

Northside 2018-2019 Phase Three: Title I Annual Review

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Northside 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.*

Academic data sources include; KPREP data, MAP data, formative assessment data from teachers, and common assessment data. Non-academic data sources include; teacher discussions at faculty meetings and Rtl meetings. Northside's priority is to increase Proficiency in ELA and math school-wide, by providing strong core instruction to all students, provide intensive interventions for students who are not proficient, to increase rigor and to understand the intent/ depth of standards.

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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.*

Best practices and research strategies include analyzing data from our universal screener (MAP), utilizing Rtl, improving teacher instructional strategies from "Conscious Discipline" training, increasing student engagement from PD, increasing student engagement through the use of technology and improving instruction/understanding about "students of poverty"

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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 still do not have the parental involvement we would like to have at Northside. We had an educational parent night scheduled in October, but no one attended. At the end of last year, when we surveyed our parents, there were 3 areas we chose to address for the 2018-2019 school 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.*

To address parent survey, we offered evening and daytime Parent/Teacher conference times to accommodate parents work schedules. We have gone to using FB and class DoJo as means of electronic parent communication to work to keep parents better informed. The district now has Stay Connected. We are keeping a school calendar updated, so parents can stay informed of all events occurring at the school.

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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.*

District leadership/teacher/parent committees evaluated the schoolwide Title I program during the spring semester. The committees reviewed MAP, K-PREP and common assessment data. The spring 2018 K-PREP data from state assessment indicates the following: Reading: 41.6% of students scored P/D in reading. Of the 58.4% who scored N/A, 31% of those were Novice. Based on data prior to this, Novice % had decreased from 2016-17. Our novice numbers are too high. Math: 43% of students scored P/D in math. Of the 58% who scored N/A, 23.5% were Novice. Trend data in Math prior to this, indicated a decrease in Novice over the past 3 years. Based on the data we had for the spring discussions, it was determined to be in the best interest of our students, to continue to use our Title I monies we had in the past: to enhance schoolwide instruction by providing additional teachers in our building.

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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.*

Northside will continue to keep the same teacher/student ratio for the 2018-19 school year, as this had proved effective in the past.

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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.*

Revisions to the staffing plan for the 2019-20 school year, will be to discuss early reading intervention plans for our most struggling students. Data indicates that reading is our weakest academic area. We will also take into account services our students are receiving in year 1 of our 21st CCLC program and use that data as well to make a determination for the best use of our Title I funds.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 FROM 21st Century Grant Application	This is the data we used for our most recent 21st Century Grant application.	4B