

2019-20 Phase Three: Title I Annual Review Diagnostic_09132019_14:11

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Mount Sterling Elementary School

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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 needs assessment process at Mount Sterling Elementary was effective in identifying areas of need for our school. We used various and multiple academic and non-academic data sources to develop our needs assessment. Sources included parent surveys, KPREP data, MAP data, AIMSweb & EasyCBM Math Assessments, Brigance Early Childhood Assessment data, attendance records, SBDM Council input, information gained from PLC's, district horizontal planning days and district data days. We consulted with a broad range of stakeholders to examine and analyze the data... (District Data work day (school data team) School work day (all teachers and staff), Site Base Council Members, Staff through PLC meetings, Instructional Leadership team, discussed during conference with Superintendent, Director of Elementary schools and chief academic officer). These stakeholders analyzed the data, looked for trends and developed goals, objectives, and activities for the Comprehensive School Improvement Plan. Based upon this data, we identified needs within our gap groups. Consistently our students with disabilities and our students who receive free and reduced lunch are performing below proficiency. There is a negative contrast between whole school data and these sub groups. We see this trend in comparison with our MAP school-wide data as well. Goals were also developed on the CSIP to ensure a year's growth in the areas of Reading and Math and to increase the proficiency in these areas with all students. 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. Over the past three years, nearly 50% of incoming kindergarten students were deemed "not ready" for school.

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.

Mount Sterling Elementary School implemented the school wide plan as written. All of the goals from the CSIP address our school wide plan. Our main focus will be moving all students to proficiency and beyond. Although MSE is showing significant growth among subgroups, a large percentage of our students with disabilities and students who qualify for free and reduced lunch are continuing to score below proficiency. MSE will work to increase the percentage of these gap group students scoring Proficient/Distinguished in Reading, Math, Science, Social Studies, and Writing. Goals will also be developed to move ALL students to proficiency and beyond and to ensure one year of growth for every student in the areas of Reading and Math. To meet these goals, MSE will implement the following strategies: Montgomery County School (MCSD) will work intensively 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 6 years. Students at MSE will receive 60 to 90 minutes of daily math instruction. We will continue to use the Common Core State Standards (CCSS) in reading as our core comprehensive literacy model. Journeys and benchmark reading assessments directly correlate with CCSS and will be utilized as supplemental materials to teach standards in grades K-2 and 3-5. To address weaknesses in foundational reading skills (phonemic awareness, phonics, decoding, and fluency), our school will continue to implement Saxon phonics in K-1 classrooms to supplement our core reading program. K-5 students receive 90-120 minutes of reading instruction daily with whole group and small group instruction at all levels. In addition to universal assessments, all students will be individually assessed using the Next Step Guided Reading Benchmark Assessments. Based upon data from this assessment, small groups will be differentiated using leveled readers, allowing each child to progress at their level as they learn grade level skills. Our school's RTI framework is consistent with the Kentucky System of Intervention (KSI) framework to incorporate a multi-tiered approach that provides intervention services to address academic needs and achievement gaps of struggling learners. Our reading interventionist, partly funded through Title 1 funds, will provide Tier 2 and Tier 3 RTI reading intervention with the lowest achieving students. The interventionist, in collaboration with regular classroom teachers, receives on-going training in various research based reading strategies and provides intervention services appropriate to serve the individual needs of low-achieving readers, especially in the primary grades and for those students in the RTI process. Students scoring below 25th percentile not immediately chosen for reading intervention, will receive Tier 1 and Tier 2 interventions from the core teacher. The reading interventionist will model and assist the core teachers with these interventions during collaborative time in the interventionist's schedule. Tier 2 Intervention students in reading, math and writing, will receive core instruction from the core teacher plus additional minutes of instruction provided by classroom teachers or reading interventionist 3-5 days a week. The teacher and/or interventionist will align instruction to student needs as detailed in individual plans and based on results of continuous progress monitoring. Students who do not progress after 6-8 weeks of Tier 2 interventions will receive Tier 3 interventions. Tier 3 students will receive intensive daily instruction in 20-30-minute sessions. The

RTI process will continue to be refined through continued training in assessment, progress monitoring and appropriate intervention services. MSE will continue to provide services to students who qualify for special education, speech/language, gifted/talented, migratory, and ELL services. Based upon a thorough review of multiple sources of data, the use of Title 1 funding was effective in targeting critical needs.

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.

MAP is administered with all students three times per year to track academic progress in reading and math. Common Assessments are also used in all academic areas to assess mastery of the grade level standards. Furthermore, running records in reading are completed with all students every 6-9 weeks using the Next Step Guided Reading Benchmarks. Instructional levels are determined and students receive individualized instruction on their instructional reading levels. Our school district built in two days during the school year (District Data Days) to review goals/objectives on the CSIP and to analyze student data to improve instruction. AIMS web, MAP, Fountas and Pinnell,, Writing CBM, EasyCBM, and Math Fluency, Calculation, and Reasoning Assessments, will be used to track progress of at-risk students in the areas of reading, writing, and math. The interventionist and/or classroom teacher will monitor the progress of each Tier 2 student every 2-3 weeks. Students in Tier 3 will be assessed weekly. Our Student Assistance Team (SAT) consists of a reading interventionist, core teachers, a special education teacher, school psychologist, and an administrator. The SAT will make RTI placement decisions and will meet regularly to analyze data to make intentional decisions, determine eligibility for intervention services, develop individual intervention plans/goals and monitor Tier 2 and Tier 3 intervention progress.

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?

A additional part-time math and reading interventionist will be hired using ESS funds to service at-risk students in reading and math. Additionally, our librarian's schedule will be restructured to allow her to teach two reading intervention classes and serve on the school reading team. These individuals will also target the many students scoring apprentice on KPREP and MAP. Additional research-based technology programs will be utilized in the classrooms and labs to meet the needs of students struggling in the areas of reading and math. Additional parent learning nights will take place in the future to ensure parents are well equipped on how to assist their children at home with basic foundational skills.

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.

MSE provided a variety of various programs and activities to involve parents, family members, and community stakeholders. We hosted two separate open houses for parents and students to visit their school and classroom teachers at the beginning of the school year. MSE also hosted students led conference nights twice last year in which students led the conferences and discussed goals and progress with their parents to create ownership of their learning. We sponsored parent educational nights such as writing night, reading night, and AR night. Classrooms and administrators sent home weekly newsletters to keep parents informed of school activities and achievements. Title 1 Parent involvement funds were used to purchase the student agenda books, which is another valuable communication tool between school and home. The agenda also contains school procedures and school policies including the parent involvement and engagement policy. MSE teachers were required to establish a teacher webpage and update it on a regular basis. This webpage lists information that parents need to know regarding scheduling, activities, events, homework, etc.. Teachers regularly initiated parent-teacher conferences and communicated with all parents through email, phone calls, etc... Progress reports and mid-term reports were sent home every nine weeks and 4 ½ weeks respectively. Interventionists and special education teachers also sent home progress reports at the end of each nine weeks. Additionally, MSE provided communication to parents through the use of the one-call system. The administration worked with teachers, Family Resource Center and the ESL Coordinator to provide home visits to families. The ESL Coordinator and administration worked to ensure that Non English speaking families received all communication in their native language. The CSIP included specific goals, objectives and strategies that support the school's parent involvement plans. Parents were included in the development of the school's parent engagement policy. Parents were surveyed and their input was acquired in meetings held throughout the year. Parent, teacher, and student compacts were created with parents' input and signed. MSE also participated in the Kids Read Now Program to provide students with free books over the summer break. Teachers helped students pick nine books from a list of over 120 best sellers. MSE then hosted a Family Reading Night where students got their first three books and parents were trained on ways to assist their children in reading over the summer break. Kids Read Now remained in touch with families through calls, texts, emails, or Facebook messages, asking which book their child read that week. When they responded, Kids Read Now mailed another book to the student's home, addressed directly to the child. Each student that read all nine books were invited to a district wide celebration. Parents were invited to volunteer in the school and hold positions on school

committees, the School Council, and to be an active member of the MSE Parent-Teacher Organization. Parents are welcome in the school and have ready access to teachers and administration. Various meetings, such as meetings to discuss school test performance, Title 1 annual parent involvement meetings, and activities/meetings initiated by the Family Resource Center were held throughout the year to distribute information to interested parents, Monthly Family Reading nights, Book Fair nights, Open Houses and PTO activities/fundraisers also took place. Our efforts to increase parent involvement through planned programs, activities, and procedures have proven to be successful. Based upon the latest Title 1 surveys, 98% of parents indicated that our school provided a variety of learning opportunities for their child, 97% stated they were aware of the school's Parent Involvement Policy, 89% indicated they have been involved in open houses or school events, and 99% stated they received student progress reports in a timely manner.

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

Our plan is to host additional family nights, in addition to what we offered last year, to increase parent participation. Plans include having family dinner nights in conjunction with student led conferences and parent training's on the various instructional technology programs that we offer. Parents & students will be asked to bring in an electronic device that their children use at home. (phone, ipad, Chromebook, laptop, etc) and teachers will train parents on how their children can access the programs that we have available, in the comfort of their own home. MSE will also make an effort to recruit more parent volunteers to work with at-risk students in the area of reading. Volunteers will adopt a "reading buddy" to build positive reading beliefs and practices with the student, assist in goal setting and motivation, promote school attendance, and build reading strategies. Students with limited reading support at home will benefit from the focused attention of these role models. Additional parent learning nights will occur during the K registration night to help parents in preparing their child for Pre-K and Kindergarten. This training will focus on readiness skills and pre-reading foundational skills. We will also host a "Make and Take" night for the parents of intervention and special education students. Parents will be given resources to help their child with basic reading and math skills.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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