

## 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

- 
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Two broad strategies listed in SIP

How did your students perform on the reading formative assessments?

Our school used state formative assessments only as practice for students. Data collection and analysis was not done due to inadequate number of computers for student use until mid February, lack of support in training personnel in how to access and analyze data, and insufficient time to properly teach students in how to use the various “helps” available with the assessments.

Local data:  
43% of all students scored proficient or higher  
37% of Hispanic students scored proficient or higher  
35% of all ELL students scored proficient or higher  
44% of all students receiving free/reduced lunch scored proficient or higher  
43% of all females scored proficient or higher

42% of all males scored proficient or higher

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

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

Study of professional readings, discussion, and implementation of specific strategies with feedback and peer discussion.  
Modeling of prior knowledge and graphic organizer strategies  
Whole site ESL Sheltered Instruction Observation Protocol instruction  
Whole staff/Grade level analysis of site/local data.

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?

Reduced student/teacher ratios in leveled reading groups in grades 1-5.  
Afforded a reading teacher to give students additional reading instruction during the day

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

Provides for additional numbers of leveled books of the different text types for students in grades 1-5.  
Provides for specific instructional resources that support text type instruction.  
Provides for resources that focus on building vocabulary development and comprehension skill development around word and text structures.  
Provides for professional materials for staff development.  
Provides funding for after school reading tutoring.

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

Math Strategies Chosen

- |    |                                   |
|----|-----------------------------------|
| 1. | Vocabulary Acquisition            |
| 2. | Metacognitive and Self Monitoring |

Two broad strategies listed in SIP

How did your students perform on the math formative assessments?

State formative assessments see above for Reading.  
Local data:  
61% of all students scored proficient or higher.  
59% of Hispanic students scored proficient or higher.  
58% of all ELL students scored proficient or higher.  
60% of all students receiving free/reduced lunch support scored proficient or higher.  
62% of all females scored proficient or higher.  
59% of all males scored proficient or higher.

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

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

Continued focus on "questioning strategies" from previous year's SIP for continued development of student metacognitive and self monitoring skills.  
Study of professional readings, discussion and implementation of specific strategies with feedback and peer discussion.  
Modeling of specific strategies to assist students in communicating their thought processes/procedures in coming up with mathematical solutions  
Whole site ESL Sheltered Instruction Observation Protocol instruction.  
Whole staff/Grade level analysis of site/local data.

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

How does your Title I personnel funding support math improvement?

Reduces student/teacher ratios in classrooms with large numbers of students.  
Allows for small group support for students needing additional assistance.

How did staff support reading?

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

Provides additional manipulatives and instructional resources/materials that complement existing curriculum.  
Provides for materials needed to fully implement strategies.  
Provides for professional materials for staff development.  
Provides funding for after school math tutoring.

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?

All teachers had Highly Qualified status.

\*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?

Family Advocacy meetings; parents were encouraged and invited to observe and participate in classrooms; teachers communicated with parents on a consistent basis through personal, telephone, and written contact to keep parents aware of their children's progress; packets of activities, strategies, and materials for reading and math standards were sent home for parents to work on with their child; a PTA was organized with parents committing to fill leadership roles; held various other events throughout the year that parents attended, and provided support with; Spanish interpreters were at the site for all events, and all communication sent home is in both Spanish/English; 93% of parents attended two official Parent/Teacher Conference days.

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

School

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?

Data collection and analysis of; local assessments, daily formative running records during guided, end of unit Math Investigations assessments, teacher observation

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

What additional help did you give to struggling students?

Students were assigned to flexible reading groups to receive instruction at their reading level, students were given additional support during the day, students receive language support from ESL staff, after school tutoring in math and reading was provided for students, School Intervention Team meets and provides teacher with other interventions/strategies to use; if these are unsuccessful the student is referred for testing for Special Education support.

Look in your SIP

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

A number of parents reviewed and gave feedback on this year's SIP.  
Parents were notified several times about serving and joining PTA. We have parents who have accepted responsibility roles for next year.  
Parents were invited to school functions; Back to School Night, End of Quarter Assemblies, Classroom Plays, Family Advocacy Meetings.  
Parents came and gave support in classrooms.  
Monthly reading/math strategies were sent home to parents explaining how parents could work with their children.  
Quarterly newsletters were sent home advising parents of important events.

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.