

# Title I Project Summary

## Park View Elementary School

### 2021-2022

Eligibility of School: 100% Eligible (44.79% Free & Reduced Lunch)

**Number of Title I Specific Staff:** 2 full-time Reading Specialists; 2 part-time Small Group Instructors/Tutors

**Project Service:** In-Class Model/Reading Pullout

**Projected Numbers of Students Served:** 200 being served in K-3 classroom structured literacy blocks. Ten to twelve groups of students (30-36 students) will be served with HillRAP or SPIRE, 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 rigorous learning. The number of students at or above grade level in reading from 40% to 70% or greater.

Strategy:

- All students (K-3) at Park View Elementary will be assessed within the first month of the 2021-2022 school year to determine baseline proficiency using iStation ISIP and Mclass DIBELS 8th edition in reading.
- Third grade students will be assessed in August 2021 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 standards using the NC Check-In.
- Progress in reading will be monitored using iStation ISIP, mClass DIBELS 8th edition, Phonic Screeners, Heggerty, Letterland, and Words Their Way Spelling Inventory.
- mClass DIBELS 8th edition and ISIP will be used to determine which reading 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. Seventy percent of Title I third grade students will be proficient on the North Carolina End-of-Grade ELA/Reading and/or iStation ISIP.

Strategy:

- Use HillRAP, SPIRE, Comprehension Strategies Instruction (CSI), Equipped for Reading Success, Decodable Books, Science of Reading/Structured Literacy Methods and Resources, Heggerty, Bridge the Gap Program, Letterland Intervention, decodable texts and a variety of digital and print resources to meet the individual needs of students.

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- Provide students decodable books that represent diverse cultures and ideas for additional practice in the classroom and home.
- 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:

- To create a culture of literacy in every home and classroom, specialists and classroom teachers will teach parents how to read aloud picture books 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
- Curriculum Night, Parent Conferences, and Literacy Night
- Provide videos of modeling literacy strategies through Class Dojo for parents
- 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.
- 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 and MTSS data review meetings every 6-8 weeks. Students are selected using multiple criteria including mClass DIBELS 8th edition, End of Grade Level tests, End of Quarter Assessments, ISIP, MasteryConnect, teacher/principal referral (or parent), retention, status as homeless, data wall analyses, and MTSS Team recommendations.

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#### **Narrative Summary of Project**

The Title I project will operate for Grades K- 3 as pull-out and in-class models. Specialists and Small Group Instructors will provide direct, explicit instruction in a push-in and/or pull-out model to assist in developing foundational reading skills and scaffolding instructional strategies for our striving readers to achieve the core. Reading will be taught using the Science of Reading/Structured Literacy Framework. 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 with a focus on building background knowledge and vocabulary. Specialists and Small Group Instructors will provide highly intensive reading instruction in the pull-out setting. Teachers will follow an intensive progress monitoring schedule using mClass DIBELS 8th edition, ISIP measures and other district assessments. Progress monitoring will drive decisions for instruction and selection of appropriate print and digital resources. The Reading Specialists will serve in the role of Literacy Coach, as needed.

#### **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 Class Dojo, 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**

Classroom teachers, instructional assistants, and specialists will attend professional development sessions to address specific program implementation. All staff members will participate in a professional development program offered at the school and district level with an emphasis on Culturally Responsive Teaching, Science of Reading, Rigor, and Equity. 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.