

RESA Middle School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Title I Plan Components and Prompts to Meet the ESEA, as Amended by the ESSA

April 2017

1. Comprehensive Needs Assessment – a sample will be emailed. Also, consider the work your school completes as part of the SMART SIP Cycle process.

MAP data from this year shows that the building wide strategies in reading were effective. We saw above average growth building wide. During the spring MAP assessment 56% of students met their NWEA MAP growth goals in reading. We saw below average growth in Mathematics with only 45% of students meeting their growth goals in Math. The data shows that 6th grade math had the lowest growth with only 42% of students meeting their growth goals but this is an improvement from the 37% in 6th grade we had last year. We believe that the success we saw in reading were due in part to supports provided through title I funding including but not limited to the support of a literacy leader (Title I teacher), library book purchases, and the needs identified below. We believe that the low growth in scores in mathematics could be best addressed with the following supports, professional development in effective math instruction and planning, supplemental tutoring, and the needs identified below.

Needs Identified from MAP and PARCC data: The building needs to continue to support the implementation of a Title I Teacher to support the continued professional development of all staff in the area of literacy. A well stocked library with current high interest reading materials is needed. RESA would like to expand and continue the support of independent reading by equipping classrooms with classroom libraries and flexible seating areas, since research has shown that “students who have access to a collection of quality books in their classrooms read 50-60% more than students who don’t” (Neuman, 1999; Capatano et al., 2009). Research also shows that “independent reading libraries are particularly beneficial to children from low socioeconomic backgrounds. Many scholars agree that the most effective way to improve the reading achievement of economically disadvantaged children is to increase their access to books” (Allington & McGill-Franzen et al., 2003 and 2010; Krashen, 2004 and 2011; Neuman & Celano, 2012). Finally, researchers also stress the importance of quiet and comfort during designated reading time (Atwell, 2007; Krashen, 2004; Reutzel & Fawson, 2002; Reutzel & Juth, 2014; 2000; Willingham, 2015). Continued support for reading and math through the purchase of online subscriptions that can be used in the classroom and in after school programs. Continued support for the purchase of instructional supplies, classroom libraries, including print, audio, and multimedia sources. Additional programming is needed in the area of mathematics with an emphasis on 6th grade. RESA needs to expand the amount of time that students receive instruction by creating an after school program. RESA also needs to provide professional development to staff in the areas of math instruction, effective instructional techniques, systematic approaches to setting and meeting goals, and student engagement. The building also needs to continue to provide technology devices to support the use of supplemental materials and individualized lessons. To help with math and literacy we will use online resources such as noredink, mobymax, ebsco, discovery education, and brain pop.

PARCC data was also analyzed for this assessment. Only 5% of students scored at the Met level in math and 16% of students scored at the Met level in ELA. This is consistent with previous years, and we believe that an increased focus on building the capacity of our teachers through professional development and short cycle SMART goal setting will make a significant change in the results. RESA 8th graders took the Science assessment and 41% were proficient.

After conducting an assessment with 57 six grade parents/guardians to see what the needs and services of the RESA students were, the data gathered showed that there was a high need for more after school activities, and parent workshops and volunteer opportunities. More specifically, the types of after school activities that had majority of votes were those that involved the arts (dance, theatre, music, photography, etc.), and recreation/sports. To implement these enrichment programs we will need to provide staffing, materials, equipment, transportation and space. We will also need to hire a person to supervise and implement the after school program.

The data also provided meaningful feedback as to parental/guardian need regarding workshops provided here at RESA. A large number of families wanted to learn more about nutrition and constructive ways to help with homework.

Staff were surveyed to learn about their professional development needs. The following areas were identified as areas of need: How to use any new technology in the classroom, behavior management techniques, how to better serve students with special needs including but not limited to those with IEPs, ELL, students with low SES, and bilingual students. Other areas needing to be addressed through professional development include, but is not limited to how to increase student engagement, how to support our students' social emotional needs, and how to implement effective teaching in the social emotional learning standards. Professional development needs to be differentiated to the needs of the teachers and release time to study other educators.

Access test results

This year our students averaged 3.00 on the ACCESS composite test score. students at RESA who had waived services and therefore were not receiving specialized support. Next year we are going to offer TBE and TPI services at RESA we anticipate seeing a large increase in the number of students taking ACCESS and increased growth on the test.

2. List other special or support programs offered at your school?

- Math Foundations Interventions classes
- Special education services
- Reality store
- Lunch time tutoring
- Tutoring before during and after school

- Multi Tiered Reading Intervention classes five levels are available and students are tested 3 times a year to determine proper placement
 - Elevate tutoring (After school)
 - Teacher Mentorship Program
3. Describe schoolwide improvement or reform strategies in narrative forms, to include:
- a. Opportunities for all students, including each of the subgroups
 - All students have access, including but not limited to the following sub groups; Low income, Special Needs, Black, Latino, and homeless, to multi-tiered supports including but not limited to; tiered literacy intervention classes with 5 different levels ranging from below grade level to above grade level, social emotional building services such as counselors social workers and school psychologists, tutoring, and math intervention classes. There are also programs, including but not limited to; breakfast, uniform and hygiene programs, and take home meals, that require staff supervision to function effectively. All students have access to instruction in social emotional standards through the morning show program each morning.
 - b. Methods and strategies to strengthen and enrich the program
 - The building is currently employing strategies, including but not limited to, Short Cycle Goal Setting. This allows staff to employ action research to develop targeted highly effective strategies to enrich learning in the building. There is a monthly schedule to come together as a staff and review results and progress on the building goals.
 - c. Ways to address students' needs, especially those at risk of failing
 - Students' needs are assessed in the following manners, including but not limited to, weekly team meetings where staff review data on students and identify areas of concern that need to be addressed at both the individual student level and then larger student group levels, including but not limited to; Low income, Special Needs, Black, Latino, and homeless. Students who have tier 2 & 3 needs or who are at risk of failing are provided supports as directed by the grade level teams and the building problem solving team.
4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas.
- RESA has a full-time social worker on staff to help all students that may be in need of a "safe room" or simply a place to cool off. We also provide each grade level with their own counselor to help support students social and emotional needs. Last year we created a Multi-Sensory de escalation room for students with, but not limited to Autism. Non academic skills are also covered on the morning show with all students.
5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs. **Eighth-grade students will participate in a Reality Store that will be created using materials including, but not limited to, posters, banners, display boards, cardstock, checks, labels. All students will be exposed to high-school academy information and**

post-secondary opportunities via displays, speakers (using release time), opportunities for high school and college visits, including transportation. 8th grade students all take a careers class that teaches about careers and college choices that are available to our students. Students from all grades are selected to be Junior Ambassadors. These students receive training from Jefferson High School students. Transportation services may be needed to facilitate the use of after school programs and enrichment activities.

6. Describe any activities regarding the implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.

RESA employs a number of multi-tiered strategies that coordinate with IDEA services. These strategies include, but are not limited to, Student Code of Conduct reviews within the first week of school, counselor student groups, social worker student groups, problem solving teams, behavior and success plans, administrative progressive discipline of behavior issues, and staff team meetings. The MAP test is administered 3 times a year and supports are provided to students based on those results.

7. Describe any activities regarding professional development to improve instruction and use of data.

- The building is employing strategies to improve the use of data in the following way(s), including but not limited to, Short Cycle Goal Setting. This allows staff to employ action research to develop targeted, highly-effective strategies to enrich learning in the building.
- PLCs will meet at least two times per month to assess instruction, plan cooperatively, and review pertinent data.
- Summer PD was designed to support the building school improvement goals.

8. Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program. **N/A**

9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching. **Activities to increase teacher effectiveness include, but is not limited to, release time for peer observation, book studies, professional development in areas such as student engagement, classroom management, effective instruction, etc. Training on the use of strategies to reach diverse learners is also needed.**

10. Describe any activities and/or approaches to support homeless children and youth.

RESA will support their homeless student population by providing those students with clean, appropriate-sized uniforms, as well as any school supplies that are needed to be academically successful. Provisions would include, but not be limited to, shirts, pants, undergarments, personal hygiene supplies, backpacks, and consumables. In addition, transportation would be provided for homeless students and their families to attend school-sponsored events, including, but not limited to, open house, parent conferences, after-school extra-curricular activities, or parent engagement activities.

11. Describe any activities and/or approaches to engage parents in their child's education and school.

RESA currently engages parents in the child's education in the following manners including, but not limited to, book giveaways, open house, 6th grade night, parent surveys, and award ceremonies. RESA will also be offering parent workshops to cover a multitude of topics including, but not limited to, healthy living habits, child development, and effective homework strategies. We also have surveyed parents to seek input on after school offerings that will be funded through title I. RESA administration meets regularly with the RESA PTO and works together to provide funds that support our students and teachers.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

With the implementation of the Title I Plan, RESA plans to continue collaborating with all those involved in the form of bi-weekly meetings and newsletters to help promote RESA's ongoing progress. Students and parents were surveyed to get input on what types of after school offerings they would like. Teacher input was gathered through the school improvement team, and through teacher surveys. The PTO and Rockford Park District officials were also consulted to facilitate the braiding of our programs.