

2019-20 Phase Three: Title I Annual Review Diagnostic_11072019_09:05

2019-20 Phase Three: Title I Annual Review Diagnostic

Central Hardin High School

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2019-20 Phase Three: Title I Annual Review Diagnostic

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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. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with 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. Describe the effectiveness of your needs assessment process.

Overall, the needs assessment process is effective at CHHS. Every possible effort is made to include all stakeholders. Students were identified from KPREP, ACT and MAP data. Teachers collaborated and plan in professional development and in PLC's. All teachers are in PLC's and every department is represented on SBDM committees (Planning, Environment and Academic). Parents serve on committees and are active partners in the educational process.

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.

The strategies that were used were: Support Services (YSC, nurse) ESS, KSI/RTI, Power Hour (with intervention built in for students failing more than one class), stakeholder involvement, ELL development, Cooperative learning PD, targeted math interventionist, Aleks program, peer mentoring, reading interventionist. Both educational and mental/physical needs of the students were addressed. Data used to evaluate: failure reduction rates, YSC plan analysis, nurse reports, PLC minutes, MAP scores

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

We looked at the number of students that tested out of the math intervention and reading intervention. We also looked at the ALEKS program and it's effectiveness.

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).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

Continue with the recent implementation of ALEKS program in math and reading interventionist to assist students not reading on grade level. More emphasis on incorporating free reading in classes therefore increasing students' interest in reading and use of the library. We adjusted the school wide one to one scheduling schedule to further assist students in transition readiness and aligning their courses to career pathways.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served 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).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

We have not been able to have an effective parent and family engagement program. For the past 3 years we have attempted to present programs that we felt would be interesting and informative to the families with no success. Having programs after school for high school families do not draw a crowd. We continue to research new ideas and try to address "hot topics" such as school safety but still have very low to zero attendance.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

We plan to offer more programs that use evidence-based programming and strategies and skill-building workshops. Potentially in the areas of assisting parents in helping study skills and homework. Other areas to consider would be attendance, social media and nutrition.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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