

## 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

James Antos, Principal  
Kristen Ludwig, Vice-Principal  
Rebecca Estes, Vice-Principal  
Cindy Comer, Instructional Coach

Teachers:  
Ruth Andrisevic  
Elaine Donovan  
Janis Dow  
Katherine Drumwright  
Lestine Fouse  
Michelle Graham  
Barbara Nave  
Felicia Nelson  
Kristen Poplau  
Emilee Rose  
Tara Tamburello

Counselors:  
Greg Knapp  
Juanita Platt

SPED Teachers:  
Karen Moorman  
Rhonda Robinson

ELL Teacher:  
Virginia Buehler

Who do you meet with each week?

Did you complete a needs assessment before writing your SIP?

This is required.

Who did you  
involve in your  
needs  
assessment?

The Leadership Team  
All Reading and Math Teachers

Parents to include:  
LaTosha Fradieu  
Sedra Battles  
Maria Monterrosa  
Richard Corp

Community Members:  
Marionna Poke-Stewart, School Link Services  
Greg Valdivino, El Centro  
Ben Lewis, El Centro

Look at the Collaboration and Planning page of your SIP.

In your needs assessment, how many sources of data did you consider?

Kansas Assessment Results, local performance results (Scholastic Reading Inventory) and quarterly math assessments, ESL assessments to include LAS, and student classroom performance

At least 2 – formative and State Assessments – three is better.

Reading Goal Improvement

63.4% of the general population and each subgroup and a minimum of 62.49% for Safe Harbor by the African-American subgroup

Math Goal Improvement

60.1% of the general population and each subgroup  
For Safe Harbor a minimum % for each subgroup included:  
45.55% for general population; 43.98 % for free and reduced lunch, 34.75% for ELL; 59.5% for SPED; 25.39% for African-American; 44.67% for Hispanic; and 60.1% for White

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

Did you meet your reading goal?

Results will be known in fall, 2006

Did you meet your math goal?

Results will be known in fall, 2006

Can't answer now

Did you make AYP in reading?

Results will be known in fall, 2006

Did you make AYP in math?

Results will be known in fall, 2006

Can't answer now

Reading Strategies Chosen

1. Vocabulary strategies through scaffold instruction using word study strategies
2. Comprehension skills through scaffold instruction using metacognitive and self-monitoring strategies

Two broad strategies listed in SIP

How did your students perform on the reading formative assessments?

Mean State Formative Assessment Results:  
6<sup>th</sup> grade: Narrative 57.7% -- Expository 49.7%  
7<sup>th</sup> grade: Narrative 69.1% -- Expository 45.5%  
8<sup>th</sup> grade: Persuasive 49.3% -- Expository 61.0%

IRIs were examined for each individual student to ensure that progress was being made.

SRI Local Performance Assessment Results:

	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.
All students:	34.1	24.1
Black	42.2	30.8
Hispanic	33.5	19.8

White	33.3	33
F / R	31.4	23.2
*ELL	10.9	4.5

\*ELL Code 1 students' scores were not included first quarter but were included in second quarter.

Mean Preliminary Scores for the KCA in Reading:  
 6<sup>th</sup> Grade: 61.3%  
 7<sup>th</sup> Grade: 63.1%  
 8<sup>th</sup> Grade: 58.6%

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

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

Study group using selected resources, collaboratively planning lesson activities; demonstration of sample lessons; peer observations / peer coaching; Walk Throughs; Review of student work; Data Analysis of students' performance on the formative assessments; Writer's Workshop provided by Isoke Nia

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

How does your Title I personnel funding support reading improvement?

Title I personnel funding was used to hire 5.5 additional teachers, a Recovery Room teacher, and a translator / interpreter. By hiring additional staff, reading classrooms decreased the teacher / student ratio. This allowed teachers to implement the balanced literacy model providing more one-on-one and small groups support. The Recovery Room teacher provided more instructional continuity for students who had discipline problems. A decrease with in school and out of school suspensions resulted in students improving their attendance in school. A translator / interpreter has improved communications with parents of students who do not speak English.

How did staff support reading?

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

Title I non-personnel funding paid for an instructional coach and provided instructional equipment and instructional supplies that supported the Read 180 classrooms and professional staff development. The instructional coach facilitated professional staff development as well as supported the administration and leadership team with the implementation of the reading goals in the School Improvement Plan.

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

Math Strategies Chosen

1. Conceptual understanding of skills through scaffold instruction using vocabulary acquisition strategies
2. Conceptual understanding of skills using metacognitive and self-monitoring strategies

Two broad strategies listed in SIP

How did your students perform on the math formative assessments?

<b>Mean State Formative Comprehensive Assessment Results for all students:</b>		
6 <sup>th</sup> grade:	44.0%	
7 <sup>th</sup> grade:	53.8%	
8 <sup>th</sup> grade:	57.3%	
<b>Mean Preliminary KCA Results:</b>		
6 <sup>th</sup> grade:	59.8%	
7 <sup>th</sup> grade:	56.4%	
8 <sup>th</sup> grade:	59.8%	
<b>Local Performance Assessment Results:</b>		
	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.
All students:	14.4	40.5
Black	9.1	32.6
Hispanic	15.1	41.8
White	13.9	40.7
F / R	14.1	38.6
ELL	9	30.1

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

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

Workshops through K-State; weekly collaboration of study groups; monthly district in-service; peer observations; Walk Throughs; daily observations; collaborative study of student work; data analysis of local performance tests, weekly quizzes, unit tests; recommendations by outside consultant, Dr. Dennis Chaconas

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 personnel funding was used to hire 5.5 additional teachers, a Recovery Room teacher, and a translator / interpreter. By hiring additional staff, math classrooms decreased the teacher / student ratio. This allowed teachers to provide more one-on-one and small groups support. The Recovery Room teacher provided more instructional continuity for students who had discipline problems. A decrease with in school and out of school suspensions resulted in students improving their attendance in school. A translator / interpreter has improved communications with parents of students who do not speak English.

How did staff support reading?

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

Title I non-personnel funding paid for an instructional coach and provided instructional equipment and instructional supplies that supported the math classrooms and professional staff development. The instructional coach facilitated professional staff development as well as

School

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?

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?

Students took pre- and post- tests over specific state indicators. Students took a weekly quiz over a specific state indicator using the formative assessment questions. “Scrimmage” tests were given monthly to ensure that students were maintaining skills. If specific skills were not maintained, then teacher would re-teach skills. Data was carefully monitored weekly to identify students who needed additional tutoring.

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

What additional help did you give to struggling students?

**Reading:**  
 All students were monitored to ensure that they made progress. Students who scored at least two years below grade level were placed in a Read 180 class. Students took weekly reading quizzes using the formative assessment passages. Teachers used item analysis to determine areas of strength and weakness. Additional support was given through “Table Talk” based on balanced literacy. After students took the formative assessment online, specific students were targeted and received additional tutoring during their encore time from their reading teacher.

**Math:**  
 Students who performed below 80% on the weekly quizzes were pulled from their encore class the following week to receive additional tutoring and were quizzed again. “Scrimmage” tests were given monthly to ensure that students were maintaining skills. If specific skills were not maintained, then teacher would re-teach skills through bell-work activities. Data was carefully monitored weekly to identify students who needed additional tutoring. Students who were at-risk were invited to participate in the after school math tutoring program. Parents received information about the tutoring program through phone calls and letters mailed home.

Look in your SIP

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

At the first P.T.A. meeting held in October, parents received a copy of the Title I Reading and Math Goals. Time was given to address questions and concerns. Two Family Math Nights were held (November 18 and February 16). A Translator / Interpreter was hired to improve communications between parents and school. Written communication is sent home in both English and Spanish. This staff member is available at all times to interpret when parents come to school with concerns. A Parent Liaison was hired to facilitate communication between home and school. Two school scheduled Parent / Teacher conferences were held (fall and winter). House conferences were scheduled based on student need. Family Advocacy supported the goals of the School Improvement

School Central Middle School

Plan. Family Advocates kept monthly logs of communication between families and school.  
Parents were invited and attended school concerts and athletic events.  
Parents were informed and invited to attend the annual Mathletics held at Wyandotte High School.  
The weekly collection of data helped teachers keep parents informed of their students' progress during their monthly contacts.

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?

Yes, at a P.T.A meeting held on October 11. Agenda included: Introduction of Officer, Reviewed Math and Reading Goals, Discussion about Parent Concerns, Discussed P.T.A. membership

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.