

School

## 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?

No

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.

1. Preliminary state assessment data.
2. Formative and summative quarterly data.
3. Local and end of unit assessment data.

Reading Goal Improvement  Math Goal Improvement

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

TBD- To be determined when official scores are available.

1. Maintain or improve from 2005- currently- 63.4- Reading
2. Maintain or improve from 2005- currently- 60.1- Mathematics

Did you meet your reading goal?  Did you meet your math goal?

Can't answer now

To be determined

Did you make AYP in reading?  Did you make AYP in math?

Can't answer now

To be determined

Reading Strategies Chosen 

1.
2.

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?

\*Building in-service to develop monthly vocabulary strategies  
\*Articles and book study as listed in SIP- comprehension and vocabulary  
\*District in-service training classes-comprehension  
\*Action research- online formative assessments

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?

Purchase of additional teachers to lower student/teacher ratio during reading instruction.

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?

\*Consultant- building data and data analysis in reading  
\*purchase of additional reading materials to support identified needs

Math Strategies Chosen

1. Computational and Procedural Fluency
2. Positive, productive reasoning

Two broad strategies listed in SIP

How did your students perform on the math formative assessments?

Percentage of students meeting mastery standard on local math assessment- (Number & Computation)-end of 3<sup>rd</sup> qtr.  
Grade 3- 61%  
Grade 4 59%  
Grade 5- 69%

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

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

\*In-service- consistent daily math practices  
\*Articles & book study as listed in SIP  
\*Problem solving and geometry  
\*Action research to determine data analysis from online formative assessments.

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

How does your Title I personnel funding support math improvement?  
How did staff support reading?

\*Additional teachers to provide lower student/teacher ratio during math instruction.

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?

\*Additional books and math supplies (Manipulatives)  
\*Opportunities for teachers to attend workshops- Kim Sutton, Summer Math Camp

School

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?

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

What additional help did you give to struggling students?

Look in your SIP

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

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.