

2019-20 Phase Three: Title I Annual Review Diagnostic_09102019_14:06

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Mapleton Elementary School

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Target Completion Date: 01/01/2020

Last Modified: 12/30/2020

Status: Open

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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 school team has two full days in the fall and spring to complete a detailed test analysis. Data is also reviewed weekly at PLCs and all throughout the year with formative and summative assessment information. Data review of state assessments (KPREP, Brigance, ...), universal screeners (MAP), surveys (TELL, Title I parent survey, ...) and progress monitoring/unit formative assessments (AIMS) were used to determine school wide professional development needs and resources. Data analysis completed by the school teacher/administrative team revealed the PD needs for the school. The Planning Team then outlined specific trainings based upon the results and teacher surveys. These trainings were listed in the school's CSIP so they could be monitored for implementation and impact. Professional development opportunities were outlined for each group of teachers (primary, intermediate, specialized instructors, related arts, health/p.e., ...). Also, included in the PD plan were sessions that involved school wide training for implementation of school wide goals and focus strategies to be implemented. This process of data review provided us with a thorough ongoing review of our school's needs.

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.

Activities outlined in the school's CSIP, are monitored bi-monthly by the Planning Leadership Team and the school committees. Teachers from each grade level and department, parents, and school administration are part of this Planning Leadership team. The implementation and impact results of the plan are communicated every other month to SBDM. Members of the SBDM can then ask additional questions or request clarification. Most of the activities identified in the plan were deemed successful (Standards Based Grading, Implementation of Research Based Reading Resources and Strategies, Implementation of math strategies, and Parent Involvement Activities). The area identified in need of change were the activities regarding writing. These activities required further staff training and clarification of specific expectations and timelines

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 effectiveness of strategies is monitored through collaboration of team members and school administration during PLC meetings with our SAT (Student Assistance) Team. Students that are targeted as low achieving are provided with extra support throughout the instructional day. The support given is specifically designed to meet the needs of each individual student. Data is kept and tracked for each student on a daily basis and is shared monthly and weekly if needed.

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?

Revising it to include more active support and monitoring of technology support resources. Also, additional training for teachers with writing strategies and resources and additional small group reading resources to meet the needs of all students. Focusing our transition plan on early transition strategies will also be a focus.

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.

\$3,500.00 was spent on family engagement. Activities implemented included a Fall Family Dinner/Health Fair/Student Led Conference Night, a Winter Family Math Night. We had special math game incentives and we had our Title I parent meeting. For our spring Family Literacy Night, students and parents attended and we organized special literacy activities for the kids. Students displayed their literacy boards that were made using a nonfiction or fiction rubric and members of the Kentucky Reading Association attended to help judge the boards. We also collaborated with our Big Brother/Sister program to provide our students with literacy activities as the parents were attending literacy workshops. Each literacy workshop was centered around the literacy needs that parents see as they work with students at home. We also had a guest author present and students had the opportunity to take home their very own book to author. The literacy and math nights both had a significant turn-out. 15% in the fall and 35% in the spring. We also use a portion of the funding for family/school communication with utilizing agenda notebooks. We also purchased Mapleton's Magnificent Moment cards to recognize students working hard each day and to share this update with our school and parents. Other workshops were held throughout the year and summer as well to support families and students.

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

Next year we plan to plan with teachers prior to the end of this year to establish a date and support information for them to assist their students with their reading boards.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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