

**2019-20 Wright Elementary Phase Three: Title I Annual Review  
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2019-20 Phase Three: Title I Annual Review Diagnostic

**Wright Elementary**  
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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.

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## 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.

Wright Elementary has used the data sources of MAP, KPREP, DRA, AND BRIGANCE. The data provided a need for growth in core instruction in mathematics, writing, and reading. Wright Elementary in the areas of design and delivery of core instruction, the need for reviewing analyzing and applying data. Our Needs Assessment process was very effective in narrowing delivery of core instruction. The high novice levels of all demographic students highlighted delivery as an area for growth at Wright Elementary.

## 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.

Effectiveness of our Data Teams with reading recovery teachers and staff members being part of the teams has had an influence on formative assessments in the classroom. The needs of all students were addressed in Data Team (KCWP 4) Systems. The Data Teams are in place to ensure that student data is collected, analyzed, and is used to drive classroom instruction. Instructional Coaches and Administration will coach gave feedback on the selection of high yield instructional strategies used within lessons. This focus was evident in our instruction and it did not correlate to KPREP scores. The quality of strategies was not the highest effect and that is where we as a Data Team will grow in this year and maintain our focus on all students

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.

Administrations 30 60 90 day plan evaluates the Data Team, Map, Running Records and DRA data monthly when applicable and use that data to drive decision making. The Plan is fluid in that it will make changes monthly if there is a need. We consider our selves assessing for learning and of learning to make decisions forward as a school. This data monitors and tracks all performers especially those students performance is novice.

## 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?

We have made an effort to grow in our Mini Lessons through aligning our Mini Lesson with what we model and what we are looking for as our success criteria. This is our change as of this moment and our current data. WE will continue with CSIP objectives and actions.

## 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 Parent involvement program has flourished the past year focusing on Reading Nights festivals with a Reading focus and Literacy Focus. We have invited parents through newsletters, videos messages, Text Messages, and Website invites along with students being involved in the events. Parent involvement was measured by attendance. we have 98 percent of our parents participate in parent Teacher (Student Lead) conferences. We have 430 attendees in our Reading Night largest attendance ever for a Reading Night (500 books given away). Our Fall Festival was attended by 500 people largest in 6 years (literacy focus and books were given out). During these events, we taught reading strategies to parents and allowed them time to read with their child with a reading strategy and question to ask when reading this has developed reading support and partnership with families and a focus on academics without Wright Families. Families were invited to continue the reading challenges.

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

We have established an updated Compact that has been reviewed and given feedback from all parent stakeholders PTO SBDM Parents at the back to school bash and Family Resource Center Advisory Council. We have allowed Community members to review and give suggestions to the compact and will continue to monitor their feedback throughout the year during student led conferences and reading and math nights.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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