Evaluation of
Dr. W.J. Creel Elementary School's Title I Program for FY23

Presented by:

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What is Title I?

***Title I* is a federal grant that:**

- provides financial assistance to schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

- assists with building capacity of parents and teachers; and encourages parents to be involved in their children's education.

Funds come from the federal government through the state to districts.

What is the school's allocation based on?
(How much Title I money do we get and what can we spend it on?)

Title I funds for each school are primarily based on the number of qualifying students counted during what is called FTE week which occurs in early February the previous year.

These federal funds may be spent in three areas and the purchases must be above and beyond what the district/charter is already expected to be purchasing for students and teachers.

The three general areas that funds can be used to support are:
1. <u>student achievement</u> in the areas the school has identified as needing support/improvement
2. <u>professional development</u> (teacher trainings) to help teachers improve their teaching skills in the areas that have been identified as needing support/improvement
3. <u>parent and family engagement</u> activities to teach parents and caregivers to academically support their children at home or to assist parents with other needs that may influence their child's academic success such as bullying or other behaviors.

What is the Title I Framework and Evaluation document?

- This is one document that is partially completed at the beginning of the year with the plan for spending the funds and then the school goes back into the same document at the end of the year and fills in the results from each planned strategy/purchase. The document includes:

  - all school planned strategies/purchases using Title I dollars

    - planned strategies/purchases must support improvement in the areas that have been identified by the school's **comprehensive needs assessment** activities (like this one).

  - a method to determine if the strategy/purchase made a positive difference in the area of weakness it was intended to strengthen.

Section 1 – Instructional Support

(Lists the extra people that were hired with Title I funds to support students related to the weak areas that were identified in the school's improvement plan.)

Spent a total of $326, 018 (this includes all benefits such as FICA, insurance, workman's comp., etc.)

- 2 Additional Kindergarten Teachers and 1 Additional Third Grade Teacher (part of the year)

  - This strategy was chosen due to the large number of retentions in third grade and to give our kindergarteners a strong start with smaller numbers to establish solid academic and behavior foundations.

- 2 Reading Interventionist IAs (1 for part of the year)

  - These interventionists pulled small groups for reading during the intervention block to help with Tier 2 reading groups.

- .5 Reading Coach (the other .5 is paid by the district) and 1 Math Coach

  - The purpose of these positions is to promote enhanced academic instruction and student learning by coaching and working with teachers to develop more effective teaching practices and by sharing information addressing the way students learn. They hold data meetings to assist teachers in understanding and using diagnostic and test results to improve instruction.

iReady Reading Results FY23

Grade Level	BOY Proficiency	EOY Proficiency	Change	Students Assessed
School	**26%**	**51%**	**+25**	**364/592**
Kindergarten	25%	79%	+54	71/77
First Grade	9%	34%	+25	91/104
Second Grade	29%	47%	+18	69/78
Third Grade	38%			0/81
Fourth Grade	40%	57%	+17	61/75
Fifth Grade	28%	38%	+10	58/88
Sixth Grade	28%	43%	+15	14/89

Write Score Results FY23

Grade Level	BOY Score	EOY Score	Growth
Third Grade	1.95	2.19	12%
Fourth Grade	3.19	4.62	45%
Fifth Grade	3.49	3.89	11%
Sixth Grade	3.92	5.08	30%

iReady Math Results FY23

Grade Level	BOY Proficiency	MOY Proficiency	Change
School	**19%**	**36%**	**+17**
Kindergarten	8%	50%	+42
First Grade	13%	28%	+15
Second Grade	18%	31%	+13
Third Grade	10%	27%	+17
Fourth Grade	40%	52%	+12
Fifth Grade	22%	38%	+16
Sixth Grade	23%	36%	+13

PENDA Results FY23

Grade	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Third	45%	52%	57%	66%	56%	63%	66%	61%
Fourth	57%	62%	58%	56%	57%	61%	67%	68%
Fifth	53%	60%	58%	58%	58%	63%	63%	66%
Sixth					71%	62%	67%	73%
Average	52%	58%	58%	60%	61%	62%	66%	66%

Supplemental Resources

(These are extra items purchased to help students and teachers be more successful in the areas the school identified as weak. This is in addition to materials provided by the district to all schools.)

Total Funds Spent: $10,788

- **$1295: Generation Genius:** Teachers use this online program to support math and science instruction.

- **$1878: Conscious Discipline Check Out Library Books:** A library of trade books were purchased for teachers to use to support Life Skills learning. 26% of teachers are utilizing this resource.

- **$7,016: Consumable Supplies and Printing:** These materials were used across all academic areas by all teachers and students.

- **$599: Anvilar:** required subscription to upload Title 1 compliance evidence.

How does the school decide what to purchase with parent and family engagement funds?

- The focus is to provide families with adult learning opportunities **and** materials focused on helping them help their children learn/practice at home. Funds must link to parent/family needs **identified through the comprehensive needs assessment process (like this one)**. This is one of the areas that **parent/family input is so important**.

- Examples of where the school gets their data from:

  - BPS District Parent Survey Results

  - Exit slips from parent/family events

  - Title I survey results

  - Input from parents that attended special meetings like this one (other input opportunities include School Advisory Council, Annual Title I meeting, Coffee with the Principal, …)

  - The following slides are examples of input from parents that we used to plan this year's parent/family events.

  - If you would like to see a summary of each event's exit slips, please contact **Courtney Droll**.

Parent Survey Data

ANSWER CHOICES	RESPONSES	
Letters/flyers sent home with students/Cartas/volantes enviados a casa con los estudiantes	62.43%	118
PeachJar	6.35%	12
Email/Correo electrónico	66.67%	126
School website/Sitio web de la escuela	12.17%	23
Personal phone call home/Llamada telefónica personal a casa	19.58%	37
Text message (Class Dojo, Remind)/Mensaje de texto (Clase Dojo, Recuerdo)	78.84%	149
FOCUS	14.81%	28
School district website/Sitio web del distrito escolar	4.23%	8
Newsletters/Boletines	12.70%	24
Student planner/take-home folder/Planificador de estudiantes / carpeta para llevar a casa	34.92%	66
School marquee (sign)/Marquesina escolar (firmar)	4.76%	9
Parent-Teacher Organization (PTO/PTA)/Organización de Padres y Maestros (PTO/PTA)	3.70%	7
Parent conference/Conferencia de padres	22.75%	43
Notes from teacher/Notas del maestro	35.45%	67
Social media (Facebook, Twitter)/Redes sociales (Facebook, Twitter)	11.11%	21
Podcasts	2.12%	4
Automated phone call/Llamada telefónica automatizada	7.94%	15
Total Respondents: 189		

Parent Survey Data
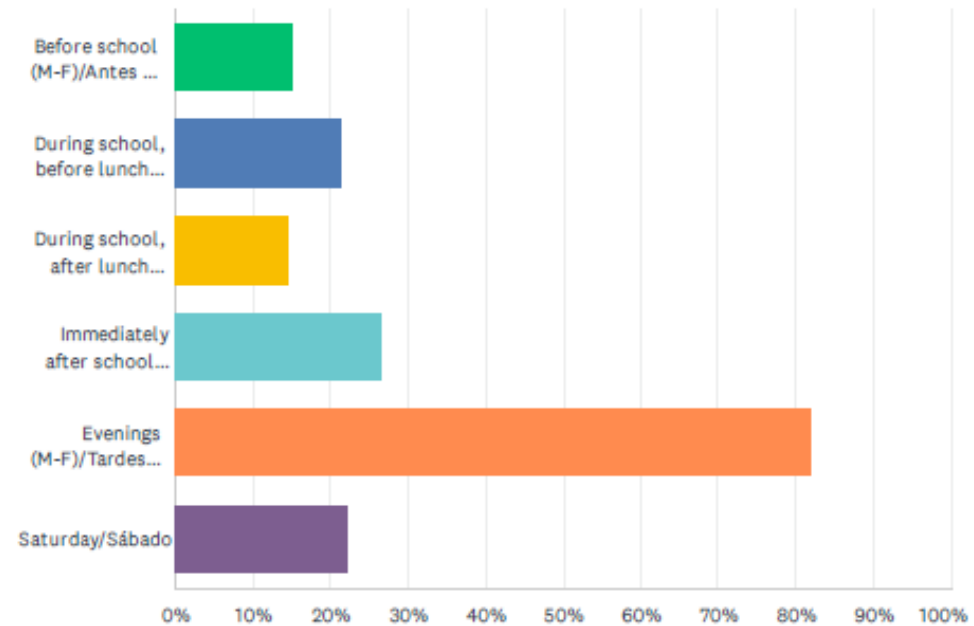
ANSWER CHOICES	RESPONSES	
Before school (M-F)/Antes de la escuela (L-V)	15.12%	26
During school, before lunch (M-F)/Durante la escuela, antes del almuerzo (L-V)	21.51%	37
During school, after lunch (M-F)/Durante la escuela, después del almuerzo	14.53%	25
Immediately after school (M-F)/Inmediatamente después de clases (L-V)	26.74%	46
Evenings (M-F)/Tardes (L-V)	81.98%	141
Saturday/Sábado	22.09%	38
Total Respondents: 172		

Parent Survey Data

ANSWER CHOICES	RESPONSES	
Reading strategies/Estrategias de lectura	46.71%	71
Technology assistance/Asistencia tecnológica	19.74%	30
Math strategies/Estrategias matemáticas	42.11%	64
Homework help/Ayuda con la tarea	40.79%	62
FOCUS support/Apoyo a FOCUS	17.11%	26
Volunteer opportunities/Oportunidades de voluntariado	32.89%	50
Family fun nights/Noches de diversión familiar	67.76%	103
Managing behavior at home/Gestionar el comportamiento en casa	24.34%	37
Community resources/Recursos de la comunidad	16.45%	25
School Advisory Council (SAC) or Parent-Teacher Organization (PTO/PTA)/Consejo Asesor Escolar (SAC) u Organización de Padres y Maestros(PTO/PTA)	14.47%	22
Mental health resources/Recursos de salud mental	24.34%	37
Transition to middle school/Transición a la escuela intermedia	22.37%	34
Parent Leadership Team/Equipo de liderazgo para padres	13.16%	20
Graduation and promotion requirements/Requisitos de graduación y promoción	17.11%	26
SAT/ACT prep/Preparación para SAT/ACT	9.21%	14
Substance Use and Abuse (alcohol, street drugs, vaping, prescription drugs)/Uso y abuso de sustancias (alcohol, drogas callejeras, vapeo, medicamentos recetados)	7.89%	12
Transition to high school/Transición a la escuela secundaria	7.89%	12
Dual enrollment/Advanced Placement courses/Cursos de doble matrícula / colocación avanzada	9.21%	14
End of course exams/Exámenes de fin de curso	8.55%	13
Mentoring a student/Tutoría de un estudiante	13.82%	21
Community service projects/Proyectos de servicio comunitario	17.11%	26
Total Respondents: 152		

Parent and Family Engagement

Total Spent: $8,458.38

- **Planners:** ($1836) Planners were purchased for every student to allow for communication between home and school.

- **Bingo for Books Literacy Night:** ($1456.57) This event was held in October. Overall parent feedback was very positive, and we plan to repeat the event again next year.

- **Spaghetti Dinner:** ($991.65) This event was held in December. Every student left with a book to read over winter break. This is a very popular event, and we plan to host it next year as well.

- **Popcorn and Pajamas Literacy Night:** (2629.78) This event also received a lot of positive feedback. We plan to do this event next year, but later in the second semester to coincide with Book Fair Night.

- **Kindergarten Orientation:** ($1543.88) Families were invited to come to our school to learn about our kindergarten program. They were given items to use over the summer to prepare their child for kindergarten. We also purchased *The Night Before Kindergarten* for every incoming kindergartener. 13 families attended. Event is required by the Title I program.

- **Prevent the Summer Slide:** This is an upcoming event on May 12th from 5:30-7:30. The goal of the event is to provide families with learning materials in ELA, Math, Science, and Life Skills for the summer.

All the input collected after each of these events is used along with the other input sources to decide what to do with the funds in the following year. Your input matters!

Technology

(This money is in addition to any technology the district may provide to schools and is used to increase success in the areas of focus the school identified.)

Technology purchases: $99,721

- Headphone Parts: $1543

- Headphones with Microphones (ESOL): $191

- 5 Promethean Boards that were on back order last year $22,025

- 9 Promethean Boards and Accessories: $75,962

As a Valued Member (Stakeholder) of this school - We Need You…

- to be part of our decision-making activities by completing the exit slip for this meeting/presentation. We use all input to determine our focus areas.

- to tell us what you want us to spend next year's Parent and Family engagement funds on that will help you to help your child at home.

- to let us know we are doing that is working and what you feel we need to update, get rid of, or create new.

- to be an active part of our school family.

All input is reviewed and considered by the **Comprehensive Needs Assessment Team**.

" How can I be more involved in decision-making at the school

The input we receive from our families is so important! We truly use it to build and improve our Title I program. Families provide valuable insight into how their children learn best! Remember, your opinion matters! Your voice in your child's education is needed! **This is a TEAM EFFORT!** "

1. Attend our events!
2. Complete exit slips at events and surveys that we send home! We read every single one and welcome positive and negative feedback!
3. Consider joining our PTO, SAC committees, or CNA Team! It is more than just fundraising! We need to know what is working and what needs improvement at our school.
4. Share information and encourage other parents to get involved in school activities and planning.