

Phase Three: Title I Annual Review 2018-19

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Argillite 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.*

In determining the effectiveness of completing a needs assessment of our school the Greenup County School District leadership ensures that all classrooms are culturally responsive to student needs and the behavior systems support an environment where everyone feels safe whether it is for a staff member at work or a student there to learn. There are support systems such as the Guidance Counseling and the Family Resource and Youth Center programs that are currently in place at AES to help academically at-risk students succeed in school by helping to minimize or eliminate non cognitive barriers to learning. At Argillite Elementary School we are determining needs of students and faculty to reduce novice percentages and increase proficiency. Our greatest areas of need are in reading, math, writing, and language mechanics. We are working on increasing parent involvement and maintaining consistency for teacher attendance. We have professional communities (PLC) in which primary and intermediate teachers focus on student achievement through research based strategies, best practices, and common assessments. Argillite Elementary School being with a 70.2% being economically disadvantaged, the subgroups that we will focus on GAP is our Free / Reduced Population. The Novice Reduction for Gap Closure initiative supports research-based strategies and resources which impact all students, but especially students who fall within the grouping of “economically disadvantaged” or the students with disabilities / special education as well as other identified subgroups.

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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.*

As for Argillite Elementary School process in evaluating and addressing the needs for the lowest-achieving students strategies the school will be implementing as well as provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. Our greatest areas of need are in reading, math, writing, and language mechanics. We are working on increasing parent involvement. We have professional communities (PLC) in which primary and intermediate teachers focus on student achievement through research based strategies, best practices, and common assessments. There are staff meetings every other Monday and Professional Learning opportunities on the other Mondays. Teachers are bringing back enthusiasm, material and ideas from District Cadres for use in classrooms. We have added to our technology with three Smart touch boards which the students love to use for learning. By switching from MAP to STAR 360 testing for analysis and results has proven to be more useful simply by having the opportunity test at any given time as opposed to having to wait for a testing window. Our RTI Program is being diligently utilized throughout the school. Students will be progress monitored on a regular basis to determine the success of the interventions. Scheduling was changed this year to maximize instruction time. Study Island and Reading Eggs have been added to resources. As well as Technology serving as a major strength for AES, we have an up to date computer lab, several computers in every room, 3 mini computer stations with 20 mini laptops in each, and three new pieces of technology equipment - Smart Touch. We are continuing to implement rigorous instruction with fidelity.

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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.*

Argillite Elementary School used 1% (\$1,204.00) of Title 1 money for family engagement. Parent / teacher conferences will be made available on a flexible basis to accommodate parents' work schedules. Parents will be provided with resources that enhance parenting skills and address current parenting needs. Some of these may include, but are not limited to, AR Family Reading Night, speech handouts, teacher/school websites / teacher FaceBook pages, homework folders, agenda books, and school / teacher / principal newsletters. In an effort to increase the parent/ school partnership, we will provide various events for students and family members. These will include a Back to School Picnic, Open House, Muffins with Mom, Ham it Up with Dad, Grandparents Night recognition, Title I parent involvement meetings, and kindergarten orientation. Parents of fourth and fifth grade students can attend a workshop on math strategies. It will be held during the second nine weeks after school begins. Argillite Elementary School staff had very overwhelming effectiveness of family engagement from the programs, activities, and procedures through the collaborations with parents and community partners. One main improvement was the school culture and the opportunity to promote student proficiency. We will always analyze data from the TELL Survey, Title 1 survey, Attendance records, and the School Culture Committee to determine how to keep improving the culture of the school as well as promote parent involvement here at AES.

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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.*

Argillite Elementary School is always working with other district elementary schools as well as the Greenup County District staff to create a monitoring systems that will ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved). With our parent and family engagement program there seems to be little need for too many changes but we are always looking to improve and increase parent support. By promoting the engagement of parents, families, students, and representatives from communities will most definitely improve children's academic development. We will continue with the Kentucky Academic Standards ensure that AES has access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to

support the assurance that all students have the knowledge, skills, and dispositions for future success. Argillite Elementary School staff will collaborate with parents and community partners to improve the school culture and promote student proficiency. They will analyze data from the the state testing KPREP data, TELL Survey, Title 1 survey, Attendance records, and the School Culture Committee to determine how to improve student achievement in our school. The principal, SBDM council, counselor, family resource coordinator, and certified/classified staff, attendance clerk, KYCID Leadership Team, STAT (Student / Teacher Assistance Team) and Lighthouse Team will meet and provide a sign in sheet for documentation. AES leadership promotes PLCs teacher choice in the selection of and participation in regular, relevant professional learning opportunities (content cadres, PLCs, workshops, etc.) to increase teacher effectiveness. At AES for the 18/19 school year the PLCs teachers will regularly choose and participate in relevant PLOs (content cadres, PLCs, workshops, etc.) to increase teacher effectiveness. School leadership ensures PLCs will be implemented as well as the staff will meet every other Monday with a sign in sheet for documentation to meet and discuss topics concerning the dealings and work together for the betterment of Argillite Elementary 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.*

At Argillite Elementary School we use a program called STAR 360. With this data helps identify students as well as produces response to interventions on individual needs. Students receive RTI. STAR testing is analyzed for strengths and needs. Needs are addressed immediately. Instructional Assistants work one on one and in small groups with students needing extra help. Learning Centers and groups are set up and there is also an hour of homework help available after school four days a week. STAR 360 data produces response to interventions on individual needs. Students receive RTI. STAR testing is analyzed for strengths and needs. Needs are addressed immediately. Instructional Assistants work one on one and in small groups with students needing extra help. Students who are identified at-risk will receive interventions based on individual need. Parents will be notified of these services. Students will be progress monitored on a regular basis to determine the success of the interventions. There are at least four planning sessions for teachers and para-educators each week to have a common planning time. Collaboration occurs at these planning times, before and after school, during staff meetings, at Professional Learning Opportunities, while eating lunch, etc. Teachers and para educators will engage in ongoing professional learning in the areas of ELA and math to provide the most appropriate instruction for students. School level PLO's will conclude with a "plus/delta exercise" to determine future PL needs and wants. Argillite Elementary School's Professional Learning opportunities are offered every two weeks focusing on reading, writing, and math. Sessions are research-based and include information on math practices and interventions. With the activities specified in the Argillite Elementary School's CSIP, every goal, objective, strategy, and activity supports the school meeting state academic standards. Our new Novice Reduction goal will assist with this. Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific novice reduction goals for students based on their data. These classroom goals will then inform school goals, which will then inform district goal for novice reduction. The GCSD will implement a series of activities that identify students who need additional services to reach proficiency, and provide appropriate interventions for those students. By looking at Individual Student Needs, district and school administration will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs. Change is always forthcoming and continuous improvement may be needed to successfully monitor student achievement.

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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.*

There are three core components required by statute for effective implementation of a school-wide program (SWP): conducting a comprehensive needs assessment, preparing a comprehensive school-wide plan, and annually reviewing and revising, as necessary, the school-wide plan, all I

feel being very important in developing our plan for Argillite Elementary School. 1. **COMPREHENSIVE SCHOOL-WIDE PLAN**-The data gathered during the needs assessment is used to develop a plan describing how the school will improve academic achievement and address the identified needs throughout the school, but particularly for the lowest achieving students . We are continuously looking at the data as well as progress monitoring student achievement to identify our greatest need for our school-wide plan. In developing our Comprehensive School Improvement Plan the Greenup County School District staff is always creating Professional Learning Opportunities for our staff to take part in order to address all student needs. 2. **COMPREHENSIVE NEEDS ASSESSMENT**- The goal of the comprehensive needs assessment is to use academic data for the entire school and stakeholder feedback to determine the subjects and skills for which teaching and learning need to be improved as well as gain a better understanding of the root causes of the identified needs is probably the most effective for our school. Here we can outline specific functions needed for school improvement and academic student achievement. 3. **EVALUATION**- This core component states that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet Kentucky's challenging academic standards and ensure continuous improvement. AES will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP.

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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.*

As stated Argillite Elementary School will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP. AES will determine and evaluate data results annually whether the SWP has been effective in increasing the achievement of students in meeting Kentucky's academic standards, particularly for those students who had been the furthest from achieving the standards. The annual evaluation examines whether the school-wide plan is being effectively implemented and whether the implementation is improving student achievement. The annual review should not only address student achievement but also teacher quality, parent and family engagement, coordination of funds and other components that directly and indirectly affect achievement. The annual review is designed to reveal areas of strength within the program and areas that need revision in order to better position the school to continue making academic improvement.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 AES Needs Assessment 2018-2019	AES Needs Assessment 2018-2019	1
 AES Professional Learning Plan 18.19	AES Professional Learning Plan 18.19	4B
 AES School Equity Data FY18	AES School Equity Data FY18	4C
 AES Survey Results and Action Plan	AdvancED Culture and Climate Survey results with documented actions or changes to be made to improve the academic program for all students.	3A, 3B
 KCWP 2 Strategic Design and Deploy Instruction	KCWP 2 Strategic Design and Deploy Instruction	4A
 School Assurances 18.19	School Assurances 18.19	4A
 School Report Card Collector Items	School Report Card Collector Items	2
 TITLE 1 18-19 WITH BALANCE	TITLE 1 18-19 WITH BALANCE	2
 TITLE 1 18-19 WITH BALANCE - AES	TITLE 1 18-19 WITH BALANCE - AES	3A
 Title I, Part A Handbook	Title I, Part A Handbook	2