

## 2019-20 Phase Three: Title I Annual Review Diagnostic\_12032019\_09:14

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**James A Caywood 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.

Caywood's needs assessment process consisted of utilizing multiple data points to determine the critical needs of our students. These data sources included KPREP scores, MAP data, BRIGANCE scores, and other specific program intervention data, including the RI and PI from the Read 180 program. This process was effective as the data identified an area of need in early phonics instruction in grade levels K-2. It also showed a deficit in reading for our EL gap group.

## 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.

Many strategies were implemented as part of the schoolwide program to increase the amount of quality learning time for students and to provide them with an enriched curriculum. Grades K & 1 utilize the iReads program and Phonics Dance to support our need for early phonics instruction. Our school currently employs a part-time EL teacher and assistant to support reading for our EL gap group through classroom push-in collaboration during Tier I instruction and the LEXIA program. The schoolwide plan also meets the needs of the lowest-achieving students through support from our Title staff. Interventions through the use of programs, such as LEXIA, System 44, Read 180, and Read Naturally are provided by two full-time instructional assistants and two part-time certified Title I teachers. Our 2019 KPREP reading data shows that our EL students increased from 32.1% Proficient or Distinguished in 2018 to 38% Proficient or Distinguished in 2019. This was an increase of almost 6 percentile points. The strategies and interventions we are providing will strengthen our academic program and provide students with a well-rounded education.

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.

Data analysis of student achievement will be used to evaluate the effectiveness of the implemented strategies. Data from KPREP, MAP, DIBELS, BRIGANCE, RI and PI assessments, as well as, specific intervention program pre-assessments will be used. This analysis will help improve academic achievement throughout the school in helping to understand specific student achievement. This analysis will also help to identify and place the lowest achieving students into the most appropriate intervention. Students in these interventions are progress monitored weekly to evaluate the effectiveness of the intervention for the students. This data is shared with classroom teachers and the MTSS (Multi-Tiered Systems of Support) committee to ensure that not only is that individual student making progress, but also to determine that the intervention program remains effective in our schoolwide program. In the spring of the 2018-19 school year, a Title I survey was sent to all parents and guardians of our students. The survey was analyzed and changes were implemented to address any problem areas.

## 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?

After analyzing the results of student performance data and intervention program data, several revisions will be made to our school-wide plan. We will continue to provide all interventions during reading and math RTI blocks for Tier II and III instruction. This means no students will be pulled out of core reading or math classes during Tier I instruction. By doing this, all students will continue to receive exposure to grade level curriculum in addition to their reading and/or math intervention time. Title I assistants will remain responsible for keeping their own progress monitoring data on their students that receive an intervention and share that data with the teachers through the use of Google drive. This ensures that teachers have easy access to analyze this progress monitoring data at any time. A revision for this year involves our MTSS committee. All homeroom teachers are required to turn-in progress-monitoring data for students in Tier II and III interventions each 6-weeks by a designated checkpoint date. The MTSS committee will meet to review the data. During teacher PLCs, students that had questionable or insufficient progress will be discussed to determine if any changes to that student's intervention is needed at this time.

## 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.

Our school's parent and family engagement program is effective. We plan several events throughout the year for our families to attend. This includes a fall literacy book fair evening and a spring family university night. Literacy information is shared with families to strengthen their understanding of content that students learn. At these events, we also had our EL district consultant in attendance that had specific break-out groups for our EL families to attend. A translator was in attendance to share information about the school, their children's classes, and how to be involved in the community. We also offer a monthly parenting workshop called Born Learning. A combination of funds from a grant and Title funds are used to conduct these workshops. These are targeted at helping families that have young children prepare them for kindergarten. We utilize Parent Cafe's in combination with the Born Learning Academy to help in creating meaningful conversations among parents. A new event this year was our Family Engagement Night. We invited all families to attend and individually meet with their child's teacher to discuss their progress in school. Parents were invited to ask questions and data was shared about the child's progress in class and any specific interventions. Parents are also included in all decisions made about their child's education based on our data sources. Title staff provided weekly progress monitoring data from their small groups that was included in these parent/teacher conference conversations. This information is also included with every report card during the school year. Parents are also informed with a specific letter when their child enters or exits a targeted intervention. Our Title I parent involvement survey from 2018-19 school year indicated that 100% of parents received student progress reports in a timely manner and 99% of parents reported that their child's intervention small group was a positive experience for their child.

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

We have made several changes to our parent and family engagement program. In the past, parents have requested more authentic homework assignments to be brought home. This helped our SBDM determine they needed to update the homework policy for our school. This policy states that homework will be optional and can be used for enrichment opportunities and extra credit. Grade levels worked together to determine how they would handle this change. Some grade levels send home a packet at the beginning of the week, some offer a calendar of activities to choose from, and some grades choose to offer other enrichment activities. Another change to our program

involves our MTSS process. Toward the end of last year, homeroom teachers were taught more about the MTSS pyramid. They are now using the student support form in the data dashboard to refer students that may need more support. This data dashboard is a shared Google spreadsheet that acts as a system of intentionally tracking RTI data. This design makes documenting RTI data systematic and comprehensive for all school staff. It gives a visual for individual student achievement in RTI making it easier to determine what supports each student needs. When a teacher refers a student in this dashboard, it populates a letter to send home to the student's parent or guardian that informs them that the student has been identified in potentially needing more support in a specific area. This is the change made to our family engagement program. We want to ensure that each student's family is aware of any areas of need in their child's education. After the teacher has done this, the MTSS committee discusses the student's need. If the student is placed in an intervention, the teacher will send home a letter to the parents that describes the intervention and to let them know of this change in their child's education plan.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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