

Zanewood Community School 2018-2019 Schoolwide Title I Plan

OVERVIEW

Zanewood's Title I Plan is driven by the work of our Site Improvement Team and planned to support our School Improvement Plan. Achievement and proficiency data drives instructional decisions. Program needs are identified by the gap between our school's growth and achievement as compared to that of both the district and state, with the achievement levels of various subgroups analyzed to work toward closing the achievement gap for all subgroups. The Site Improvement Team consists of the Principal, Assistant Principal, Instructional Coach, Title I Lead Teacher, ATPPS coach, BIT, SDAS, and Science Curriculum Specialist. This team meets in August with the Research, Assessment and Accountability Department to analyze the data from state and district wide testing. Throughout the school year, representatives from this data team meet to identify and prioritize strengths and needs based on the results of periodic assessments. This data is efficiently collected and maintained in a school-wide database, and used by key stakeholders on a regular basis.

ACADEMICS

As a part of District 279's Local Literacy Plan, all students will participate in benchmark assessment using DIBELS Next. Results of these assessments will be used in conjunction with MAP, MCA, and Grade Level Data Team data to identify students needing reading intervention. Title I Staff collaborate with Classroom, English Language, and Special Education teachers in planning and facilitating academic interventions that occur during the Core Reading block and WIN ("*What I Need*"). A push in model will be considered first, if appropriate.

Title I Math Testing or MCA/MAP Math Assessments are used in conjunction with the work of PLT's (Professional Learning Teams) to identify students in need of additional support in math. Students may receive support during core instruction, WIN, or re-teaching. Support may be tier 2 interventions or re-teaching. When the tier 2 intervention Bridges Intervention curriculum is used, students are progress monitored.

When Reading assessment data (DIBELS, DRA, MCA, MAP, and others) shows students are performing below their grade level peers, Title I staff will help facilitate and monitor supplemental reading interventions to students in small group or one-on-one settings. The intervention is selected to most closely match the needs of the learner so as to accelerate growth. Title 1 support is carefully determined to ensure positive relationships are established in order to support student growth. Students receiving reading interventions will be progress monitored. Title 1 will build capacity with ESP support staff by providing training on interventions that can be used in the classroom during the Core Reading instruction or WIN time.

Grade	Qualifying Data	Interventions Provided
K	DIBELS LNF <40, Kindergarten Title I Assessment, Teacher recommendation Starting After 2nd Benchmark in January	P.A.L.S., Incremental Rehearsal (letter name or letter sound)
1 st Grade	DIBELS LSF Fall < 27, Spring 2015 Quick DRA < 3, Title I Math Assessment, Teacher recommendation	LLI, GATE, Phoneme Segmentation/Blending, Great Leaps, Word Blending, Word Building, Repeated Reading with Comprehension, Incremental Rehearsal
2 nd Grade	DIBELS ORF Fall < 51, Spring Quick DRA < 10, Title I Math Assessment, Teacher recommendation	LLI, GATE, Word Blending, Repeated Reading with Comprehension, Incremental Rehearsal (letter sounds or sight words), Great Leaps
3 rd Grade	DIBELS ORF < 69, MAP data, Teacher recommendation	Great Leaps, LLI, Repeated Reading with Comprehension, Incremental Rehearsal, Bridges Math Intervention
4 th Grade	DIBELS ORF < 89, MAP/MCA data, Teacher recommendation	Repeated Reading with Comprehension, LLI, Great Leaps, Bridges Math Intervention
5 th Grade	DIBELS ORF <110, MAP/MCA data, Teacher recommendation	LLI, Great Leaps, Bridges Math Intervention

PROGRESS MONITORING

Through our implantation of key components of Minnesota’s Read Well by Grade 3 law/District 279’s Local Literacy Plan, we will improve our instruction, intervention, and communication with families. As a part of reading interventions for students below the 40thile on fluency measures we regularly progress monitor our students, review the data, and respond accordingly. Data is accessible to homeroom, Special Education, and EL teachers, as well as administration.

STAFF CAPACITY BUILDING

During the 2018-2019 school year, Zanewood will focus staff capacity building in areas that support our District focus and school reform model, STEAM. Staff development delivered to licensed staff will be shared with Title 1 ESPs to help create a common language and increased awareness of best pedagogical approaches that are engaging and culturally responsive to the students we serve.

We will continue to support ESP staff by providing training on specific interventions listed on the Local Literacy site. All ESPs will be monitored for fidelity of the intervention. Interventions will occur during the Reading rotation or WIN time.

STAFFING

Person	Responsibilities
Lead Title I (1.0)	Coordinate Title I services: collaborate with grade level teachers for interventions during WIN and core reading instruction, plan and manage interventions conducted by Title I ESPs, provide capacity building for Title I ESPs, and other ESPs throughout the building, schedule and supervise Title 1 ESPs, facilitate training and resources as needed, participate on Student Intervention Team and case manage referred students Coordinate extended day program (<i>Early Risers</i>) and provide direction to ESPs Provide direct Tier 3 interventions to students, individually or small group in math and reading Model lessons to classroom teachers Provide training to licensed and non licensed staff
Instructional Assistant	Provide direct Tier 3 interventions to students, individually or small group in math and reading
Title 1 ESPs	Provide small group tutoring and classroom support of reading and math, provide assistance in progress monitoring, lead academic activities in <i>Early Risers</i>

PARENT INVOLVEMENT

During the 2018-2019 school year, classroom teachers will provide all families information about Title 1 services at Fall conferences in October.

The Title One Parent Committee will meet annually to solicit feedback and support for programming. Because we are a full title one school, these meetings are open to all families.

To support the reading and math achievement of our students and to assist families in building capacity to support their children’s achievement at home, activities or books will be distributed at all events that connect the families to the school.

Parent Involvement Events

<u>Date</u>	<u>Time</u>	<u>Event Name</u>	<u>Description</u>
Weds, Aug 29	4:30-6:00	Open House	Meet the teacher and tour the school! Connect with old friends and your community.
Fall, 2018	7:30AM- 7:30 PM	Parent/Family Conferences	Meet with your child's teacher to discuss goal setting and curriculum for the year. Learn about Title 1 services.
Thurs, Oct 8	5:00-7:00	Family STEAM Night	Carnival of Engineering sponsored by Boston Scientific and Title 1. Pizza dinner provided.
Winter, 2019	7:30AM- 7:30 PM	Parent/Family Conferences	Meet with your child's teacher to discuss goal setting and curriculum for the year. Learn about Title 1 services.
Spring, 2019	TBD	Family STEAM Night	Join your child for a night of hands on Science, Technology, Engineering, Arts, and Math night!
Spring, 2019	Breakfast	Waffle Breakfast	Enjoy our annual Waffle Breakfast, and join your child back in the classroom for a fun family engagement activity
Tri 3	TBD	Math Number Corner and Work Stations	Learn about our new math curriculum and see it in action in the classroom. Observe a teacher directed "Number Corner" and participate in math "Work Stations" with your child.
TBD, May	TBD	Title 1 Parent Committee Meeting	Review 2016-2017 plan and write 2017-2018 Plan
TBD	TBD	STEAM events	With the STEAM Magnet School Grant award, there will be additional family engagement opportunities

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