Pinellas County 2021-22
District Title I, Part A Program
Comprehensive Needs Assessment Guide

| Data Analysis & Planning | ⟷ | Considering Staff Development |

Fostering Authentic Family Engagement

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Goal Setting, Activities & Strategies

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**School Improvement Goals, Activities
& Title I, Part A Project Application**
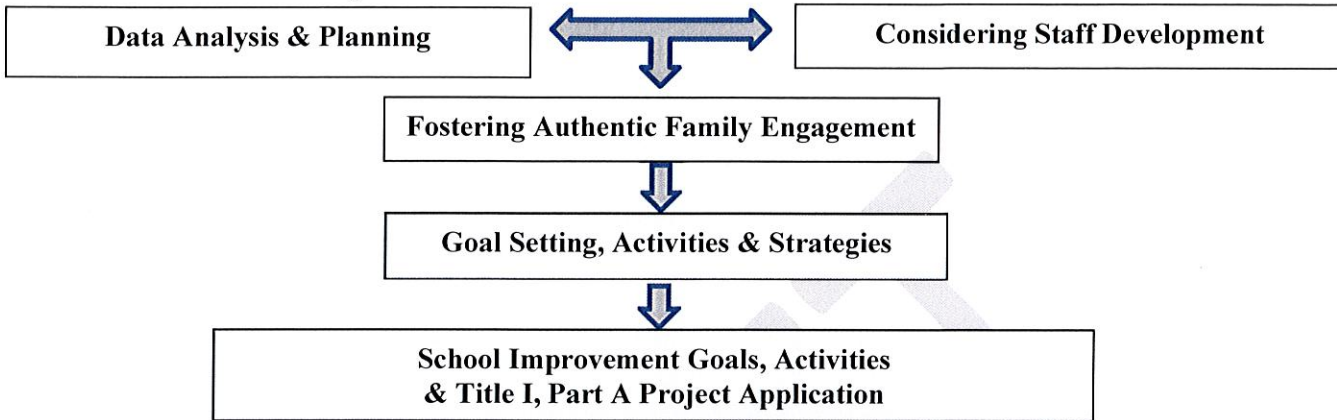
Data Collection Phase		
Formative Data Sources	**Summative Data Sources**	**Other Data Sources**
Reading Plus	FSA ELA /ACT /SAT	Teacher Observation
Write Score	Alg EOC, Pert, ACT, SAT, PSAT	Goal Reports
Imagine Math		

Phase I- Data Analysis & Planning

State Data/Progress Monitoring Data
Select each box to confirm statement

☑ Analyze state data/progress monitoring data over 3-year period by subgroup.

☑ Analyze all 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.

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

1. What subject areas have improved, declined, or stayed the same over time? Alg EOC/PERT has improved steadily over the last 3 years. Reading/Writing is making small incremental progress but not attaining goals set forth.
2. Which data or subgroup areas should be ranked highest in order of importance and urgency? The AA subgroup and passing the FSA/ACT/SAT reading/writing assessment for graduation.
3. What other information would help the team understand the areas of concern better? Teacher observation data, Impacts of Covid and homelessness increasing are variables that will impact our success.

Planning for Implementation

1. What types of programs/initiatives are already occurring and are they successful? Small Group Remediation, Using GOTO webinar for instruction, 1:1 remediation and instruction,
2. What specific supports are currently in place which focus on the identified areas of need? Part time teacher assigned to Algebra classroom and a PT paraprofessional assigned to English classroom. Both of these staff members assist

with instruction, remediation, planning and assessing our students. Both are active members of their respective PLC teams.

3. What barriers have been encountered while trying to support the identified areas of concern? Poor attendance of students due to covid and other factors.
4. How will interventions be monitored/evaluated for implementation and effectiveness? Interventions will be constantly monitored through the PLC team. Opportunities for improvement are always available throughout the year. Test results will give us the evaluation data we need to continually assess and improve our interventions.

Results (Using the information in Phase I, list Areas of Need) *If needed, tab to add more rows.*

1.	More resources to assist with remediation and preparation for high stakes tests.
2.	Students respond better to 1:1 instruction or small group instruction (2 to 3 students).
3.	Teachers need support to monitor data and assist students in the areas of Reading, English and Algebra.

Phase II – Staff Development Consideration

Learning Communities

Collaboration and Quality Teaching

1. What opportunities for collaboration and curriculum development are available to address the areas of need? We have PLC meetings once every two weeks and we use in service days for opportunities to collaborate and design our plans/interventions. We also have a 2 day retreat on the first two days back in August for the entire team.
2. What data areas are used to determine Instructional Coaching support? Administration team uses our observation data to determine if additional support is needed for team members. Team members support each other with individual's strengths and weaknesses.
3. How does your Instructional Coaching Model impact teacher capacity and promote student achievement? We have a very small staff and operate much like a family. We know when teachers may need additional support from time to time and typically that support is genuinely given with the goal of success for all. Our tech specialist has become an integral part of helping all of us to work smarter to save time and to analyze data to help all of us to be successful with our students.
4. How do you determine the effectiveness for student growth of the professional development opportunities in your school's Professional Learning Plan? Everything at our school is measured by the final outcome of students graduating! We try to bring topics to our staff's attention that will benefit us as a whole, such as racial inequity, trauma informed care, and long term impacts of pandemic.
5. How are Compacts used to support improved student success? Compacts are signed as a student enrolls in our school or in the first week of school for a returning student. This serves as a reminder to all involved as to how we can be successful as a team.

Interventions/Resources

1. How has the implementation of previous interventions/resources affected the efficacy of the strategy? Our interventions with the small group instruction, formative assessments and remediation programs have been effective for our students. We have not received our assessment data for this year so when it is received, we will analyze to determine if anything needs to change. At this time, the PLC team looks to improve processes which in turn gives us more time to work with students.
2. What types of programs/initiatives are already occurring and are they successful? Small group for ACT/SAT/PERT. Reading Plus, Imagine Math and Write Score are used for formative assessments and remediation.
3. What evidence-based research supports past, current, and future intervention strategies? All three remediation programs are evidence- based and are approved by MTSSS(RTI).
4. How can novel strategies be implemented to address the areas of need? Novel ideas can always be tried out with one or two team members. If implementation yields positive results, we will quickly move towards school-wide implementation.

Using data and staff development information in Phases I and II, consider the following instructional factors.

Circle the most appropriate: 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 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.

*ELs engaged at their level of English language proficiency shall be considered for each statement.

Results (Using the information in Phase II, list Areas of Need) _If needed, tab to add more rows._

1.	Sufficient teacher-student interaction, questioning, re-explaining, checking for understanding
2.	Appropriate text complexity and/or rigorous activities and work.
3.	

Phase III: Fostering Authentic Family Engagement

Circle the most appropriate: 4 = almost all the time; 3 = frequently;   2 = occasionally;   1 = rarely

Please rate the following statements related to family engagement at your school:

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	**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	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.

Family Engagement Data Analysis

Reflect on the multiple data sources (Title I annual Survey, Climate Survey, Event Evaluation) related to family engagement at your school this year. The following section(s) will help to identify focus areas for your site related to family engagement.

The data from the **Title I survey:**

Number of participants: 34

Response Rate: 9% for 20-21 sy   18% in 19-20 sy

1. Identify the **top 2 areas** of agreement. What are some areas of celebration?

2. Identify the **lowest 2 areas**. What are some opportunities of growth?

Using the table below, provide a summary of activities provided during this school year that were designed to build the capacity of families to support their children's academic achievement goals [Section 1118 (e) (1-2)]. Include participation data on the Title I annual meeting.

Count	Content and Type of Activity	Number of Participants	What was the anticipated impact on student achievement?	Identified Barriers (including trends related to specific ESSA group, if applicable)
1	Graduation Information Night		More involved parents to assist with encouraging success in their child.	Had to be done virtually. Covid and family hardships was a barrier.
2	You Tube Channel for Families	Unknown	Provide updated short, powerful vignettes to families and students explaining testing requiremetns, Title One and Graduation info.	Covid

Family Engagement Professional Development/Staff Training

What are some professional development activities provided by the school during this school year to educate staff on the following areas:

a. value and utility of contributions of parents? I have a seasoned staff and I do not think I have to state the obvious. We all work at our school because we are dedicated to our youth that have many struggles in life. We communicate regularly with students and know when there are stresssors at home. This helps us to decide if parent have the ability to assist or not at a certain time.

b. how to reach out to, communicate with, and work with parents as equal partners? We text, call and email constantly. We prioritize parents who drop into our lobby to find out how their child is doing at our school. Our Graduation Coach texts parents and students on a weekly basis to inform them of progress towards graduation.

c. the implementation and coordination of parent programs? Our Leadership team coordinates the Graduation Information Night and the You Tube Channel videos.

d. how to build ties between parents and the school? We discuss strategies to use when dealing with difficult students and/or families. The Administration Team is fully accessible to all students and parents.   Cell phone numbers and email addresses are widely distributed.   We send monthly newsletters to our families that have yielded good responses.

Building Capacity for Staff and Families
How did the school implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement? :Our graduation information night, historically, has had good turn-outs and positive feedback from the parents.   Last year was the anomaly due to covid.   The nights offer a brief but informative presentation on graduation requirements and how to best monitor and to support the students.   It also gives the opportunity for the families to interact with the homeroom teacher who typically has the closest relationship with the student.   We meet with parents as frequently as needed.

Engagement of Parents – Feedback and Input
How did the school involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]? We sent home the Title One survey through the district and we also sent an informal survey from the school inquiring about Title One Funds and how to best use those resources. 36 parents responded to our Survey Monkey and the parents gave top priority to the part time teacher and part time paraprofessional in the Algebra and English classrooms. They also prioritized purchasing additional chromebooks for student check-out and then continuing with the graduation information nights.

Coordination and Integration
How did the school coordinate and integrate family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI?   Though Title I, Title 4 and Cares Grant, we were able to purchase chromebooks to allow students to work from home during the pandemic. Our students are older, so our focus is solely on removing obstacles so the student can continue to work on their coursework.

Communication and Accessibility
How did the school provide parents of participating children the following:
   a. Timely information about Title I programs and other activities that are happening at the school and in the community?   We use our newsletter to communicate to all families.

   b. Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet? We use APEX Curriculum at our school which is aligned with the state standards for each course. We also use formative assessments such as Reading Plus, Write Score and Imagine Math. We assess the students three times a year to analyze and make a remediation plan.   The PLC teams also analyze this data to ensure student progress.

   c. Parent-requested regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children? Parent requested meetings are set up as soon as possible and all stakeholders are present in meeting, including the student.   Parents often "pop in" to the office to get a quick update on student progress and we try to accommodate if the teacher is available, if not, the leadership team will facilitate the discussion.

   d. Opportunities to provide feedback related to the Title I plan and budget for the school-wide program?   Parents and Staff can give input and feedback to the budget through the Title One Meeting at the beginning of the year and through surveys sent by district and school.

e. Diverse opportunities to participate in parent and family engagement activities (including parents with limited English proficiency, disabilities, and diverse cultural and racial backgrounds)? We encourage all families to attend and our staff is comprised of many ethnicities.   We have six staff members that are fluent in Spanish so it is not difficult to have a conversation in a native language.

f. Flexible number of meetings, such as virtual meetings in the morning or evening, and may provide with Title I funds, transportation, child-care, or home visits, as such services related to parental involvement? Our school day is from 7:00 till 5:00 every day, so our virtual meetings can only take place at night if we want full staff participation.   We will provide bus passes, if needed and babies are always welcome in our school.
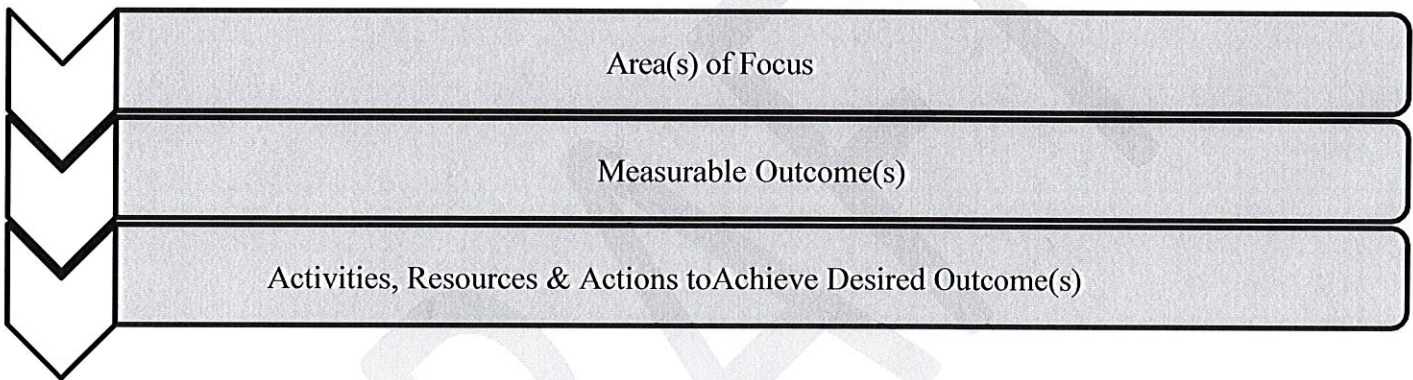
Results (Using the information in Phase III, list Areas of Need) *If needed, tab to add more rows.*

1.	Purchase chromebooks so more students can access curriculum from home.
2.	Continue with graduation information nights.
3.	

Phase IV –Goal Setting, Activities & Strategy

Review the results section of each phase and write a few sentences describing what you hope to achieve by creating this year's Title I plan.

We hope to achieve continued success in graduating more students into our community. We hope students are given all the supports needed to be successful in achieving their diploma.

Area(s) of Focus

Measurable Outcome(s)

Activities, Resources & Actions toAchieve Desired Outcome(s)

Key Concepts

Goal Indicators: The metric(s) that will be used to assess and monitor progress towards achieving your school's annual goal(s).

Area(s) of Focus: The most critical area(s)/practice(s) that must be addressed to ascertain your goal(s).

Desired Outcome (correction): If the area(s) of concern are addressed, what will be the result?

Progress Indicator: The metric(s), feedback, observations, etc. that the leadership team will use to determine progress toward the desired outcome. How will you know the action(s) are having a positive impact (i.e. data, surveys, etc.)? What is the evidence of progress?

Area(s) of Focus (Given the goal(s) identified, what needs to be addressed to achieve goals. Add rows as needed.)

1.	Improve graduation rates over the previous year.
2.	Improve passing rates on FSA ELA/ACT/SAT and passing rates on ALG EOC/ ACT/PERT
3.	Remove barriers for students to work on curriculum from home. Allow more students to check out chromebooks.
4.	Continue finding ways to communicate with parents; i.e. newsletters, texts, grad info nights, phone calls, You tube videos.

Measurable Outcome(s) (Add rows as needed.)

1.	Our goal for this year is to graduate 45% of cohort. (may be higher if testing requirement is waived).
2.	56% of our students will pass Reading Test Graduation Requirement. (FSA, ACT, SAT)
	73% of our students will pass Algebra Graduation Requirement. (EOC, PERT, ACT,SAT, PSAT)
3	Purchase more chromebooks so all students can check one out if needed.
4	Monthly newsletters, two Graduation Information Nights, One Title One Info Night, continue to meet parents when they are available.

Evidence-Based Strategies (Add strategies that will be used that are linked to the activities/resources.)

1.	Continuous monitoring by graduation coach.
2	PLC Team will be monitoring progress of students in remediation efforts and formative assessments.
3.	Chromebooks have been purchased and checked out to students.
4.	Newsletters, Agendas from night meetings,

Activities/Resources/Actions (Add what is needed to support the desired outcome.)

1.	Support from leadership team and from staff.
2.	PLC Team leaders will meet with Leadership Team or members of Leadership team will participate in PLC meetings.
3.	Purchase chromebooks
4.	Newsletters are sent in a timely manner with pertinent information for families.

Principal Commitment:
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.

[X]
3/30/21

Title I Partner Commitment:
Checking this box indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. This confirms a commitment to support the school in the implementation of their plan, while being the school leader's accountability partner to ensure academic achievement for scholars that are economically disadvantaged.

[X]
3/30/21

Donna P Hubert, Director   4/6/2021