

**2019-20 Phase Three: Klondike Title I Annual Review
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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.

The needs assessment process was effective due to the involvement of shareholders looking at varied sources of data to identify gaps within the school. The school used the information to identify and drive the systems, support, and professional development. This provided additional information that allowed us to dig into other areas to do a further analysis. The school reviewed several data sources to include Measurement of Academic Progress (MAP data), state assessment results, Kentucky Tell Survey results, and the Comprehensive School Survey (CSS) results. The school also reviewed attendance and behavior data through Infinite Campus (IC), School Report Card (SRC), and the Jefferson County Public Schools Data Management Center (DMC).

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 school wide plan was implemented as written throughout the school year. The school wide plan contained goals to reduce the number of novice students and support those classified as a gap student. The school provided additional supports for students in the gap group and who were identified as novice learners. Title I funding is utilized to allocate for additional certified staff to intervene with students and to purchase materials to support teachers and parents. The strategies that were chosen were in correlation with district initiatives and availability of resources. The school has experienced success when we are able to provide additional instruction that is targeted to specific skills that students are missing. Title I funding was used to provide ongoing professional development through literacy and instructional strategies. The school is working with consultants in both areas to build capacity within staff in order to meet the needs of all students. The results of the state assessment resulted in an increase in the area of reading but the math scores declined significantly. Professional Learning Communities are using the district approved PLC protocol and supporting documents. This process adds clarity and consistency across the school in both literacy and math.

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 school assembled a committee to review instructional systems and supports in correlation with student achievement data. The data was viewed across content areas and subgroups. The schools current systems were reviewed to determine if the strategy met the intended outcomes and growth was observed. The school reviewed a variety of data sources to include Measure of Academic Progress (MAP data), KPREP assessments results, Kentucky Tell Survey results, and the Comprehensive School Survey (CSS) results. The school also reviewed attendance and behavior data through Infinite Campus (IC), School Report Card (SRC), and the Jefferson County Public Schools Data Management Center (DMC).

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 school will continue the literacy consultation with a focus on core instruction. The school is developing a school wide progress monitoring system to better measure the effectiveness of school wide supports. The school will also continue allocating for additional certified staff members to lower ratios and group sizes when providing additional targeted instruction.

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.

The school spent approximately \$2500 dollars on family engagement. The funds were used to purchase reading materials to encourage reading at home with children. Funds were used to host parent nights and supply materials. During family nights, parents engaged in learning activities to support their students while at home. The attendance of parents at events continues to increase and feedback has been positive. The school has assembled a family engagement committee who analyzed the effectiveness of our parental involvement. The team looked at the activities and strategies from the previous year to analyze the overall impact within the school community. The committee looked at school survey data and achievement data. This school year, the school has identified a family engagement lead who is working with the district coordinator to further improve school outreach and involvement.

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

The school is using the support and guidance from the district parent involvement coordinator and school coordinator to improve our programs. The school is reviewing how money was spent in years past and using the funding to align with current needs. Funding will be used to support resources that can be used at home to support students. We will work to have grade level specific parent opportunities versus whole school to continually approve turnout.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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