

CSIP Phase II: KDE Title I Annual Review_10252017_16:32

CSIP Phase II: KDE Title I Annual Review

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Title I Annual Review

1. Comprehensive Needs Assessment

Rationale: A school's Needs Assessment should address critical areas for improvement and identify strengths based on a thorough review of multiple sources of data. Title I funding does not have to address all areas identified in the Needs Assessment because federal, state, and local resources are integrated into a schoolwide program, but Title I funds should supplement critical areas of need.

Guiding Questions:

Which data sources did the school use to conduct its Needs Assessment?

What needs did the data identify?

What specific grade levels and/or content areas were identified as priority?

What achievement gaps were identified?

Specifically, how were Title I funds used to address priorities outlined in the Needs Assessment?

Based on a thorough review of multiple sources of data, how effective was the expenditure of Title I funding used to target critical needs?

The school used K-PREP data, MAP data and TELL survey data. The data indicated needs in the areas of novice reduction in both math and reading. Additionally, there is a need to increase the process in which student behavior management is addressed by the school. Seventh grade has shown a larger percentage of novice students in both reading and math. Title 1 funds are used to hire intervention teachers to work directly with our novice students in reading and math. Additionally, Title 1 funds pay for a part time counselor whose main focus is to track and organize our academic and behavior intervention programs.

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2. Schoolwide Reform Strategies

Rationale: Schoolwide reform strategies addressed in the schoolwide program plan (ie: CSIP) address goals and objectives to be met through a variety of strategies and activities during the course of a single school year. A school must carefully plan, implement, and measure its progress towards the attainment of measurable student achievement goals.

Guiding Questions:

Was the schoolwide plan implemented as written?

Which goal(s) from the CSIP address Schoolwide Reform Strategies?

How is Title I funding being directed to address the goal?

How were strategies selected to address goals based on research, evidence, and evaluation of past implementation?

Which activities, strategies, staffing decisions, professional development opportunities, and resources were supported with Title I funds?

Were the activities, strategies, staffing decisions, professional development opportunities, and resources effective in increasing student achievement?

The CSIP for the 2016-2017 school year was created and implemented by the teachers and leadership staff. The Academic Goals (1 and 2) of the CSIP were not met with the school-wide reform strategies.

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3. Professional Development

Rationale: Professional Development opportunities should be carefully planned to improve instruction related to priorities specified in the Needs Assessment.

Guiding Questions:

What measures were used to determine the school's professional development needs?

How was the professional development tied to the school's identified need?

Did the professional development improve instruction based on a thorough review of student achievement data?

How were principals, teachers, paraeducators, and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the professional development?

Professional development is based on academic data and TELL data. Teacher training focuses on implementing high effect instructional strategies, and increasing classroom community. PD for last school year revolved around incorporating thinking strategies, improving classroom community, and educating staff on the implementation of Chromebooks into the classroom.

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4. Family Engagement

Rationale: Each school is required to conduct outreach to all parents and family members which may include implementation of the following: programs, activities, and procedures that involve parents and family member in Title I programs. In addition, written policies must be developed in collaboration with parents outlining expectations and objectives for meaningful parent and family involvement.

Guiding Questions:

How much Title I money was spent on family engagement?

What kind of programs, activities, and procedures were planned?

What was the outcome or effectiveness of the planned family engagement programs, activities, and procedures?

Bullitt Lick Middle School hosts a variety of parent events to increase parent engagement in which we spent \$746.65. We host a summer reading event, aimed at increasing the reading interest of our students and families, a 6th grade orientation, 7th/8th grade orientation, a fall showcase, a winter showcase and four lunch and learn events. Each of these events is aimed at engaging and educating parents of the important information they need to keep their student successful in school. Turnout for our events varies. Evening events have a higher rate of attendance compared to day time events.

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5. Transitions (from Headstart/Pre-K to Kindergarten and other grade levels)

Rationale: An LEA that receives Title I funds is required to coordinate with Head Start programs and other early learning programs that serve children who will attend schools in the LEA regardless of whether the LEA uses Title I funds to operate an early education program.

Guiding Questions:

How did school and district administrators collaborate through funded programs such as Head Start?

What were the specific strategies used for helping students transition from preschool to elementary school, elementary school to middle school, or middle school to high school?

How effective were these strategies?

How were meetings involving parents, kindergarten, or elementary teachers, and Head Start teachers conducted to address the developmental needs of the children?

Not applicable

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6. Measures used to include teachers in decisions

Rationale: Classroom teachers are key shareholders and should be involved in the selection, use, and interpretation of school-based assessments to improve student achievement.

Guiding Questions:

How were all teachers included in the selection of academic assessments?

How did teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

Teachers work in collaborative content teams to create and analyze in class assessments and assessment data. These teams also discuss K-PREP and MAP data.

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7. Activities used to ensure students met Kentucky Academic Standards

Rationale: Activities deployed by schools should align with its Needs Assessment and should be delivered in a timely and additional fashion to students struggling to master the standards.

Guiding Questions:

How did the school provide effective, timely, and additional intervention to students in danger of not meeting state standards?

How were students and their needs identified for assistance?

How did teachers and paraeducators collaborate for planning and instruction?

How were the activities specified in the comprehensive school improvement plan (CSIP) monitored regularly for effectiveness?

Which activities were deemed successful and which ones are in need of change?

Every student that is designated as novice in reading or math receives intervention for one period a day. These students are identified by analyzing K-PREP, MAP, in class and progress monitoring data. Teachers of math and language arts/reading meet in teams quarterly to discuss this data and identify students that need this intervention.

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8. Coordination and integration of programs

Rationale: A school should establish its improvement plan based on need and must be knowledgeable about how to use all available resources to meet its identified goals.

Guiding Questions:

Which federal, state, and local funds were made available to the school?

How did the school coordinate and integrate federal, state, and local programs and services to improve instruction and increase student achievement?

What measures were taken to ensure that Title I Part A funds were used to supplement, not supplant existing resources, programs, and staffing needs?

BLMS receives funds for ESS, instructional resources, professional development, and an instructional coach. Each of these programs aid our goal of improving math and reading instruction for our students. ESS funds support our novice math students before school, and struggling learners of all contents after school. Our instructional resources are used to increase the strength of core instruction of all content areas. Professional development is used to increase the capacity of our teachers to provide a high level of instruction to students. The instructional coach provides coaching to our teachers to support them in their professional growth. These funds are used to increase the level of instruction in the building and do not supplant our existing resources.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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