

████ Schoolwide Program Evaluation

Name of the Title I, Part A School: Stevenson Elementary School

Date of the most current Title I, Part A Evaluation: Spring 2017 and Fall 2017

Process to conduct the evaluation process (how and who is involved): Stevenson Elementary School is on an important journey to actively engage two-way communication around student growth, parent & family engagement and building background knowledge about our school-wide Title I school. Last spring Stevenson Elementary School sought program evaluation feedback from the school community through Survey Monkey. The survey was placed on the district website in order to capture as many families input as possible. Unfortunately, we did not receive any replies from our community.

Other data feedback from staff occurred through monthly data meetings, staff meetings and various surveys throughout the 2016-2017 school year. The data included student results from monthly data meetings (MDM), writing assessments, math assessments, student surveys and parent surveys. In addition, our early release Wednesdays are designed around the needs of the students and staff. These professional development opportunities allow us to learn from each other, update our goals and determine our next steps.

Where we are right now? This year in an effort to get meaningful feedback and a true evaluation from our families and staff, Stevenson Elementary held three meetings to collaborate with our families. These meetings included our school improvement plan (SIP) and Soup, an annual Title I meeting and a fall meeting with our academic team and families. Attendance at each of these meetings was minimal. Because two-way reciprocal communication is critical to support the evaluative process of continuous improvement around Title I programming, personal phone calls, email correspondence and face to face invitations seemed more successful than a general newsletter invitation. Another communication compilation resource for parent and family engagement came from our Title I/LAP Support Table during parent teacher conferences. This resource, staffed by Title I employees during parent teacher conferences, identified more parents who were willing to participate in school meetings.

The most recent Title I evaluation meeting was held in our school library after school. Although our attendance only included two families, we felt we learned some valuable pieces of information from our parents including building their background knowledge about ESSA, Title I/LAP and discussing the importance of parent and family engagement. Therefore, this meeting was focused on building background knowledge about Title I since families did not have a full understanding of the meaning of supplemental programming.

Review of strategies and best practices that impacted student achievement: On November 20, 2017, the Stevenson Elementary Academic Team and two parents discussed school successes, barriers to parent and family engagement, needs of families and strategies to support successful school and family interactions. The results are below:

Title I Program Evaluation Successes:

- Curriculum Night
- Accelerated Reader
- Sight Word Boxes

- Brag Tags
- Morning Meetings
- Data Notebooks
- Phonics for Reading
- Sound Partners
- Visual Phonics: A multi-sensory approach

Barriers to Parent & Family Engagement:

- Attendance to Title I meetings
- Getting families to events
- Too much information going home without a hierarchy of importance.
- Title I events held during dinner, 5:00-7:00, weekdays
- Limited understanding to Title I grant

Needs of Parents & Family Members:

- Need help with scheduling doctor's/dentist appointments
- Need to better understand the importance of information sent home
- More information to parents about building blocks around attending school. What are students learning and what are students missing when they don't attend school?

Strategies to support successful school and family interactions:

- Consider sending a calendar to parents before school year starts to schedule appointments
- Can parents subscribe to our Outlook calendar?
- Color code notes going home
- Could kindergarten parents benefit from a "Parent University" or a parent session "A Day in the Life of Kindergarten".
- Would a food truck or provided food help families attend events?
- Think about events on weekends
- Combine Stevenson Elementary and Carson Elementary Schools for family events
- Embellish Title I grant policy with graphics to help parents understand documents
- Considerations for a parent advisory board
- Further discussions about lending library with volunteer support

Evaluation data that supports the effectiveness of the program in increasing student achievement, particularly for students furthest from achieving state standards:

Although time did not allow for a data discussion in November, a SIP review on May 10, 2017 provided a process to collaborate with staff, both vertically and horizontally, to examine the needs of our school in reading, writing, math, homework completion, discipline, perfect attendance, PreK/K collaborations, and family attendance at school events (e.g. Learn & Play). Information was gathered through surveys, assessments, student work samples and exit slips. This information was the foundation for our 2017-2018 academic goals and next steps as defined in our current school improvement plan. In addition, the beginning of the year baseline data, provides more updated information starting out the school year. This plan includes the four components outlined by ESSA: 1) needs assessment; 2) schoolwide reform

strategies; 3) activities to ensure mastery; 4) coordination and integration; plus, the format of “plan, do, study, act” for a continuous cycle of student growth and improvement. The questions our community will focus on in our mid-year January evaluation will include “What adjustments/modifications should be made? How can we improve the effectiveness of our program?”

Probable changes to the program based on the evaluation:

One probable change to the program based on the evaluation include continuing to build background knowledge with our parent community and increase our attendance for future Title I meetings, our attendees offered two key suggestions. One, invite families early in the school year before other school events begin. Two, utilize time to meet when parents gather just prior to student pick up at the end of the day. The parents who attended the evaluation meeting were very responsive and articulate in our Title I discussion. These same families are interested in attending future meetings to review data, an essential component to our Title I, Part A evaluation.

New this year is the addition of key staff members including a Title I teacher on special assignment (TOSA) and a parent and engagement volunteer coordinator. These key roles support staff, students and families to meet the needs of our community. In particular, these new staff members, through their specific roles and responsibilities, reach out to our PreK/K community, provide small group and individualized instructional support in reading and mathematics or detail a volunteer data base for future school activities and events. All the fore-mentioned has added value to our school and community with the underlying goal of student growth.

In addition, as part of an on-going process and in an effort for continuous improvement, a mid-year evaluation of our school improvement plan (SIP) is scheduled in January during an early release Wednesday. This year, for the first time, we will invite our parents to attend side by side with staff to review data, adjust goals and plan next steps with staff. As part of our agenda we will be reviewing and updating our goals and shifting to next steps. Topics may include:

- New learning around literacy adoption, Core Knowledge Language Arts (CKLA) for both reading and writing
- Committee work around the Next Generation Science Standards (NGSS) and the steps involved in a potential new curriculum adoption.
- New school district website
- Researching a possible preschool program
- Researching a data base system such as AIMS web
- Review our current data
- Updating our S.M.A.R.T goals:
 - PreK/K Collaborations: In order to improve transitions between grades and/or schools, Stevenson Elementary will collaborate with early learning partners and families so that 60% of students are kindergarten ready in the six areas of development and learning.
 - Attendance: Stevenson Elementary School will increase perfect attendance from monthly 2016-17 data by 10% at all grade levels, K-2, by tracking attendance each month.

- Social/Emotional Skills: 80% of Stevenson Elementary School students will increase social/emotional skills as measured by student, family, and staff baseline and end of year surveys.
- English Language Arts (ELA): 90% of all Stevenson Elementary School 1st and 2nd grade students will read at a strategic level (approaching) or better by the end of the school year. All kindergarten students will be core (at grade level) in letter naming fluency by the end of the year.
- English Language Arts (ELA): 75% (2017 goal) of Stevenson Elementary School students will score at a level 3 (approaching) or 4 (at grade level) on the end of the year writing assessment in the area of student choosing using CKLA rubrics.
- Math: 80% of all students will score 75% or better on the end of the year Math in Focus assessment.
- Parent & Family Engagement: Our school will increase parent and family engagement in school activities/events by 10% to improve student achievement in all subject areas as measured by increased family attendance. (e.g. volunteerism, parent education, communication logs, exit slips and surveys)