SCHOOL NAME:

Phase I - Data Analysis & Planning
State/District Data Progress Monitoring

☐ Analyzed state data/progress monitoring data over 3-year period by subgroup.

☐ Analyzed all of the components/areas that comprise the school grade criteria over a 3-year period. Identify patterns of growth or decline. Target the lowest or declining criteria

☐ Compiled results of the Title I Parent Engagement Survey. Identify areas of growth. Consider student demographics (attendance, mobility, behavior, etc.).

Analysis - Aligned to School Improvement Plan (SIP)

1. What trends emerge across grade levels, subgroups and core content area?

2. What data components and subgroups, based on progress monitoring and state assessments, demonstrate the greatest need for improvement?

3. What were the contributing factors to the need for improvement? What new actions would need to be taken to address the needs for improvement?
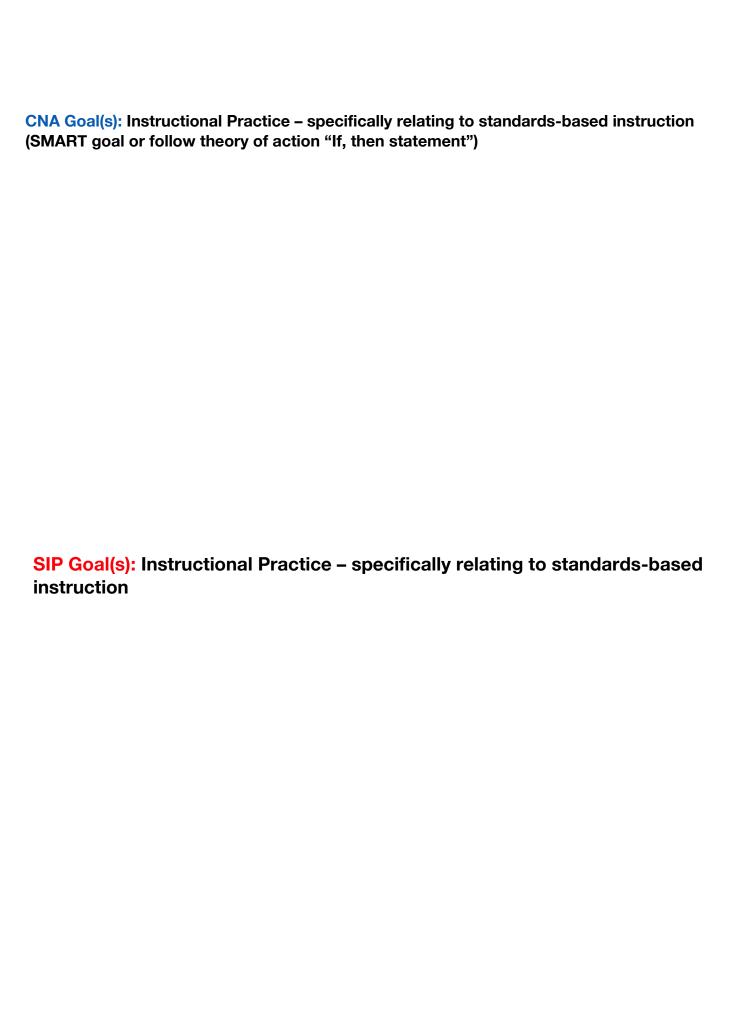
Key Actions to Problem Identification

1. Based on the data, identify the top three challenges.

2. From the list above, what is the greatest academic challenge? (What is the problem?)

Planning for Implementation

1.   How will the underlying root cause(s) be addressed?

2.   How will the school connect needs assessment results to the selection of resources?

3.   How will the school connect needs assessment results to the selection of resources

4. What strategies will need to be implemented in order to accelerate learning? (Aligned to SIP)
   Ex. Interventions, Programs, Initiatives, Collaborative Planning

5. What processes are in place or need to be created to ensure regular opportunities for utilizing data to reflect on the progress of improvement effect?

CNA Goal(s): Instructional Practice – specifically relating to standards-based instruction (SMART goal or follow theory of action "If, then statement")

SIP Goal(s): Instructional Practice – specifically relating to standards-based instruction

Phase II - Considering Staff Development

1. A. Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders. (Aligned to SIP)

    B. What training will be provided to educate school staff on how to reach out to, communicate with, and work with parents as equal partners (two-way communication), implement and coordinate parent programs, and build ties between parents and the school? (Aligned to Parent and Family Engagement Plan for Building Staff Capacity)

2. What is the process used to determine the effectiveness for student growth of the professional development opportunities at your school?

3. How is professional development evaluated during your SIP Mid-Year Reflection?
    (Aligned to SIP)

4. **Using data and staff development information in Phases I and II, consider the following i
    Instructional factors.**

4 = almost all the time;   3 = frequently;   2 = occasionally; 1 = rarely

Students are engaged in:

4	3	2	1	appropriate text complexity and/or rigorous activities and work;
4	3	2	1	appropriate independent, meaningful learning activities;
4	3	2	1	real-world instructional activities;
4	3	2	1	positive, supportive classroom interactions;
4	3	2	1	sufficient teacher-student interaction, questioning, re-explaining, checking for understanding;
4	3	2	1	sufficient practice, authentic application, and review activities;
4	3	2	1	numerous opportunities to engage in constructive and meaningful interaction about subject matter with other students and the teacher(s);
4	3	2	1	guided practice prior to independent practice;
4	3	2	1	effective and positive classroom management procedures and routines;
4	3	2	1	effective, flexible grouping practices as appropriate (small/ large and group make-up changes);
4	3	2	1	effective, varied and authentic assessment practices;
4	3	2	1	activities that promote student inquiry and problem-solving;
4	3	2	1	rigorous curriculum enriched experiences, gifted and talented scholars are progressing at an accelerated rate;
4	3	2	1	equitable learning experiences and there is evidence that lessons are planned with a particular focus on bridging the opportunity gap;
4	3	2	1	college and career ready thinking by showing the ability to process, organize, and present information, not simply retain or apply it;
4	3	2	1	exhibiting techniques to take ownership of and manage learning opportunities;
4	3	2	1	knowledge of processes and requirements for preparing for and applying to college, university programs, internships and jobs.

CNA Goal(s): Instructional Practice – specifically relating to standards-based instruction (SMART goal or follow theory of action "If then statement")

SIP Goal(s): Instructional Practice – specifically relating to standards-based instruction

Phase III - Fostering Authentic Family Engagement

4 = almost all the time;   3 = frequently;   2 = occasionally; 1 = rarely

4	3	2	1	Teacher-led family engagement strategies reach nearly all parents (ex. newsletter, after-hours family events, literacy training for parents, etc.).
4	3	2	1	School-led family engagement activities include nearly all parents.
4	3	2	1	The school meets with every parent to help them understand state standards, state assessments, local assessments and gives them strategies to monitor their child/children's progress.
4	3	2	1	School communication with EL families is ongoing, meaningful [provided in the native language], culturally-relevant, and results in higher academic achievement, increased access to opportunities for EL students, and meaningful engagement of EL families.
4	3	2	1	**Elementary schools only:** The school used the school-family-student compact as the guiding document to monitor progress of student's interventions and goals.
4	3	2	1	The school holds the Title I Annual meeting at a convenient time, and encourages and invites all parents to attend to inform them about the school's Title I program, the parents' requirements, the school Parent and Family Engagement Plan, Title I School Plan, and the school-parent compact.
4	3	2	1	The school offers flexible number of meetings, such as in the morning or evening, and may provide with Title I funds, transportation, child care or home visits.
4	3	2	1	Families are involved in the development of the school Parent and Family Engagement Plan and how parents will be involved in the planning, review, and improvement of parent and family engagement programs.
4	3	2	1	Families are involved in the development of the School-Parent-Student Compact.
4	3	2	1	Parent and Family Engagement events/activities are aligned with school and district achievement goals.
4	3	2	1	The school coordinates and integrates parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their child(ren). (Title II, Title III, Title IX, Title IX, FDLRS/ESE, VPK, Community Agencies/Business Partners)

School-Parent-Student Compact Data Collection
Goal 100% Returned

Total Current Students enrolled: *Total Compacts turned in:

Title I Annual Parent Survey

    Number of participants: Response Rate:

You will be receiving your complete 2021-22 survey results soon. We have identified an area of success and an opportunity for growth for our district.

Families at your school found parent engagement activities to have a positive on student learning.

Work schedule has been identified as the greatest challenge at your school.

Reflect on the multiple data sources (Title I Annual Parent Survey, climate survey, event evaluations) choose an area of need as identified by parents to address this coming school year

Building Capacity of Families

1.   Based on the data from Phase I, identify 1-3 areas your school can partner with families to improve student academic achievement

CNA Goal(s): Instructional Practice – specifically relating to standards-based instruction(SMART goal or follow theory of action "If, then statement")

SIP Goal(s): Instructional Practice – specifically relating to standards-basedinstruction

Phase IV - Title I Plan

Checking this box indicates that this plan provides focus and urgency on initiatives to move the school forward; and a commitment to ambitiously pursue the goal(s), address priorities and monitor progress. The school's leadership participated in the development of the plan and supports its direction. I confirm that this plan is a living document and adjustments will likely be needed based on ongoing data and lessons learned.

Checking this box indicates that our CNA/Title I Plan and budget was developed in collaboration with stakeholders (parents, staff, community members).