

**Title I Project Summary  
South Elementary School  
2018-2019**

Eligibility of School: Eligibility 56% Free and Reduced

Number of Staff: 2 full-time, 4 tutors  Project Service: Push-In, Pull-Out, Extended Year	<u>Projected Number of Students Served</u>  Kindergarten: 145 First Grade: 155 Second Grade: 105 Third Grade: 135 Total: 540
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**Goals**

*(Based on evidence of needs assessment, multi-year initiatives, SMART-specific, measurable, realistic, time-based)*

**Goal 1:**

Monitor student performance and respond to individual literacy needs in order to engage students in learning. The number of students proficient will increase by 50% from September to May as indicated using iStation Indicators of Progress (ISIP), mClass, Reading 3D (TRC), and NC End of Grade ELA Reading assessments.

**Strategy**

- All students will be assessed within the first 5 weeks of the school year in mCLASS, TRC, and iStation to determine baseline proficiency
- 3rd grade students will be assessed in September 2017 to establish a baseline using the NC Beginning of Grade ELA Reading assessment
- Progress monitor monthly with ISIP and mClass (as indicated by mClass)
- 3rd grade students will be assessed quarterly (October, January, and March) to measure proficiency on ELA Reading standards using the MGSD Reading End of Quarter assessments
- Use mClass, TRC, iStation priority reports, EOQ results and other district data points to determine which interventions are necessary during routine data wall meetings and/or the MTSS process

**Goal 2:**

Ensure the success of all students through the selection and utilization of appropriate methods and materials. Eighty percent of all students in K-2 will read at a proficient grade-level text as determined through the mCLASS assessment system and/or district wide assessments, and 80% of all third grade students will be proficient on the NC end of grade test in reading as defined by the Read to Achieve legislation.

### Strategy

- Use HillRap, Leveled Literacy Intervention (LLI), leveled texts, Accelerated Reader and a variety of texts (both digital and print) to meet the needs of non-proficient students.
- Provide students with appropriate level of text for take-home reading
- Adjust instruction as students' need more or less support in phonemic awareness, alphabetic decoding, vocabulary, comprehension and fluency.
- Integrate technology when possible to deliver instruction, provide individualized intervention, build background knowledge, and foster creation

### **Goal 3:**

Maintain significant and sustained parent involvement with a minimum of 50% of parents participating in at least one of the following: literacy training activities, parent informational meetings, volunteer opportunities, school events and workshops, digital parent resource sites, or use of the Parent Resource Center.

### Strategy

- Appropriate parent representation on School Improvement Team
- BOY and EOY parent information meetings
- Parent Blog with instructional suggestions
- Title I Parent Resource Center
- Communication in Spanish as needed
- Post at least 3 "how to" videos for parents
- Curriculum brochures to help parents understand what their children should be learning

### **Criteria for Student Eligibility**

- Children failing or at risk of failing to meet NC proficiency standards
- Children identified using multiple, educationally-related, objective criteria during data wall analyses every 6 weeks
- Children served on the same basis as other children selected for service (economically disadvantaged, disabilities, migrant, LEP)
- Special considerations: participants in Head Start, homeless, children who receive Title I Part D

Students will be identified to receive direct assistance from Title I personnel based on, but not limited to, the following criteria:

- Kindergarten - retentions, DIAL-3, classroom assessments, teacher recommendation, mClass, ISIP, data wall analyses, MTSS recommendations
- Grades 1-3 - retentions, classroom assessments, overall classroom performance of Levels 1 or 2 for ELA, teacher recommendation, children served in Title I the previous year, mClass, ISIP, NC Pre- EOG, data wall analyses, MTSS recommendations

## **Narrative Summary of Project**

Title I services at South Elementary follows the school wide model for delivery. Our staff will continue to provide support services to our students utilizing a blended model of push-in and pull-out services offering daily targeted assistance to those students identified by the established criteria as being the most in need of intervention in literacy and literacy development. This year we are devoted to supporting our CORE literacy block of 90 minutes. Each classroom will be supported with a trained guided reading staff member (teacher assistant, Title 1 reading specialists, Title 1 small group instructor, ELL teacher, EC teacher or an enhancement teacher) for a minimum of 60 minutes during the 90 minute CORE literacy block. Push-in services will also provide support during a targeted intervention time during the literacy block where flexible grouping is utilized to maximize the use of Title I and other support personnel in the classrooms. The groupings will be made during data wall analyses sessions with grade level teachers and other support personnel giving input and making recommendations. The interventions will include selected scientifically research-based strategies that target the five main components of reading, as well as meet the individual needs of students. Methods and materials will include, but not be limited to:

- HillRap - A literacy intervention methodology developed by The Hill Center in Durham, NC for which selected staff members have been trained to utilize.
- iStation Reading - a data-driven reading intervention program that promotes reading acceleration and progress through a high interest on-line interactive curriculum.
- Fountas & Pinnell Leveled Literacy Intervention System - a small group, supplementary intervention program designed for young children who struggle with reading and writing.
- Read Naturally
- Rosetta Stone

Student progress will be continually monitored through mClass and other CBM's to drive decisions for instructional materials and methods. The Title I personnel will look for opportunities to use flexible scheduling options to minimize disruption to the student's school day or to provide extended intervention time. South students will also have the opportunity to participate in a summer reading program to minimize the loss of skills over the summer. Participation in the summer program is recommended by teachers and through the MTSS process based on performance throughout the regular school year.

## **Narrative Summary of Parental Involvement**

Recognizing the importance of involving parents in an organized, ongoing and timely way for the success of the Title I program, numerous and flexible opportunities will be provided. Parent involvement events will include: parent information meetings to describe the program and parental rights, training demonstrations to explain and model strategies parents can use at home, parent conferences, and invitations to observe students during the day. A School-Parent Compact will outline the shared responsibilities of school, teacher(s), and parent(s) for high student academic success.

Numerous resources will be made available to parents including literacy games, take-home readers, digital reading resources, CD's, reading manipulatives, and materials generated through the computer resources we utilize. The maintenance of a Parent Resource Center for use by parents and students will expand and enhance these resources. Regular communication with parents will come in the form of progress reports, conferences, letters, daily book exchange folders, phone calls, teacher blogs, and email. To build capacity for involvement, information related to school and parent programs, meetings, and other activities will be sent in a language the parents can understand.

### **Projected Staff Development for High Quality Staff**

The highly-qualified Title I staff will continue to participate in ongoing professional development in their certified area of instruction - Reading: Literacy/Language Arts. Title I staff will participate in South School's professional development program that aligns with the North Carolina Standard Course of Study. Staff development will include: implementing Common Core standards, digital conversion/technology, research-based practices in the field of reading, and Leveled Literacy Intervention. Membership in the International Reading Association will be encouraged as well as participation in state and regional conferences.