

## SY 2020-2021 Title I Evaluation Form

**School:**  
**Principal:**

**Legislative Purpose:** *Title I was enacted to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. This can be accomplished by meeting the educational needs of low-achieving children, closing the achievement gap between high- and low- performing children, high standards for all students, enriched and accelerated instruction, decentralized decision making, improved accountability, high quality professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention.*

As federal funding increases, so does public accountability. It's our responsibility to use public dollars effectively. We also need to show evidence of effectiveness. We must avoid repeating investments that prove ineffective. Some programs take time so it's justifiable to allow multiple years before meeting objectives. With every investment or program we must have clear objectives and measures. Near the end of each cycle all programs should be reviewed by educators, parents and community members. During that review plans can be adjusted and funding requests submitted to continue programs or to start new ones.

### Instructions

- Use this evaluation form to define the purposes, objectives, measures, strategies and to provide evidence of effectiveness for each program. Bulleted statements for each section are encouraged. *(Program descriptions are already listed using information submitted in GMAP)*
- Host a meeting in April that includes educators, parents and community members to review this self-evaluation. Invite the district federal programs coordinator to this meeting. Make sure to save the agenda, meeting notes and the sign-in sheet for documentation purposes.
- After this meeting takes place, submit this form and the school needs assessment/SY 2021-2022 funding requests to the SBDM for review and approval. This needs to be on the SBDM meeting agenda for documentation purposes. Invite the federal programs coordinator to this meeting as well. *(Schools will receive a needs assessment/SY 2021-2022 funding request template in February)*
- Submit this evaluation form and school [needs assessment /SY 2021-2022 funding request](#) to the federal programs coordinator by May 27, 2021.
- The district will review all funding requests at an administrative meeting with all schools represented and determine how Title Funding will be allocated. The district federal programs coordinator will complete the 2022 consolidated funding application in GMAP.

## School Personnel and Program Description

### Instructional Coach

**Description:**

Current assessment data shows low percentages of proficiency in Reading and Math. Our plan includes adding an instructional coach that will focus on improving Tier I instruction in every classroom. The Instructional Coach will work as a colleague with classroom teachers to support student learning in all content areas. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding of research-based effective instruction. In order to fulfill these expectations, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers in support of the school improvement plan.

**Objectives for the school year:**

**Activities or strategies conducted:**

**Measure of effectiveness:**

**Deficiencies or weaknesses which negatively impacted effectiveness, plan for addressing them and a timeline for implementation:**

**Will Title I funding continue to be requested?** *(We either need to see data showing effectiveness or a plan to become effective)*

### Reading Interventionist

**Description:**

The plan also includes one part-time Reading interventionist. The reading intervention teacher helps teach students developing behind their age group in literacy. For Tier 2 and 3 reading intervention, her responsibilities include assessing students' literacy level, determining what factors or learning disabilities are causing delays, and designing and

implementing a plan to help the student learn more efficiently. The interventionist may work in a classroom or resource room, helping students and their teachers by providing support and adapting lessons when needed, or working with individual or small groups of students on things such as vocabulary and comprehension.

**Objectives for the school year:**

**Target Population**

How were students identified?  
What was the baseline performance for those students?  
How many students did the interventionist work with?

**Activities or strategies conducted:**

**Measure of effectiveness:**

What was the average gain/loss per student?

**Deficiencies or weaknesses which negatively impacted effectiveness, plan for addressing them and a timeline for implementation:**

**Will Title I funding continue to be requested? (*We either need to see data showing effectiveness or a plan to become effective*)**

## **Shared Reading Program**

**Description:**

We are continuing the shared reading program. During shared reading, teachers and students read aloud an enlarged version of an engaging text that provides opportunities for students to expand their reading competencies. The goals of the first reading are to ensure that students enjoy the text and think about the meaning. After the first reading, students take part in multiple, subsequent readings to notice more about the text. They discuss the text, and the teacher selects teaching points based on their needs.

**Objectives for the school year:**

**Activities or strategies conducted:**

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**Measure of effectiveness:**

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**Deficiencies or weaknesses which negatively impacted effectiveness, plan for addressing them and a timeline for implementation:**

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**Will Title I funding continue to be requested? (*We either need to see data showing effectiveness or a plan to become effective*)**

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## **Professional Learning**

**Description:**

All teachers will receive writing instruction professional learning. We are developing a writing program that is evidenced based and proven to be effective. Every classroom will deliver consistent writing instruction so every student is receiving high quality instruction and is being held to high standards. Student writing samples will be monitored in grade level PLC's. PLC's will evaluate writing skill progress and plan instruction based on identified needs.
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**Objectives for the school year:**

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**Activities or strategies conducted:**

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**Measure of effectiveness:**

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**Deficiencies or weaknesses which negatively impacted effectiveness, plan for addressing them and a timeline for implementation:**

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**Will Title I funding continue to be requested? (*We either need to see data showing effectiveness or a plan to become effective*)**

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## STEM Teacher

### Description:

Our plan also includes a 1/2 day STEM teacher that develops and delivers program curriculum involving hands-on activities and projects using STEM concepts and Kentucky Academic Standards. Prepares all materials related to the activities/projects. Documents and organizes curriculum materials. We share this teacher with the Upper Elementary.

### Objectives for the school year:

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### Activities or strategies conducted:

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### Measure of effectiveness:

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### Deficiencies or weaknesses which negatively impacted effectiveness, plan for addressing them and a timeline for implementation:

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### Will Title I funding continue to be requested? *(We either need to see data showing effectiveness or a plan to become effective)*

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## Paraprofessional

### Description:

One FTE paraprofessional will perform duties under the supervision of the principal. The roll of the Title1 Paraprofessional is to assist in the remedial education of first grade students in the areas of reading and mathematics. She will provide instructional support by providing one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, she may assist with classroom management, such as by organizing instructional materials, at times provide instructional assistance in a computer laboratory, or provide instructional support services under the direct supervision of a highly qualified teacher.

### Objectives for the school year:

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**Target Population**

How were students identified? What was the baseline performance for those students? How many students did the paraprofessional work with?
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**Activities or strategies conducted:**

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**Measure of effectiveness:**

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**Deficiencies or weaknesses which negatively impacted effectiveness, plan for addressing them and a timeline for implementation:**

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**Will Title I funding continue to be requested?** *(We either need to see data showing effectiveness or a plan to become effective)*

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**ChromeBooks**

**Description:**

In the event of a school closure during the COVID-19 pandemic, GCUE will provide all material in a digital platform that the students will have access to through their digital devices. Internet access will be provided through hot spots provided by the school district. Title I funding will be used in coordination with the ESSER relief funding to purchase ChromeBooks for all students.
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**Objectives for the school:**

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**Activities or strategies conducted:**

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**Measure of effectiveness:**

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**Deficiencies or weaknesses which negatively impacted effectiveness, plan for addressing them and a timeline for implementation:**

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**Will Title I funding continue to be requested?** *(We either need to see data showing effectiveness or a plan to become effective)*

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