

Title I Program Evaluation

2026-2027

Title I Program Evaluation

TITLE I SCHOOLWIDE PLAN PROGRAM EVALUATION

As authorized under Title I of the ESEA

School Name: Park Avenue Elementary School

School ID #: _____

Mailing Address: 661 Park Avenue

City: Danville

VA

Zip: 24527

Principal: Elizabeth Bennett

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Assurance Agreement for Schoolwide Plans

The school serves a student population in which at least 40% of the students are from low-income families. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA and 34 CFR §200.25 – 200.29. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually. **Due date: May 29, 2026.**

Printed Name of Director of Federal Title Programs/Designee
of Principal

Printed Name

Signature of Director of Federal Title Programs/Designee
Principal

Signature of

Annual Evaluation/Review Process

The school must evaluate annually the implementation of, and results achieved by, the school-wide program, using data from the state's SOL assessments and other indicators of academic achievement; determine whether the school-wide program has been 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; and revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of the students in the school-wide program.

An annual evaluation provides a summary of what is recommended for a yearly data analysis. Use this handout as a guide. This checklist should be used for EACH goal stated in the Title I plan.

Step 1: Determine Progress

- ☐ Examine the progress the school has made toward each goal.
 - ☐ Is there significant progress? What is it attributed to?
 - ☐ If adequate progress is not being made, examine the data further to determine whether any relevant trends or relationships can be seen.

Step 2: Review and Disaggregate Data (student achievement, demographic, perception, and program data)

- ☐ Important questions to consider:
 - ☐ Has student achievement been raised?
 - ☐ Is the Title I plan raising student achievement? Why or why not?
 - ☐ Which goals and activities are helping? Which are not?

Step 3: Review Goals and Needs

- ☐ Review goals, indicators, activities, and strategies to determine if any revisions are needed.
- ☐ Important questions to consider:
 - ☐ Are the needs that were observed while writing the Title I plan still prioritized accurately?
 - ☐ Are any new needs emerging?

Step 4: Timeline

- ☐ View the school's timeline for implementation.
 - ☐ Are there any actions that were scheduled to be completed but were not?

Step 5: School-wide Components

- ☐ Review the [Title I ten required components](#).
 - ☐ Are they being implemented as indicated in the plan?
 - ☐ Does this information need updating?
 - ☐ Complete the accompanying questions.

Step 6: Address Issues

- ☐ Discuss new areas of concern:
 - ☐ Are these issues supported by data?
 - ☐ Will these issues require changes to the original Title I plan or timeline?
 - ☐ How will the school update the current Title I plan to reflect these changes?
 - ☐ How will these changes be implemented during the upcoming school year?

Annual Evaluation/Review Process Meeting

[illegible]

Annual Evaluation/Review Process Questions

- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the signed program evaluation as directed to Mrs. Catia G. Greene, Director Federal Title Programs & Instructional Support.

***This document is a required document and should be answered thoroughly with supporting data as applicable. 2026-2027 funds cannot be obligated with the completion of this documentation.**

A. Team Composition

1. Describe the composition of the Program Evaluation team.
 - The team consisted of six classroom teachers, a school counselor, four parents, a Face Specialist, an Assistant Principal, and a Principal.
2. Describe the process used to develop the plan, including information about meeting date(s) and agenda items/topics.
 - The meeting was planned during a leadership team meeting. Everyone was notified via either phone, email, or calendar invite. All Park Avenue families were invited to attend virtually via Class Dojo.
3. Describe the process for communicating with all members of the school and community who were not part of this process. Include specific information describing how parents were notified of the schoolwide planning process and involved in the program evaluation.
 - All Park Avenue families were invited to participate via Class Dojo.

B. School-wide Evidence-Based Strategies—Core Academic Program

1. What did we do to strengthen the CORE ACADEMIC program of the school? Including Remediation and Enrichment. Include frequency, duration, and areas of focus.

Park Avenue has a 30-minute Reading and Math intervention block. This time included both remediation and enrichment. We also offer after-school tutoring in K-5 Math, K-5 Reading, and 5th Science. We had various groups/teams that competed in STEM, Math, Science, and Reading competitions. We also have multiple STEAM Days to integrate multiple core areas

2. Were we able to improve on-grade reading skills in grade 2, and for those students not at grade level in grade 3? Park Avenue reduced the number of students testing in the VALLS high-risk category from 26 to 19 second grade students on the mid-year assessment. We reduced the 3rd-grade students from 20 to 8. Updated 06/17/26: Park Avenue reduced the number of students testing in the VALLS high-risk category from 26 to 16 second grade students on the EOY assessment. We reduced the 3rd-grade students from 20 to 8.
 - a. What worked well? What were barriers to success? Small-group interventions, after-school tutoring, and the Science of Reading. Some of the barriers included attendance, behavior, and family support.

C. School-wide Evidence-Based Strategies—Extended Learning Time (Remediation)

1. How did we increase the AMOUNT and QUALITY of learning time? Was it effective? Was it evidence-based? What impact data supports this? How? Park Avenue increased the amount of learning time by offering after school tutoring in K-5 Math, K-5 Reading, and 5th Science. We increased the quality through walkthroughs and professional development at faculty meetings and district trainings (Kiddom, “Read More, Write More, Talk More”, Math and Literacy Instructional block, Student Engagement, Direct Instruction & Modeling, Do the Math, Evidence-Based Instructional Practices, Peer Observations, and Enrichment Strategies). This was effective according to mid-year iReady and VALLS scores. We will have more specific data when we take our end-of-year assessments.

D. School-wide Evidence-Based Strategies—Enriched, Accelerated Curriculum

1. Are all students given the opportunity to learn in an enriched environment rather than some students receiving only basic skills instruction? Elaborate (with emphasis on identified subgroups).

Park Avenue has a 30-minute Reading and Math block. This time included both remediation and enrichment. The school also offered after-school tutoring to all students. The school also has Talent Development and Academically Gifted services for those students who qualify. We had various groups/teams that competed in STEM, Math, Science, and Reading competitions.

E. School-wide Evidence-Based Strategies—Alignment to Improvement Planning

1. Is our school-wide plan directly aligned to our division’s strategic plan (if applicable)? Elaborate.

Yes, Park Avenue’s school-wide plan aligns with the division’s strategic plan in the areas of increasing Reading levels, Math scores, Science scores, and family involvement. Our plan aligns with the district’s plan to have 80% of students on grade level in both Reading and Math.

F. Instruction by Properly Licensed and Endorsed Teachers

1. How many teachers at our school do not meet the Every Student Succeeds Act’s definition of being properly licensed and endorsed? Are such teachers working to meet the definition? Elaborate, specifically, to grade span and/or content area.

We have one teacher who is not licensed. She is working through iTeach and should have her license by the end of the summer.

2. Are we utilizing all staff, especially those paid with federal funds, in the most effective manner possible, and are they appropriately certified? For example, if we continue to pull some students from the classroom for additional reading instruction or after-school tutoring, do those individuals have the appropriate credentials?

The teachers who pull students to work with them in small reading groups have Master’s degrees in the area of Reading Specialization. All teachers who teach after-school tutoring are licensed.

G. Professional Development

1. Did our work in professional development improve instruction? Did it have an effect on student achievement? How?

Yes, our SOL scores have increased every year over the past few years after receiving professional development in HQIMs, responsive classroom strategies, and student engagement.

- Reading scores have increased from 29% in 2021 to 60% in 2025
- Math scores have increased from 11% in 2021 to 55% in 2025
- Science scores have increased from 10% in 2021 to 51% in 2025
- Chronic absenteeism has decreased from 34% in 2021 to 4% in 2025
- Updated 06/17/26 with preliminary data:
 - Reading scores have increased from 29% in 2021 to 63% in 2025
 - Math scores have increased from 11% in 2021 to 63% in 2025
 - Science scores have increased from 10% in 2021 to 65% in 2025

H. Properly Licensed and Endorsed Teachers to High Need Schools

1. Do we have a high teacher turnover rate? If so, are we taking appropriate actions to lower this rate?

Park Avenue does not have a high turnover rate.

2. What is the experience level of our staff? What is the school's ratio of novice to experienced teachers? What is the ratio by grade level? Has adequate support been provided? Are there any possible solutions to address any disproportionality?
 - a. In kindergarten, we have one new teacher (second year) and three experienced teachers.
 - b. In first grade, we have four experienced teachers.
 - c. In second grade, we have two new teachers (second-year and third-year) and two experienced teachers.
 - d. In third grade, we have two experienced teachers.
 - e. In fourth grade, we have three experienced teachers.
 - f. In fifth grade, we have three experienced teachers.

I. Reviewing the School-wide Parent Involvement Policy and Compact

1. Are these documents truly reflective of what happened this school year? Are any revisions needed? Elaborate. The School-wide parent involvement policy and compact do not need to be revised. Some examples of Park Avenue following the policy, include: weekly communication from the principal, at least monthly communication from the grade level, parent conferences, student data sent home, progress reports, report cards, translation provided, calendar of family involvement events, etc.

J. Review Results of Parent/Guardian Surveys

1. Were there any surprises on the survey results? Are there any responses on the surveys that reflect a need to modify the program? Summarize the results of your school's survey(s) and identified next steps.

Survey results were overwhelmingly positive across events, with most families agreeing they gained helpful strategies, useful resources, and stronger connections with the school. Many families reported enjoying the events and had little to no suggested changes.

A few responses indicated interest in more academic-focused activities, additional topics, and continued support with communication and access.

K. Preschool, Middle, and High School Transitioning

1. Did our program for transitioning preschool, middle, and/or high school students into our school benefit our students? What types of transition opportunities took place? How do we know they were effective?

Park Avenue has scheduled a kindergarten registration day where families are greeted by our FACE specialist and information from the principal. Also, our SPED teachers are visiting the preschools to meet their students before attending their IEP meetings.

L. Assessments

1. Is there follow-up with data collection/analysis to evaluate effectiveness of intervention, remediation, and enrichment efforts? How does data support impact on student achievement?

At the end of the school year, the principal will meet with teachers to evaluate the SMART goal data.

Teachers meet weekly in PLCS to evaluate the effectiveness of the instruction through student work samples. Students are tiered using this data through our MTSS process (Branching Minds).

M. Timely Assistance

1. How did we identify students who were not achieving the state standards during the school year? What did we do to help these students?

We analyze student data at the end of the school year to ensure these students receive support starting the next school year. We also meet weekly to review data and discuss which students need more small-group intervention and after-school tutoring.

N. Coordination of Programs

1. Are all facets of the school geared toward our school-wide goals? Is there any way that we could modify other programs (including violence prevention programs, nutrition programs, Head Start, adult education, CTE, LIEP, etc.) to better support school-wide goals?

This year, we implemented MTSS (Multi-tiered systems of support) through Branching Minds. Next year, we will focus on keeping more detailed student notes from weekly/daily interventions.

O. Other Items for Discussion:

1. Describe how the school supported efforts in reducing the overuse of discipline practices that remove students from the classroom (as defined in section 1111(c)(2)). Please note if your school has been identified as one with high rates of discipline.

Park Avenue has not been identified as one of the schools with high rates of discipline. We used our social-emotional instructional paraprofessional to support our students in remaining in school. We also have a behavior specialist on-site two days a week. Our guidance counselor offers small-group and individual sessions to provide students with strategies. In August, we did a refresher on Responsive Classroom practices.

P. Measurable Goals for Family Engagement:

1. Will the school's measurable goal(s) be carried over to the 2026-2027 school year?
X_____ Yes _____ No
2. Achievement of Desired Outcomes: Were desired outcomes achieved for the school's measurable goal(s)? We met the 80% goal during the 2024-2025 school year. We will need to complete this school year before we know whether we met the 80% goal for the 2025-2026 school year.

- What was the percent of achievement for plan implementation? 80%
- Write a brief narrative to support your outcomes of plan implementation for goal(s). During the 2026-2027 school year, we will work to refine our family engagement events and efforts based on attendance data and family surveys.

Q. As a result of the Title I comprehensive needs assessment, program evaluation, and annual review the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the 2026-2027 school year for the high-priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.).

Updated 06/17/26 with preliminary data:

By June 2027, we will increase the percentage of ELL students passing the Virginia Reading SOL tests to 80% (2025 baseline data 35%).

By June 2027, we will increase the percentage of ELL students passing the Virginia Math SOL tests to 80% (2025 baseline data 50%).

By June 2027, we will increase the percentage of SWD passing the Virginia Reading SOL tests to 80% (2025 baseline data 39%)

By June 2027, we will increase the percentage of SWD passing the Virginia Math SOL tests to 80% (2025 baseline data 42%)

R. What, if any, are the budget implications? Be sure to also address budget implications in your school's CSSP, ***especially if new initiatives will be implemented for 2026-2027.*** These will be addressed in our school improvement plan.