

*Title I Schoolwide Annual Review
Jordak Elementary
2017 - 2018*



*Cardinal Local School District
16000 E High Street
Middlefield, OH 44062*

What's Inside? Huskie Pride!
www.cardinalschools.org

The 10 Schoolwide components annual review:

1. Comprehensive Needs Assessment

A comprehensive needs assessment includes an analysis of the entire school building based on student performance data and information in relation to the state standards for reading/language arts and mathematics, especially using disaggregated data (major racial/ethnic group, English Learner's status, children with disabilities compared to non-disabled children, and economically disadvantaged children compared to non-economically disadvantaged children).

Jordak, along with other district buildings, analyzed the AIR (Ohio Online) State Test Scores, off-grade proficiency scores; diagnostic results; quarterly grades; MAP data; promotion and retention rates; benchmark data; attendance rates; suspensions, expulsions, and other discipline data; staff, parent, student, community surveys; and parent involvement data during the Ohio Improvement Process, and continues to monitor the information during the current Strategic Planning Process.

2. Schoolwide Reform Strategies

In order for Jordak Elementary to provide opportunities for ALL children to meet the State's proficient and advanced levels of student performance on the State assessments for reading and mathematics, the staff needed to evaluate the current teaching resources. During the 2013-2014 school year, the Elementary began using Fountas and Pinnell Reading Assessments, Developmental Spelling Assessments, and Wilson's Foundations to support phonemic awareness, phonics, fluency, comprehension and vocabulary. During the 2017-2018 school year the staff received professional development surrounding "unpacking" Ohio's New Learning Standards and aligning the information with Webb's Depth of Knowledge levels.

The staff continues to use effective methods and instructional strategies that are scientifically research based to strengthen the core academic program, increase the amount and quality of learning and provide strategies for meeting needs of at-risk students (aligning the curriculum to the standards, attending high quality professional development, analyzing student data for trends, implementing research-based interventions to accelerate learners or target at-risk students, etc.).

The staff continues to seek parental involvement throughout the school year in order to bridge the gap between home and school. This can include, but is not limited to, inviting parents to various educational lessons/presentations to show and model for parents what students are learning, in addition to making positive phone calls home.

3 Highly Qualified Professional Staff

Teachers and paraprofessionals must meet the ODE Highly Qualified Teacher and Paraprofessional Requirements and Rubrics as documented on the ODE website.

4 Title I Substitute Teacher

In accordance with ORC 3319.10, OAC 3301-25-01(E), & NCLB Section 1120, Title I substitute teacher assignments for both public and nonpublic schools shall be equitable and timely. The LEA must provide a teacher replacement and/or a substitute if the current service provider is not able to provide services for an extended period of time.

In accordance with NCLB Section 1120A(b) and Non-Regulatory Guidance Title I Fiscal Issues: Supplement, Not Supplant-Part C, Title I teachers for both public and nonpublic schools shall not be used as substitute teachers unless other funds are used to pay the Title I teachers their regular daily salary and Title I services are not interrupted.

5 High Quality and Ongoing Professional Development

Professional development activities for teachers, principals, and paraprofessionals, and where appropriate, pupil services personnel, parents, and other staff, is provided to enable all children in the school to meet the State's student performance standards. Professional development should be driven by the comprehensive building needs assessment.

Professional Development Opportunities:

- ODE Unpacking the Standards*
- Infinite Campus training as needed throughout the school year*
- Early Release Wednesday PD workshops on using data to increase student achievement*
- DLT, BLT, and TBTs*
- Universal Design for Learning*
- LGCA & SSTs provide trainings to support staff*
- Sheltered Observation Instruction Protocol (SIOP) Model*
- Paraprofessionals/Intervention Specialists attended several in-house trainings on strategies to use with special needs students.*
- Teachers were provided time to evaluate student data and implement proper student interventions*
- Mentoring program for new teachers*

6. Strategies to Attract Highly Qualified Teachers

These are strategies that attract highly qualified teachers to high-need schools. Possible strategies may include but are not limited to-

- Staff are permitted to participate in various PD opportunities including teacher mentoring programs
- Providing “perks” such as 5 personal days, with 2 unrestricted
- All professional development and teacher collaborative time occurs during early release time, which is on Wednesday afternoons (inside contracted teacher day)

7. Increased Parent Involvement

Title I funded districts must implement programs, activities, and procedures for the involvement of parents in Title I programs.

- Parents are provided a Parent/School/Student Compact each school year. The contract outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement.
- Parent Involvement Policy is reviewed each year to see if changes are necessary.
- Annual Title I meeting is to be held during Open House Night in August
- Annual Title I presentation is to be held during Board Meeting in the midpoint of school year.
- A “Tips for Reading with your Child” booklet provided to parents
- Parents are provided a Title I packet explaining Title I requirements, how to monitor student progress, and how to assist their child’s education.
- Parents are encouraged to visit the library and read to/with their child on a daily basis.

8. Preschool Transitions

These are activities for assisting preschool children in the transition from early childhood programs (Head Start, Early Reading First, or Preschool Programs) to local Elementary school programs.

The Cardinal Elementary School closely works with Head Start and Geauga County Educational Service Center in order to create a smooth transition from early childhood programs to Kindergarten.

- Work closely with Preschool providers to improve literacy curriculum, explain the expectations of kindergarten, and what kindergarten teachers have seen as a pattern of academic deficiency- informs the preschool educators.

9. Assessment

These are measures to ensure teachers are involved in the decisions regarding the use of State assessments to provide information on and to improve the performance of individual students and the overall instructional program. In addition, teachers are encouraged to use other assessments to inform classroom instruction.

Cardinal Elementary utilizes the following assessments: running records, diagnostic tests, individual reading inventories, content-specific assessments, information assessments (phonological awareness, alphabet recognition, alphabet sounds, word recognition, observation), Developmental Spelling Assessments, and other informative assessments.

10. Additional Assistance for Students who are Failing

These are activities to ensure that students who experience difficulty mastering the State's performance standards for reading/language arts and mathematics during the course of the school year shall be provided with effective and timely additional assistance, which must include measures to ensure students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance.

Cardinal Elementary provides an after-school tutoring program for at-risk students in the spring in order to support struggling with 3rd grade reading guarantee, coordination with Job and Family Services for tutoring services and support in the reading and math classrooms, and Title I services - Leveled Literacy Intervention, Guided Reading, and other differentiated small group instruction.

11. Coordination of Programs

This refers to the coordination and integration of federal, state, and local services and programs, including programs in the No Child Left Behind Act of 2001.

Cardinal Elementary coordinated with the Head Start Program.