

Phase Three: Title I Annual Review 2018-2019

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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.*

Data sources used: Title I Parent Survey; KPrep Scores; MAP Data; Teacher surveys Identified Needs based on the data included gap areas in Reading and Math, low percentage of parent involvement. Our priority is Reading and Math for SWD and F/R students. Of our special ed population 73% of those student are also F/R. We found achievement gaps in our F/R population in both Reading and Math as the number of P/D was about 10 percentage points lower than the overall population, even though we did meet the cut score this year for F/R students in proficiency we know we can push them to excel further. Title I funds were used to support Math funding an additional teacher so that we have 2 math teachers at each grade level Title 1 funds to host literacy nights to bring in Parents to showcase academics to help parents better understand what students are learning including student led conferences. We feel that our use of Title I funding was effective as we had a great turn out at our Title I Literacy Night in October of 2018, we had between 200 - 250 parents and students. We are working to improve communication with students and parents so to create a better home school bond.

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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.*

Title I funding is being used to fund an additional Math teachers so that all students have access to 2 math teachers in order to delve deeper into content so all students can become Proficient/ Distinguished. Title I funding was also used for Title I literacy instruction across content areas. Title I literacy night so that parents and students could interact through an academic night which helps to increase a positive culture. As the core content was originally aligned there were gaps in student background based on the discrepancies between CCA (2006) and the current Common Core math standards Title 1 funds have been used to provide each student with two full math classes. Title 1 students also have supporting math classes and opportunities in the area of reading for growth. We saw an increase in the reduction of Novice Students in Math in gap areas such SWD by 13.3% .

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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.*

We are still working on engaging parents. SBDM elections and PTSA elections have small voter turnout with less than 20 voters each. Parents are very responsive to BMS social media sites such as Facebook and the school blog, BMS News Bytes. When we have activities for parents we do see about 30% of the student body having at least one parent represented. So we are engaging parents via communications and they do attend the community/family events we produce, however parent volunteers, SBDM interest and PTSA help and support are low. We will continue to hold Title 1 Parent nights, Title 1 Parent Involvement meetings, Review of Title 1 Parent Compact and review the SBDM policy each year.

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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.*

We will continue to work to support parents and bring them into the process of helping the school community. BMS News Bytes, the School Website, Twitter, and Facebook are important communication tools. We will continue to have events like Be A Bruin Literacy Night, Student Led Conferences night, Muffins with Mom, Doughnuts with Dad, Band Concerts, Grandparents day etc to provide parents the opportunity to engage in their students education. We will continue to hold Title 1 Parent nights, Title 1 Parent Involvement meetings, Review of Title 1 Parent Compact and review the SBDM policy each year.

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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.*

MAP, KREP, attendance data, behavior data are used to evaluate the success of SWP at BMS.

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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.*

KPREP, MAP, Title 1 parent survey, Teacher Survey and one on one interviews with parents have provided us feed back on what is working and what is not. The SWP will continue to focus on engaging parents, moving students up academically and focusing on support for our Free and Reduced Lunch students. We found students need additional mentoring, additional assistance and support with attendance and students need strong meaningful relationships to keep them coming to school.

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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.*

We will evaluate how we use our MTSS programs to support students, we will work to remove barriers to students success by engaging our FRYSC in helping to meet student's physical needs. We will work to meet students social and emotional needs through our Boys and Girls Groups, student led second step program and the Why Try program. We will evaluate the success of the dual maths on SWP and the use of human resources on the success of F/R students.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 BMS SWP 2018-2019 Title 1	BMS SWP Title 1 2018 2019	1, 2, 3A, 3B, 4A, 4B, 4C