

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?

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

1.
2.

Two broad strategies listed in SIP

How did your students perform on the reading formative assessments?

Grade	% at or above grade level	% below grade level
K	26%	74%
1	20%	80%
2	50 %	50%
3	33%	67%
4	29%	71%
5	39%	61%

For k, 1, 2 we have a letter ID test, a sentence dictation test, a fluency test (DIBELS) and a comprehension (level and IRI) test. In grades 3,4 and 5 – we use the SRI reading comprehension test.

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

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

The entire staff took an ESL Methods course that gave us a number of best practices that improve student achievement. This course provided a number of strategies to the staff around vocabulary instruction, The SIOP model and explicit strategy instruction. We also have Linda Hall, the Reading First Coach, who does weekly intensive trainings around the five components of literacy. Paula Whittier, a reading consultant, provided both training and Instructional feedback on 3 occasions this year. Our Wednesday staff developments around reading focused on inferencing and vocabulary development.

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

How does your Title I personnel funding support reading improvement?

We use our title I funding to lower student adult ratio in grades 1-3. It also helps us pay for our Reading Specialist (KALL) who does focused instruction with at risk students. Title I funds paid for salaries that allowed us to do small group tutoring and have weekly grade level planning.

How did staff support reading?

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

This funding has been used to pay for substitutes so teachers can do in-depth planning with their peers. It also funded a variety of resources for study during training and collaboration time – Improving Reading – Strategies and Resources, Strategies That Work, Choice Words, Words Their Way, and Bringing Words to Life. It has also helped fund Family Math & Reading Night, as well as various instructional resources that promote student improvement in reading.

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

Math Strategies Chosen

1. The student will improve conceptual understanding skills through scaffolded instruction
2. The student will improve metacognition and self-monitoring strategies through scaffolded instruction

Two broad strategies listed in SIP

How did your students perform on the math formative assessments?

On our local quarterly math assessments, 47% scored at or above proficient (k-5 results). On the formative assessments taken on the CETE site, 62% of our third graders scored at or above 51%; 46% of our 4th graders scored at or above 51%; and 46% of our fifth graders scored at or above 51%. This data has not been disaggregated.

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

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

Professional development was provided around Number Sense, Algebra, Geometry, Data, questioning and classroom discussions as well as strategies to integrate our Investigations Curriculum, our SBI's and the new expectations on the Kansas State Assessment.

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

How does your Title I personnel funding support math improvement?

Title I funding lowers our student teacher ratio in grades 1,2 and 3. It also paid for an adjunct who tutored students in reading in the morning and math in the afternoon based on weekly formative data.

How did staff support reading?

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

We purchased a number of math resources to improve student achievement in number sense including manipulatives, software, learning games and charts. We also paid for substitutes for in depth planning.

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

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.

How did you involve parents in your school?

Invite a Parent to Lunch, Ice cream social, musicals (2), skating parties, book fairs(2), Kindergarten and 5th grade Graduations/Promotions, Classroom Newsletters (some weekly, some monthly), Parent/Teacher conferences, A School Newsletter twice a month, field trips and Family Math and Literacy night.

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?

We used a variety of formative assessments throughout the year to identify and support our at-risk students. K-5 Families as well as grade level teams met on a monthly basis to analyze data and strategize for increased student achievement. When needed, students were brought up to the SIT Team for additional support.

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

What additional help did you give to struggling students?

KALL intervention strategies in grades K-3.
The use of an Adjunct teacher to provide individual and small group instruction in reading and math.
Time permitted in the school day for small group and individual instruction for re-teaching and interventions.

Look in your SIP

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

Invite a Parent to Lunch, Ice cream social, musicals (2), skating parties, book fairs(2), Kindergarten and 5th grade Graduations/Promotions, Classroom Newsletters (some weekly, some monthly), Parent/Teacher conferences, A School Newsletter twice a month, field trips and Family Math and Literacy night.

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?

We did have an ice cream social at the beginning of the year, and shared our reading and math goals with the families that came. We did not mention components of our plan though. We will be sure to do this in the fall of '06

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.