

2017-18 CSIP Phase II: KDE Title I Annual Review 2017

CSIP Phase II: KDE Title I Annual Review

Hendron Lone Oak Elementary School

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CSIP Phase II: KDE Title I Annual Review

Title I Annual Review

1. Comprehensive Needs Assessment

Rationale: A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

Guiding Questions:

Which data sources did the school use to conduct its Needs Assessment?

What needs did the data identify?

What specific grade levels and/or content areas were identified as priority?

What achievement gaps were identified?

Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?

Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?

HLOE uses a variety of data sources for our Needs Assessment. We use STAR, KPREP, Dibles, and parent/staff surveys. We have identified that we need to focus on increasing our proficiency in math and reading for our gap group compared to our achievement group; specifically for 3rd grade since they are the only KPREP grade at HLOE. HLOE has used Title 1 funds for staff positions to work one on one with gap students. This has had a direct impact on our progress to this point and we will continue, hoping to see the same trends.

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2. Schoolwide Reform Strategies

Rationale: Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

Guiding Questions:

Was the schoolwide plan implemented as written?

Which goal(s) from the CSIP address Schoolwide Reform Strategies?

How is Title I funding being directed to address the goal?

How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?

Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?

Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?

Our school-wide plan was implemented with fidelity in that we approached goals with specific objectives and activities. Title 1 money was used to provide staffing for the activities. We selected our strategies based off of the data sources mentioned before to develop activities that were measurable and directly related to the needs of our students. We offered professional development opportunities for understanding the culture of our school and the homes of our students to help with teaching kids that fall in the gap category. Staffing decisions were made to supply an aide to pull gap students one on one and to conduct RTI in reading specifically.

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3. Professional Development

Rationale: Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

Guiding Questions:

What measures were used to determine the school's professional development needs?

How was the professional development tied to the school's identified need?

Did the professional development improve instruction based on a thorough review of student achievement data?

How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?

HLOE takes a unified approach at professional development. We review student data and use a staff surveys to identify professional development needs and wants. This is done so by certified and classified employees. At that point, we conduct a plan for the next school year offering at least one professional development each month. HLOE has positive results in attendance of our professional development and implementation of the strategies taught as well as Title 1 money being spent to provide some of these trainings for parents.

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4. Family Engagement

Rationale: Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

Guiding Questions:

How much Title I money was spent on family engagement?

What kind of programs, activities, and procedures were planned?

What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?

Our family engagement activities such as our family math night and our family reading night were highly successful with 1/3 of our students attending each event. HLOE spent \$1,500 on these events through parent involvement funds, general SBDM funds, activity funds, and family resource funds. Success was measured in the responses from our parent surveys with over 150 turned in.

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5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)

Rationale: An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

Guiding Questions:

How did school and district administrators collaborate through funded programs such as Head Start?

What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?

How effective were these strategies?

How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?

HLOE does not partner with Head Start. Our preschool program took a specific look at upping our rigor in kindergarten readiness and increased our percent of students that were kindergarten ready dramatically. We also partner with the intermediate school to transition our 3rd graders with school visits and administrator meetings to discuss academic, social, and behavior data.

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6. Measures used to include teachers in decisions

Rationale: Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

Guiding Questions:

How were all teachers included in the selection of academic assessments?

How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

Our staff determine our building assessments within each grade level. They present benchmark assessments to administration for approval. We analyze data in professional learning communities, team meetings, SBDM meetings, and individual administration/teacher meetings.

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7. Activities used to ensure students met Kentucky Academic Standards

Rationale: Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.

Guiding Questions:

How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?

How were students and their needs identified for assistance?

How did teachers and paraeducators collaborate for planning and instruction?

How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?

Which activities were deemed successful and which ones are in need of change?

HLOE created enrichment groups based off of student ability to serve all students at their level in order to meet standards. This was done by all teachers, including our special area teachers. These groups meet for an hour a day each day. Needs were identified by STAR data as well as performance in the classroom. Activities were measured on a regular basis through SBDM discussions, team meetings, committee meetings, administrator meetings, and parent/teacher surveys.

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8. Coordination and integration of programs

Rationale: A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

Guiding Questions:

Which federal, state, and local funds were made available to the school?

How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?

What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?

All funds including SBDM, activity, and all type 2 funds are prioritized to improve student achievement. We use these funds for professional development, staffing, programs, computer software, and for events. Title 1 specifically was used to supplement our focus on reading readiness to help with our Read To Achieve grant to supplement the salary for that teacher as well as supplementing all grade levels with additional aide and teacher salaries.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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