discussed and strategies are identified to improve instruction in the classroom in meeting the need of individual students. This data is compared to classroom assessment results. Assessment data is used to identify specific students who may need RTI plan and services, as well as to reflect on what's working and what's not working for individual students. The RTI progress monitoring data is reviewed monthly to determine if progress is being made. Formal walk-throughs by the leadership team are conducted three times a year. This is in addition to the walkthroughs

conducted by the principal on a routine basis. During these walkthroughs, instructional strategies and student engagement are monitored and possible professional development needs begin to emerge. Parent and student survey results are shared with staff, SBDM and PTO. Suggestions and strategies are used to improve schoolwide initiatives. PBIS data is reviewed with Lighthouse team and teachers monthly. Adjustments and modifications are made based on the data reviewed in these meetings. All teachers and administrators use the RTI decision making protocol that outlines a step by step RTI process. RTI is used by all teachers to make decisions based on student needs. The process is reviewed by the Title I Coordinator with all stakeholders at the beginning of the school year. Parents are also communicated with throughout the three-tiered process. Intervention team members meet routinely to review the progress of individual student learning. Tier I services are documented by the classroom teacher. If a teacher continues to have concerns about individual student achievement, the RTI team will help decide the best way to effectively meet the academic and/or behavioral needs of each student. A Tier 2 or 3 plan is written to provide specific, highly effective small group and individual instruction. Documentation of data is used to determine the movement from one tier to the next. Parents are made aware of the intervention plans or often attend the intervention meetings.

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?

The faculty and staff will work with district administration, school leaders and other teachers to identify and plan strategies that will assist with meeting the needs of students in the gap group. Additional training will be planned to support teachers in planning differentiated learning activities that will meet the needs of all students. Teachers will receive additional training in math and reading instructional strategies, as well as high yield instructional strategies to help better meet the needs of students not working at the proficient level.

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.

There are a variety of communication tools including: email, notes home, agenda/binders, newsletters, webpage, Remind 101, and phone calls used to support communication between the school and home. A variety of parent nights are held yearly to encourage involvement of all stakeholders in the school, home, and community. Events such as the schools Fall Festival, Open House/Parent Teacher Conferences, Box Top Hop, Daddy and Me Dance, Turkey Trot, Thanksgiving Food Drive, and Math/Science Night are scheduled to encourage parent involvement within the school. All of the events are well attended and families are engaged with the school and community. Parents serve on school committees such as the FRC advisory board and SBDM council to allow an opportunity for them to give input on school budgets and improvements.

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

No changes will occur at this time.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KPREP Data		•
 MAP Fall to Winter 2019-2020		•