

## 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?

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?

Our Title I non-personnel funding provides materials to support our study groups. This fund also provides materials to purchase vocabulary materials for student use.

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, Computational and Procedural Fluency, Strategic Competence (Problem Solving), Adaptive Reasoning, Positive Productive Reasoning
2.

Two broad strategies listed in SIP

How did your students perform on the math formative assessments?

On our local math assessments 67% of our students scored proficient or above. This is a gain of 6 percentage points from last year. State assessment results are not available at this time.

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

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

Study groups on productive math talk.

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

How does your Title I personnel funding support math improvement?

Our Title I personnel funding is used to hire additional time for our music and P.E. teacher. During their additional time these two teacher provide tutoring support in mathematics.

How did staff support reading?

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

Our Title I non-personnel funding is used to buy materials for study groups and also purchase additional math manipulatives to aid our students.

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? NA

\*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

How did you involve parents in your school?

Frances Willard participated in the Family Advocacy program which ensures parents, students, and teachers are working together to support the student's growth. Frances Willard also hosted Family Nights. These nights provided parents with information on how to help their children be safe and successful in 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?

We identified struggling students by weekly mini assessments in math and reading. We also used the SIT process to help us identify students.

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

What additional help did you give to struggling students?

Students who were struggling were provided with in-school and after school tutoring opportunities to improve their performance.

Look in your SIP

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

Parents are included on our school site council and are present when we have SIT meetings on their child.

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.