

Mountain View Middle School
Title I Plan
2019 – 2020

Introduction

The Title I program at Mountain View Middle School primarily supports classroom-based math and literacy instruction for students in Grade 5. These supports include the use of technology to advance student learning through the use of laptop computers and iPads.

Selection of Students

Entering Grade 5 students from Bartlett Elementary and Maple Avenue Schools who were actively receiving Title I and/or intervention services in Grade 4 in ELA, math and/or both will be immediately eligible for Title I services and support in Grade 5.

During the year, new referrals for Title I are based on (1) assessment scores, (2) teacher referral, and (3) failure to achieve grade-level benchmarks in daily class work. Throughout the year, students are assessed with the Everyday Math and Reading Streets assessments and the NWEA MAP test. Additionally, other Grade 5 students who are at risk of failing or are struggling in math and/or reading will be assessed using DRA, NWEA, SBAC, teacher observation, etc. The selection of students in Grade 5 will include a numerical points system. Students are ranked by test results and the lowest 25% achieving students are considered first. If the lowest achieving student is already receiving sufficient and/or adequate interventions through our Special Education Department, then the list will proceed to the next student on the list. Students who do not receive formal Title I services but fall below the average range (65%) on their unit assessments in Reading and/or Math, will be monitored by Title I staff for the remainder of the school year. Eligibility for academic services for homeless and migrant students is the same as the selection process for all students. The nonacademic needs of homeless students are also addressed.

All assessment results are immediately available to teachers. The Regular Education Teachers, Title I teacher, special educators, Reading Specialist, and ESL staff will work collaboratively to assess and flexibly group students during universal instruction and for more intensive small group instruction.

Coordination and Integration

Mountain View Middle School's Title I instructional program is designed to supplement the Title I student's basic reading/math program that is delivered by district staff to every student as part of their basic education. The Title I program works through the coordination and integration of the concepts being taught in the classroom at the universal (Tier 1) level of instruction. The Title I teacher and classroom teachers meet to discuss and plan services for students. Classroom teachers also complete weekly "Collaboration Forms" to highlight lessons and concepts being taught each week.

Instruction

Students receive 90 minute blocks each of ELA and math instruction daily. Title I students participate fully in the regular classroom instruction during the 90-minute blocks. Additionally, through push-in and pull-out supplemental services outside of the instructional block, Title I students also receive more individualized or small group ELA and/or math explicit instruction.

ELA instruction focus is on comprehension, fluency, strategy, writing and skills application. Title I supplemental math services focus on building numeracy, skills fluency, math concepts, problem solving, writing in math and individualized and small group practice. Formative assessments, including program based reading and math assessments, and NWEA scores are used to inform student needs and to determine instructional goals.

Materials typically used by the Title I teacher for Literacy support consist of those used in the regular classroom. These include the literacy core programs (Reading Streets ad Wonders) and Reading Streets Sleuth. Math materials used through Title I include Everyday Math 4 and Number Worlds programs. Title I also uses supplemental resources such as educational games and computer apps.

Summary of Parent Surveys

Parent's responses remain consistent:

- Children made progress and gained more confidence.
- After school tutoring was very helpful.
- More Communication about child's progress, evaluations, and updates on what the children are working on so they could practice more at home.
- Keep doing what we're doing.
- Continue supports next year in sixth grade.
- Very grateful and appreciative of the program.

Plans for 2019 – 2020

1. Increase communication with parents of Title I students. This will include additional conferences, newsletters that include strategies to use at home, additional postings on the website, and revised progress reports.
2. Implement the assessment plan, including beginning of the year and end of the year assessments. Additionally, there will be more formalized progress checks to better document student growth and academic and learning needs.
3. Finalize a formal plan for selection and discharge of students, such as a selection form of ranking students. This will further standardize the process for selection of students as well as dismissing students from the Title I program.
4. Continue with individual learning plans for each student receiving or being considered for Title I. This will include services and resources the student previously and currently receives, service areas, materials and resources to be used, assessments and review dates.