

Title I Project Summary
East Mooresville Intermediate School
2019-2020

Eligibility of School: Eligible (40.09% Free & Reduced Lunch)

Number of Staff Title I Specialists: 1 Full-time reading specialist / 3 part-time small group instructors

Projected Service: Small Group / Reading Pullout

Projected Numbers of Students Served: Full School Title I

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 identified as proficient will increase by five percent from August 2019 to June 2020 as indicated on iReady, EOQ data and North Carolina End of Grade data.

Strategy:

- * All students at East Mooresville Intermediate will be assessed within the first month of the 2019-2020 school year to determine baseline proficiency using STAR Reading or similar assessment tool.
- * Progress will be monitored monthly and tracked in STAR Reading & STAR Math.
- * STAR Reading, EOQ data, and classroom assessments will be used to determine which interventions are needed.

Goal 2: The success of all Title I students through the selection and utilization of appropriate methods and materials. Eighty percent of students in 4-6 will read at a proficient grade level as determined through the STAR benchmark system. Seventy percent of all 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 Title I students.
- * Provide students with appropriate level of text.
- * Adjust instruction as students need more or less support in phonemic awareness, alphabetic decoding, vocabulary, comprehension and fluency.
- * Hill Rap Groups for 4-6 grades that are deficient in phonemic awareness and/or word attack skills
- * Supplemental materials include ELA Coach books, CSI texts, LLI, and Notice and Read Naturally.

Goal 3: Significant and sustained family engagement will involve 50% of parents in attendance at Title I activities.

Strategy:

- * Appropriate parent representation on School Improvement Team
- * Academic Nights to focus on family engagement including satellite parent nights.
- * Communication in Spanish as necessary

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Criteria for Student Eligibility

Students are selected using a multiple criteria:

Fourth Grade – mClass, STAR Reading level, EOG level, teacher recommendations.

Fifth Grade – STAR Reading level, EOG level, teacher recommendations.

Sixth Grade – STAR Reading level, EOG level, teacher recommendations.

Narrative Summary of Project

The Title I project will operate for Grades 4-6 as a pull-out model. Teachers will provide targeted assistance to students identified as the most in need of assistance in reading and literacy skill development. Research based best-practices will be used to address student needs. Students will develop vocabulary awareness and build fluency and comprehension skills through a variety of literacy opportunities. Reading will be taught as a process. Teachers will provide instruction during the enrichment/EAGLE TIME for 30 minutes/4 days a week at each grade level. Teachers will provide instruction using leveled materials, Reading A-Z, CSI, LLI and Coach Books.

Narrative Summary of Family Engagement

The staff at EMIS is committed to fostering partnerships with parents. Title I parents are invited to participate in parent meetings. During this time, parents are encouraged to read with their students and are given best practice ideas to incorporate at home along with information about the Title I program. Title I staff will regularly communicate with parents in a language the parents can understand. A School-Parent Compact will outline the shared responsibilities of school, teacher, and parent for high student academic achievement. Quarterly parent nights will be held at satellite locations in the community to ensure access.

Projected Staff Development for High Quality Staff

Teachers will attend professional development sessions to address specific program implementation. All staff members will participate in reading comprehension and vocabulary professional development during the school year.