

Phase Three: Title I Annual Review 2018-2019

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Sheldon Clark High School

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

The process used to identify specific needs at Sheldon Clark High School is very effective. Accountability data was reviewed and analyzed by an administrative team as well as faculty members answering the following data questions: What questions are we trying to answer? What does the data tell us? What does the data not tell us? What are the causes for celebrations? What are the opportunities for improvement? What conclusions can be drawn? Other data utilized to develop the needs assessment in addition to 2017-2018 K-Prep accountability data included: 2018 ACT results and benchmark data through practice ACT's administered three times last year. In addition to administration and faculty members, data and data questions were reviewed with SCHS leadership team, SBDM council, parents and SCHS stakeholders with their recommendations being sought.

ATTACHMENTS

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Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

In reviewing our 2018 Math & Reading scores, those used as proficiency indicators, we found that 16.7% of students with disabilities scored in the proficient and distinguished range in reading, while only 3.6% of students with disabilities scored in the proficient and distinguished range in math. As a result of the low percentage in math, this placed us in TSI status for our students with disabilities. Math 180 has been used to target our gap group. However, in assessing last year's scores, we realized that more intensive interventions were needed in order to assist our students with disabilities to achieve proficiency. While data is utilized on an ongoing basis to guide and modify instruction, a greater emphasis is being placed on targeting the gap group data as it becomes available. Students scoring significantly low in eighth grade math on K-Prep or MAP assessments will continue to be placed in the research-based program Math 180 by Scholastic, to accelerate mathematics achievement. Also, a certified special education teacher will be assigned to this class to facilitate smaller teacher/student ratio in order to provide more individualized instruction. These students are also being strategically assigned to RTI (Red Zone) groups for interventions with Special Education Teachers implementing Mastery Prep (an evidenced-based instructional strategy). Administrators have also implemented EduClimber program to build data walls in order to more frequently review data and modify strategies accordingly. Additionally, our math department including special education math teacher participated in a job-embedded professional development session at East Carter High School. There they learned about interactive student notebooks and received multiple instructional strategies which they are sharing monthly at school faculty meetings. All teachers were given a composition book in which to record presented strategies. This provides a toolkit of new strategies to enhance teachers' professional learning as well as to improve overall student engagement and achievement.

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Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

In 2017-2018, our school developed a school-wide committee structure consisting of five varying committees, based on specific needs within our school. These committees consist of both certified and classified personnel. One of these committees is parental involvement. Staff of our Links Youth Service Center take a very active role on this committee. These committees meet monthly after school and develop, implement and monitor a 30-60-90 day plan (see attachment). Within the first 30 days of school, the parent involvement committee reviewed SBDM policy 5.02 for School Level Title I Parent Involvement to recommend any revisions. Within the policy is a Parent/Student/School compact that is distributed to parents (see attachment). This committee plans and implements specific activities in order to increase parental involvement. In addition to the school's district website and social media FB page, a Remind App. was added in order to improve ongoing parental communication. Links Youth Service Center plays an integral role in parental involvement. Their many programs and activities provide multiple opportunities to keep parents informed and updated regarding how they can help their child be successful.

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

During 2017-2018, we tried to resurrect our Parent Teacher Organization with monthly meetings. Each month consisted of a "featured teacher" and an activity that both parents and students would enjoy participating in. These included "cupcakes and cocoa" with the Culinary Arts teacher doing a presentation on her program and instructing parents and students in decorating cupcakes. One month consisted of "canvas and cocoa" with the art teacher presenting on her program and instructing parents and students in painting a canvas. Another was "coffee with the counselor" with our guidance counselor providing parents with detailed information on applying for college, financial aid and varying scholarships. (see attachment). While these were initially very successful with good parent, student and teacher attendance and participation; during winter months, attendance dropped off to only one or two parents. A goal of the parent involvement committee is to once again begin these themed monthly meetings in order to provide parents an opportunity to obtain information and learn how they can become more involved with their child's educational experience. (see attachments)

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

In addition to ACT, K-Prep accountability data and progress monitoring through ACT progress assessments, both parent and teacher surveys were completed in e-Prove prior to developing CSIP for 2019. The survey chosen measured the following: Purpose & Direction, Governance & Leadership, Teaching & Assessing for Learning, Resources & Support System, and Using Results for Continuous Improvement. The survey was sent to every parent with an e-mail address on file. There were 49 responses. While responses were very close network average, the area with the lowest score and greatest deviation from network average (0.19) was Resources and Support Systems. (see attachment) We will revisit the components of this area and determine cultural strategies that may be added to our 30-60-90 day School Culture "Big Rock" in order to improve parent perception of this component.

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Based on our accountability results, it is apparent that Math among our special needs students is our greatest concern. Strategies that have been developed for our 2019 CSIP and are currently being implemented will be closely monitored, evaluated, and modified as needed to improve our scores in order to exit TSI status among this group.

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

The strategies that have been added to our 2019 plan will be closely monitored to determine effectiveness. Looking ahead to 2019-2020, we are discussing implementing a Mastery Prep class for all Juniors and Seniors not meeting ACT benchmarks on the March 12, 2019 statewide assessment. Additionally, we have a job-embedded professional development session scheduled (March 2019) for our ELA department and reading special education teacher at East Carter High School. We are looking at "best practices" and other evidence-based strategies that may be implemented to strive for continuous improvement.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Parent Involvement Agendas & Parent Survey	Agendas for PTO and parent meetings Fall 2017-Fall 2018 with parental involvement survey administered by school parent involvement committee.	3B
 Parent Involvement Committee 30-60-90 Day Plan	Parent Involvement Committee is one of five school-wide committees that meet monthly to plan activities accordingly. They maintain a 30-60-90 day plan to monitor person on point and progress of the activities.	3A
 Parent Survey 2018	eProve survey used to determine parental viewpoints prior to developing 2019 CSIP.	4A
 SCHS School Level Title I Parent Involvement Policy	Reviewed by school-wide parent involvement committee and approved by SBDM, SCHS's parent involvement policy including parent/student/school compact.	3A