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Phase Three: Title I Annual Review

James A Caywood Elementary School

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TABLE OF CONTENTS

Title I Annual Review.....	3
Comprehensive Needs Assessment	4
Schoolwide Plan	5
Parent and Family Engagement (ESSA Section 1116).....	6
Evaluation of the Schoolwide Program	8
ATTACHMENT SUMMARY.....	10

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.*

Caywood utilized multiple data sources to determine critical needs including KPREP data, MAP data, DIBELS data, Brigance Data and program intervention data including the RI and PI from the Read 180 program. The data identified a critical area of need in early phonics instruction (grades K-2) as well as a deficit in reading for our EL GAP group.

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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 strategies implemented as part of our school wide-program included the use of Lexia, System 44 , iReads, Read 180 and Read Naturally based on individual student needs or skill deficits. Our school also used Title funding to pay for a part time EL assistant to push in to classrooms and support EL students during reading Tier I instruction. These interventions were provided by three full time instructional assistants as well as a part-time Title I teacher. Research based, targeted interventions were implemented based on multiple data points. Our 2018 KPREP data shows that our EL students increased from 9.1% Proficient or Distinguished in 2017 in Reading to 32.1% Proficient or Distinguished in 2018. This was increase of 23 percentile points.

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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.*

Each year our school plans and implements two special evenings for parents to attend in order to learn about Reading and Math instruction. We hold a Math University night in the Fall along with family book fair night, dinner and door prize incentives. Parents are invited to attend grade level presentations that are led by classroom teachers with instructional strategies, standards and tips for helping their child with Math at home. This is a highly attended event with an average of 250 people in attendance. In the Spring, we offer a Family Literacy Night with a second book fair, dinner and incentives for attending. Each grade level holds targeted workshops focused on ELA standards, reading strategies, sight words, reading intervention programs as well as on-demand writing standards and expectations. In combination with our Born Learning Grant, we use Title funds to conduct monthly Born Learning Academy Workshops targeted at helping parents with young children prepare them for kindergarten entrance. Many of our preschool families attend these workshops regularly. The have approximately 20 graduate families that attend regularly each month, adding new families each year. This year, we have used our District Title I consultant to assist with our EL families by providing specific programming to meet their needs. We have utilized Parent Cafe's in combination with Born Learning Academy to help in creating meaningful small-group conversations among parents. In addition, at Parent Conference night in November, we offer a resource fair for our EL families organized by our Title I Family Engagement Consultant. As students enter or exit a Title I intervention program, parents were notified and given student data and information about the program, as well as ideas for parents to help at home. Title staff provided weekly progress monitoring data from their targeted small groups that were included in parent/teacher conference conversations and with every report card during the school year. Our Title I parent involvement survey from the 2017-18 school year indicated that 100% of parents received student progress reports in a timely manner and 98% of parents reported that the instructional small group programs have been a positive experience for their child.

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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.*

According to our Parent Involvement survey conducted in the Spring of the 2017-18 school year, 86% of parents requested take-home activities to be sent home that were NOT computer based, specifically wanting trade books with activities to go along with them. Classroom teachers will

collaborate with Title staff to ensure that take-home activities better meet the needs of our families. In addition, this year we have an RTI committee that meets bi-weekly which includes our Title Intervention staff. These meetings will focus on student needs in intervention programs. A referral letter will go home immediately with a student placed in an intervention, or moving up from a Tier II to a Tier III. Phone calls will be made to parents or conferences held when students are found not to be making progress according to data.

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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.*

Data from KRPEP, MAP, DIBELS, Brigance, RI and PI assessments from the Read 180 program and intervention program data are used to identify and place students in the most appropriate interventions. Students are progress monitored weekly to evaluate the effectiveness of the intervention for that student. This data is shared with classroom teachers and the RTI committee to ensure not only that individual students are making progress, but also to determine schoolwide that the intervention program remains effective. In the Spring of each year (April), all guardians are given a survey to evaluate the Title I program. In the 2017-18 school year, the survey was sent on April 30th and there were 151 surveys returned and the data was analyzed.

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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.*

Our GAP goal last year focused in increasing achievement with our EL students in the area of reading. Through Title I, we utilized the Lexia program as well as System 44 in 3rd, 4th and 5th grade where the Title Assistant pushed into the program to assist students. We also utilized funds to hire an additional part time assistant strictly focused on working with small groups of EL students for reading and writing deficits. This assistant was also used as a bilingual interpreter for families to help us better communicate student needs regarding academic concerns and progress. In addition, Title I funds were used to provide family engagement activities in Spanish to help families understand content standards students need to learn. The results of this work were positive because we grew from 9% proficient or distinguished in 2017 to 32% in 2018. When parent were asked in our survey about the best feature's of Caywood's Title I program, 80% responded extra support in improving reading, math or both; 45% responded Single Subject focus (Reading or Math) and 59% reported that their child benefited from small group pull-out instruction by Title staff in an intervention program.

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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.*

After analyzing the results of student performance data, intervention program data, as well as perception data the following revisions will be made to our school wide plan. First of all, all interventions will be provided during a Reading and Math RTI block. No student will be pulled out of Core Reading or Math instruction in order to receive Tier II and Tier III services. This way ALL students receive exposure to grade level curriculum in addition to their reading or math intervention time. This change has caused a major alteration in the school wide schedule and structure. In

addition, the Title Assistants are now responsible for keeping their own progress monitoring data on students receiving an intervention and they are sharing this data with grade level teachers weekly to make sure communication is taking place in regards to student growth and progress or lack thereof. The data is now shared on a google drive so that each teacher has easy access to analyze progress-monitoring data. We are also ensuring that instructional assistants are pushing in to collaborate with the regular classroom teacher more, in addition to providing pull-out groups with researched based programs. In the area of math, we plan to closely analyze Do the Math intervention data to see if those students in that program are transferring their knowledge to the classroom and other assessments. We plan to utilize KCM as well as the Touchpoints math strategy for some students who continue to struggle with number sense and number fluency. In the area of reading, data tells us that students are coming to 4th grade with an improved phonics foundation and reading fluency skills, but are still lacking in understanding meanings of words. Our new Wit and Wisdom curriculum purchased out of Title I Funds for grades K-5 provides a deep and intensive vocabulary instruction for all students through Tier I instruction.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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