

2019-20 Phase Three: Title I Annual Review Diagnostic_12302019_09:50

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.

Tilden Hogge Elementary planning committee and SBDM uses trend data from DIBELS, MAP, KPREP, Fountas and Pinnell and classroom assessment data to determine needs. MAP is used as a benchmark assessment and a diagnostic tool for students in reading and math. DIBELS is used as a screener for reading readiness that guides teachers to use the PASI or PSI to diagnose reading barrier. Fountas and Pinnell is a benchmark assessment used to allow teachers to interview students using fiction and nonfiction text and determine their independent books as well as instructional level. The committees also reviewed survey data from all stakeholders concerning perception and pedagogy and instruction.

ATTACHMENTS

Attachment Name

-  [Evidence Based Teaching Strategies](#)
-  [Parent perception survey Fall 2019](#)
-  [Staff Perception Survey Fall 2019](#)
-  [Teaching and Learning Pedagogy Survey](#)

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.

See attachment titled Evidence Based Teaching Strategies.

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.

THES Title I survey (see attachment) results represent 30% of families even though 100% were invited to participate in the survey. The attached survey results can be used as supporting documentation that the parent and school partnership is productive and positive for students.

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 Title I surveys helped THES identify communication of learning expectations with families as an area for improvement. This is why the THES planning committee and SBDM felt that continued improvement on implementation of the plan/do/study/act would support classroom communication with home. The use of students data notebooks will allow students to talk to their parents about their expectations, progress, and goals.

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.

THES saw an improvement in the area of families understanding of expectations and feeling that their children were supported through the learning process according to the perception survey and title I survey. Family participation in school events have increased. Our school/parent compact is updated with family feedback annually. This partnership with families allow us to plan for family nights, parent meetings, and used in committee meetings to develop strategic plans to support students' growth by building capacity in homes. See attached school/family compact.

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

understanding of expectations in academics for students is still an area of improvement for parents according to surveys. The continuous improvement tool of plan, do, study, act will be used to communicate to students and home the expectations. Teachers will continue to revise their classroom PDSA continuous improvement system. Students will become better at understanding what they are learning and why. Students will be able to describe where they are in the progression of mastery and strategies to achieve mastery.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|-------------|--------------------|
|  Evidence Based Teaching Strategies | | • 1 |
|  Parent perception survey Fall 2019 | | • 1 |
|  School/Family Compact | | • |
|  Staff Perception Survey Fall 2019 | | • 1 |
|  Teaching and Learning Pedagogy Survey | | • 1 |
|  Title I parent survey spring 2019 | | • |