

2019-20 Phase Three: Title I Annual Review Diagnostic_10162019_14:30

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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 TES is strong in identifying overall school wide needs. It is supplemented by our targeted Tier Review meetings and Special Education progress monitoring to drill down from overall school wide concerns to identifying the needs and strategies to employ for each student in Tiers or in ECE. At TES we use MAP as our universal screener in both Reading and Math and triangulate this data with AIMSweb probes, DRA and EngageNY exit slips to ensure that we have an accurate picture of what students need and whether we are being effective in meeting those needs. Our Tier II and III Reading and Math interventions are funded through Title I.

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.

Math: Title I fund are used to maintain a half time math interventionist who serves the Tier III population through a combination Tier I front-loading and intervention strategies in our dedicated WIN period. Students are identified with MAP our universal screener, added, exited or moved in the program through our Teir Review meeting process and progress monitored using AIMSweb probes. Using the AIMSweb data we move students between tiers, exit them from services or recommend special education services. This process has allowed TES to regularly reach over 50% proficient and distinguished on KPREP assessments. Our progress monitoring data shows us the students are responding and moving among the tiers to the interventions that best serve them

Reading: Title I funds are used to provide two Instructional Assistants for our RISE protocol and intervention groups during WIN time for the primary grades. A portion of this year's budget was also used to supplement the RTA grant for Reading Recovery Services. Students are identified with MAP our universal screener, added, exited or moved in the program through our Teir Review meeting process and progress monitored using DRA screenings and AIMSweb probes. Using the those data pieces we move students between tiers, exit them from services or recommend special education services. RISE is an extension of our Jan Richardson based guided reading program. RISE targets students who fall in the 20th to 50th percentile who are performing at a DRA 3 or above. Students are in the protocol for an eight week period of intense double dip support. DRA data and running records are used to target skills for these students. The certified teacher planning the stations uses the running record data to target skills for support. After two rounds, our data show an average of 2.5 levels of growth during an eight week intervention.

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.

At the Tier I level we employ MAP as our universal screener and triangulate this data with district created common assessments and classroom exit slips. This process has led us toward implementation of standards based grading at the primary level to ensure that our data is focused on mastery of the standards. At risk students are identified by MAP an enter the Tier Review process. Once a student enters the process they are progress monitored using AIMSweb probes to ensure they are making progress. Tier Review meets three times each year to enter and dismiss 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?

Next year, TES will focus additional dollars toward training homeroom teachers with intervention math strategies. Each team will have a dedicated Tier interventionist in math that will phase out our math interventionist.

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.

TES hosts open house at the beginning of each year, three Family Learning is Powerful (FLIP) nights, and two rounds of parent teacher conferences yearly. We collect effectiveness surveys at the conclusion of each of these events to help us meet the parents and provide a better overall experience. The overwhelming majority of these surveys show high levels of satisfaction with these events. These events engage over 300 of our Tiger community members in what learning looks like at TES.

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

We do not anticipate changes to the parent and family engagement program.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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