

FY18 Title I Program Evaluation

School: Sugarmill Elementary Date: 05/25/18

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?

Through consistent and extensive data review our findings have our target areas in ELA (Narrative/Explanatory and Writing/Language) and math.

2. What needs have been met or unmet?

The constant data driven efforts of SES faculty and staff helped to improve our former action plans in ELA and math. This year SES will continue to support writing in all grade levels to help maintain and improve the writing scores. We will continue Social Studies integration with ELA. Another area of focus has been Lexile levels. We will use RI and continue to target all students who scored below the CCRPI Lexile recommended score for their grade level and those students who need support. We will focus on the domains aligned to Narrative/writing and language and mathematical practice shifts in math during collaborative planning, reviewing data, and continue to concentrate on number sense as well as mathematical practices for staff in order to achieve our goals. The instructional plan was shared with faculty several times within meetings and email.

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

SES contributes continued success to teachers teaching, contracted services working with targeted groups to provide additional instruction, data analysis of system wide assessments, formative assessments, SPIRIT groups, data notebooks, professional learning based on needs assessments. We feel the lack of parental support/participation with Camden County's Parent Teacher Team and other parental activities, conferences, etc were lost opportunities to support their student(s). We will continue to work towards proficient and distinguished for all students.

4. What should continue, be revised or eliminated?

SES will continue to use contracted services personnel provided funding is available. SES will also continue to provide professional learning opportunities, common assessments, walk throughs and reviewing student writing. The PL we will continue will include lessons with rigor and relevance, best practices, support for writing, and any technology training/implementation that may be needed.

Differentiation and fluid groups will be formed by data driven consideration in order to target more specific deficits in student learning and focus on decreasing the achievement gap that exists between populations. We will continue to use RI/MI, Common Assessments, Assesslets/WriteScore, and formatives to monitor and support individual student needs in math.

SCIENTIFICALLY-BASED RESEARCH STRATEGIES

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

Previous year training, looking at vertical plans, and working on Trait 2 and narrative writing was provided to increase expectations of standards and depth of knowledge which helped the teachers in guiding their writing instruction and assessments. This helped the teachers to determine what the standards were trying to achieve and to what degree of knowledge was required. The math and ELA curriculum require teachers to reflect on their teaching in order to meet the needs of all students through differentiation. We will work together to target students and help them achieve at a higher level in reading and math. We will continue to work with data to find the effective strategies to meet the needs of individual students. We will continue to monitor/implement PBIS to continue to support our staff and students.

The Learning Focused Instructional Model enhances instruction and allows the students to be more involved in the learning process.

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?

NA 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? If not, how will compliance be attained?

Yes No

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?

We have continued to make gains with all students and in targeted subgroups. SES uses data from Lexiles, Common Assessments, district/class formatives, RI/MI, Easy CBM, Assesslets/WriteScore, walk throughs and formative observations.

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

The administration at SES feels strongly providing adequate time for teachers to collaborate is needed. The Leadership Team is creating a master schedule that gives teachers common planning opportunities. Collaboration is seen as a priority. Administration is present during common planning to offer support and guidance as needed. During weekly common planning, teachers discuss what a standards based classroom looks like, review student work, professional learning and share ideas on how to help students be successful in this type of environment. Teachers also discuss strategies for integrating technology into everyday classroom practice. We monitor the implementation of strategies during walk-throughs, classroom observations, review of lesson plans, and data analysis meetings of student test scores. Student data collected will be shared with the teachers continuously so that we can ensure that student needs are being met. We also have early morning Tuesday collaborative planning for PL, faculty meetings, and RTI/writing/PBIS

meetings. We also had once a month Tuesday collaborative planning to look at data for students. Administration provided PL and data dig time to form flexible small groups.

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

Yes

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

SES aligns professional learning opportunities to their current school year action plans. For 2017-2018 professional learning supports and follows up of the writing training, planning and pacing, rigor within the classroom, Lexiles/Quantiles, PBIS, and math number sense. Teachers have indicated that they need further training on how to better use PowerSchool, PowerSchool Assessment, Assesslets, and Scoring Scales/Summary Marks.

STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS

1. What is the teacher retention rate?

The faculty has remained stable with one teacher retiring and one resigning this year.

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

An interview team consisting of the principal, teaching and learning specialist, and sometimes the leadership intern or other faculty members interview prospective applicants. As new teachers are hired, they are given a mentor to help them become familiar with the procedures and policies set forth by the school system. The personnel director has an action plan to address this for the district. We also have district personnel visit the school three times a year to meet with the new teachers.

3. Have you been able to fill vacancies with highly qualified staff? Yes

If not, should an incentive plan or different recruiting method be used? No

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

According to the CCRPI, our staff rated the school a 4 out of 5. The school leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. The current culture at SES supports the school's purpose and direction by focusing on success and achievement of student learning as their primary goal. The current leadership team encourages shared leadership, stakeholder involvement, and continuous improvement of student learning.

5. What marketing strategies are in place for recruitment?

Camden County has developed a cd rom that is used when personnel are used to recruit teachers from colleges. Very little recruitment has been needed in the past few years.

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?

SES provides numerous opportunities for parents to be included in their child's learning. Title funding allows SES offers parent workshops three times a year that focus on data gathered from the needs assessment. SES also provides flexible scheduling in order to accommodate the needs of parents. SES offers parent orientation at the beginning of the year which includes all parents. We've offered a make it/Take it option for parents in K-2 and a Camden version of APTT for grades 3-5. These meetings are scheduled in the morning before school, during school, right after school and at night.

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?

Parents participate in the annual survey. The results of the survey are used to develop the Parent Involvement Plan, school compact, and School Improvement Plan. The plan directly links to our school wide goals and was developed through the input of parents, teachers, and staff on the parent involvement team. The results are shared with parents in the Title meetings, School Council, and within our Title I documents on our website. Parents indicating the need for information are emailed with the information that they requested. It is shared with faculty several times within meetings and email.

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

Numerous opportunities are offered to get parents involved with the school. Parents are encouraged to attend workshops/trainings/events throughout the school year. We hold Camden County Parent Teacher Team meetings with student data sessions in K thru 5th grades this year. All information regarding school reports, parent programs, meetings and other activities are posted on the school website, Facebook, flyers, and available to parents per their request. Open communication between staff and parents related to school and parent programs, meetings, and other activities is addressed through parent-teacher conferences, handbooks, weekly signed papers, progress reports, e-mails, Facebook and the school website. In all avenues, parents are encouraged to be a part of the planning process at Sugarmill Elementary. Involvement in PTO, school council, and school activities ensures the team works collaboratively to address issues, make plans, and implement such plans.

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

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

Students visit the middle school on a field trip. The middle school has several walk in my shoes at night for parents and students to learn about middle school in the spring before the students become students there. Records are transferred and students are carried over to the middle school to meet with administrators and counselors for a tour of the 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 participate in weekly collaboration meetings with team members and administration. RTI and PBIS teams meet monthly to discuss student progress and revise instructional plans.

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

According to the most recent information, the school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

The information also indicated an area of concern was the change in the role of the instructional coach becoming an administrative position at the school due to economic conditions. Teachers are concerned that there is not enough planning time. Teachers feel that the amount of technology for student application and online testing is beneficial.

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? What kind of process monitoring is being conducted?

SES understands the importance that data plays in structuring the school environment. Teachers work to align assessments with teaching styles and learning needs of students on a daily basis. Teachers understand that continuous assessment helps to determine a student’s progress and helps in determining the effectiveness of a program. Teacher made assessments, district tests, and formatives are created with students in mind and are used to assess a student’s knowledge of concepts and skills. Teachers use formative assessments, RI/MI and Common Assessments to gauge student progress and make instructional adjustments. The collection of data is used in conferencing with parents, as well as collaboration with RTI and other teachers, to show areas of strength and areas of weaknesses.

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?

Students receive support through RTI/contracted tutors, instructional extension, zero period, SPRIRT groups, CBM testing, and in the classroom during small group instruction. Student data points are monitored monthly at RTI meetings to determine student response to interventions. Contracted service teachers are hired to assist with fluid groups. Current EOG data revealed that support services benefited all students.

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?

Students that are identified as needing more intense tutoring are provided the opportunity to attend the Instructional Extension held at dismissal and Zero Period held before school. Thorough data analysis helps target more students who are in need of additional academic assistance.

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