

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?

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?

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

Money was used to purchase supplies and especially student specific reading materials

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

Math Strategies Chosen

1. **Metacognitive and self monitoring strategies**
- 2.

Two broad strategies listed in SIP

How did your students perform on the math formative assessments?

78% of all students are on grade level according to Math Investigations Rubrics

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

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

Staff development was focused around math talk and raising the bar for student participation - staff studied book “Math Talk” – video taped teachers applying strategies and critiqued – studied state assessment/indicators -

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

How does your Title I personnel funding support math improvement?

Instructional coach and purchases two teachers to lower numbers in first and second grades -

How did staff support reading?

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

Purchases supplies – especially manipulatives to accompany Math Investigations program

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.

100%

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?

yes

*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 **Eugene Ware Elementary School**

How did you involve parents in your school?

Participating in Family Advocacy
Family Math Night
Encouraged parents to visit
Newsletter home on regular basis
Teachers calling parents with positive and negative feedback
Parent teacher conferences
All school cookout
Field Trips

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

What percent of Parent Compacts were returned?

0

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?

0

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, no matter what level of performance are continuously evaluated and instructed accordingly.

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

What additional help did you give to struggling students?

Before and after school tutoring
Instructional coach pulled some students
Teachers pulled students for small group instruction during reading buddy time
Teachers provided individual instruction for specific students

Look in your SIP

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

Management team meets the third Wednesday of each month – a note is sent out inviting parents to attend – plus all of the things listed in the “Involving parents category.

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?

no

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.