

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?

Title 1-classroom aides and music teacher were assigned to classrooms during the Literacy and Mathematics Instructional Blocks.

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

Funds provided texts for study, materials for classrooms, stipends for after-school tutoring, materials for after-school tutoring, substitutes for teachers for professional development, funding for Instructional Coach and Family Night activities for parents in Reading and Mathematics. All activities supported students in improving their performance in Literacy and Mathematics.

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

Math Strategies Chosen

1. Improve conceptual understanding through vocabulary acquisition strategies.
2. Improve conceptual understanding through metacognitive and self-monitoring strategies.

Two broad strategies listed in SIP

How did your students perform on the math formative assessments?

To Be Determined

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

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

Vocabulary acquisition strategies in Numbers and Computation, Algebra, Geometry, Data through book study, reading professional articles, modeling and demonstrations by staff, IC and Principal. Questioning strategies and implementing effective class discussions.

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?

Title 1 staff is assigned to classrooms during the math and reading instructional blocks to support math and reading.

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

Non-personnel funds support parent involvement in reading and mathematics, stipends for tutoring, staff development materials/supplies, and supplies for 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.

School

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 were involved through Family Advocacy, Family Math and Literacy Nights, Classroom/School Volunteers, PTA activities, Just Read, Student Improvement Team Meetings. Schoolwide Programs/Activities, Parent/School Compacts.

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?

Quarterly through formative assessments – IRI, SRI, NWEA - MAP

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

What additional help did you give to struggling students?

After-school tutoring in reading and mathematics, small group focused instruction.

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.