

FY19 Title I Program Evaluation

School: Woodbine Elementary Date: May 28, 2019 – 9:00 AM

Use a dated agenda and sign in sheet for this activity.

COMPREHENSIVE NEEDS ASSESSMENT

Examine current data on the school’s demographics, test scores, teacher qualifications, attendance rate, discipline referrals, and survey results.

1. How have the school’s needs changed from the previous year as reflected by the data?

 **Attendance - All Students** ?
Attendance Details for All Students

Please Select View: Detail ▼

	Number of Students	5 or Fewer Days Absent (%)	6 to 15 Days Absent (%)	More Than 15 Days Absent (%)	Chronic Absenteeism (%)
2017-18	425	47.3%	40.2%	12.5%	11.1%
2016-17	440	44.1%	45.2%	10.7%	
2015-16	424	42.0%	40.1%	17.9%	

Attendance and enrollment have remained steady in examining trend data.

 **Percentage of Enrollment by Race/Other Subgroups** ?
Percent of Students Enrolled by Subgroups

Detail ▼

Subgroup percentages have remained stable over the past three years.

		Percentage of Students		
		2017-18	2016-17	2015-16
Other Subgroups	Limited English Proficient	0.0%	0.0%	0.0%
	Eligible for Free/ Reduced Meals	66.0%	66.0%	67.0%
	Students With Disability	14.1%	12.8%	12.5%
	Migrant	0.0%	0.0%	0.0%
	Female	50.0%	51.0%	48.0%
	Male	50.0%	49.0%	52.0%
Race/ Ethnicity	Asian	0.0%	0.0%	0.0%
	Black	24.0%	24.0%	26.0%
	Hispanic	2.0%	3.0%	2.0%
	Native American/ Alaskan Native	0.0%	0.0%	0.0%
	White	68.0%	67.0%	65.0%
	Multiracial	6.0%	6.0%	6.0%

Performance Comparison from FY'17 – FY'19 EOG

What is the first area of improvement and associated goal from your submitted School Improvement Plan? Refer to questions 1 and 2 from your School Improvement Plan. (Limit 1-2 sentences)

The first area of improvement targeted is ELA in grades 3-5.
Goal - Increase the percentage of FAY students in grades 3-5 performing at proficient and distinguished levels in ELA by 3%.

Select the answer that best describes the outcome of the programs, initiatives, and supports that addressed this area of improvement. Refer to questions 3 and 4 from your School Improvement Plan.

Our data shows a positive impact.

Please explain your answer to the question above. Provide any data points you have collected that show the impact of the initiative. If the initiative was not successful, explain any barriers that may have prevented it from being successful.

Georgia Milestones FY'19 results revealed an increase of 19% in students scoring above proficient since FY'17.

If applicable, what is the second area of improvement and associated goal from your submitted School Improvement Plan? Refer to questions 1 and 2 from your School Improvement Plan. (Limit 1-2 sentences)

The second area of improvement targeted is Math in grades 3-5.
Goal - Increase the percentage of FAY students in grades 3-5 performing at proficient and distinguished levels in Math by 3%.

Select the answer that best describes the outcome of the programs, initiatives, and supports that addressed this area of improvement. Refer to questions 3 and 4 from your School Improvement Plan.

Our data shows a positive impact.

Please explain your answer to the question above. Provide any data points you have collected that show the impact of the initiative. If the initiative was not successful, explain any barriers that may have prevented it from being successful.

Georgia Milestones FY'19 results revealed an increase of 17% in students scoring above proficient since FY'17.

<p>If applicable, what is the third area of improvement and associated goal from your submitted School Improvement Plan? Refer to questions 1 and 2 from your School Improvement Plan. (Limit 1-2 sentences)</p>	<p>The third area of improvement targeted is Science in grade 5. Goal - Increase the percentage of FAY students in grades 3-5 performing at proficient and distinguished levels in Science by 3%.</p>
<p>Select the answer that best describes the outcome of the programs, initiatives, and supports that addressed this area of improvement. Refer to questions 3 and 4 from your School Improvement Plan.</p>	<p>Our data shows a positive impact.</p>
<p>Please explain your answer to the question above. Provide any data points you have collected that show the impact of the initiative. If the initiative was not successful, explain any barriers that may have prevented it from being successful.</p>	<p>Georgia Milestones FY'19 results revealed an increase of 37% in students scoring above proficient since FY'17.</p>

FY'19 Action Plan Goals

ELA/ Math/ Content Area Goals:

Increase the % of students performing at or above the “proficient” level in ELA on the 2018 EOG from 51% to 55%.

Result - 57% of students performed at or above the “proficient” level in ELA

Increase the % of students performing at or above the “proficient” level in math on the 2018 EOG from 61% to 65%.

Result - 61% of students performed at or above the “proficient” level in Math

Increase the % of students performing above the “proficient” level in social studies on the 2018 EOG from 56% to 60% **Result - 48% of students performed at or above the “proficient” level in Math**

2. What needs have been met or unmet?

Our ELA Action plan was met

Math, Social Studies and Science Goals were not met

3. What contributed to meeting or not meeting the need?

Most effective strategies:

- Use of shared formative/common assessments - weekly public accountability
- Teacher-created formative assessments
- Data-based grouping and regrouping with in-classroom contract service teachers
- PLC: Vertical Teams

- Higher Order Thinking Skills training

4. What should continue, be revised or eliminated?

The following strategies will continue to be implemented:

- Collaborative Planning focused on Visual Data Tracking
- Vertical Team PLCs focused on Identifying Standard Level Performance & Short Formative Assessments
- Reorganization of Contract Services Personnel + Data Tracking
- Additional Writing Assessments + Vertical Tracking of Student Conferencing & Goals
- Data Digs in ELA, Math, SS, Sc & Writing
- Collaborative Conferences based on student data

The following strategies will be added:

- Training for special education teachers on curriculum expectations and training for all teachers on the effective implementation of the collaborative model of special education services.
- We will add shared lessons and assessments to prepare students for higher order thinking skills on the milestones assessment in FY '20
- Balanced Literacy Training and implementation in grades K-2 in FY '20

SCIENTIFICALLY-BASED RESEARCH STRATEGIES

1. How have the reform strategies chosen strengthened the core academic program?

The implementation yielded the following results in student achievement at levels 3 and 4 of the 2018 & 2019 EOG in grades 3-5.

Math (45% -> 48%) FY '18 Results - 61%, FY '19 Results - 61%

English Language Arts (38% -> 41%) Results - 51% FY '19 Results - 57%

Content Areas (Science & Social Studies) (32% -> 35%)

Science Results - 73% Social Studies Results - 56% - FY 19 Results 48%

2. After reviewing/analyzing the data, did the strategies target the specific needs of the students?

Yes No

3. Are the strategies addressing the quality and quantity of learning time? Yes No

4. Did program merit the money that is budgeted for the strategies/programs/activities?

NA Yes No

HIGHLY QUALIFIED STAFF

The school's instructional staff constantly changes; therefore, a review of this section must provide for a plan to ensure that all teachers and paraprofessional are highly qualified.

1. Are all teachers and paraprofessionals highly qualified? Yes No
If not, how will compliance be attained?

2. Are there plans in place to ensure that teachers and paraprofessionals remain highly qualified? Yes No

3. Are all paraprofessionals working under direct supervision of highly qualified teachers? Yes No

PROFESSIONAL DEVELOPMENT

1. Are the professional development opportunities aligned to the identified needs? Yes No

2. Are the professional development activities provided directly impacting the identified needs of the school? Yes No

3. What evidence does the school have that the professional development opportunities are making a difference with achievement of students?

All professional learning sessions are linked directly to student data sources. All interventions are assessed for effectiveness throughout the school year when compared to previously identified interim targets. Strategies and interventions are derived from best practices based on the work of John Hattie and the What Works in Schools Clearinghouse and the Learning-Focused Schools framework.

4. What embedded support and follow up is provided to ensure implementation and effective use of the learned skills and strategies by the staff?

Staff and administrators meet during collaborative planning and data analysis sessions every Tuesday in grade level or content area groups. Data points are examined and publicly recorded. Sessions are designed to seek out solutions, provide collaborative coaching, and ensure strategies are implemented with fidelity.

5. Does the data indicate additional professional development is needed to improve teacher delivery?

Yes. We are engaged in a cycle of continuous improvement.

6. What have the teachers indicated as their professional development needs?

Narrative writing instruction

STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS

1. What is the teacher retention rate?

95%

2. What is being done to ensure the most qualified teachers remain at the school?

All of our teachers are highly qualified. Shared leadership, time for collaboration, and support through new initiatives are provided to retain these qualified teachers.

3. Have you been able to fill vacancies with highly qualified staff? If not, should an incentive plan or different recruiting method be used?

Yes, we have been able to fill vacancies with highly qualified staff.

4. What are the results of the staff survey in regard to school climate?

Staff indicate that they feel safe at school. They also indicate positively that the structure for learning at WES is positive and encourages high academic success. Staff indicated they feel connected to the school and supported by other staff members.

5. What marketing strategies are in place for recruitment?

Our personnel department sends employees to a variety of college job fairs in the spring semester to recruit applicants.

STRATEGIES TO INCREASE PARENT INVOLVEMENT

Plans must include strategies to build the capacity of parents to assist in their child's education.

1. What methods are used to ensure that parents of targeted students are included in parental involvement activities?

After open House, Collaborative Conferences are held in all grade levels three times per year. In addition, individual conferences are scheduled for students in need of additional assistance. Email is also used to stay in contact with families on a grade level. The school also uses the school's Class Dojo account, the school's Facebook page, and the school's website to communicate with all parents and to notify them of parent involvement activities. Parent involvement activities are also shared on the Parent Family Engagement Plan at the beginning of the year and additional flyers and announcements also go out to families in paper form throughout the year.

2. Are there strategies in place to improve student learning for families? Yes No

3. How are the results of the annual survey used to evaluate the parental involvement strategies? How are the results shared?

The survey results are reviewed by the administrators who then share the feedback with teachers electronically and at faculty meetings, with the WES School Council at their regular meeting,

and at the Title I Stakeholder Meetings held at various points in the year. The feedback is organized to notify the administrators and faculty of the parents' perspective of how they would like to receive information, when they would like to receive information, and topics on which they would like to receive information.

4. What activities are offered to parents to build capacity? How does the school measure the effectiveness of these activities?

Parents receive information on the state standards for their child's grade and how to assist their child in mastering these standards. During Collaborative Conference sessions, parents leave with actual activities to take home to use with their child. Additional activities are scheduled monthly throughout the school year.

ASSISTING WITH TRANSITION

A well thought out transition plan eases the stress of children and their parents sets the tone of success for years to come.

1. Are the present preschool transitional plans working successfully? Yes No
N/A

2. What transition plans are in place for students transitioning to middle school? To high school?

Students transitioning to middle school attend a field trip to the middle school. At this event, students take a tour of the school and middle school counselors meet with the students to share expectations and answer questions. The middle school also invites these students and their families to attend a Moving Up to Middle School Night where parents can then tour the school with their fifth grader and find out important information about transitioning to the middle school.

3. Are all demographics and backgrounds of incoming students included? Yes
No

MEASURES TO INCLUDE TEACHERS IN DECISION-MAKING

Instructional planning by teachers must be based on the students' academic progress toward the goals measured through appropriately aligned assessment.

1. Are school administrators/teachers able to interpret test data (state, benchmark and classroom assessments)? Yes No

2. Are teachers able to discuss their individual students' needs and strengths in regard to state standards as measured by both the state and benchmark assessments? Yes No

3. How are teachers collaborating with other teachers, coaches, etc to help plan instruction and intervention based on the data from assessments?

Teachers collaborate each Tuesday during their specials time. They meet with their team and with administrators to share data from recent classroom assessments. These sharing sessions include a time to develop answers to these questions: What does my data reveal? What will happen next to respond to this data? Teachers also have a half day each month to analyze county formative assessment data and use it to identify strategies that need to be put into place based on the data.

4. What do the teachers say is working? Not working?

Teachers indicate time to thoroughly analyze data and plan based on the data is highly beneficial. They appreciate professional learning sessions in using programs to obtain student data and collaboration session to analyze data. Teachers also indicate that the PLC process at WES is highly effective in focusing work on student needs.

EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE

Students who experience difficulty mastering standards must be provided with effective, timely assistance.

1. How is the success of students receiving intervention measured?

Every student is administered universal screenings in August. Data is used to identify students at risk who score far below proficiency. Identified students are provided with appropriate intervention from the classroom teacher, the Early Intervention Program teacher or the Title I interventionist with assistance from the contract services teachers. The progress of these students is closely monitored through the Response to Intervention Team. The team can recommend for increased support if a child continues to struggle despite support

2. Are modifications being made in instruction based on the monitoring? Yes No

3. How are the students who need additional time and/or additional support receiving it? Is the additional time/support working?

Extra small group or individualized support that is recommended by the RTI team is provided by the Title I Interventionist and, depending on the number of students needing intensified support, by contract service personnel. This monitoring continues over time and can possibly lead to additional screening or testing. Student who are identified through this Pyramid of Intervention Program as having some type of disability receive increased support and an Individualized Education Plan (IEP). These students are continuously monitored for progress and growth. Students with identified disabilities are also given an opportunity to receive additional instruction

during the instructional day in the regular education classroom, as appropriate. Parent involvement and home contacts are vital components of success and are encouraged and pursued by each teacher.

4. If extended day or year is provided, are the students who are in most need attending? If not, what can be done to help increase participation or what can be done within the school day to help these students?

NA

COORDINATION AND INTEGRATION OF SERVICES

Procedures should be in place for the coordinating and integrating Title I resources with other resources to enable children served to meet the State standards.

1. Are all the programs and services available coordinated and integrated? Yes No _____

2. Are the services and programs meeting the needs? Yes No _____

Principal Name

Signature

Date