

2019-20 Heritage Elementary Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

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2019-20 Phase Three: Title I Annual Review Diagnostic

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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.

Three types of sources were used to conduct our needs assessment: a parent survey, discussions with teachers through the PLC and Data Team process, and analyzation of the multiple forms of data. Our sources indicated 3 areas of need: instructional effectiveness at the 2nd grade level and increased levels of academic prowess in both math and reading. 3 specific areas of concern were identified in achievement gaps: F/R lunch, ECE students, and our Hispanic population. Specifically, Title I funds were utilized to address the need for effective instruction at all levels K-5 in reading and math. Particular attention was given to novice reduction in both the general populations but also ECE students. While Title I funding helped us maintain a level of proficiency in both reading and math, we have room for growth as we are a 3 star district.

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.

The data team process has been an effective strategy in analyzing student data and increasing the effectiveness of instruction. Through this process, we have also implemented student growth plans for students in ELA and Math. The student growth plans look at each individual student's data and set a course for improvement in both gap areas as well as core instruction. Each teacher participated in this work for each of the children whom they serve. Through the data team process, areas of professional development were identified and then addressed in the PLC process.

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.

The method used to evaluate the effectiveness of the strategies used to improve academic achievement is both formative and summative. By formative, the school analyzes the effectiveness of instruction on a weekly basis through data teams. A collaborative team of teachers and administrators analyze student data, the rigor of assessments, and the level of teacher expectations toward meeting goals for mastery. Summatively, teachers use MAP, DRA, and KPREP to determine how effective instruction is over long periods of time. MAP and DRA allow us to make changes during the year.

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?

The greatest revision will come in the focus on Guided Reading instruction. Data shows that our students are not able to read at expected levels because our teachers were not effectively teaching to high levels. Therefore, a rigorous literacy plan was created for professional development that is on-going. The instructional coach leads three levels of professional learning: school-wide, team level, and individual teacher.

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.

We determine the effectiveness of our school's parent and family engagement program through family participation and involvement. These are tracked through pieces of evidence such as sign-in sheets and parent-conference logs. We have also had parent nights that focus on specific subject areas (i.e. math nights where students exhibit their learning). We also partner with parents in reading through our Reading Recovery parent conferences where parents are taught how they can assist their students at home in both reading and writing.

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

The most significant change to our parent nights is the development of Exhibition Nights and student-led conferences. Exhibition Nights are when students not only exhibit learning but they also have the opportunity to "teach" parents what they are learning so that parents then become the learner. This shift in focus not only allows the student to become the teacher of learning, but it also affords the parent the chance to see learning through the eyes of their child. Student-led conferences have similar goals but in a one-on-one setting. During these conferences, students also become advocates for their own learning and growth.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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