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Helmwood Heights Elementary School
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Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

The conduct our Comprehensive Needs Assessment Helmwood Heights uses KREP scores, STAR benchmark and progress monitoring data, formal classroom assessment data, district leadership input and feedback, SBDM council input and feedback, PLC input and feedback, RtL team input and feedback, RtB team input and feedback, School Committee input and feedback and current educational research about student learning and achievement. Our Needs Assessment process is effective in obtaining input and feedback from all stakeholders, from different perspectives and using a range of different data from normed state and national assessments to school and classrooms assessments as well as behavior, demographic and attendance data to help us make informed, sound decisions when developing our schoolwide plans to maximize student growth and achievement.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

To meet the needs identified in our Comprehensive Needs Assessment the decision was made to continue funding our full time math interventionist as well as certified teacher for our STEM lab which is now in it's second year. Our math interventionist works with math intervention students in all grades 1st-5th during our RtL blocks each day and station/co-teaches in core math blocks each day in grades 1st-5th. Our math interventionist is also our lead teacher in our Kentucky Math Standards rollout this year. She attends monthly trainings on the math standards modules then presents to our staff taking them carefully through the new standards and guiding math instructional practices in our building across all grades. Having the opportunity to work with intervention groups and small station teaching groups each day in all grades 1st-5th allows our interventionist to truly serve intervention students well, understand the math standards across the grade levels, keep an informed pulse on math instructional practices in our building across grade levels and be empowered as a math instructional leader in our building as she guides our staff through the KAS math standards and our curriculum and resources. KPREP data shows 44% of our 3rd-5th grade students are scoring in the proficient or distinguished range. An additional 35% of our 3rd-5th graders (total of 83 students) are scoring in the apprentice range and many are close to the proficient cut scores. Our STAR data shows a much higher percentage of students in the proficient/distinguished range however we know the STAR test does not include short answer or extended response questions. Our African American population has doubled their math proficiency the past two years moving from 14.6% to 28% proficiency. This data tells us we need to maintain many instructional practices we have in place but focus more on math problem solving and writing skills namely mathematical reasoning and making sense of problems.Our certified STEM lab teacher serves students in 1st-5th grades in the STEM lab each day as one of our special area classes and station teaches in 1st-5th grades during her flex blocks. Our STEM lab teacher also works with small enrichment groups in areas such as coding with Ozobots and Spherobots, Vex Robotics, 3D printing, etc. during our RtL blocks. She started a Vex Robotics Team this year made up of 4th and 5th grade students who will compete this winter and spring for the first time. She is the lead teacher in developing our Science Curriculum pacing guides, schoolwide TCT plan and rolling out the new KAS Science Standards. She works closely with each grade level team in communicating the standards and units she will teach in the STEM lab and what needs to be taught in the core classroom. She also communicates with each team by sharing the Tier 2 content vocabulary and background knowledge needed in the STEM lab weeks before she teaches the units so the core classroom teachers can incorporate and embed the vocabulary and build the required background knowledge during their literacy instruction in their small group stations. Our STEM lab teacher also works closely with each grade level in understanding, planning for, instructing, administering and analyzing their grade level TCTs to inform our science instruction. In addition she trained our staff how to use Mystery Science which is a digital resource she uses in the STEM lab that can enhance classroom science instruction as well. Our KPREP data shows that overall we have only 23.4% of our students scoring proficient/distinguished. However, when you examine the data more closely you will find that 55.8% of our students (43

students) scored in the apprentice range with 22 of them (50%) within 2 points of making the proficiency cut score. Additionally, 6 out of 7 students with IEPs in 4th grade scored high apprentice on the Science KPREP. This data tells us we are on the right track with our STEM lab and science instruction plan. We need to maintain our focus on the engineering design process and Project Lead the Way units in STEM lab, students working with TCT inquiry and problem solving based tasks schoolwide, and Tier 2 science content vocabulary instruction. We need to continue our plan with consistency and intentionality and give it the time that it takes to develop into sustainable academic growth and achievement.

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

To evaluate the effectiveness of strategies used to improve academic achievement throughout the school, particularly with our lowest achieving students we use a combination of data, instructional research and stakeholder input and feedback through PLCs, staff meetings, our SBDM council, committees and RtL and RtB teams. One commitment we've made as a staff is to give instructional action plans time and consistency and not reinvent the wheel each year but rather take time to analyze data, discuss the results, reflect on our practices, research what is working, network with other districts and schools and make careful, incremental, informed changes and decisions. When it comes to math instruction our data and current research tells us that students struggle with simple fact automaticity and the ability to make sense and reason mathematically. Our processes have helped us determine and take action schoolwide in focusing on implementing a core resource (Go Math), developing fact fluency and automaticity, small group station teaching and parallel teaching with 3 staff members in each core math classroom, building capacity to reason and make sense of math story problems and use the CUBES strategy when problem solving, be more intentional with spiral review and math vocabulary and use a blended learning approach during our RtL block using Moby Max as our digital resource guide. When it comes to science instruction our data and current research tell us our lowest achieving students lack experiences and vocabulary as well as technical writing skills to perform well on the TCT taks and KPREP assessment items in science. Our processes have helped us determine and take action schoolwide in focusing on and implementing science pacing guides for both the STEM lab and core classrooms, TCT plans for each grade, intentionality and purpose with Tier 2 science content vocabulary, and building background knowledge in science in our literacy stations in core instruction.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

No major revisions will be made to our schoolwide plan this year only small, incremental and intentional steps. In math we will continue utilizing our math interventionist as our instructional guide and lead in schoolwide math curriculum and instruction. She will continue to work with small intervention groups, station teach in core math classes and lead our staff in understanding the KAS Math standards. We will continue the use of GO Math as our core resource and Moby Max as our blended learning model. We will continue to devote time to build math fact fluency and automaticity across the grade levels as well. We need to go further and discuss our practices with using spiral review (in Go Math and Mountain Math), math story problems and the use of CUBES, intentionality with math vocabulary and small group station teaching and parallel teaching models in core math classes. In science we will continue to fund our STEM lab with a certified teacher using PLTW modules, Foss kits, Vex Robotics and Mystery Science resources and curriculum. We will continue our Vex Robotics Team, STEM enrichment program, TCT plan, science pacing guides and collaboration between the STEM lab teacher and core teachers when it comes to units, building background knowledge and front loading content vocabulary. We will dig deeper to strengthen our TCT plan and work smarter in building background knowledge and science content vocabulary in core literacy instruction. Last but not least, our school-wide vocabulary plan, now in year 3 will address 25-30 Tier 3 academic vocabulary words which will assist students in being science assessment ready.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Our family engagement program consists of and Open House event before the start of each school year, 3 family showcase nights (fall, winter, spring), a Kids Read Now program during the summer for grades 1st-3rd, student led conferences in the fall and spring and parent informational nights per grade level throughout the year. Our Open House event includes community outreach agencies as well as a time for students and their families to meet their teachers and begin a partnership for student success. Our 3 family showcase nights each include a STEM lab showcase, arts and humanities performance, art showcase, Mind in Motion PE showcase, writing showcase, fun family engagement activities, community agency involvement, PTO involvement and a book fair. Students complete STEM projects with their families, go through the Minds in Motion stations and Krazy Maze with their families, share their writing tri-fold folders with their families and showcase their artwork. In the two years since we started our Kids Read Now summer reading program our students have doubled and even tripled the number of books they've read and the number of students who complete the program each summer. The program begins at the end of each school year with an after school kick-off event with students and their families where they pick up their first bag of books for summer reading and it ends in the fall with a celebration of reading accomplishments where families are invited in to celebrate with their child and see them earn Kids Read Now awards and incentives. Our student led conferences are both engaging for families and empowering for our students. Each student 1st-5th grades has a Student Growth and Leadership binder where they work on character development, set goals and track progress (academic, behavior, personal), keep a leadership and service log, collect awards and achievements, work on academic skills and habits, store assessment results, etc. These Student Growth and Leadership binders then become the center of the student led conference where students are in the driver's seat sharing with their families. Family participation and positivity on conference day has increased since implementation and students take pride in and devote time to preparing for this day in the fall and spring. This approach is also increasing support, discussion and engagement at home with the information families learn from the student led conference in how they can encourage and support their student. Our family engagement activities and events are well attended, multi-faceted and balanced so that there are engaging activities for all families and students. In planning our events and activities we are mindful to keep our demographic, assessment results, parent feedback and participation and staff feedback and input keeping our stakeholders at the forefront. We've also made great strides in reaching out to our families through various forms of communication that are more relevant today (dojo, infinite campus, email, and

social media) which has been more effective than traditional hard copies and one calls. In addition we have a Learning Compact that we share with our stakeholders each year outlining the partnership and responsibilities of parents/families, students, staff and leadership in supporting academic growth and achievement in our school. We utilize the help and support of two bilingual staff members in communicating with our EL students and their families as well as Google tools and our Family Resource Coordinator to them engaged, informed and included. Our Special Education Director and SPED staff collaborate and provide support to our students and families with special needs to make sure they are engaged, informed and included in our family engagement opportunities as well.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

We will continue all the family engagement activities stated previously (open house, 3 family showcase nights, Kids Read Now and Student Led Conferences. We will make minor changes to those as needed to improve participation and success based on data, participation, needs, input and feedback. An additional family engagement addition we would like to add are Parent Cafe type opportunities where parents can attend and ask questions, learn more about curriculum/standards/ resources, gain tips on how to support their student, learn about growth mindset and learn about community outreach/resources/programs and even steer the topics based on their needs. Our next steps are to develop the times, locations, format, frequency and plans for these meetings.

Attachment Summary

Attachment Name	Description	Associated Item(s)

eProve diagnostics