

Title I Project Summary
Park View Elementary School
2018-2019

Eligibility of School: Eligible (51.5% Free & Reduced Lunch)

Number of Title I Specific Staff: 2 full time +4 part- time tutors (2 additional tutors to be hired)

Project Service: In Class Model/Reading Pullout

Projected Number of Students Served:

Kindergarten--60

First Grade--70

Second Grade--70

Third Grade--100

Total--300

Goals

(based on outcome of needs assessment; multi-year initiatives; SMART—specific, measurable, realistic, time-based)

Goal 1: Student performance will be monitored and individual literacy needs will be addressed in order to engage students in learning. The number of Title I students in each grade level will double in proficiency from September 2018 to May 2019 as indicated on ISIP tests on iStation, mClass: Reading 3D, and NC End-of Grade ELA/Reading Test.

Strategy:

- * All students (K-3) at Park View Elementary will be assessed within the first month of the 2018-2019 school year to determine baseline proficiency using DIBELS Next, iStation ISIP testing and mClass: TRC.
- * Third grade students will be assessed in September 2018 to establish a baseline using the NC Beginning-of-Grade ELA/Reading test.
- * Third grade students will be assessed in October, January, and March to measure proficiency on ELA/Reading standards using the MGSD Reading End-of-Quarter Assessment.
- * Progress will be monitored monthly using iStation ISIP.
- * mClass: TRC and DIBELS Next, iStation priority reports and on demand assessments, CSI Student/Teacher Assessment Rubric, Solution for Comprehension Scoring Guides, and ELA/Reading EOQ Case 21 Reports will be used to determine which interventions are necessary.

Goal 2: The success of all Title I students will be continuously monitored through the selection and utilization of appropriate methods of instruction and materials. Eighty percent of Title I students in K-2 will read at a proficient grade level as determined through mClass: TRC and DIBELS Next. Eighty percent of Title I third grade students will be proficient on the North Carolina End-of-Grade ELA/Reading test, mClass: TRC and/or iStation ISIP.

Strategy:

- * Use Leveled Literacy Intervention (LLI), HillRAP, Comprehension Strategies Instruction (CSI), leveled texts and a variety of digital and print resources to meet the individual needs of Title I students
- * Provide students with appropriate level of text for take-home reading
- * Adjust push-in and pull-out instruction as students need more or less support in phonemic awareness, phonics, vocabulary, comprehension and fluency

- * Integrate technology to deliver instruction, provide individualized intervention, build background knowledge (consumption), and foster creation

Goal 3: Significant and sustained parent involvement will involve 50% of parents in attendance at school/district meetings, conferences, family nights, school events and workshops; participation in volunteer opportunities; or use of the Parent Involvement Center.

Strategy:

- * Appropriate parent representation on School Improvement Team
- * Communicate regularly with parents about strategies on how to improve reading
- * Provide Cap the Gap trainings to teach volunteers how to help students become stronger readers and thinkers
- * Title I Parent Involvement Center will have flexible and regular hours for use by both parents, volunteers and teachers.
- * Communicate regularly with classroom teacher both through oral collaboration and data sheets
- * Communication in Spanish as necessary
- * Handouts to help parents understand what their children should be learning and distribution of Family Reading guides (in both English and Spanish) indicating developmental goals, activities and stories for children Pre-K-3rd grade.

Criteria for Student Eligibility

Students identified using multiple, educationally-related, objective criteria during data wall analyses every 6-8 weeks.

Kindergarten – DIAL-3 score of 50 and under, retentions, DIBELS Next results, status as homeless, and children who have participated in early intervention preschool programs (services to Kindergarten students will begin after BOY universal screening is completed), data wall analyses, and MTSS recommendations.

First Grade – State benchmarks as determined by MGSD K-2 assessment tools, children scoring below 90% on mClass TRC running records or a level 2 on the state benchmark books, retentions, homelessness, DIBELS Next results, children who have participated in early intervention preschool Programs, data wall analyses, and MTSS recommendations.

Second Grade – State benchmarks as determined by MGSD K-3 assessment program, children scoring text level I or below on mClass: TRC, performing below benchmark on DIBELS Next measures, and children who are following MTSS tier II or III reading and/or behavior plans and data wall analyses.

Third Grade – State benchmarks as determined by MGSD K-3 assessment program, children scoring text level M or below on mClass:TRC, performing below benchmark on DIBELS Next measures, scored an achievement level I on NC Beginning-of-Grade ELA/Reading test, scored an achievement level I or II on MGSD ELA/Reading EOQ assessment, scored tier 2 or 3 on iStation ISIP and who are following MTSS tier II, or III plans in reading and/or behavior and data wall analyses.

Narrative Summary of Project

The Title I project will operate for Grades K- 3 as pull-out and in-class models. Teachers will provide systematic, explicit instruction in a push-in and/or pull-out model to assist in reading and literacy skill development. Research based best-practices will be used to address student needs. Students will develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities. Students will receive comprehension instruction using the gradual release of responsibility model and collaborative learning model (Fisher & Frey). Reading will be taught as a developmental process. During push-in services, teachers will provide strategic reading instruction during the enrichment/intervention block in K-3 classrooms. Teachers will provide highly intensive reading instruction in the pull-out setting using Fountas & Pinnell's Leveled Literacy

Intervention, iStation Reading Computer Program, Read Naturally, HillRAP reading intervention, Letterland phonics program, and CSI (Comprehension Strategies Instruction). Teachers will follow a strategic/intensive progress monitoring schedule using mClass 3D measures and other district assessments. Progress monitoring will drive decisions for instruction and selection of appropriate print and digital resources.

Narrative Summary of Parental Involvement

The staff at Park View is committed to fostering partnerships with parents. A School-Parent Compact will outline the shared responsibilities of school, teacher(s), and parent(s) for high student academic success. Regular communication with parents will come in the form of progress reports, conferences, letters, take home folders, blogs, phone calls, and email. To build capacity for involvement, information related to school and parent programs, meetings, and other activities will be sent via multiple avenues and in a language the parents can understand. Parents are invited to participate in special family nights each quarter. In addition, we offer opportunities throughout the year for our parents to attend informational meetings, workshops, teacher conferences, and to volunteer in classrooms and/or 1:1 settings. Parents and community members are encouraged to participate in our reading volunteer program. Volunteers are trained to provide weekly, one-on-one collaborative reading instruction to help students become stronger readers and thinkers. A Parent Involvement Center will be available for parents and volunteers to check out materials and resources that will empower them to work with their children at home and school.

Projected Staff Development for High Quality Staff

Title I teachers will attend professional development sessions to address specific program implementation. All staff members will participate in professional development program offered at the school and district level. In addition, all staff will divide into PLCs throughout the year to work collaboratively on improving teaching and learning with a focus on implementing rigorous standards. Staff is encouraged to participate in regional and state conferences.