

McPolin Elementary School 2019-2020 Title I Plan

Identifies students who are failing or most at risk of failing to achieve state standards

The proficiency level on the RISE tests (2018) identifies students in reading and math in grades 3 through 5 who are at risk of failing. In addition, in reading, DIBELS benchmark tests also identify students in need of additional support in reading k-5. A state kindergarten screener is delivered each year in August to be able to identify students at-risk and in need of additional assistance during our all-day kindergarten program.

Eligible students are prioritized in rank order to provide services to those in greatest need.

All students who score below proficiency are rank listed in order on a spreadsheet to provide a better service pattern in reading and math. That spread sheet allows us to determine the amount of additional help and schedule aides to assist them in class or in small groups outside of the classroom.

Establishes a staffing pattern and schedule of services provided by Title I.

The school schedule is built to provide concentrated times that eligible Title I students could receive additional instruction without forgoing primary instruction in math and reading. Each grade level has blocked time for reading help with ELL and Reading Centers. Math classes use small group instruction, after core instruction, for our most struggling students, typically title I students, to receive more intense instruction. We have added a 30 minute intervention/enrichment time that is conducted every week, Monday through Thursday in all grades. This is where some of our Tier II responses take place, in flexible groupings.

Program resources help participating children meet state's

challenging student academic achievement standards expected for all children

Programs used for intervention include Orton-Gillingham, Wilson Reading System and Foundations. ELL instruction is integrated into the classroom due to the fact that most of our teachers have their ELL endorsement and the ones that do not have the endorsement are currently taking classes towards the endorsement. Imagine learning is used for our students who are new to the country as well as the kindergarten and first grade students. Math programs include the use of Ready Math, Kahn Academy, and IReady.

Planning for students served is incorporated into existing school planning

The school schedule is built to provide concentrated times that Title I students could receive additional instruction without forgoing primary instruction in math and reading. We use the MTSS state model.

Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program

Programs used for intervention include Orton Gillingham, Wilson Reading System, and Foundations. ELL instruction happens in every classroom. Our teachers have their ELL endorsements and are able to service students during Tier 1 and Tier 2 instruction in the classroom. Math programs include the use of Ready Math, Kahn Academy, and IReady. All of these programs are research based.

Primary consideration is given to providing extended learning time.

An afterschool program is conducted Monday through Friday.

Students are given time and support to do homework. There is also intervention time during the afterschool program. Participating students are given a reading intervention after school, provided by a licensed teacher trained in a research based reading program. The after-school program also has certified teacher who comes twice a week to work with students on the acquisition of academic language.

Provide an accelerated high-quality curriculum

Math classes across grade levels are heterogeneously grouped. Children needing more foundational support are instructed in smaller groups after core skills using our state approved math textbook. Language arts is taught by the classroom teacher at individual instructional levels using state approved materials. Additional support is also provided in a one on one setting using an explicit, concentrated program to provide accelerated instruction.

Minimizes the removal of children from the regular education classroom during regular school hours Before school and afterschool programs are conducted for many of our students. In addition, the master schedule ensures that children are not pulled from core instructional blocks when it is necessary to remove them from the classroom.

Coordinate with and support the regular education program

Weekly grade level PLC team data meetings and frequent email contact between teacher teams and specialists enable a good coordination of MTSS and the after-school programs. Every 4-6 weeks a grade level team meets along with the coach and interventionist for a Data Dive meeting. During these meetings teachers look at data, discuss Tier 2 interventions and discuss students who are not responded to Tiered instruction. We also have a meeting once a week, where an individual student is

brought to a team of teachers to discuss their lack of progress in the classroom after interventions have been put in place. This meeting is called SST. It is part of the MTSS process.

Plans for assisting pre-school children in the transition from early childhood programs The school district implemented preschool on site for three and four year olds. Assessments given indicate that children need the program to succeed. Currently, we have two full day four-year-old classrooms and two half day three-year-old classrooms.

Provide instruction by highly qualified teachers

All licensed teachers at McPolin are highly qualified. Forty-four percent of the teachers have their Master's Degree and forty-eight percent have their credits or more over their Bachelor's Degree.

Provide opportunities for professional development

Professional development is provided on PLC 's, foundations, vocabulary development, writing and Ready Math. This year McPolin has chosen to focus professional development on tier 1 strategies geared toward language development for Emergent Bilingual students.

Provide strategies to increase parent involvement

Parents are involved through email, newsletters and school events such as Fall Festival, Science Fair, and conferences.

Coordinate and integrate Federal, State, and local services and programs.

McPolin works hard to coordinate programs, Title 1, Title III, Utah State funding through Land Trust, SB360 and SB41. We also work closely with Big Brothers/Big Sisters, and United Way in our afterschool programs.

