

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? Instructional Coach, Collaborative Planning teams

Did you complete a needs assessment before writing your 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?

Funds were used to purchase additional instructional materials to be used in guided reading lessons.

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

Math Strategies Chosen

1.
2.

Two broad strategies listed in SIP

How did your students perform on the math formative assessments?

Students in all subgroups at Lindbergh are making gains on the local formative assessments.

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

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

On –going professional development was provided on early release Wednesdays on effective questioning strategies to improve student thinking in problem solving and linking computation to conceptual understanding.

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

How does your Title I personnel funding support math improvement?

Title 1 staff reduces class sizes in order for teachers to be able to provide more individualized supports for students who are struggling in math. Smaller class sizes also allow teachers to monitor student activity/progress closely.

How did staff support math?

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

Funds were used to purchase instructional materials/manipulatives for math.

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?

Lindbergh involves parents through our family advocacy system. Weekly newsletters are sent home by each teacher. Teachers held face-to-face conferences at least two times during the year and as needed to address specific concerns of the teacher and/or parent. Parents are contacted and involved in SIT meetings to support student

School

learning. Some parents were also involved as volunteers in classrooms. Homework Tool Kits were sent home at the beginning of the year to provide supplies for parents to help students with homework throughout the year. Donuts for Dads and Muffins for Moms events were held to meet informally with parents and provide them books and information on helping their students at home.

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?

Students identified through on-going assessment and data analysis. Collaborative planning groups discuss student progress on a weekly basis. Students who are struggling with class assignments, who are not making gains on formative assessments are identified and strategies discussed.

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

What additional help did you give to struggling students?

Plans were made for each student identified by the collaborative planning teams. Careful documentation of strategies tried and data results were recorded. Students in need of additional assistance were then referred to the building SIT team. Student interns and volunteers are used to provide tutoring and extra practice for struggling students, as well.

Look in your SIP

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

Parents were invited to be part of PTA, Site Council, SIT teams (as needed). Parents are invited and welcomed to visit the school and observe teachers and students at work.

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.