

2019-20 Phase Three: Title I Annual Review Diagnostic_10142019_15:14

2019-20 Phase Three: Title I Annual Review Diagnostic

Botts Elementary School
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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.

Our needs assessment process involves a wide range of stakeholders. Surveys are administered to parents, students, and staff members. The Key Core Work Processes (KCWP) for Kentucky are used as a self-assessment tool first by our leadership team, then by teachers. KPREP and iReady data were analyzed during the October 4th, 2019 data day for staff and a root cause analysis was completed. (See attachment). This information guides the development of our CSIP priorities, objectives, and critical initiatives.

ATTACHMENTS

Attachment Name

 [Botts Needs Assessment/Data Analysis 2019](#)

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.

Our CSIP is developed to address proficiency, particularly with our large number of free-reduced lunch students. Using data, MTSS structures/RTI time is in the master schedule. School leadership team provides input into the CSIP development. KPREP, iReady, and behavior data were used. A needs assessment and deep dive into KPREP, iReady, and behavior data with a root cause analysis occurred with all teachers on October 4th, 2019. ELEOT walkthroughs are being utilized to target areas for instructional improvement schoolwide and job-embedded professional learning and support is occurring. Currently, progress monitoring and engagement are two areas our school is focusing on because our August 2019 ELEOT identified these as areas for improvement. Our October ELEOT sweep showed improvement in these areas.

ATTACHMENTS

Attachment Name

 [Botts Schedule](#)

 [Needs Assessment](#)

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.

Our method for evaluation of effectiveness of strategies to improve academic achievement is to utilize quarterly report data (KPREP, iReady, behavior and other data points, etc.) Walkthroughs, ELEOTs, and iReady and CASE 21 data will be utilized to monitor growth toward proficiency.

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?

Botts will implement grade level showcase nights and we have changed our open houses to allow teachers to be in their classrooms the entire time interacting with families. The CSIP is currently under development in strategies, but will highlight critical initiatives and strategies for improvement even further.

ATTACHMENTS

Attachment Name

 [Botts Needs Assessment/Data Analysis 2019](#)

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.

A back-to-school bash was held in August before school started. This event had a great turnout of parents and students. Open houses with a focus on literacy in the fall and math in the spring allow teachers time to meet with parents. New this year, Botts will be implementing grade level showcase nights in an effort to increase family engagement. Also, SBDM Council revised and adopted the new parent involvement policy. See attachment.

ATTACHMENTS

Attachment Name



[Parent Involvement Policy](#)







[Revised Parent Involvement Policy](#)

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Botts Needs Assessment/Data Analysis 2019		<ul style="list-style-type: none">• 1• 4
 Botts Schedule		<ul style="list-style-type: none">• 2
 Needs Assessment		<ul style="list-style-type: none">• 2
 Parent Involvement Policy		<ul style="list-style-type: none">• 5
 Revised Parent Involvement Policy		<ul style="list-style-type: none">• 5