

## 2019-20 Phase Three: Title I Annual Review Diagnostic\_11262019\_10:37

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.

Rodburn Elementary uses multiple academic and non-academic data sources to address the needs of students. Sources used are as follows: K-PREP, DIBELS, MAP (Reading and Math), Formative and Summative Assessment, Brigance Kindergarten Screener, school attendance, and PBIS data. Rodburn Elementary stakeholders (SBDM, PTO, Teacher Leadership Team, Data Teams, PLCs) examine data to develop strategies to address student needs. Teachers work with students to goal set so students will know what the expectations are for improvement. Through careful and thorough examination of the needs assessment areas of need were identified successfully.

## 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.

The school-wide program incorporated walk-to groups (reading and math). Leveled Literacy Intervention program along with Lexia Reading were implemented to address the needs of low-achieving students. During the school year 19-10, Rodburn will be implementing I-Ready Classroom Math. The effectiveness of these strategies, as measured by multiple sources including MAP and DIBELS. DIBELS show that the intensive level of students are decreasing in grades K-2. DIBELS grades 3-5 does not show a decrease in the intensive level. MAP data show that the novice level in both grades K-2 and grades 3-5 have increased, while growth in proficiency has decreased. Teachers engage in professional development that is based on evidenced based practices such as Kagan Cooperative Learning, number talks and other conceptual strategies for teaching of math, and evidence based strategies for the teaching of reading. Teachers will be provided professional development on I-Ready Math on how to implement with fidelity.

### ATTACHMENTS

#### Attachment Name

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 [DIBELS DATA](#)

 [Rodburn MAP Summary](#)

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.

The effectiveness of the strategies will be evaluated in multiple ways. During PLCs we analyze MAP, DIBELS, formative and summative assessments in both reading and math to determine those who need extra support with standards being taught. RTI students are monitored to ensure they are progressing and receiving explicit intensive instruction to meet their needs. The principal along with the Instructional Leadership Team will conduct walk throughs to monitor the instruction. The principal and the ILT will provide feedback to the teachers on ways to increase engagement and strategies for students to reach mastery.

### ATTACHMENTS

#### Attachment Name

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 [KPREP DATA](#)

## 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?

Revisions will consist of making sure evidenced based practices/strategies from professional development are being implemented with fidelity and effectively. This will be monitored by walk throughs, PLCs and teacher feedback. We are working on posting Learning Intentions. Students are to understand what they are learning and why. All students will be engaged and challenged in all content areas. Additional teachers will receive math training provided by KEDC on teaching students conceptually before moving to the abstract.

## 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.

All parents are encouraged to attend multiple activities/programs throughout the year. Open House/Ice Cream Social is held at the beginning of each school year with approximately 52% of parents attending on average. Kindergarten parents are invited before the start of each school year to attend an orientation. The Kindergarten orientation has seen much success with approximately 80% of parents attending yearly. Student led conferences are held twice yearly in grades K-5 with approximately 40% of parents attending. Rodburn families are invited to attend literacy/math nights, Veteran's Day program, Grandparents breakfast, holiday meals, winter concert, and various other programs. Parents/guardians are invited to join their child's class DOJO or REMIND accounts so they can stay informed on upcoming events and school/classroom activities. Parents can access infinite campus to check grades. Parents have access to computer programs (Lexia, I-Ready Math, Starfall) they can access from home to work with their children. Rodburn holds monthly service team meetings to work with parents on attendance issues. Rodburn continues to explore avenues to involve parents/guardians in their child's education.

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

Principal along with Kindergarten teachers will conduct home visits for incoming students to have an understanding of each home's dynamics. All parents will be provided with a list of resources that will be available for home/school use to improve student achievement. Send out dates at the beginning of the school year so parents can plan to attend events accordingly.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 <a href="#">DIBELS DATA</a>	Comparison of data	• 2
 <a href="#">KPREP DATA</a>	Comparison of data	• 3
 <a href="#">Rodburn MAP Summary</a>	Comparison of MAP data 2017-18 to 2018-19	• 2