

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?

We studied vocabulary and questioning strategies through identified read-alouds. Strategies selected are applicable for all grade levels and across the curriculum.

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

How does your Title I personnel funding support reading improvement?

Our budget paid for 1.5 certified teachers to teach targeted reading groups during protected times (to reduce pupil/teacher ratios) and then teach targeted small groups for students in need of extra support (double dips). A certified teacher served as a technology facilitator. His role was to support standards-based instruction in reading, using technology as a tool for reinforcement and enrichment. Purchasing additional art and p.e. time allowed for extra student tutoring and support within the instructional day.

How did staff support reading?

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

Other Title I funds were used to pay teachers for before and after school tutoring for identified students, and to purchase additional instructional materials such as read-aloud sets to implement the vocabulary and questioning strategies practiced during staff development.

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

Math Strategies Chosen

1. Vocabulary development
2. Better questioning through scaffolding

Two broad strategies listed in SIP

How did your students perform on the math formative assessments?

Quarterly math data showed approximately 50% of students achieved mastery on local math assessments in number sense/computation, algebra, and geometry. Approximately 35% showed mastery in data. All third, fourth, and fifth grade students took formative math assessments designed for state practice. Teachers performed an item analysis and used those results to establish flexible groups for targeted instruction and support.

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

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

Vocabulary and questioning strategies were taught and practiced using Math Investigations lessons. Teachers brought current units (or the next unit to be taught) to discuss and prepare upcoming lessons.

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

How does your Title I personnel funding support math improvement?

Our budget paid for a certified teacher to serve as a technology facilitator. His role was to support standards-based instruction in math, using technology as a tool for reinforcement and enrichment. We also purchased additional time for our art and p.e. teachers to work

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collaboratively in the classrooms, supporting the core curriculum and providing additional support to students in need.

How did staff support reading?

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

Other Title I funds were used to purchase supplementary math materials/manipulatives, and to pay for before and after school tutoring for identified 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?

*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?

Parents are always invited to participate on the building leadership team. Evening events included an ice cream social, Back to School Night, Family Reading Night, Family Math and Science Night, First Grade Family Night, 2 music programs, Science Fair, Art Fair, and Book Fair. In addition, most parents attended at least 2 parent conferences. Some parents periodically volunteer at school for parties, field trips, and tutoring.

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?

Struggling students were identified through formative data such as running records, SRI's, practice assessments for the state assessments, and 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?

Additional help included modifying materials, working with students in smaller (targeted) groups, tutoring before or after school, providing additional ESL support, working with parents, and bringing students through the SIT (and sometimes evaluation) process.

Look in your SIP

School

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

Parents are always invited to attend building leadership team meetings. Most teachers sent home weekly class newsletters to keep parents informed about what is being taught throughout the year. Evening (family) events are well attended. Teachers try to design homework that parents are comfortable helping students with.

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.