

2019-20 Phase Three: Title I Annual Review Diagnostic_12052019_11:21

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 school's needs assessment process involved analysis of multiple data points by all faculty and effectively identified the following needs:-43% of students scored novice in 7th grade science.-50% of students scored novice in 8th grade math.-6th grade reading had an NAPD score of 71.9, down 6.5 points from the previous year.-7th grade reading had an NAPD score of 67.4, down 3.8 points from the previous year.-Elementary grades on-demand writing had an NAPD score of 46.6, down 4.4 points from the previous year.-4th grade math had an NAPD score of 44.0, down 20.3 points from the previous year.

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.

Overall, the strategies implemented as part of the school-wide program were effective. Improvements were made in almost all identified areas of concern, including the following: The percentage of students scoring novice in 7th grade science was reduced from 43% to 36%. The number of students scoring novice in 8th grade math was reduced from 50% to 8.3%. The NAPD score for 6th grade reading increased 13.1 points from 71.9 to 85.0. The NAPD score for elementary writing increased 13.8 points from 46.6 to 60.4. The NAPD score for 4th grade math increased 48.5 points from 44.0 to 92.5. The NAPD score for 7th grade reading was the only identified area for concern that did not show improvement; the NAPD score decreased 2.4 points from 67.4 to 65.0. K-PREP results were the primary data sources for evaluating these strategies, but classroom observation instruments, as well as MAP assessment data and data from the Mobymax program used as part of the RTI process were used for progress monitoring. There were also 44 discipline referrals, down from 105 the previous year.

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.

In addition to KPREP assessment results, the following methods were used to evaluate the effectiveness of specific strategies...In regards to Design and Deploy Standards: Classroom observation data was used to monitor increase of Concrete-Pictorial-Abstract (C-P-A) Initiatives in math classes, as well as to ensure that various strategies shared in professional development sessions are also implemented in other classes (includes IQWST in science, and information shared during district-wide vertical team meetings regarding new social studies standards. In regards to Design and Deliver Instruction: Classroom observation data and submitted lesson plans evaluate increased usage of new resources such as Simple Solutions and Chromebooks, as well as to ensure that student friendly learning targets are posted and referenced. In regards to Review, Analyze, and Apply Data: Data from MAP assessment and the Mobymax program were used to monitor effectiveness. In regards to Establishing Learning Culture and Environment: Classroom observation data and submitted lesson plans were used to evaluate the encouragement of Growth Mindset in classrooms, as well as the incorporation of culturally responsive practices.

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's school wide plan will include the Save the Children reading program and the Project Lead the Way (PTLW) program and resources.

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.

CSIP team members including the school's administration, FRYSC coordinator and attendance clerk met to evaluate the school's parent and family engagement program. Our school's parent and family engagement program was effective at bringing parents and families together for activities including Reading Time and Grandparent's Day. FRYSC, working in cooperation with numerous organizations and programs, was effective in meeting the needs of our students. The school's backpack program, in cooperation with Feeding God's Children (Knoxville, TN) feeds 30 children per week. Mission of Hope comes to school twice a year bringing backpacks and school supplied at the beginning of the year and gifts at Christmas. The ROHO organization and Shop With a Cop program take students in need shopping each year at Christmas. The Hope for Appalachia organization brings students hygiene products. Parent and child surveys sent out by FRYSC were used to determine the effectiveness of these programs. Our booth at the Read Across America event in the Middlesboro Mall was a highly successful instance of community outreach. Our attendance clerk is in constant contact with parents and families, and the effectiveness of her efforts is evident student attendance reports. Our FRYSC coordinator and attendance clerk constantly work together to identify individuals in need and use available resources to provide food, clothing, bedding, and other household needs. Processes and data sources used to determine the effectiveness of our parent and family engagement program include FRYSC Parent Surveys.

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

The following changes will be made to next year's parent and family engagement program: Efforts will be made to have more reading programs and to increase teacher involvement in contacting parents of students with attendance issues.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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