

Title I Project Summary
East Mooresville Intermediate School
2021-2022

Eligibility of School: Eligible (40.11% Free & Reduced Lunch)

Number of Staff Title I Specialists: 1 Full-time reading specialist / 2 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 2021 to May 2022 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 2021-2022 school year to determine baseline proficiency using iStation Reading, Dibels, Maze, Orf.
- Progress will be monitored monthly and tracked in iStation for reading and iReady for math
- iStation Reading, EOQ data, NC Check-ins, classroom observations, exit tickets, student portfolios, and progress monitoring data 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 iStation 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 students.
- Provide students with appropriate level of text and rigor based on individual needs.
- Adjust instruction as students need more or less support in phonemic awareness, alphabetic decoding, vocabulary, comprehension and fluency.
- HillRap or Spire Groups for 4-6 students who are deficient in phonemic awareness and/or word attack skills
- Supplemental materials include ELA Coach books, Words Their Way, CSI texts, LLI, Heggerty Intervention, and Read Naturally.

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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

Criteria for Student Eligibility

Students are selected using multiple criteria:

- Fourth Grade – iStation Reading level, Dibels ORF & MAZE, NC Check-ins, EOG level, teacher recommendations.
- Fifth Grade – iStation Reading level, Dibels ORF & MAZE, NC Check-ins, EOG level, teacher recommendations.
- Sixth Grade – iStation Reading level, Dibels ORF & MAZE, NC Check-ins, 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 focus assistance on students identified as most in need of 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 40 minutes/4 days a week at each grade level. Teachers will provide instruction using leveled materials, Words Their Way, Read Naturally, HillRap, Spire, LLI or CSI.

Narrative Summary of Family Engagement

The staff at EMIS is committed to fostering partnerships with families. Parents are invited to participate in meetings and other school activities during which they will be encouraged to read with their students and given best practice ideas to incorporate at home along with information about the Title I program. Teachers will regularly communicate with parents in a language the parents can understand. A School-Parent Compact will outline the shared responsibilities of school, teacher, parent, and student for high student academic achievement. Quarterly parent nights will be held virtually or in person depending on Covid.

Projected Staff Development for High Quality Staff

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