

PN Title I Annual Review December 2017

CSIP Phase II: KDE Title I Annual Review

Piner Elementary School
Christi Jefferds
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

Last Modified: 12/10/2017
Status: Open

TABLE OF CONTENTS

Title I Annual Review.....	3
ATTACHMENT SUMMARY.....	8

CSIP Phase II: KDE Title I Annual Review

Title I Annual Review

1. Comprehensive Needs Assessment

Rationale: A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

Guiding Questions:

Which data sources did the school use to conduct its Needs Assessment?

What needs did the data identify?

What specific grade levels and/or content areas were identified as priority?

What achievement gaps were identified?

Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?

Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?

Data sources included MAP, KPrep, Brigance, DIBELS, RI, and PI. Needs identified included improvement in Reading, Writing, and Language Mechanics skills, particularly for those students falling into the Gap designation. The achievement gaps identified were students in the categories of disabilities and free and reduced lunch. Title I funds were used to hire staff to focus on working with low performing students as well as those students falling into the gap, purchasing Tier I and II instructional materials for remediation, and technology to use with specific instructional programs, such as Read 180, System 44, iRead, and ST Math. The expenditure of funds has proven effective, but we continue to seek ways to continue improving our programs and student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Schoolwide Reform Strategies

Rationale: Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

Guiding Questions:

Was the schoolwide plan implemented as written?

Which goal(s) from the CSIP address Schoolwide Reform Strategies?

How is Title I funding being directed to address the goal?

How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?

Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?

Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?

CSIP goal 1-KPREP combined proficiency-addressed schoolwide reform strategies. Title I funding was used specifically to support the Read 180, System 44, Compass, ST Math, iRead, and DIBELS programs in our school, as well as funding a full time teacher to provide instruction to students needing Tier II and III intervention. These programs and strategies were selected based

upon research and evaluation of past implementation. These programs, strategies and staffing decisions have been effective in improving student achievement.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Professional Development

Rationale: Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

Guiding Questions:

What measures were used to determine the school's professional development needs?

How was the professional development tied to the school's identified need?

Did the professional development improve instruction based on a thorough review of student achievement data?

How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?

Staff professional development needs were determined by review of student data, teacher/staff survey, KPREP data, and observation/walk through data. The professional development was a direct reflection of the identified need. Ongoing professional development has improved instruction, particularly in the areas of math, Social Studies and Writing. All school staff were included in the annual KPREP data review, and all participated in ongoing review of student data through Staff meetings, PLCs, RBTL, RTI Team and SBDM meetings. Our FRC Coordinator supported our professional development by participating in our Data Analysis session, and making suggestions about where her services could enhance our instructional programs. Her role in supporting academic achievement is noted in our CSIP. The FRC Coordinator led all Parent Volunteer training sessions, and participated in parent engagement activities throughout the year, offering instructional components in the areas of parenting, budgeting, and saving money.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Family Engagement

Rationale: Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

Guiding Questions:

How much Title I money was spent on family engagement?

What kind of programs, activities, and procedures were planned?

What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?

The school spent \$1515.69 of Title I money on family engagement activities. Additional funds were obtained through various sources to support family engagement, such as FRC funds, PTA donations, school instructional funds, and Me and My School funds. The programs that were planned and held were Kindergarten Round Up, Readifest, Reading and Math Night, Fun Arts Night, and the Me and My School Kindergarten Readiness program, which contained a large family involvement piece. Parents were invited and encouraged to stay two days per week during the program to participate in the instructional activities with the students. The outcome was that we

had many families participate in each of these activities, parents' skills in helping their students to learn increased, learning materials were provided that could be used in the homes, and relationships improved between families and school staff.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)

Rationale: An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

Guiding Questions:

How did school and district administrators collaborate through funded programs such as Head Start?

What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?

How effective were these strategies?

How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?

Our district supports a preschool program for at-risk students and those with disabilities. To assist students with the transition from preschool to Kindergarten, we offer the Kindergarten Round Up in May, during which parents receive an orientation and parent education session while the students participate in a program to familiarize them with the Kindergarten room and the school. A brief assessment is administered to identify students who may be operating below the Brigance level of "Ready." These students, as well as those deemed "at-risk" are targeted for inclusion in our Me and My School summer Kindergarten Readiness program. Students in the fifth grade are transitioned to middle school by use of a field trip to visit the school, an open house at the middle school for parents and students, and a summer camp to familiarize them to their new school environment. These strategies have proven effective. Brigance scores have risen from 48% Ready or Ready with Enrichments, as measured by Brigance, in Fall 2016, to 53% Ready or Ready with Enrichments in Fall 2017. Due to having the incoming Kindergarten students in our Me and My School program, we have been able to identify students needing early intervention and have conversations with their parents/guardians. Family Involvement Days in the Me and My School program provided additional opportunities for teacher/parent interaction and discussion of student needs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Measures used to include teachers in decisions

Rationale: Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

Guiding Questions:

How were all teachers included in the selection of academic assessments?

How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

Teachers were instrumental in the decisions to use Mastery Connect as a daily formative assessment tool, as well as selecting the Journeys reading program with its associated assessments. Teachers discuss assessment results weekly in PLCs, and will begin developing their own weekly reading and math assessments to ensure standards mastery. The school district

has developed common assessments and has asked for teacher input throughout the process. Teachers participate in a school wide KPREP data analysis PD, as well as continually analyzing student performance on other assessments during weekly PLCs. Areas of weakness and students who are not meeting benchmark standards are targeted for Tier II and III instruction through programs such as Read 180, System 44, iRead, ST Math, and RTI.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Activities used to ensure students met Kentucky Academic Standards

Rationale: Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.

Guiding Questions:

How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?

How were students and their needs identified for assistance?

How did teachers and paraeducators collaborate for planning and instruction?

How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?

Which activities were deemed successful and which ones are in need of change?

The MAP test is administered three times per year. Following the Fall MAP test, students who fall below the 40th percentile in reading and/or math are placed in RTI groups. Further testing of those students in the bottom quartile can identify them for specialized remediation programs such as Read 180, System 44, Read to Achieve, ST Math and iRead. Data is continually monitored throughout the year, and if teachers note that students are not making progress, or begin to fall behind, they are referred to our Student Assistance Team who makes intervention recommendations. Other data that is reviewed regularly and can help identify students in danger of not meeting state standards include Reading Inventory, Phonics Inventory, DIBELS, Brigance, classroom weekly assessments, and program data from iRead and ST Math. Teachers and their assistants have five days of common planning at each grade level. In addition, we hold weekly RTI meetings, monthly Committee meetings, and weekly PLC meetings. The CSIP is monitored regularly in the monthly Committee meetings. All of the above activities have been deemed successful, and will be improved by the use of standards-based classroom weekly assessments.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Coordination and integration of programs

Rationale: A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

Guiding Questions:

Which federal, state, and local funds were made available to the school?

How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?

What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?

The school draws from multiple funding sources to meet the instructional needs of our students. In addition to the Title I funds, the school receives an annual district allocation of instructional funds. We have access to school activity funds to support student activities, and are often the beneficiary

of joint purchases between the school and the 21st Century Program (grant funded.) Additionally, our school receives annual donations from several area business partners, including the Kentucky Farm Bureau and Celanese, to support learning activities, donations from PTA, and several other grants, including Read to Achieve, Me and My School, and the Summertime Kids grant. The school developed budgets to fully utilize all funds to improve student achievement, and coordinates closely with directors of other organizations to ensure our work is mutually supportive. An example of this is our Summer Learning Program, which is free to all of our K-5 students and involves many business partners and our 21st Century Learning Center. This program stops "the summer slide" and allows us to keep students learning and receiving interventions during the summer break. All Title I purchases must be approved through our district Title I coordinator, who ensures that Title I Part A funds will supplement, not supplant, existing resources, programs, and staffing needs.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------