

## 2019-20 Phase Three: Title I Annual Review Diagnostic\_12192019\_21:33

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### **Ockerman Elementary School**

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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.

Data is analyzed on an ongoing basis and the frequency will depend upon the type of data that is being reviewed. If data is received in an easy to understand format, it is reviewed as received. If it is delivered in a manner that does not allow for ease of understanding it may be recreated into an alternate format for sort-ability, graph creation etc. Data is analyzed to look for strengths, weaknesses, areas for focused intervention. Data results are used to determine next steps for areas of need for professional learning, areas for intervention for students, core instruction modifications, materials and resources, and staffing decisions. All results are taken into account when decisions are made.

## 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.

The CSIP is implemented as written and all goals are directed towards student achievement. Title 1 funds are budgeted in order to provide support for the identified areas of concern and are used to fund the strategies and activities. As we are a full school Title 1 school, Title 1 funds are used to impact all students through programming, professional learning and resources. In the area of reading, although we have seen remarkable growth we are not at the level of proficiency that we would like to be. The support of having additional intervention teachers and the funding of the Leader in Me processes have been very effective in providing additional supports for academic areas and with Leader in Me it has provided us with the opportunity to build a strong culture with students which is vital to student success. As students become leaders of their own learning through goal setting and self monitoring we are seeing a trend in higher levels of achievement. Providing additional training for staff in the areas of guided reading and math are also showing to be effective with addressing the ongoing needs of the lowest achieving students. In order to address our lowest performing math students we are continuing professional learning in the area of guided math in order to address differentiation needs. All students have access to ST math and are utilizing it as either an intervention - if they are below the expectation, or as an enrichment if they are above the expectation. Completion data from ST math is reviewed by teachers and instructional decisions are made based upon student work. During the 2019 -2020 school year we also added Dreambox for math support, Lexia for reading support and the use of the CASE benchmark assessment. The CASE assessment is a standards based assessment which is given 3 times during the year and allows us to monitor student progress across the standards. Data collected from this assessment is used to determine needed interventions or changes in instruction to ensure student success.

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.

All teachers meet in weekly PLC's with an administrative staff member to discuss student progress for all students as well as demographic groups of students. Special education staff meet monthly as a team along with the district special education coordinator. Student data is presented to stakeholders through PTO meetings and SBDM meetings. Data is shared with whole staff during biweekly PLC meetings and at monthly team leader meetings. Input, feedback and reflection is solicited from all stakeholders in order to create an improvement plan that allows for input from a wide variety of sources. Stakeholders who are unable to attend physical meetings are invited to share their input via surveys. SBDM council members : Kim Best - Principal/ Chair, Brittany Bramlage - teacher rep/ co chair, Alysse Damonte - teacher rep, Kayla

## 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 years plan will include a continued focus on the implementation of the co teach model for special education students as well as the implementation of the district wide RTI 2.0 process. We will continue to develop the intentionality of reviewing data and making instructional changes using the PLC model with Du Fours questioning process. We will be looking at what resources and tools we can utilize to address the standards that we are not achieving our greatest success with. The plan will also include ongoing professional learning in the areas of co teaching, guided reading, guided math and writing instruction.

## 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 portion of our Title 1 budget is designated for increasing the engagement of families throughout the year. Throughout the school year we offer family engagement opportunities to include open house, parent teacher conferences, academic parent teacher teams with our 5th grade students and teacher, student led conferences, content specific events such as Multi Cultural Family Night, STEAM nights, and events in partnership with the community and our Family Resource Youth Service Center. This year we have held language programs for our English Learner families, support programs to assist parents with understanding and supporting the Leader in Me process through the use of 7 Habits for Highly Effective Families. We will also be delivering family engagement programming for our parents of early learners which has a focus on reading strategies for preschool through kindergarten age students.

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

We have seen an increase the level of parent engagement this year but would like to continue to see the involvement of parents increase. With a diverse population we will be looking at alternate ways to engage families that will meet the needs of the non traditional parent or family members as we do have many students who are being raised by grandparents or other relatives. We will be looking at options to possibly take engagement opportunities to families in lieu of them coming to us which can potentially eliminate a barrier for them. We will also be researching support options for our families who have limited English capability so that they are able to access the same information and opportunity as our primarily English speaking families.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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