

Center School District #58



Evaluation of Title Programs and Services

Title Agenda



- Review of Title I Programs and Services
- Review of Title IV Services
- Recommendations and Revisions for 2019-2020
- ESEA Consolidated Plan
- Questions

- Center School District Website:

www.center.k12.mo.us

Tools for Student Success



- Help your student become a reader
- Help your student in math
- Help with homework
- Increase school-home communication
- Get involved with school activities and decision-making by joining PTA-PTO
- Volunteer
- Create study spaces at home
- Encourage student use of available reading, math or science online support resources
- Participate in school curriculum nights
- Get involved in service-learning projects

Curriculum Materials and Resources



Timeline:

1. Research of Supplemental Materials and Resources in November
2. Company Requests for Presentation in January
3. Proposals in February
4. Presentation of Supplemental Materials and Resources in March/April
5. Quotes Received in April
6. Purchase of Supplemental Materials and Resources May-July
7. Training and Implementation June-August

Curriculum Materials and Resources



Purchases:

1. Reading (Elementary): Open Court (K-2) and Wonders (3-5)
2. Math (Elementary): Eureka Math (K-5)
3. Social Studies (Middle School and High School 6-12)
4. Science (Middle School 6-8)
5. Reading Intervention (Middle School and High School 6-12)
6. Science (High School 9-12)
7. English Language Arts (Middle School and High School 6-12)

Academic Assessment: Measure of Student Progress



AIMSweb Plus: is an assessment, data management, and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills. It uses two types of measures: curriculum-based measures (brief, timed measures of fluency on essential basic skills) and standards-based assessments (comprehensive measures aligned to current learning standards).

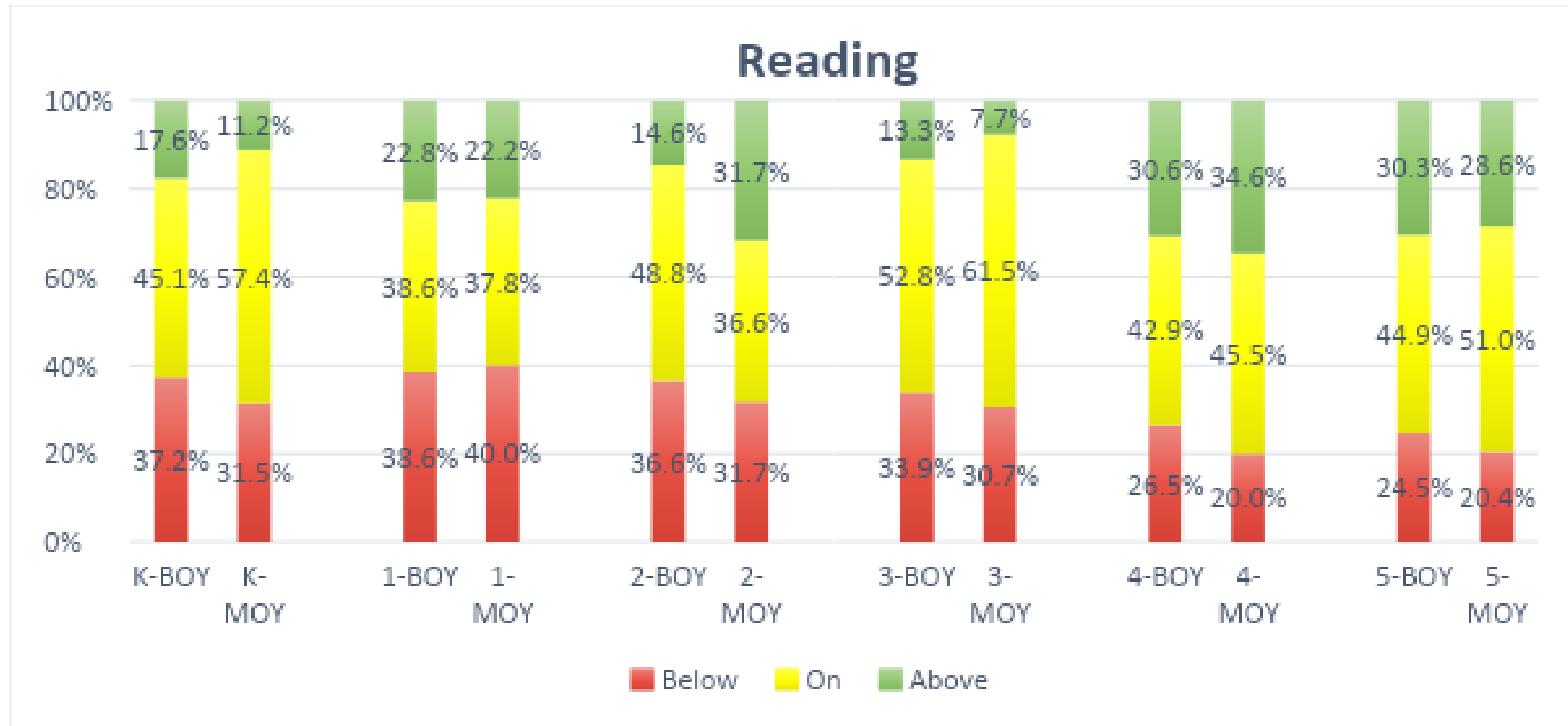
This assessment tool screens and monitors the reading and math skills of students. With its robust set of standards-aligned measures, AIMSweb Plus is proven to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth – all in one system.

These assessments are built upon brief, valid and reliable skills measures.

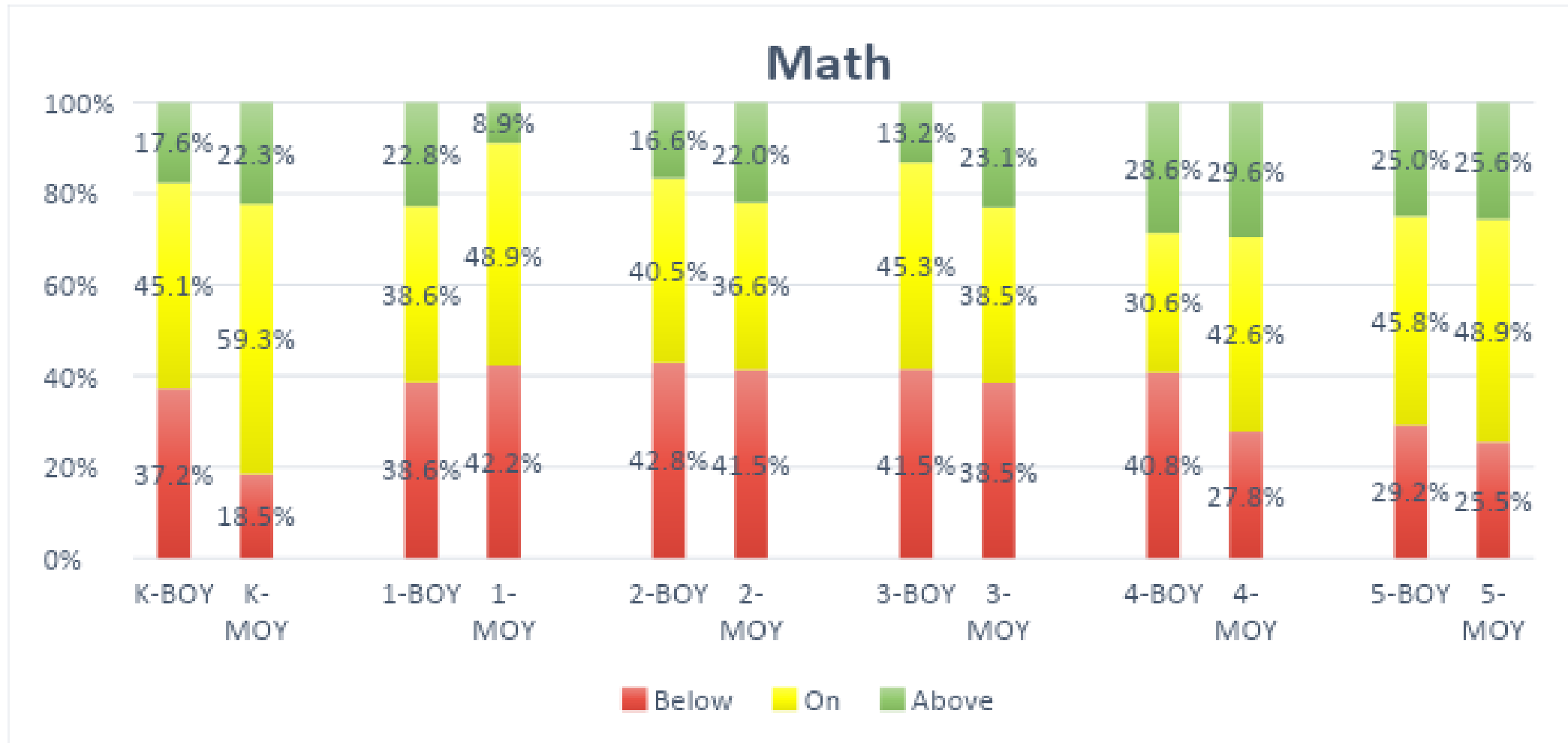
AIMSweb Plus includes student Rate of Improvement growth percentiles and summaries that allow schools to compare progress against similar students in a national sample.

Teachers are able to quickly screen and monitor students at any point in the assessment cycle.

Boone Elementary



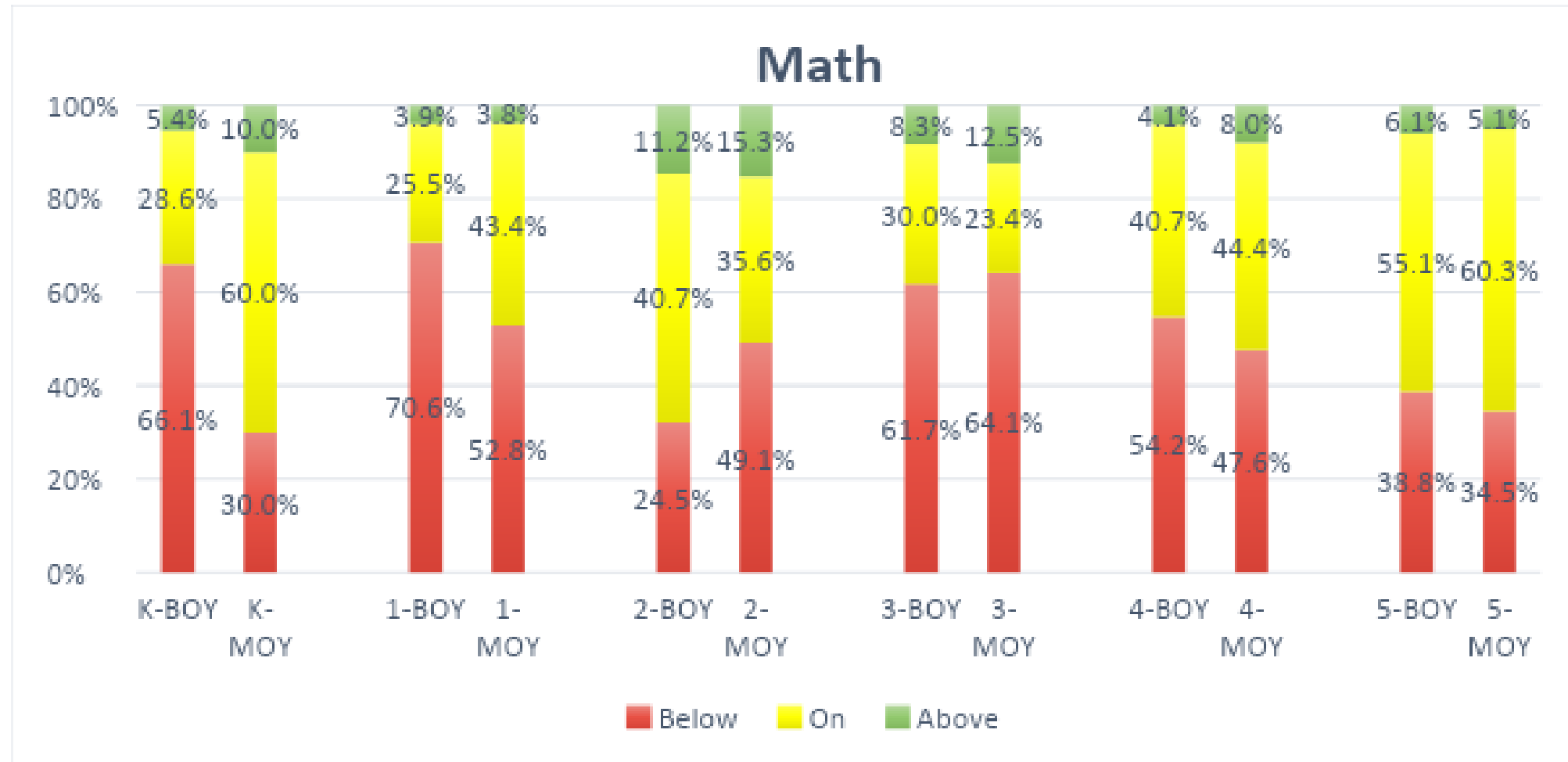
Boone Elementary



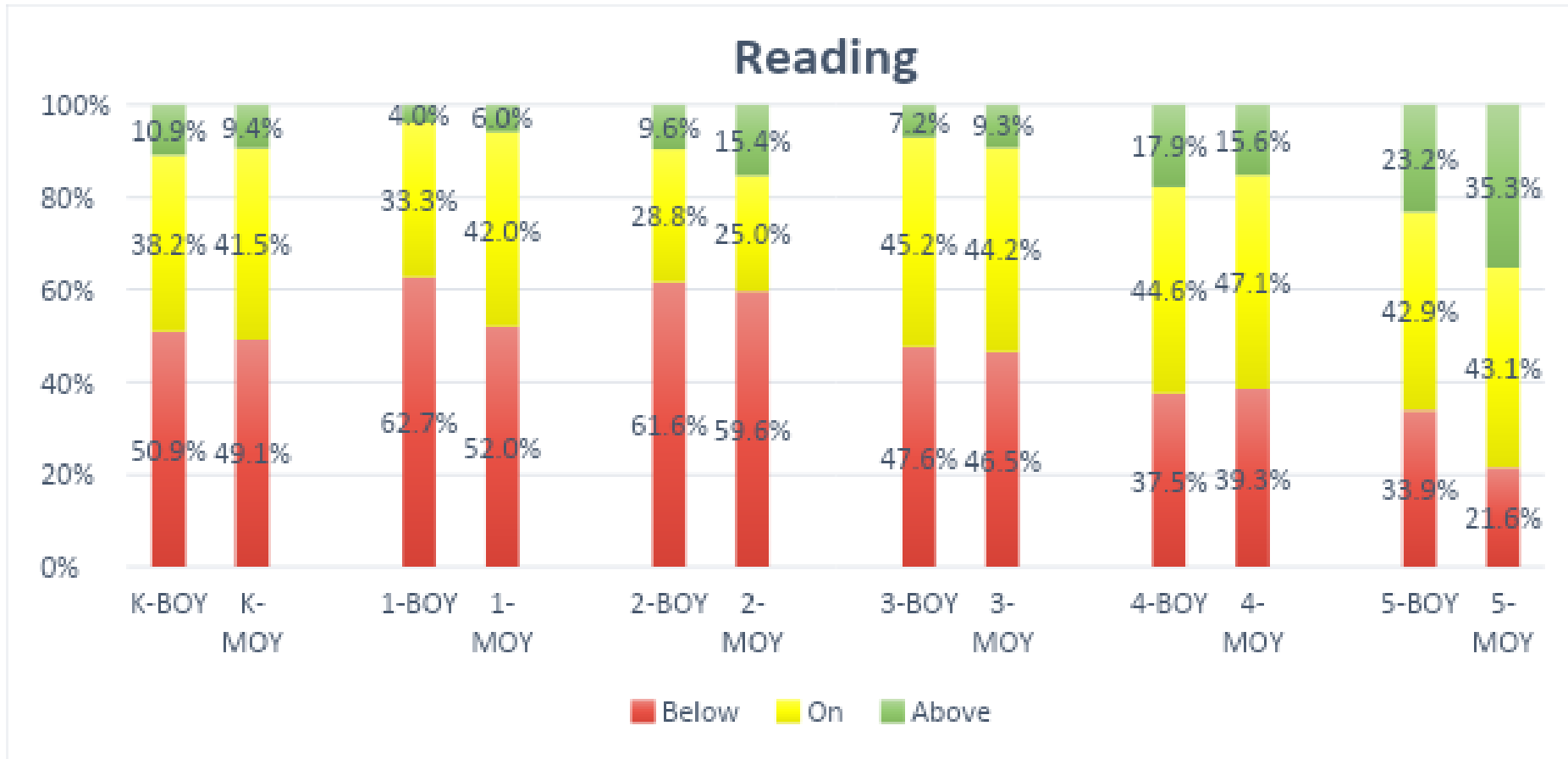
Center Elementary



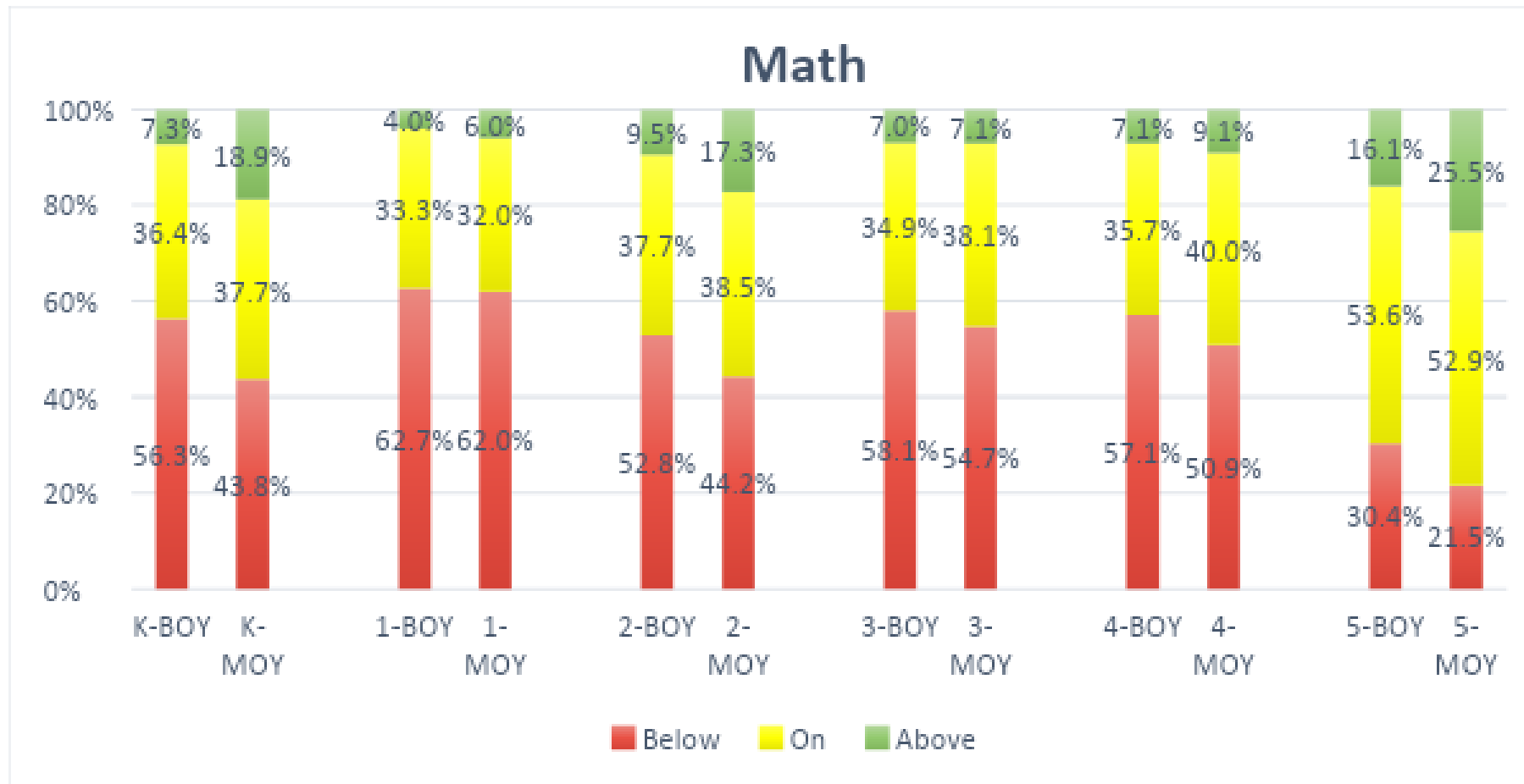
Center Elementary



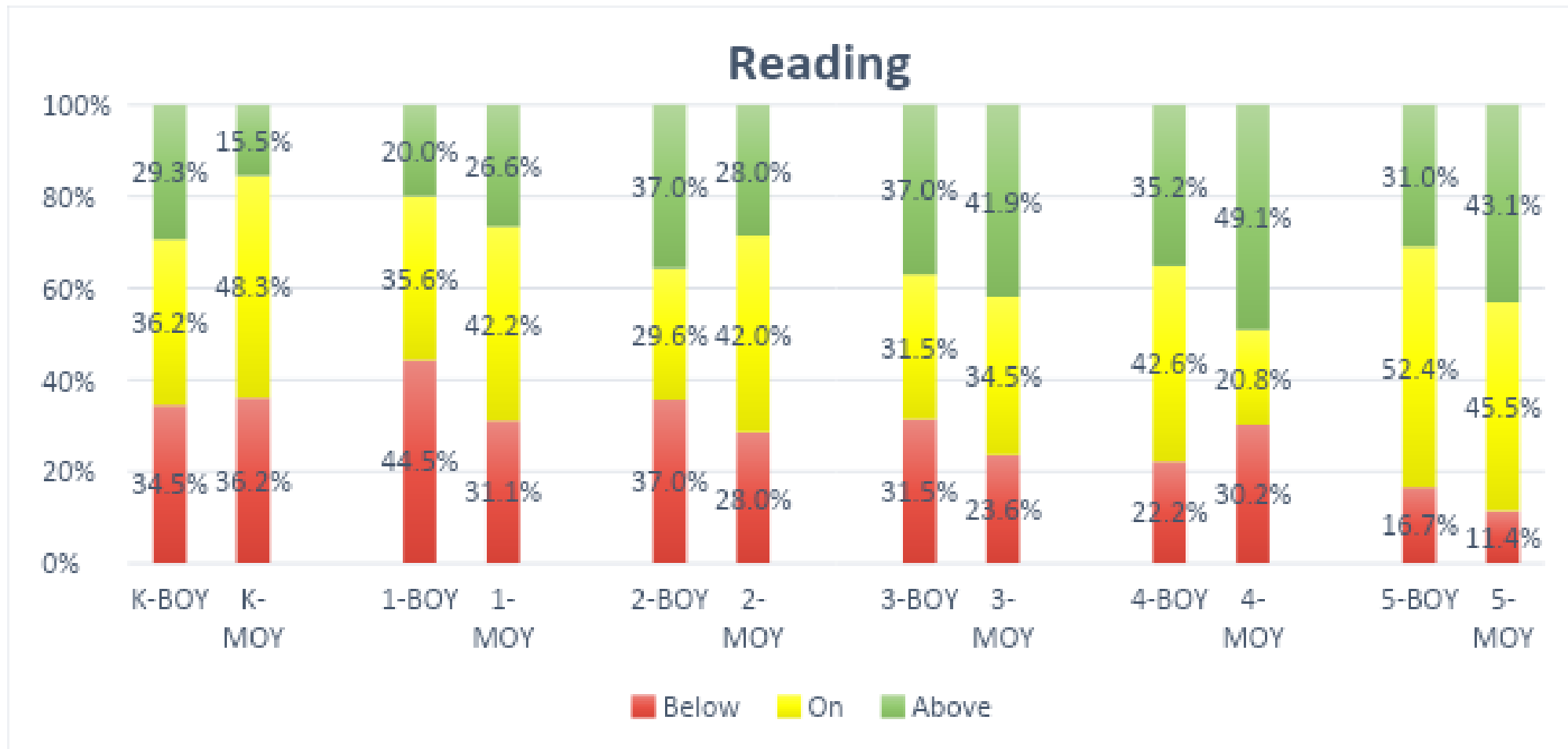
Indian Creek Elementary



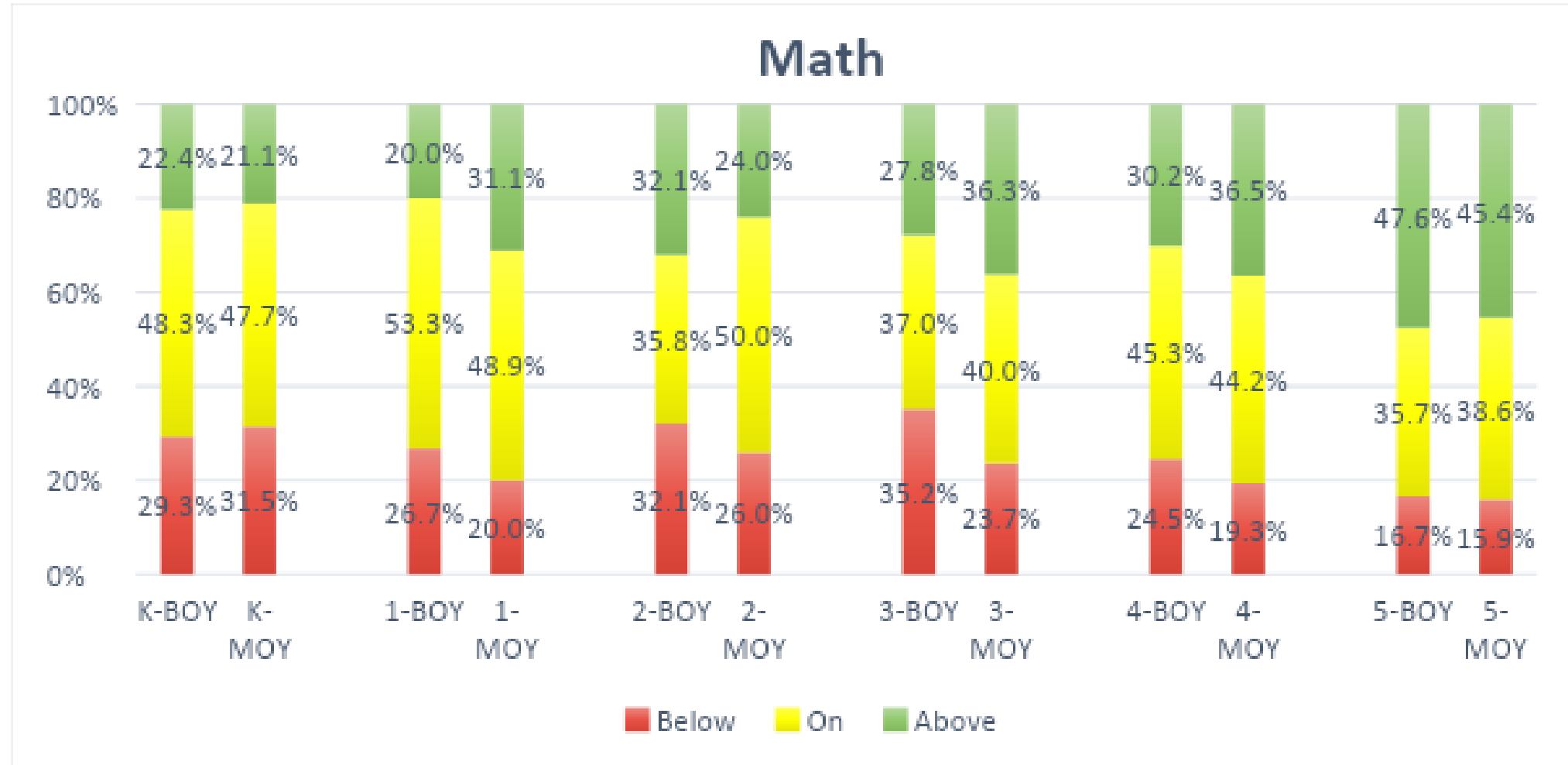
Indian Creek Elementary



Red Bridge Elementary



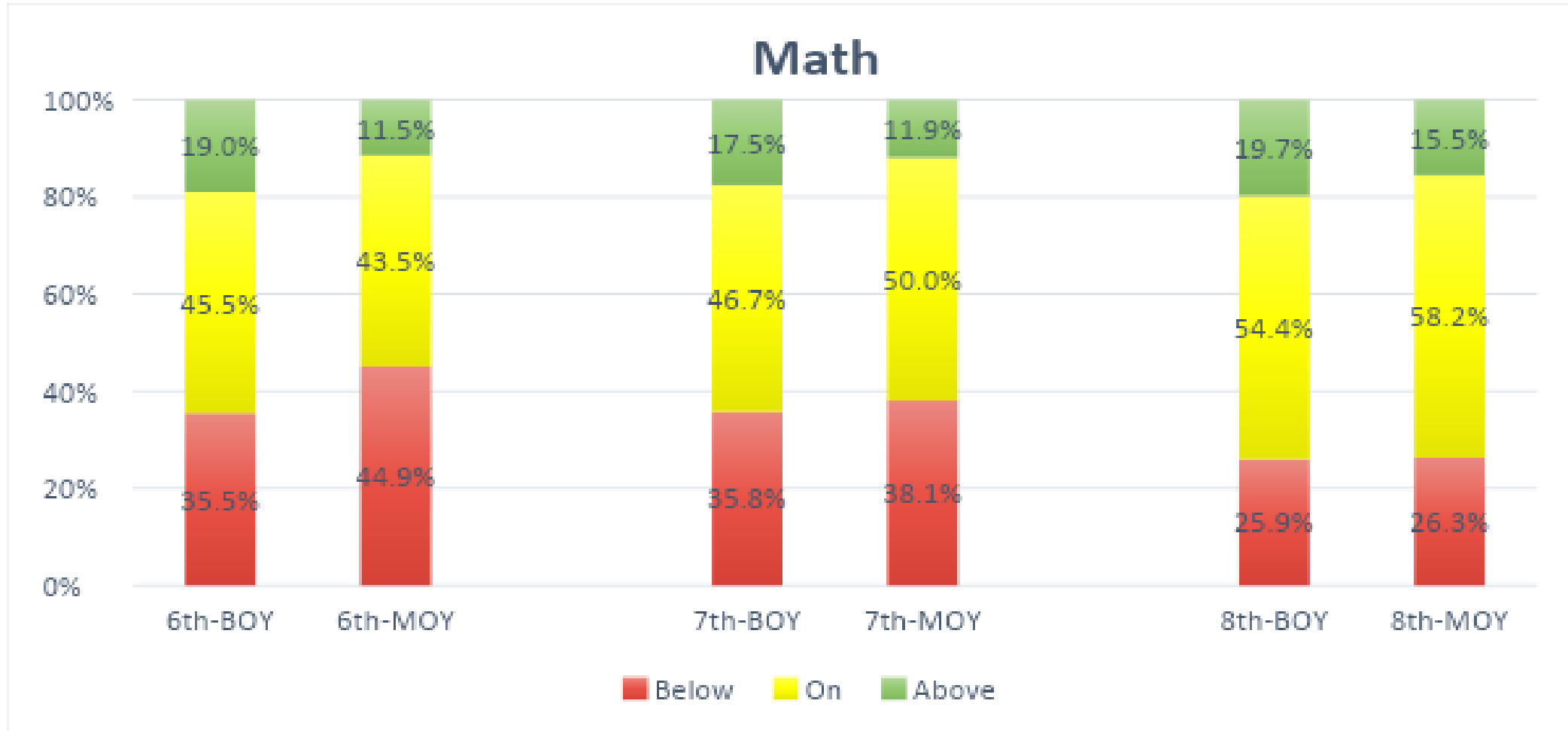
Red Bridge Elementary



Center Middle School



Center Middle School



State Achievement Levels



MAP = Missouri Assessment Program

These assessments (English Language Arts, mathematics, science and social studies) are designed to check student learning to find out if Missouri students are reaching the Show-Me Standards.

The MAP assessments are required in state law as part of the “Outstanding Schools Act.”

“Show-Me Standards” are guides for what students should know and be able to do.

State Achievement Levels



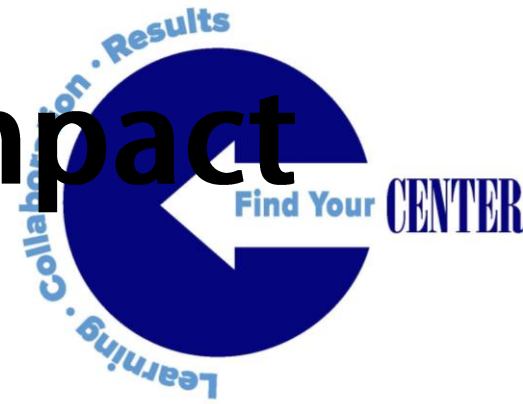
Below Basic: students demonstrate an inconsistent and minimal command of the skills and processes identified in the Missouri Learning Standards.

Basic: students demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards.

Proficient: students demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently.

Advanced: students consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate the skills consistently and skillfully; they are able to fully understand, interpret and apply skills at a high level.

School-Parent-Student Compact



Schools work best when parents, students and school personnel work together. This compact is an agreement of the responsibilities of the parent, student and school for the 2020-2021 school year.

The school will.....

As a parent/guardian, I will.....

As a student, I will.....

Family School-wide Program Plan



- **Goal Statement**
- **Action Steps**
- **Timeline**
- **Staff Resources**
- **Rationale**

Title I Program Evaluation Survey



- **Survey Conducted**
- **Services Received: Both Math and Reading**
- **Small Group Title I Program:**
 - Individualized help with Reading and Math
 - Fewer Students in the Group
 - Variety of Activities
 - Time in Addition to Classroom Learning
- **Other Components of Title I (outside of small group pullout instruction)**
 - Additional Computer Equipment
 - Supplemental Instructional Supplies
 - After School Tutoring
 - Full-time Reading Coach for each Building
 - Literacy Lab
 - Field Trip Experiences
 - On-line Instructional Programs

Title I Program Evaluation Survey



- **Best Features of Title I Program Identified**
 - Extra Support for Improved Reading, Math or Both
 - Tutoring
 - Small Group Instruction
 - Reading Coach
- **Strategies Practiced at Home with Reading, Math or Both**
 - Online Activities or Programs
 - Take Home Books from School
 - Take Home Math Activities
 - Parent Involvement Meetings or Workshops at School

Title IV Annual Evaluation Process



President Obama signed the Every Student Succeeds Act (ESSA) into law in December 2015, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). ESSA reflects the civil rights tradition of ESEA, which reflects our nation's longstanding commitment to equity of opportunity for all students. The new law has a clear goal of ensuring our education system prepares every child to graduate from high school ready to thrive in college and careers.

ESSA includes a number of provisions that promote equitable access to educational opportunity, including holding all students to high academic standards, ensuring meaningful action is taken to improve the lowest-performing schools and schools with underperforming student groups, and providing more children with access to high-quality preschool.

- 1) provide all students with access to well-rounded educational opportunities
- 2) improve school conditions for safe and healthy student learning
- 3) Effective use of technology in order to improve the academic achievement and digital literacy of all students

Well-Rounded Educational Opportunities



A well-rounded education starts with early learning opportunities that make time for exploration and continues with K-12 education that helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. In addition, a well-rounded education promotes a diverse set of learning experiences that engages students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, and physical education.

Research supports the benefits of a well-rounded education. For example, students are better able to understand a text when they have had exposure to the knowledge and experiences referenced in that text. Experience shows that students who have been exposed to the language and vocabulary of the natural world, the sciences, and social studies are better readers. Research also shows that students who have strong experiences in the arts often perform better in math. The arts also help children think creatively, and develop language skills in other languages.

Questions...



Thank You for Attending!

