2019-20 Phase Three: Title I Annual Review Diagnostic_12112019_12:31

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Valley Elementary School
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TABLE OF CONTENTS

2019-20 Phase Three: Title I Annual Review Diagnostic 3
Comprehensive Needs Assessment 4
Schoolwide Plan 5
Evaluation of the Schoolwide Program 6
Parent and Family Engagement (ESSA Section 1116) 7
Attachment Summary 8

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.

Valley Elementary school has reviewed numerous sources of data such as 2018-2019 KPREP results, teacher/PLC feedback, Walkthrough data and Spring and Fall MAP Data. Through an in depth look it was determined that we need a more intentional focus on the GAP are student in Reading and Math as well as schoolwide Writing. Specifically we are focusing on our Elementary GAP students and 8th grade writing class. The actual GAP issues were mainly with our Elementary Reading and 8th grade writing. Our Title I funds has been and will continue to be spent on teachers in the classroom and actual programs such as Reflex Math and Big universe that may benefit the RTI program and GAP area students. Title I funding has played a crucial role in the success of the students at Valley.

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.

Valley's Schoolwide plan has been implemented using programs such as IXL, Moby Max, Reflex Math, Big Universe and Capstone as well as various teaching strategies and approaches that lead to a direct impact on our CSIP goals. All Targets set in our CSIP have been met except for the elementary reading novice . We are however working to improve our Elementary GAP reading results. Goals set in our CSIP were directly related to our School data results from previous year. See Plan Attached. We are in the process this year of improving our Intervention plan to have a more direct impact on the GAP area students. With the new RTI plan in place we will be able to focus on all Tier level students from Tier I, Tier II and Tier III using various activities and strategies such as the prior me Tier level students from Tier I, Tier II and Tier III using various activities and strategies such as the prior mentioned programs, PLC meetings, Kagan Strategies and Sylvia Abell writing program . This constant monitoring of student results throughout the year will allow us to identify weak areas for improvement.

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 ILT met to look at all data to ensure the effectiveness of the strategies use to improve academic achievement through the school year. The data included but not limited to was map assessment, formative assessment, IXL diagnostic, star reading, and teacher input. All decisions made from the ILT is always backed by 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?

The map assessment results continue to be promising at this time so we will not have any changes at this time to our schoolwide program plan. Title I has been an excellent program that is a large part of our success at Valley Elementary.

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 data comes from our map assessment, daily assessments, student work samples, and teacher/ parent input. Valley school's parent and family engagement program has been very effective. With initial evaluations thought-out the year we are able to make sure all programs are successful. With the funds that Title I provides it allows us to supplement instruction and provide resources for our students that are below grade level.

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

No changes will happen at this time. We have had great participation from our parents.

Attachment Summary

Attachment Name	Description	Associated Item(s)
CSIP		•