2019-20 Phelps Elementary: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Phelps Elementary School
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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.

The needs assessment process at Phelps Elementary is very effective. The process is a thorough analysis of school data (academic & otherwise), parent surveys, stakeholder surveys, school committee findings, ILT reflections and teacher input. Through this extensive process we are able to identify strengths, weaknesses, areas of improvement and the overall root cause of poor performance. Following the analysis, we are able to develop long range plan that are essential in writing school improvement plans. Additionally, the needs assessment process creates educational equality for all students and ensures there is a high level rigor in classroom instruction of content standards.

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 strategies implemented school-wide to target low-achieving students have been very effective as evidenced by the almost non-existent achievement gap between high-performing students and other student groups on the 2019 K-Prep assessment. Strategies that include, but are not limited to, small group instruction, Tier III intervention, student goal setting, peer tutoring, intentional focus on higher-order questions, increased student engagement, differentiated instruction, self-monitoring and student-to-student instruction have empowered students with a "toolkit" to build their confidence, evaluate their own performance and apply "new" learning to master the standards. Sources of evidence of increased achievement include; RtI progress monitoring data, universal benchmark data (MAP), formative & summative assessment data, student work samples, state/standardized assessment data, student reflections and in some cases, IEP data.

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 most obvious method to evaluate the effectiveness of instructional strategies are student output data sources. These sources include pre- & post assessment data, completed student performance tasks, student work samples and summative assessment data. However, on-going monitoring of instructional strategies must be used to measure effectiveness and to keep a pulse on what the students are learning. These on-going strategies include, but are not limited to, questioning for knowledge, questioning for clarity (what don't you understand), student enthusiasm or lack of, developing activities that are aligned to learning outcomes and student feedback to clarify misconceptions.

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?

Based upon the 2018-2019 K-Prep data analysis, students performed high in proficiency and separate academic indicators but were very low in growth. According to the results, only 44.7% of students assessed showed measurable growth from the prior year. In order to see an increase in growth we have implemented several strategies that include, teachers creating a hot list of students with 0 or 50 growth points, out a possible 300. From that list, teachers conferenced with students and set long term measurable goals and short term goals for benchmark assessments. In addition, students are able to see growth over a period of time by taking responsibility for tracking their own performance on a revised "Student Tracker" form created by the ILT. Also, we have increased teacher collaboration time to allow grade level teams to analyze data and discuss what is or is not working with Tier II and Tier III students. Teachers are also collaborating vertically to identify gaps in instruction. Finally, extra time is being provided for struggling students outside the school day with content-specific tutors.

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.

The parent/family engagement program at Phelps Elementary continues to grow annually, but it will always be an area to improve upon. As research has proven when parents are involved in a student's education the likelihood of student success is greater. The strategies we use to improve the level of parent engagement include providing opportunities for parents to volunteer, "Family Night" events in which parents engage in content-related activities with their child, using social media as an outlet for school information, maintaining continual communication with parents about student performance, including community partners in school events, hosting programs/events at different times to allow everyone an opportunity to attend, involving stakeholders in decision-making and offering parent education workshops based on interest topics chosen from parent survey results. The data sources used to quantify parent involvement include parent survey data, parent conference summary reports, parent phone logs, event sign-in sheets, parent volunteer hours log, teacher parent conference logs, parent workshop sign-in sheets and decision-making meetings sign-in sheets & minutes.

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

One change that will be made to next year's parent/family engagement program will be reinstating a monthly newsletter with ideas and suggestions of resources to help their child in the classroom. The newsletter will also spotlight a "parent of the month" and their contributions to the school. Also, student planners will be purchased for grades 3-6 as an organizational tool and another line of communication with parents. Finally, we will increase tutoring opportunities after-school in which parents can volunteer for the program.

Attachment Summary

Attachment Name	Description	Associated Item(s)
PES Comprehensive School Improvement Plan 19-20		•