

**Title I Project Summary  
Mooreville Intermediate School  
2019-2020**

**Eligibility of School:** 100% Eligible (37.6% Free & Reduced Lunch)

**Staff:** 1 full-time reading specialist / 4 part-time small group instructors

**Projected Service:** Reading small group push in/pull out. Reading Specialist will serve as a Reading Coach.

**Projected Numbers of Students Served:** 677 total/150 being served in additional intensive guided reading support. Five to seven groups of students (20-35) will be served with HillRAP, a specialized reading achievement program.

**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 students at or above grade level in reading from 66% to 70% or greater.

Strategy:

- \* All students at Mooreville Intermediate School will be assessed within the first 30 days of the 2019-2020 school year to determine baseline proficiency using iReady, and other assessment tools, as well as results from the 2018-2019 End of Grade Level Test.
- \* Students under the category of Read to Achieve will have preferential placement.
- \* Progress will be monitored using iReady, EOQs (End of Quarter Tests) and other progress monitoring assessments. Individual progress monitoring will vary based on personalized goals.

**Goal 2:** The success of all Title I students through the selection and utilization of appropriate methods and materials. Eighty percent of Title I students in grades 4 - 6 will read at a proficient grade level as determined through the iReady and Mastery Connect Benchmark system. Seventy percent of 4th - 6th grade Title I students will be proficient on the North Carolina end of grade test.

Strategy:

- \* Use leveled texts and a variety of materials to meet the individual needs of students.
- \* Adjust instruction as students need more or less support in phonemic awareness, alphabetic decoding, vocabulary, comprehension and fluency.
- \* Use of HillRAP for the most intense level of intervention
- \* Utilize guided reading strategies for small group push-in and pull-out support

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**Goal 3:** Significant and sustained family engagement will involve 60% of parents in attendance at school wide activities.

Strategy:

- \* Appropriate parent representation on School Improvement Team
- \* Curriculum Night, Parent/Teacher Conferences, PTSO meetings
- \* Title I Parent Involvement Center will be available in the form of online/computer aided support
- \* Interim and quarterly reports to all parents
- \* Communication in Spanish as necessary

**Criteria for Student Eligibility**

Students are selected using multiple criteria including End of Grade Level tests, End of Quarter Assessments, iReady, Mastery Connect, teacher/principal referral (or parent), Read to Achieve (4th grade).

**Narrative Summary of Project**

The Title I project will operate for grades 4-6 as push-in/pull-out model. The reading tutors will provide targeted assistance to students identified as in the most need in reading and literacy skill development. Research based best-practices will be used to address student needs. Reading will be taught as a process. Teachers will provide instruction during the Bobcat team time block utilizing guided reading strategies in the areas of word work, comprehension, fluency, and vocabulary. The Reading Specialist will serve as a Reading Coach in the classrooms and some small group service as needed.

**Narrative Summary of Family Engagement**

The Mooreville Intermediate School staff is committed to fostering partnerships with parents. We offer opportunities throughout the year for our parents to attend informational meetings, teacher conferences and to volunteer in classrooms. The MGSD has put together a list of online support services the families can use on their laptops. These websites promote and enhance at home reading by providing ideas, resources and home support. Teachers will regularly communicate with parents in a language the parents can understand.

**Projected Staff Development for High Quality Staff**

Teachers will attend professional development sessions to address specific program implementation. All staff members will participate in Professional Learning Teams throughout the year to work collaboratively on improving teaching and learning with a focus on implementing the common core standards. All teachers receive balanced literacy training, planning and application of strategies throughout the year.