

2019-20 Phase Three: Title I Annual Review Diagnostic_09102019_12:17

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Camargo Elementary School

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Target Completion Date: 01/01/2020

Last Modified: 12/20/2019

Status: Open

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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.

Administrators, reading specialists, curriculum coaches, and teachers at Camargo Elementary conducted a Needs Assessment based on both the 2018-19 K-Prep data and the beginning of the year MAP assessment. 2018-2019 KPREP reading scores show that in 48.7% of our students scored at the proficient/distinguished level. Reading scores also show that 26.9% of students scored apprentice and 24.2% scored novice. In 2017-2018, 49.9% of students scored at the proficient distinguished level, while 26.5% scored apprentice and 22.6% scored novice. In 2016-2017 45% of students scored P/D and 28.6% scored apprentice, while 26% scored novice. Camargo Elementary 2018-2019 KPREP math scores show that 42% of our students scored proficient or distinguished. Math scores also show that 38.9 % of our students scored apprentice and 19.1% of our students scored novice. In 2017-2018, 45.7% of our students scored proficient or distinguished in math, 36% scored apprentice and 17.9% scored novice. In 2016-2017 50.2% of students scored proficient/distinguished, 34.7% scored apprentice and 15% scored novice. Over time, our KPREP reading score has averaged 47.8% of all students scoring proficient or distinguished. There has not been a consistent trend; there was a slight improvement in 17-18 and a slight decline in 18-19. From 16-17 to 18-19 there is some minor improvement noted from overall 45% P/D in reading to 48.7%. However, the average of all students scoring apprentice in reading is 27.3% and the average scoring novice is 24.2%. The proficient/distinguished KPREP math scores are trending downward over time from 50.2% in 16-17 to 42% in 18-19, averaging 45.9%. When looking at all students scoring apprentice in math over time, the average is 25% and an average of 17.3% of all students score novice. The number of all students scoring novice in reading in 2017-2018 was 24.2% compared to 48.2% of students with disabilities who scored novice in reading. The number of all students scoring novice in math in 2017-2018 was 17.9% compared to the 48.4% of students with disabilities scoring novice in math. In 2016-2017, the percent of all students scoring novice in reading was 26.15% and the percent of all students scoring novice in math was 15%. In comparison 52.6% of students with disabilities scoring novice in reading and 32.8% of those same students scoring novice in math. The trend over time reveals that there is a disproportionate number of students performing at the novice level in both reading and math. In reflection of the data, our school will focus on Designing and Delivering Instruction. Our instructional monitoring focus is rigorous instructional design and meaningful, engaging instruction. Educators have protected common planning time, participate in horizontal curriculum and assessment planning, and are provided the tools and resources needed to deliver instruction. Educators are also participating in ongoing professional learning around Marzano's high yield instructional strategies. Teachers lead the monthly meetings and share a strategy they have used and their reflections around that strategy. To address the identified discrepancy found in our students with disabilities population, we are in year-one implementation of a co-teaching model so that our students have the support they need to access the grade-level content while receiving instruction in the classroom setting along with their peers. Co-teachers are participating in a co-teaching cadre that meets monthly. The cadre focuses on best practices in co-teaching to support student learning.

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.

For the 2019-20 school year Camargo Elementary has implemented a co-teach structure as part of our Response to Intervention plan. Students are specifically identified through multiple sources of data including MAP scores, reading running records, common assessments, BVSD math scores, and classroom performance. Once identified as having deficits, or as being part of our disability population, students are placed in proper Tiers as well as possible placement in flexible grouped co-teach classrooms. RTI assessments are given to determine baselines. Data is reviewed every six weeks by our Student Assistance Team consisting of administrators, curriculum support specialists, interventionists, and the students' classroom teacher. Tier 2 instruction will be administered in different forms according to the need. Three ESS tutors are used to support K-2 Tier 2 instruction with 2 ESS tutors focusing on grades 3-5. If sufficient progress is not being made through Tier 2 instruction, students will be placed in more intense Tier 3 interventions with either reading or math interventionists. We have also implemented structures so that in grades 2-5 receiving Tier 3 instruction are being serviced within the co-teach model. This allows for students to see two to three teachers four days a week in rotation of station teaching were content, reteach, and interventions are taught daily.

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.

Camargo Elementary is implementing digital Data Walls to evaluate the effectiveness or strategies and our new co-teach model. Data Walls are digital forms where teachers input their Common Assessment data as well as MAP scores throughout the year. Teachers are asked to reflect on scores and to plan according to the results. All stakeholders; teachers, administrators, and interventionists meet once a month to review this data and discuss the plan presented by the teachers to improve the lowest achieving population.

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 on the evaluation results, Camargo Elementary will explore our options for our daytime ESS tutors as well as our co-teach model.

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.

At the beginning of the year on open house is always offered as students and families are invited to meet their new teachers. During that night various stations are set up in the cafeteria for families to familiarize themselves with our school. Stations that families are encouraged to visit are Title I, transportation, volunteer information, Pathways services, Health services, and Family Resource and Youth Services. According to our sign-in sheets from the evening, classroom teachers reported 80-90% of students and families were in attendance. Our second parent evening occurred on October, 8th. The agenda consisted of a free dinner, presentation of data notebooks, our Reading Extravaganza presentations, Olweus parent information, and information regarding Camargo Reads (our whole school reading initiative). We had approximately 250 students and family members in attendance that night. This is in contrast to the approximate 100 people who were in attendance during last year's fall reading event. As part of our Fall Title I advisory meeting, the committee members agreed that our Parent Involvement Policy was not sent home at the time stated within the policy and the wording was changed to state that the policy would now go home at the first parent teacher conference. The committee decided that for this year we would have a copy available during our Showcase night October 8th. Those who do not attend would receive a copy sent home the following day. Other wording was changed to state that our school compact will be available next year as part of their data notebooks once all parties have signed. Our Parent Involvement Policy has been changed to state that it will be discussed as it relates to the individual student's achievement, the Parent Involvement Policy would be sent home at our first parent teacher conference, and that school phone numbers and email addresses will be provided to promote communication. In last year's spring Title I meeting the committee members agreed that we should turn our compact into a brochure type of document in order to add Camargo Elementary's vision and mission statements as well as other changes. This change did not receive the feedback that we had hoped. The Fall Committee voted to turn the document back into its former state adding the mission and vision. All wording from the previous changes of converting the compact into a partnership remained the same. The committee voted to place a copy of the completely signed compact into the student's data notebook for the 2020-21 school year pending approval from the SBDM.

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

Based on the above data, we plan to pair our spring parent reading night with other events as was done in October to better inform parents of student progress within our school. This even will take place in March.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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