

2019-20 Phase Three: Title I Annual Review Diagnostic_12132019_11:38

2019-20 Phase Three: Title I Annual Review Diagnostic

Page School Center
William Lefevers
239 Page School Rd
Pineville, Kentucky, 40977-8775
United States of America

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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.

Our school needs assessment is compiled of academic and non-academic data from multiple sources such as KPREP scores, MAP assessment data, , attendance reports, and behavior reports. The data suggests that our students' proficiency ratings are increasing as more students are scoring proficient and distinguished. Third grade KPREP scores continue to be an area of concern. The KPREP math proficiency index is 42.8. There are 10 students (36%) performing at the novice level, 46% are apprentice, and only 18% scoring proficient or distinguished. The KPREP reading proficiency index for the 3rd grade is 52.7. Again, 36% of students are novice, 28% apprentice, and 36% proficient or distinguished. Another concern is Math at the 5th and 8th grade. The overall proficiency index for 8th grade is 57.57. The majority of students are scoring in the apprentice range (55%). The overall score for 5th grade is 61.4, which decreased 15.5 points from last year's scores. Twenty-six percent of our students scored novice, 34% apprentice, 24% proficient, and 17% distinguished. Furthermore, On-Demand Writing scores for 5th & 8th grade have decreased with a large number of students scoring novice/apprentice (5th grade 51% & 8th grade 66%). Although the 4th grade science proficiency index was the highest in the county (61.71), the scores decreased 14 points from last year (75.7) The needs assessment process was effective as we have identified areas of concern and made a plan to address those needs. Title 1 funds are used to provide staffing, professional development, and extended school services in the form of daytime tutoring.

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 school wide plan was implemented, however there are areas that continue to need improvement. The proficiency goal (increase the combined reading and math proficiency rating of all our students) addresses school wide reform strategies, with activities that focus on math and reading at all grade levels. According to KPREP data, our middle grades reading (6-8) had a significant increase in proficiency with an overall index of 91.27. Middle grades math at the 6th and 7th grade levels had gains as well with indices of 73.75 (6th) and 77.27 (7th). Title 1 funds are used to provide staffing, professional development, and extended school services in the form of daytime tutoring through ESS and the Save The Children literacy program. Furthermore, our Academic Interventionist works with 7th and 8th grade math students who are at the 40%tile on the MAP assessment. This allows us to maximize our math and reading programs, which also addresses students at risk and those who continue to perform below proficiency.

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 components which were most effective are using best practices in order to provide rigorous and relevant teaching in our SFA reading program and developing and using KPREP type questioning as formative assessment. We saw an increase in students scoring proficient and distinguished in reading. Additionally, math scores increased specifically at the middle school level (6th & 7th grade). We feel this is due to the implementation of Singapore- Math in Focus and Power Teaching Math as well as collaboration with the district math leadership team. The least effective component is collecting and maintaining RTI and intervention data. Our economically disadvantaged students continue to show an achievement gap according to KPREP scores. We have placed focus and emphasis on intervention, RTI, and referrals to identify students with learning disabilities.

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?

Teachers will implement Math in Focus in K-8 and Success for all PTM in 6-8 with fidelity. All math teachers will focus on the Concrete-Pictorial-Abstract method. Teachers will evaluate themselves using a CPA teaching continuum chart. Academic interventionists will provide tutoring for students scoring below the 40th percentile on the MAP reading and math assessment. An Elgin Literacy Coach, Angela Bray, will be providing support to our 3rd grade reading teachers.

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.

This current year no Title 1 money has been spent on family engagement. The Family Resource and Youth Service Center does have parent meetings with representatives from the Bell County Extension Office. Additionally, the FRYSC conducts literacy activities with parents and students. Page School hosts a Readifest night prior to the start of the new school year in which students get their schedules, supply lists, and meet their teachers. Page school has Open House three times a year, so parents and students can meet and talk to teachers about their academic progress, attendance, assessment data, and/or behavioral concerns. We are utilizing our school Facebook page to increase parent involvement. This allows us to communicate announcements and activities as well as to celebrate academic and extracurricular achievements of our students and school. Our school also makes efforts to increase parental involvement by having activities such as Grandparent's Day breakfast, Fall Festival, and Thanksgiving dinner.

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

Gear UP staff and Save the Children staff will implement family engagement activities throughout the school year. They will conduct family night meetings, read with your child activities, and college and career meetings with students and their parents.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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