

## 2019-20 Phase Three: Title I Annual Review Diagnostic\_11182019\_15:32

2019-20 Phase Three: Title I Annual Review Diagnostic

**Florence Elementary School**

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## TABLE OF CONTENTS

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2019-20 Phase Three: Title I Annual Review Diagnostic .....	3
Comprehensive Needs Assessment .....	4
Schoolwide Plan .....	5
Evaluation of the Schoolwide Program .....	6
Parent and Family Engagement (ESSA Section 1116).....	7
Attachment Summary.....	8

## 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.

Our school needs assessment is compiled of academic and non-academic to include state KPREP scores, CASE Assessment, STAR reading, Star Math, and Early Literacy score, previous TELL, Val-ed, Staff survey, parent surveys, student surveys, FRC contact notes, Attendance Reports, PBIS reports, Homeless reports, ELL reports, GT reports, Resiliency data, and Brigrance report. Data was used to compile a priority of need including academic and non-academic components. Our Early Literacy scores showed great promise and strength. Our Star Reading and Star Math show inconsistency with student trend data and discrepancy among teachers in grade level. We have challenges with special education students and ELL students performing at the proficient and distinguished levels. Title funds were used for hiring additional RTI teachers, instructional writing materials, technology chromebooks, before/after school program and resources. Title 1 funds have established a support system for our gaps students. Data collection was insightful and helpful to understand parent perspective. Although parents still prefer paper/pencil surveys we did receive on-line information. Our school PTO has been supportive of our sustainability plan and Leader In Me implementation schoolwide.

### **ATTACHMENTS**

#### **Attachment Name**

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[FES Quarterly Report](#)



[Gap Groups Current State](#)



[Measurable Gap Goals](#)

## 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.

CSIP implementation included using of 30,60, 90 day plans to address two big rocks including instruction and data analysis. TAR screening reports, RTI interventions, PLC, ATMs are used to driven instructional and after school and summer school programs to support students who most need support. Teachers work collaboratively with team members and administration to examine student data and students who are most at risk. Teachers develop student plans for student learning. Teacher monitor student success through data collection both formative and summative. We also use partnership with Success By 6 with K Camp and summer programming to increase transition and low performing students in reading and math. Our community partners also help build stronger culture by using beautification projects and instructional supports through the one to one reading, painting murals, building benches, and landscaping around campus. Creation and implementation of vision and mission team continues to be a focus for the merging of Leader In Me implementation. Implementation of Me & My School included academic and social/emotional components combined with parent engagement to increase incoming K student readiness. In addition, our SBDM approved to extend instructional day by 15 minutes a day to help increase learning opportunities for students and went to all day Kindergarten program to support our earliest learners. Implementation of CASE assessment to strengthen classroom instruction.

### **ATTACHMENTS**

#### **Attachment Name**



[FES Comprehensive Improvement Plan 2019-2020](#)



[Sustainability Plan](#)

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.

Methods that were used to evaluate the effectiveness of the strategies include Eleot Walk-through data, Plus/Delta, feedback surveys, PLC monitoring, attendance reports, behavioral reports, CASE data, KPREP data, student classroom assessment. Special attention give to gap groups and low performing students. Data is shared with teachers, staff, SBDM, and CSIP committee.

### **ATTACHMENTS**

#### **Attachment Name**



[30, 60, 90 Day Plan](#)

## 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?

Committee reported continue to student support staff for student success and increase club activities for student population. Parents like increase communication through class dojo but still prefer school flier and school phone calls for information.

### ATTACHMENTS

#### Attachment Name

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Sustainability Plan (continue)

## 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.

Family engagement includes Strong Dads, Mighty Moms, Grandparents Tea, Born Learning, curriculum nights, Back-to-School nights, and resources for parent/teacher conferences and activities to bridge the gap between home and school. Additionally we will provide parent university nights to include Leader in Me during PTO meetings, parental support to bridge the gap between home and school, behavior support, academic support, and support for family communication and interaction. Our PTO has helped build input on parent engagement and programs to help support parents, students, and staff. Parental feedback is given at events and through feedback surveys.

### **ATTACHMENTS**

#### **Attachment Name**

 [Calendar Event 2019-2020](#)

 [Sustainability Plan \(continue\).](#)

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

In reflection to needs assessment and parent feedback, FES will continue to offer opportunities for families and school to continue to place students in priority in areas of reading and math. Annual review of parent-teacher compact and parent involvement policy will continue to be part of part of our family engagement. FES will continue to work with Family Resource Center and community resources to support students and families especially in the area of diversity.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 30, 60, 90 Day Plan	30, 60, 90 Day Plan	• 3
 Calendar Event 2019-2020	Calendar of Events	• 5
 FES Comprehensive Improvement Plan 2019-2020		• 2
 FES Quarterly Report	Quarterly Report	• 1
 Gap Groups Current State	GAP	• 1
 LIM	LIM	• 4
 Measurable Gap Goals	Measurable Goals	• 1
 Sustainability Plan	Sustainability Plan	• 2
 Sustainability Plan (continue)	Sustainability	• 4
 Sustainability Plan (continue).	Sustainability Plan	• 5