

2019-20 Phase Three: Title I Annual Review Diagnostic_09132019_14:19

2019-20 Phase Three: Title I Annual Review Diagnostic

Northview Elementary
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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

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.

School committees used various sources of data in identifying areas in needs of improvement. Sources included data from NWEA's Measures of Academic Progress (MAP), Next Step in Guided Reading Benchmark Assessments, Brigance Early Childhood development screening and assessment inventories, discipline records, attendance records, and an analysis of student work. Needs identified from school committees were then prioritized and targeted in the school plan. Goals, objectives, and activities for the Comprehensive School Improvement Plan were developed and shared with the Northview faculty and staff and Site Based Decision Making Council (SBDM). After reflection and review, all involved stakeholders were given the opportunity for input. Afterwards, the goals, objectives, and activities were reviewed and aligned with identified needs to demonstrate improved student performance. The winter 2018 MAP assessment indicated that 27% of students scored above the 75th percentile and 19% of students scored below the 25th percentile in reading. Winter 2018 MAP also indicated that 26% of students scored about the 75th percentile and 16% of students scored below the 25th percentile in math. The Brigance Early Childhood Assessment administered to all incoming kindergarten students at the beginning of each year, provides valid and accurate screening of skills found to be critical predictors of school success. Nearly 51% of incoming kindergarten students were deemed "not ready" for the 2018-2019 school year; however, 71% of incoming Kindergarten students were below average in the academic/ cognitive domain. The above process is effective overall. Using data is an objective source for determining school needs. Being a new elementary school last year, we relied most heavily on Fall and Winter MAP data. Though, this was effective in monitoring progress, having another data source, such as K-PREP, would have been beneficial.

ATTACHMENTS

Attachment Name

 [Committee Meeting Minutes Fall 2018](#)

 [SBDM March Minutes 2019](#)

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.

Northview Elementary School utilizes the Kentucky Academic Standards (KAS) for Mathematics as its core mathematics curriculum. The Montgomery County School District (MCSD) continues to work intently to develop consistent learning targets, curriculum maps, units, and common assessments congruent with CCSS. Go Math! directly correlates with CCSS and has been in use across grade levels in MCSD for the last six years. Students at Northview Elementary receive 60 to 90 minutes of daily math instruction. Our school uses the Kentucky Academic Standards (KAS) in reading as its core comprehensive literacy model. Journeys (Houghton Mifflin Harcourt), Reading Street Common Core (Pearson) are comprehensive English language arts programs correlating with CCSS and is utilized as supplemental material in teaching reading standards in grades K-5. ALL students receive 75-100 minutes of reading instruction daily with whole group and small group instruction at all levels. In addition to universal assessments, all students were assessed using Jan Richardson's Next Step in Guided Reading benchmark assessments to determine instructional reading levels and small group assignments. Small groups are differentiated using leveled readers, allowing each child to progress at individual levels as they learn grade level skills. One full time and two part time interventionists provided Tier 2 and Tier 3 Response to Intervention (Rtl) services in reading and math for students performing below the 25th percentile. The interventionists, in collaboration with regular classroom teachers, received on-going training in various research based reading and math strategies. They provided intervention services appropriate to serve the individual needs of low performing readers and math students, such as small, flexible grouping and for those students in the Rtl process. The Rtl process will be refined through continued training in assessment, progress monitoring and appropriate intervention services. Various research-based technology programs (NWEA's MAP Checklists for reading and math, Reading Eggs, and ESGI) were utilized in the classrooms and labs to meet needs of students struggling in the areas of reading and math. Special education teachers used Reading A-Z, Raz Kids, and Touch Math Programs for students who qualify for special education. Several special education teachers were trained in the Orton Gillingham Approach and used those strategies for designated students. Northview Elementary also has a certified Speech Language Pathologist who worked with students with speech and language deficits. NWEA's Measures of Academic Performance (MAP), Next Step in Guided Reading benchmark assessments, AIMSweb, and EasyCBM were used to track progress of low performing students in the areas of reading and math. Low performing students scoring between the 49th and 26th percentile received Tier I instruction from the core teacher. The interventionists and instructional coach modeled and assisted core teachers with Rtl intervention strategies during collaborative and planning times. Tier 2 intervention students received core instruction from the core teacher plus 30 additional minutes of reading and/or math instruction 3-5 days a week. The teacher and/or interventionists aligned instruction to student needs as detailed in individual plans and is based on results of continuous progress monitoring. Students who did not progress after 6-8 weeks of Tier 2 interventions were discussed and evaluated by the Student Assistance Team (SAT) and considered for Tier 3 interventions. Tier 3 students required intensive daily instruction in 30-minute sessions, in groups of four or less. The interventionist and/or

classroom teacher monitored the progress of each Tier 2 student every 2 weeks. Students in Tier 3 were assessed weekly.

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.

NWEA's Measures of Academic Performance (MAP), Next Step in Guided Reading benchmark assessments, AIMSweb, and EasyCBM will be used to track progress of low performing students in the areas of reading and math. Low performing students scoring between the 49th and 25th percentile will receive Tier I instruction from the core teacher. The interventionists and instructional coach will model and assist core teachers with RtI intervention strategies during collaborative and planning times. Tier 2 intervention students receive core instruction from the core teacher plus 30 additional minutes of reading and/or math instruction 3-5 days a week. The teacher and/or interventionists align instruction to student needs as detailed in individual plans and is based on results of continuous progress monitoring. Students who do not progress after 6-8 weeks of Tier 2 interventions will be discussed and evaluated by the Student Assistance Team (SAT) and considered for Tier 3 interventions. Tier 3 students require intensive daily instruction in 30-minute sessions, in groups of four or less. The interventionist and/or classroom teacher monitors the progress of each Tier 2 student every 2 weeks. Students in Tier 3 are assessed weekly.

ATTACHMENTS

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 [Program Components Checklist](#)

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?

Data indicates Northview had a high percentage of students scoring Novice in 4th grade math (24.1%) on the 2018-2019 KPREP assessment. One of our priorities is to decrease this percentage by categorically moving students towards proficiency. Data indicates our students with disabilities are performing below proficiency in both reading and math. The growth for this population of students is a focus area of our building as well. In Reading on the 2018-2019 KPREP assessment, 60% of students in our disabilities population did not show growth. As stated above, growth for all populations is a priority. Northview has an overall growth score of 46.5 compared to the state average of 57.7 on the 2018-2019 KPREP assessment. This is going to be a top priority to increase the number of students showing growth in reading in math. Northview plans to focus its resources and efforts in a variety of ways to produce the desired result. We plan to restructure our reteach/enrich time as a building and create data driven groups that will allow students extra time to work on areas of need. We are looking into our special education resource and coteaching models to ensure we are using both areas efficiently while meeting the needs of all students. We are developing a literacy initiative that promotes students to read books on their own instructional level as well as receiving small group lessons on their instructional reading levels. We are putting data collection, reviewing, and analyzing at the forefront of decision making for students and instruction. We are working on implementing appropriate and consistent interventions for students. We are also working to increase our parent involvement to encourage student learning and growth. Including educating parents through student led conferences, accessing educational supports and programs at home (AR, Lexia, etc.) and parent conferences.

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.

A Parent Involvement Questionnaire for the 2018-2019 school year indicated that communication between home and school is of high importance in promoting student success. Northview teachers have teacher webpages located through the school and district webpage and update them regularly. Teachers' pages list information for parents regarding scheduling, activities, events, and homework. Teachers initiate parent-teacher conferences and communicate with all parents through email, phone calls, and student agendas (purchased with Title I funds). Progress reports and mid-term reports are sent home every nine weeks and 4 ½ weeks respectively. Interventionists and special education teachers also send home progress reports at the end of each nine weeks. Parents are invited to volunteer in the school, hold positions on school committees and Site Based Decision Making Council and actively participate in Northview's Parent-Teacher Organization. Parents are welcome in the school and have ready access to teachers and administration. Various meetings are held throughout the year to distribute information concerning academic growth performance, Title I parent involvement, and activities initiated by the Family Resource Center. Monthly family reading and book fair nights, open houses, and PTO activities/fundraisers will continue. Northview Elementary provides weekly One Call communication with families on updates and reminders. Northview participated in the Kids Read Now Program to provide students with free books over the summer break. Teachers helped students choose nine books from a list of over 120 best sellers. Northview, then, hosted a Family Reading Night where students received their first three books and parents learned how to guide and support their children's learning over the summer. During the summer, Northview Elementary and Kids Read Now stayed in touch with families through calls, texts, emails, or Facebook messages, asking which book their child read that week. After responding, Kids Read Now mailed another book to the student's home, addressed directly to the child. Each student who read all nine books was invited to a district wide celebration at the beginning of the 2019-2020 school year. Northview had Parents are always invited to volunteer in the school, hold positions on school committees and Site Based Decision Making Council and actively participate in Northview's Parent-Teacher Organization. Parents are welcome in the school and have ready access to teachers and administration. Various meetings are held throughout the year to distribute information concerning academic growth performance, Title I parent involvement, and activities initiated by the Family Resource Center. Monthly family reading and book fair nights, open houses, and PTO activities/fundraisers take place.

ATTACHMENTS

Attachment Name



[Parent Involvement Activities](#)



[Parent Involvement Policy](#)



[School Compact Signature Form](#)



[Title I Parent Evaluation Survey Results](#)

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

For the 2019-2020 school year, the preface of the student agenda included school procedures, school polices and the parent involvement policy. Northview Elementary will also implement Student Led Conference Nights to take place in the fall and spring semesters.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|--|--------------------|
|  Committee Meeting Minutes Fall 2018 | Advisory Committee Meeting Minutes for Fall 2018 to discuss CSIP and parent involvement. | • 1 |
|  Parent Involvement Activities | 2018-2019 Northview Elementary Parent Involvement Activities | • 5 |
|  Parent Involvement Policy | 2018-2019 Parent Involvement Policy | • 5 |
|  Program Components Checklist | | • 3 |
|  SBDM March Minutes 2019 | At March 2019 SBDM meeting, CSIP and student data was discussed. | • 1 |
|  School Compact Signature Form | 2018-2019 Northview School Compact Signature Form | • 5 |
|  Title I Parent Evaluation Survey Results | 2019 Title I Parent Evaluation Survey Results | • 5 |