

Title I Project Summary

Park View Elementary School

2020-2021

Eligibility of School: Eligible (44.78% Free & Reduced Lunch)

Number of Title I Specific Staff: 2 full-time Reading Specialists; 3 part-time SGIs

Project Service: In Class Model/Reading Pullout

Projected Number of Students Served: 300

Kindergarten--60

First Grade--70

Second Grade--70

Third Grade--70

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 and mathematics will be addressed in order to engage students in learning. The number of Title I students at each grade level who are proficient will double from September 2020 to May 2021 as indicated on ISIP tests on iStation in both reading and math, and Third Grade NC End-of Grade ELA/Reading and Mathematics Test.

Strategy:

* All students (K-3) at Park View Elementary will be assessed within the first month of the 2020-2021 school year to determine baseline proficiency using iStation ISIP testing in reading and math. For students who are being considered by the MTSS team to receive strategic and intensive reading intervention delivered by the Title I Team, the interventionists will conduct the PAST and Phonics Screener. Title I math interventionist will administer a program assessment to students who are eligible for intensive intervention to establish baseline and determine placement within the math intervention program.

* Third grade students will be assessed in August 2020 to establish a baseline using the NC Beginning-of-Grade ELA/Reading test.

* Third grade students will be assessed at the end of the first, second, and third quarter to measure proficiency on ELA/Reading and Math standards using the MGSD Reading and Math End-of-Quarter Assessment.

* Progress in reading will be monitored monthly using iStation ISIP, DIBELS Next, Curriculum Based Measurement, easyCBM, Fountas & Pinnell Benchmark Assessment System, LLI Reading Records, Cluster Checks, PAST, CSI Teacher Rubric, Reciprocal Teaching Rubric, and/or Phonic Screeners.

* Progress in math will be monitored monthly using Istation ISIP, EasyCBM, Cluster Checks,

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* DIBELS Next, iStation priority reports and on demand assessments, EasyCBM, CSI Student/Teacher Assessment Rubric, Reciprocal Teaching Rubrics, ELA/Reading and Math EOQ Case 21 Reports, PAST, and Phonic Screeners will be used to determine which reading and/or 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. Seventy percent of Title I students in K-2 will read at a proficient grade level as determined through ISIP for reading and math. Seventy percent of Title I third grade students will be proficient on the North Carolina End-of-Grade ELA/Reading and Mathematics Test and/or iStation ISIP.

Strategy:

- * Use Leveled Literacy Intervention (LLI), HillRAP, Comprehension Strategies Instruction (CSI), Equipped for Reading Success, Decodable Books (Flyleaf and Geodes), Structured Literacy Methods and Resources, Heggerty Kindergarten and Primary Phonemic Awareness Curriculum Program, leveled texts and a variety of digital and print resources to meet the individual needs of students.
- * Provide students with leveled and decodable books that represent diverse cultures and ideas for take-home reading.
- * Adjust push-in and pull-out delivery services as each grade level needs more or less support in core instruction and intervention in the areas of 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 family engagement 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:

- * Purchase Picture Books for the parents of children who have active MTSS Tier II and III plans in reading, math, or behavior. Title I interventionists and classroom teachers can teach parents how to read aloud picture book and lead engaging conversations to build a stronger relationship with their children plus build background knowledge and vocabulary at home
- * 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.

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- * 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 through 3rd grade.

Criteria for Student Eligibility

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

Kindergarten – iStation, 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, iStation, 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, scoring Level 1-2 on ISIP, performing below benchmark on EasyCBM and PAST, and children who are currently following MTSS tier II or III reading, math, and/or behavior plans, and data wall analyses.

Third Grade – State benchmarks as determined by MGSD K-3 assessment program, children performing below scoring an achievement level I on NC Beginning-of-Grade ELA/Reading test, scoring an achievement level I or II on MGSD ELA/Reading EOQ assessment, scoring levels 1-2 on iStation ISIP, and who are following MTSS tier II or III plans in reading, math, 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 direct, explicit instruction in a push-in and/or pull-out model to assist in developing reading and mathematical skills. Evidence-based practices will be used to address student needs. Students will develop phonemic awareness and knowledge of phonics through a variety of multi-sensory literacy opportunities. Students will receive fluency and comprehension instruction using the gradual release of responsibility model and collaborative learning model (Fisher & Frey) with a focus on building background knowledge and vocabulary plus identifying critical content. Reading will be taught as a highly structured developmental process.

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During push-in services, teachers will provide direct, explicit reading and math instruction during the literacy block in K-3 classrooms. Teachers will provide strategic and highly intensive reading instruction in the pull-out setting using Fountas & Pinnell's Leveled Literacy Intervention, iStation Reading Computer Program, Read Naturally, HillRAP, Reciprocal Teaching, Letterland phonics program, and CSI (Comprehension Strategies Instruction). Teachers will follow a strategic/intensive progress monitoring schedule using ISIP measures and other district assessments. Progress monitoring will drive decisions for instruction and selection of appropriate print and digital resources.

Narrative Summary of Family Engagement

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.