

January 2019 Phase Three: Title I Annual Review_11092018_10:04

Phase Three: Title I Annual Review

Ryland Heights Elementary School

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Phase Three: Title I Annual Review

Title I Annual Review

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.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (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. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

KPREP, MAP and Brigance data was used to conduct the Needs Assessment. There is a need for growth in both reading and math with 38.5% of all 3rd -5th grade students falling below proficiency in the area of reading on the 2018 KPREP Reading Assessment and 44.4% of all 3rd -5th grade students falling below proficiency in the area of math as assessed on the 2018 KPREP assessment. The data also shows the performance level of our students with disabilities population is a major concern.

ATTACHMENTS

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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. *Please attach any supporting documentation which is named according to the section it supports.*

The schoolwide plan was implemented as written. CSIP goals that addressed areas of concern include focus on reading instruction - implementation of the iRead program and focus on math - implementation of the STMath program. Title Funds purchased the iRead program and assisted in the funding of an interventionist at the intermediate level to assist with both reading and math.

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part 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).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

We provide many opportunities to include parents in the educational process of their students. Parents are invited with students to attend our beginning of the year open house where they can meet their teachers and get any needed information about the upcoming school year. We offer All Pro Dad's Breakfast for our fathers and male role models to attend a breakfast with their child(ren). Additionally, we have a large percentage of parents that attend our parent/teacher conferences to discuss student progress and areas of concern. Parents are also invited to an evening opportunity to view and purchase items from the school book fair. Families are invited to participate in our fall Treat and Eat to increase school and home relationships. Literacy events are offered multiple times throughout the year in the evenings for families to attend both on and off school campus. We also offer a program for our families who have relatives raising children that meets monthly throughout the year.

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

While we have many relatives raising children, we do not have a large turn out for our Super Families Program that addresses these families. I would like to see us broaden this program to include more families in the upcoming year.

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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)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

We utilize a variety of data to determine student needs and progress within the title 1 program. Brigance, RI, PI, MAP, KPREP, DIBELS, teacher administered assessments and progress monitoring data from Tier 2 and Tier 3 intervention

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

We continue to revise interventions and intentional review of progress data to increase the effectiveness of our programs. The effectiveness of programs varies at times based on the student groups throughout the year. For students that are lacking progress on specific programs, additional interventions are put in place to help students achieve success.

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

We will continue to implement current programs with a focus on finding additional math interventions for students in our tier 2 and tier 3 interventions.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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