

## CSIP Phase II: KDE Title I Annual Review\_10302017\_10:50

CSIP Phase II: KDE Title I Annual Review

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## CSIP Phase II: KDE Title I Annual Review

### 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?*

Zoneton Middle School uses the KPREP scores to conduct a needs assessment. We also use parent feedback from a Title I information parent night, the Title I parent survey, and the TELL survey. Needs identified were strategies and activities to decrease the gap between students with disabilities; greater community support for the school and teachers; and more communication to parents concerning the school, activities, and their students' learning. Reading, Math, and Writing were identified as the content areas that are a priority. Achievement gaps exist mainly for our students with disabilities. Title I funds are used to supplement parent education resources and student support. Overall, the expenditure was successful. Our free and reduced students are decreasing novice scores in reading and math while increasing proficient and distinguished scores in reading and math. Also, data is showing an increase in parent participation in school programs.

### ATTACHMENTS

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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 schoolwide plan was implemented as written with the following goals addressing schoolwide reform strategies: Increasing the reading and math KPREP scores for all students and for non-duplicated gap students, increase the percentage of students who are college-and career-reading, increase percentage of effective teachers, increase parent support of teachers, decrease students

scoring novice in reading and math, and increase percentage of distinguished programs in the unified arts curriculum. Title I funding is used to buy curriculum and software for targeted intentional reading and math interventions and for reading staffing needs. Strategies were selected based on best-practice and research-based strategies, such as PLC, RTI, professional development for intervention strategies, math and literacy programs, college and career programming, and technology. Specific strategies include Thinking Strategies, HiQ Math, Reading Plus, Moby Max, College and Career Club Curriculum, PLC, RTI. The data shows that these have been successful. Overall reading and math proficiency has increased each year: Reading Proficiency has increased from 38.2 to 49 to 49.9 percent Math Proficiency has increased from 26.2 to 40.4 to 48.8. The strategies have also shown increases for our free and reduced students: In reading proficiency increase from 40.0 to 42.3 to 46.7 and math from 22.4 to 31.2 to 41.6 percent.

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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?*

The measures used to determine the school's professional development needs were based on KPREP data, parent surveys, and teacher surveys. Professional development included a workshop on poverty, school reading on poverty, math and reading strategies, as well as embedded professional development on thinking strategies and intervention strategies. Yes, overall proficiency has increased in math and reading for the past three years. Each of the personnel either facilitated in the professional development or participated in the development.

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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?*

The amount of Title I money spent on family engagement was \$2,988. Programs included a lending library of resources for middle school parents and parent participation nights for

information on content and technology. Based on the parent participation, the programs and activities were only somewhat successful. Eighty-five percent of parents attended an Open House/ Title I meeting, 65% attended a 6th-grade informational meeting on personalized learning, and 10% of parents attended a mock schedule night.

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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?*

Elementary students participate in a tour of the middle school each Spring, gifted and talented students participate in advanced projects in Science at the middle school every year, administration visits before KPREP testing, and special education teachers participate in transition meetings for students with IEPs. A "Timber Wolf Day" is held at the beginning of school where students meet their teachers and participate in activities to become familiar with the school. Parents participate in an informational meeting. The high school counselors address the eighth graders before they determine their schedules for ninth grade. The superintendent and director of secondary education visit the eighth graders to give information on vocational opportunities at the high school. ROTC attends an assembly where information is given to students. Transition meetings for students with IEPs are conducted at the middle school and the high school special education teacher attends. Students are invited to a walkthrough at the high school before school begins.

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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 are involved in monthly team meetings to review and analyze academic data. Planning and committee meetings involve teachers and decisions on school-wide events and activities are planned. The ABRI (Academic and Behavior Response to Intervention) committee is responsible for school-wide behavior data and strategy implementation. Teachers consult with peers and administration on the CSIP and analysis of data from KPREP, MAP, TELL, and Title I surveys.

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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?*

MAP testing is done three times a year. Data is analyzed and RTI program participants are updated every 9 weeks. ESS provides additional support and students are chosen based on data from MAP and content areas. Friday school is utilized for students who are not keeping up with classwork. RTI probes are completed weekly and analyzed by the RTI teacher and results are communicated with parents. All of the above activities demonstrated gains in student learning.

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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?*

Budgets are submitted annually and assessed monthly by the central office finance department to ensure all funds are allocated and utilized appropriately. The SBDM is apprised of spending each month and maintains the appropriateness of all allocations.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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