



*A World-Class Community of Learners*

## **HAYES ELEMENTARY TITLE ONE BUILDING PLAN**

### **FRIDLEY SCHOOL DISTRICT**

Our mission is to guide students in the development of learning skills to help them reach their full potential.

### **To accomplish this mission, we will:**

- Provide a nurturing environment
- Create high expectations defined by learner outcomes
- Develop exemplary programs and continuously improve them
- Strive to meet students' needs
- Respect individual differences

### **Fridley's vision is to develop an educational foundation for students**

- To be life-long learners
- To develop high skill levels
- To care for others
- To be adaptable
- To be prepared to thrive in a diverse, changing society

### **Fridley School District Title One Information**

<https://www.fridleyschools.org/academics/title-i>

### **Title 1 Program Staff**

- Title 1 Building Contact: Mary Quiring
- Two Teachers – (2.0 FTE)
- Para Educator – note amount (.5 FTE)
- Our model supports student learning within the classroom; either in small group, or 1-1 support based on the needs of the students. In accordance with our local literacy plan, Fridley Public Schools uses a Multi-Tiered System of Support to meet the needs of all students. Instruction is informed and guided by universal screening assessments, diagnostic assessments, as well as ongoing formative assessments.
- Reading intervention teams meet weekly to set goals and collaborate with a focus on student learning. Students below benchmark receive daily intervention and are progress monitored weekly.

**READING CORPS** – MN Reading Corps has been a valuable resource for research-based reading interventions. At our school this year we have three part-time Reading Corps teachers serving K-3 students.

**Reading Program** - building phonemic awareness, phonics, fluency, vocabulary, and comprehension by targeting specific skills as specified by individual needs and the curriculum

GRADE LEVEL	SCREENING ASSESSMENTS	EXPECTED ACHIEVEMENT LEVEL	RESEARCH-BASED INTERVENTIONS
Kindergarten	Fastbridge Early Reading Composite	Fall = 32 Winter = 50 Spring = 64	Fastbridge Interventions PRESS Interventions Leveled Literacy Intervention Orton Gillingham
First	Fastbridge Early Reading Composite	Fall = 33 Winter = 52 Spring = 66	Fastbridge Interventions PRESS Interventions Leveled Literacy Intervention Orton Gillingham
Second	Fastbridge aReading  Fastbridge CBMReading	aReading Fall = 469 aReading Winter = 481 aReading Spring = 490  CBM Fall = 56 CBM Winter = 84 CBM Spring = 101	Fastbridge Interventions PRESS Interventions Leveled Literacy Intervention Orton Gillingham
Third	Fastbridge aReading  Fastbridge CBMReading	aReading Fall = 490 aReading Winter = 498 aReading Spring = 503  CBM Fall = 87 CBM Winter = 110 CBM Spring = 125	Fastbridge Interventions PRESS Interventions Leveled Literacy Intervention Orton Gillingham
Fourth	Fastbridge aReading  Fastbridge AUTOREading  Fastbridge CBMReading	aReading Fall = 502 aReading Winter = 509 aReading Spring = 513  AUTOREading Fall = 502 AUTOREading Winter = 509 AUTOREading Spring = 513  CBM Fall = 115 CBM Winter = 133 CBM Spring = 147	Fastbridge Interventions PRESS Interventions Leveled Literacy Intervention Orton Gillingham

**Math Program** – building number fluency by targeting specific skills as specified by curriculum

GRADE LEVEL	SCREENING ASSESSMENTS	EXPECTED ACHIEVEMENT LEVEL	RESEARCH BASED INTERVENTIONS
Kindergarten	Fastbridge EarlyMath Composite	Fall = 29 Winter = 50 Spring = 65	District level interventions based on power standards
First	Fastbridge aMath	aMath Fall = 188 aMath Winter = 194 aMath Spring = 198	District level interventions based on power standards
Second	Fastbridge aMath	aMath Fall = 197 aMath Winter = 201	District level interventions based on power standards

		aMath Spring = 205	
<b>Third</b>	Fastbridge aMath	aMath Fall = 204 aMath Winter = 207 aMath Spring = 209	District level interventions based on power standards  DoTheMath
<b>Fourth</b>	Fastbridge aMath	aMath Fall = 209 aMath Winter = 211 aMath Spring = 213	District level interventions based on power standards  DoTheMath

### **TITLE ONE PARENT ENGAGEMENT ACTIVITIES**

<b>DATE</b>	<b>MEETING / ACTIVITY TOPIC</b>	<b>AGENDA</b>
<b>October</b>	October 4 - Better Together  October 7 <sup>th</sup> – District Advisory Committee - Parent Title One Advisory Meeting (Sign in sheet required)  Oct 19, 20 Parent / Teacher Conferences and Book Fair	PBIS, Collaboration with families  Curriculum Review and Development WBWF Plan 21-22 Achievement and Integration Progress Report and Review Listen to bright spots and suggestions for improvement
<b>November</b>	November 18th - District Advisory Committee - Parent Title One Advisory Meeting (Sign in sheet required)	Title One update IB Self-Study Reflection and Goal-setting
<b>December</b>	December 6th - Better Together	School and family collaboration
<b>February</b>	Feb 7 - Better Together  February - District Advisory Committee - Parent Title One Advisory Meeting (Sign in sheet required)  Feb 10, 15, 17 - Parent / Teacher Conferences and Book Fair  February 24 - Hayes Family Literacy Night	School and family collaboration  Curriculum Review and Development Special Education Programming and Services Academic Systems of Academic Support and Intervention Other Topics of interest  Light dinner Literacy games and activities Book Exchange
<b>April</b>	April 4 - Better Together  April - District Advisory Committee - Parent Title One Advisory Meeting (Sign in sheet required)	School and family collaboration  Curriculum Review and Development Other topics of interest
<b>May</b>	May 5th - Hayes Carnival	Variety of Games and Family Fun
<b>June</b>	June 6th - Better Together	School and family collaboration

**Building Leaders - Title One Compliance Reminders**

- *Post Title One Plan on your school's website (Dec 2021)*
- *Post Newsletters on school's website – **Title One Family Engagement Opportunities***
- *Post District Testing Calendar on Building's Website (Sept 2021)*
- *Post link to school report card to school's website (Sept 2021)*