

## **Phase Three: 2018-2019 Title I Annual Review**

Phase Three: Title I Annual Review

**Barbourville Independent**  
Lenora Kay Dixon  
140 School St  
Barbourville, Kentucky, 40906  
United States of America

Last Modified: 11/30/2018  
Status: Locked

---

## TABLE OF CONTENTS

---

Title I Annual Review.....	3
Comprehensive Needs Assessment .....	4
Schoolwide Plan .....	5
Parent and Family Engagement (ESSA Section 1116).....	6
Evaluation of the Schoolwide Program .....	7
ATTACHMENT SUMMARY.....	8

## Phase Three: Title I Annual Review

### Title I Annual Review

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.

## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment (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. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Barbourville used KPREP data and universal screeners as well as teacher input to conduct its Needs Assessment. The greatest area of concern based on data is the lack in growth in the elementary. However, growth calculations are being reconsidered at the state level. Title I funds were used to purchase additional resource materials for students struggling in reading and math. The middle school implemented the Reading Edge program after school began last year. Reading proficiency in the middle school showed an increase; however, a full year of implementation will need to be used for data. During weekly PLCs, teachers have interpreted data and have targeted individual standards that need to be addressed. Teachers with the assistance of the administration identified are noting gaps in the curriculum and conducting curriculum alignment meetings. The Title I funding was beneficial in assisting at risk students and data is showing growth.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## 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. *Please attach any supporting documentation which is named according to the section it supports.*

Title funds were used to hire a curriculum coach that oversees reading/math instruction. The elementary reading scores went from 48.6% proficiency to 78.5%. The elementary math scores went from 21.9% proficiency to 68.4%. The middle school reading scores went from 62.8% proficiency to 86.4%. The middle school math scores went from 54.1% proficiency to 82.6%. The high school reading scores went from 66.7% proficiency to 69.8%. The high school math scores went from 71.2% proficiency to 67.5%. The decline in math proficiency reflects the change in testing and lack of opportunities to achieve proficiency. Title funds were also used to hire a STEM teacher to offer additional career pathways in engineering assisting with career readiness. Funds were also used to purchase supplementary reading and math resources for the classrooms and for use with the RTI program.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Parent and Family Engagement (ESSA Section 1116)

### Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part 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).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Title funds were used to place weekly and monthly inserts in the newspaper spotlighting school events and announcing upcoming events. Based on sign in sheets, Barbourville has seen an increase in the number of parent contacts; however, we have not reached the desired percentages. Additional parent conference events were held, and the Tiger Tip Off was revamped to become more parent/teacher conference oriented.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Barbourville will continue to work with community and grant partners to increase opportunities for parent and family engagement programs. Barbourville is partnering with Union College to offer after school art programs and a boys/girls club to increase parental involvement. Promise neighborhood, Gear Up, LINK, and JAG grants are assisting with providing after school parent involvement opportunities such as art classes, field days, college planning sessions, and FAFSA events to get parents more involved.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## 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)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Barbourville Independent uses state assessment data, universal screener data, RTI probe results, and classroom evaluations to evaluate the school-wide program. Based on this data, Barbourville has been successful in increasing student achievement in both reading and math. Since student achievement is increasing, Barbourville will continue working with the plan established in order to show two consecutive years worth of data.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Evaluation results show that our curriculum coach has been instrumental in assisting teachers with strategies to increase student achievement. Online supplementary materials have also been beneficial because students and parents have access to additional materials at home. The students identified as RTI are showing growth; however, some have moved on to special education services due to a deficiency or disability. Results from the STEM teacher have not shown success due to it being the initial year of implementation. It will be two more years before the students will be able to test in that particular career pathway; however, we have seen a significant number of students choosing the engineering pathway.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Barbourville's Professional Development area will continue to focus on the three main goals of the CSIP. We will move beyond the student engagement trainings and work on the DuFour model of prioritizing strategies and differentiating instruction to meet individual student needs. We will continue vertical curriculum alignments and focus on gaps in instruction as identified through state assessment data, universal screener data, classroom assessments, and teacher feedback. Increasing rigor to master standards and evaluation DOK levels will also be a focus for the upcoming year.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

---

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------