

2006 Title I School Wide Annual Self-Evaluation

Is your school on improvement for reading? for math?
Was your school on improvement for 05 – 06?

Leadership Team

Who do you meet with each week? Jennifer Nichelson, Katy Egidy, Linda Hollander, Faye Thicklin, Terry Baker

Did you complete a needs assessment before writing you SIP?
This is required.

Who did you involve in your needs assessment?

Look at the Collaboration and Planning page of your SIP.

In your needs assessment, how many sources of data did you consider?
At least 2 – formative and State Assessments – three is better.

Reading Goal Improvement Math Goal Improvement

What percent did you list in your goal statements in your SIP?

Did you meet your reading goal? Did you meet your math goal?
Can't answer now

Did you make AYP in reading? Did you make AYP in math?
Can't answer now

Reading Strategies Chosen

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Two broad strategies listed in SIP

How did your students perform on the reading formative assessments?

State Formative, IRI, SRI – keep it general – performance of main subgroups

What reading professional development was provided to your staff throughout the year?

On-going reading professional development – should be tied to the strategies you selected

How does your Title I personnel funding support reading improvement?

How did staff support reading?

Staff integrated new reading strategies in their teaching. Teachers worked in small communities to develop opportunities to use their new learning in the classroom. Teachers went to workshops in the city for reading.

How does your Title I non-personnel funding support reading improvement?

Look at Title I non-personnel budget – supplies, stipends, staff development, etc. – how did those activities/supplies support reading?

Funding was used to purchase teacher books on vocabulary for reading. The strategies were practiced in the classroom. Narrative text materials were purchased for use with students.

Math Strategies Chosen

Two broad strategies listed in SIP

1.
2.

How did your students perform on the math formative assessments?

Local, state formative – keep it general – performance of main subgroups

Kindergarten through fifth grade are at least 50% mastery at the district level. This is a compilation of the district standard.

What math professional development was provided to your staff throughout the year?

On-going math professional development – should be tied to the strategies you selected

Teachers were participant in national workshops held in the city and shared information with colleagues. Book study on **Classroom Discussions: Using MathTalk to Help Students Learn** . Observation of teachers practicing strategies in the classroom.

How does your Title I personnel funding support math improvement?

How did staff support reading?

Books for faculty were purchased. Teachers attended national workshops presented in the city and out of the city relative to our mathematic goals.

How does your Title I non-personnel funding support math improvement?

Look at Title I non-personnel budget – supplies, stipends, staff development, etc. – how did those activities/supplies support math?

Classroom and staff development supplies were purchased. Materials in the class were used to provide clarity in the concepts being taught to students. The books for teachers provided strategies to be used in their classrooms.

Percent of Highly Qualified teaching staff in your building.

Federal Programs office will complete this – Leave it blank.

Were all paraprofessionals and aides highly qualified?

Federal Programs office will complete this – Leave it blank.

Were parents notified* after four weeks if a classroom teacher was not Highly Qualified?

*Please attach a copy of the letter sent to parents notifying them that their child had a teacher that did not meet the HQ definition. HR would have sent you a reminder.

School

How did you involve parents in your school?

Parents observed in classrooms this year. Teachers contacted parents through FAS conferences, telephone and by sending home notes in agendas. Special activities were held for parents in which a large amount of parent participated..

Did you do what you said you were going to do in your SIP?

What percent of Parent Compacts were returned?

If you did not send compacts home the answer is 0, don't forget to send them home in 06 – 07. Hand them out at parent conferences or open house.

Were all returned parent compacts signed by all parties?

Signed by teacher, student, and parent and in some cases principal. Do you want to revise your compact? Let Federal Programs know if you do. It is part of your SIP.

How did you identify struggling students?

Struggling students were identified by local and state assessments.

Did you do what you said you were going to do in your SIP?

What additional help did you give to struggling students?

Math and reading were done twice a day for those students . Action plans were developed for struggling students.

Look in your SIP

What kinds of opportunities were given to parents to be more involved?

Additional practice work was sent to parents. Communication to parents through agendas, Family Advocacy Meetings, Participation in student needs assessments .

Did you invite parents to sit on your site council? Did you invite them to your school? Were they part of your Needs Assessment?

Did you share Title I information with your parents at a meeting?

If you did please send a copy of the agenda, if you didn't make sure you do for 06 – 07, it is required under NCLB. You can share with them this report at open house or conferences.