**Title I Comprehensive Needs Assessment for 2020 - 2021 School Year**

School Name: Sidney Lanier Principal: Dr. Royce Kamman

**STUDENT DEMOGRAPHICS**

**Data Reflection**

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| Percentage of Students | 17-18 | 18-19 | 19-20 |  | Number of Students | 17-18 | 18-19 | 19-20 |
| White | 34.4 | 30.1 | 27.6 | Total | n/a | 166 | 170 |
| Black | 48.5 | 51.2 | 48.8 | Male (%) | n/a | 74 | 71 |
| Hispanic | 8.6 | 8.4 | 11.8 | Female (%) | n/a | 26 | 29 |
| Asian |  |  |  |
| American Indian |  |  |  |
| Multiracial | 6.7 | 6.6 | 7.1 |
| Pacific Islander |  |  |  |
| ELL |  |  |  |
| SWD | 92.6 | 88.7 | 88.8 |
| Economically Disadvantaged | 65.6 | 51.2 | 55.9 |
| [*https://edstats.fldoe.org*](https://edstats.fldoe.org) | | | |

**Activity Planning**

While completing this section the following questions have been addressed: xYes ☐ No

* What are our key subgroups? SWD, African American males.
* How has our enrollment changed over the past three years? No, our enrollment has remained consistent.
* Are supplemental services required because of demographic changes? We have a diverse population of special needs learners. We accommodate students with supplemental services according to each student's IEP.
* If so, list supplemental activities related to our Student Demographic Data that will be supported with Title I funds. Unique and N2Y programming, TouchChat Communication software SymbolStix activities for non-verbal students. LessonPix and Starfall

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| SIP Goal  Area of Focus | Activity Description | Implementation Timeline | Frequency & Duration | Anticipated Budget | Monitoring & Evaluation Method | Measure of Effectiveness  (SMART Goal) |
| We will provide an FCIM coordinator to pull students, contact parents,and the community to ensure resources and communication are on point. | The use of Unique and N2Y programming, TouchChat communication software, Lesson Pix and SymbolStix activities for students with disabilities, will be used as a supplement to ACCESS Point and General curriculum. | Aug 2020 to May-2021 | Daily | $10,000 for Unique and N2Y.  $4500.00 forTouchChat  communication software licenses.  Lesson Pix $700.00 and Starfall $300.00 | Monthly attendance/behavior  logs, schedules and Parent Surveys. Monthly Assessment/Weekly progress will be implemented | School community contacts and resources will increase by 20% over the school year. |
|  | Achieve 3000 | August 2020 to May 2021 |  | $3286.00  Title I Funds |  |  |
|  | Reflex Math | August 2020 to May 2021 |  | $2636.00  Title I Funds |  |  |

**EARLY WARNING SYSTEMS**

**Data Reflection**

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| Behavior | 17-18 | 18-19 | 19-20\* |  | Attendance | 17-18 | 18-19 | 19-20\* |  | Course Failures | 17-18 | 18-19 | 19-20\* |
| Number of students enrolled | N/A | 166 | 170 |  | YTD Number of students < 90% | N/A | 67 | 57 |  | ELA | N/A | 0 | 0 |
| YTD OSS 3+ |  | 27 | 13 |  |  |  |  |  |  | Mathematics | N/A | 0 | 0 |
| *\*19-20 Data is based on First Semester student information* | | | |  | **Access Mid-Year EWS reports on the Alachua County Report Server at** [**https://reports.sbac.edu/reports**](https://reports.sbac.edu/reports) | | | |  | Level 1 on **Statewide Assessment** |  | 77 | 81 |
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**Activity Planning**

While completing this section the following questions have been addressed: x☐ Yes ☐ No

* What strategies does the school have in place to reduce the overuse of discipline practices that remove students from the classroom?
* What procedures are in place to regularly monitor early warning sign data, especially identifying students who may be at risk for academic failure?
* What correlations exist between the multiple early warning system indicators?
* Are supplemental services required because of trend data in the early warning indicators?
* If so, list supplemental activities related to Early Warning Signs Data that will be supported with Title I funds.

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| SIP Goal  Area of Focus | Activity Description | Implementation Timeline | Frequency & Duration | Anticipated Budget | Monitoring & Evaluation Method | Measure of Effectiveness  (SMART Goal) |
| The focus will be on the number of OSS suspensions for the 2019-20 school  year. In providing  State the  measureable  outcome the  school plans  to achieve  Use of district data systems to identify students who have attendance,  behavioral or  academic concerns.  • Create a data decision structure to identify and differentiate students with  excessive  absences from students who are absent due to medical needs.  • Reduce OSS and process/refer behavior problems using multiple resources  on site. i.e.  In school detention (ISD) and the restart room  • Ensure teachers are aware of and are part of the decision making process.  Rules and  procedures for notification will be in place after students are identified as  meeting one of  the data decision rules.  • Utilize the Student Development Plan Data Driven Practices to assess the  needs of the  students and the barriers blocking their success (Data-Driven Decision  Making).  For example: attendance, behavior, and providing support for teachers to  carry out student  accommodations through the individual IEP | How Full is Your Bucket? for Kids--1 Book-1 School PLC (Continue Implementation of Previously approved) | Sept.-Nov. | 1x & 1 hour (initial) | $3300.00 for the purchase of How full is your bucket books for faculty and students. | Teacher Observation of student’s understanding of positive interactions & Student/class survey and/or pre-/post-tests. Monthly attendance/behavior  logs. | Students will be able to understand the concept of positive interactions with others with 75% of the time while in school, by the end of the lesson study |

**STUDENT ACHIEVEMENT**

**Data Reflection**

State Assessment Trend Data State Assessment Learning Gains Trend Data State Assessment Subgroup Data

Indicate Proficiency Percentages Indicate Percentage of Lowest Quartile Making Gains Indicate Subgroup Federal Index Percentages

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| Content Area | 17-18 | 18-19 | 19-20\* |  | Content Area | 17-18 | 18-19 | 19-20\* |  | Underperforming Subgroup(s) | 17-18 | 18-19 | 19-20 |
| ELA | N/A | 6% | 7% |  | ELA | N/A | 90% | 89% |  | White | N/A | 30.1 | 27.6 |
| Mathematics | N/A | 4% | 3% |  | Mathematics | N/A | 93% | 91% |  | Black | N/A | 51.2 | 48.8 |
| Science | N/A | 1% | 1% |  |  |  |  |  |  | Hispanic | N/A | 8.4 | 11.8 |
| Social Studies) | N/A | 1% | 1% |  | State Assessment Overall Learning Gains Trend Data  Indicate Percentage of Students Making Gains | | | |  | Asian | N/A |  |  |
| School Grade | N/A | N/A | N/A |  |  | American Indian | N/A |  |  |
|  |  |  |  |  | Content Area | 17-18 | 18-19 | 19-20\* |  | Multiracial | N/A | 6.6 | 6.7 |
| *\*19-20 Percentages based on individual school ongoing progress monitoring data sources for first semester. Percentage will be updated with official FSA data when made available.* | | | |  | ELA | N/A | 16% | 17% |  | Pacific Islander | N/A |  |  |
|  | Mathematics | N/A | 14% | 13% |  | ELL | N/A |  |  |
|  | Science | N/A | 11% | 11% |  | SWD | N/A | 88.7 | 88.8 |
|  | Social Studies | N/A | 11% | 11% |  | Economically Disadvantaged | N/A | 51.2 | 55.9 |
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**Activity Planning**

While completing this section the following considerations have been addressed: x☐ Yes ☐ No

* Using the data from above, identify areas that need to be strengthened academically. If using data from another source, list the baseline data and identify the data source.
* List the anticipated School wide Improvement Goal(s) the school plans to accomplish in addressing this area of focus.
* List each specific activity(ies) that will be implemented.
  + Provide the Implementation Timeline along with the frequency and duration of each activity.
  + Indicate an anticipated funding amount for each activity.
  + Provide details on how each activity will be monitored and evaluated.
  + Ensure the measure of effectiveness is goal is specific, measurable, achievable, realistic, and time-limited (SMART).

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| SIP Goal  Area of Focus | Activity Description | Implementation Timeline | Frequency & Duration | Anticipated Budget | Monitoring & Evaluation Method | Measure of Effectiveness  (SMART Goal) |
| We will increase all subcategories in Math and ELA by 40% | Will continue with the use of the Community Liaison to assist families, School and  the Community with various resources to increase productivity and learning outcomes for students.  Classes will be providing differentiated individualized instruction during core time.  Continue use of American Reading programming supplementing current reading programming. | Aug 2020-21 | Daily | Salary + Benefits= FCIM  $56,935.09  Lead Teacher stipend $1960.32 | Progress monitoring of daily use of supplemental interventions to determine intervention needs. schedules, and student goal sheets will provide impact of implementation use. | Progress monitoring of programs will be tied to use of student independent reading levels with leveled assessments through American Reading program  In ELA, students will increase 30 points a year in grades K-3. 200 points a year in 4th grade; 180 points a year in 5th grade as measured through iStation  In Math, 1st grade- 385; 2nd grade- 190; 3rd grade-240; 4th grade-155; and 5th grade -120 as measured through iStation. |
| For our Intellectually Disabled we will focus on ACCESS Point ELA and Math  We will increase all subcategories in Math and ELA by 30% | Continue implementation and use of Unique and N2Y  Software for 14 teachers approximately 75 students K-12 |  | Daily | Program cost:  See above  approximately $10,000 | Progress monitoring of pre and post monthly assessment data and review of data to determine student needs. | We will use UNIQUE and N2Y to supplement instruction for students who are on ACCESS point curriculum.  We will work increase their baseline levels (1-3) in Math and ELA by 30% |

**PROFESSIONAL DEVELOPMENT / HIGH-QUALITY STAFF**

**Data Reflection**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Observed Practice Data – Observation  Number of teachers receiving  Needs Improvement or Unsatisfactory in each Domain Area. | D1.A | D1.B | D1.C | D1.D | D1.E | D2.A | D2.B | D2.C | D2.D | D3.A | D3.B | D3.C | D3.D | D3.E | D3.F | D3.G | D4.A | D4.B | D4.C | D4.D |
| 17-18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18-19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 19-20\* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

\* Three-year aggregate will begin with the 2019-2020 school year.0

**Activity Planning**

While completing this section the following questions have been addressed: xYes ☐ No

* What is the process for determining the Professional Development needs of instructional and non-instructional staff at your school?
* How are you ensuring that the implementation of Professional Development is on-going, impacting student achievement, and that regular feedback is occurring?
* Are supplemental services required to support Professional Development initiatives at your school?
* Would your school benefit from coordinating Professional Development opportunities and resources with other Title I schools?
* If so, list supplemental activities related to Professional Development Data that will be supported with Title I funds.

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| The focus will be on the number of OSS suspensions for the 2019-20 school  year. In providing  State the  measureable  outcome the  school plans  to achieve  Use of district data systems to identify students who have attendance,  behavioral or  academic concerns.  • Create a data decision structure to identify and differentiate students with  excessive  absences from students who are absent due to medical needs.  • Reduce OSS and process/refer behavior problems using multiple resources  on site. i.e.  In school detention (ISD) and the restart room  • Ensure teachers are aware of and are part of the decision making process.  Rules and  procedures for notification will be in place after students are identified as  meeting one of  the data decision rules.  • Utilize the Student Development Plan Data Driven Practices to assess the  needs of the  students and the barriers blocking their success (Data-Driven Decision  Making).  For example: attendance, behavior, and providing support for teachers to  carry out student  accommodations through the individual IEP | How Full is Your Bucket? Book Study (Continue Implementation of Previously approved) | August-Sept. | 3x & 1.25 hours | $700.00 | review of individualized report/  direct observation of social -emotional communication strengths & use strengths analyses reports to determine roles of staff members when working to address student TIC needs | Staff understanding of Trauma Informed care will help them to develop a better understanding of students who have difficulties related to trauma.  Goal: They will be able to effectively provide support to assist the students school wide |
| We will increase all subcategories in ELA by 30% | American Reading Professional Development | September | various & 3 days | $8,700 | Teachers will progress monitor students using the Independent Reading Level Assessment (IRLA) & use this data to determine ELA intervention needs of students | Staff ability to effectively use the Foundational Skills Toolkit will help them to determine additional intervention needed and be able to choose the appropriate supplemental resources for their students |
| See above SIP | Positive Behavioral Professional Development | April 2021 | 3 days | $5400 **Changed to $4648.29** | 8 select staff will attend the NTI (National Training Institute) for professional development on working with students with behavioral challenges. | Staff attending the conference will assist in providing a synopsis of research based interventions to staff.  The interventions will be presented to staff in school based professional development format.  Progress monitoring will be implemented through classroom walkthroughs and weekly student services meetings. |

**PARENT & FAMILY ENGAGEMENT**

**Data Reflection**

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|  | 17-18 | 18-19 | 19-20 |
| Annual Meeting Attendance | N/A | 22 | 8 |
| Percentage of returned/signed Parent’s Rights | N/A | 73 | 51 |
| Percentage of returned/signed Home-School Compacts | N/A | 69 | N/A |
| Number of Family Engagement Workshops Offered | N/A | 2 | 2 |
| Number of Family Engagement Workshop Attendees | N/A | 15 | 5 |
| Number of Participants in Family Engagement Program Evaluation | N/A | 6 | N/A |
| Number of Family Engagement Professional Develop opportunities offered to teachers/staff | N/A | 1 | 2 |
| Number of teachers/staff that participated in Family Engagement Professional Develop opportunities | N/A | 16 | 18 |

**Activity Planning**

While completing this section the following questions have been addressed: xYes ☐ No

* Using the data above, what is the school’s measurement of parental involvement participation and the basis for the identified need?
* How will the funds allocated for Parent & Family Engagement be utilized to provide Academically Focused Workshops and Family Engagement Activities that support student learning at home?
* How will the funds allocated for Parent & Family Engagement be utilized to provide Professional Development activities that:
  + Educate school staff on the value and utility of parent contributions to their child’s education;
  + Provide strategies on how to reach out to, communicate with, and work with parents as equal parents;
  + Support the implementation and coordination of parent programs;
  + Build ties between families and the school?
* List each specific Family Engagement activity(ies) that will be implemented.
  + Provide the Implementation Timeline along with the frequency and duration of each activity.
  + Indicate an anticipated funding amount for each activity.
  + Provide details on how each activity will be monitored and evaluated.
  + Ensure the measure of effectiveness is goal is specific, measurable, achievable, realistic, and time-limited (SMART).

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| --- | --- | --- | --- | --- | --- | --- |
| SIP Goal  Area of Focus | Activity Description | Implementation Timeline | Frequency & Duration | Anticipated Budget | Monitoring & Evaluation Method | Measure of Effectiveness  (SMART Goal) |
| Reading | Parent Literacy Night | October | 1x & 1.5 hours | 10% of PI funds for food | Quarterly | We will teach parents and staff to understand ELA and help them to develop a better understanding of students who have difficulties related to ELA.  Goal: They will be able to effectively provide support to assist the students schoolwide |
| Math | Parent Math Night | January | 1x 7 1.5 hours | Math  games/  materials | Bi-annual | We will teach parents to understand Math and help them to develop a better understanding of students who have difficulties related to learning math.  Goal: They will be able to effectively provide support to assist the students schoolwide |

**SIGNATURES**

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Principal Date Title I Director Date