

Project Description:

A 0.5 FTE Title I Literacy Coach will focus on improving tier 1 teacher practice for teachers of targeted Title I students in addition to providing direct services to targeted Title I students in grades 2 and 3. A 1.0 FTE Title I Math Intervention Teacher/Math Coach will support identified Title I math students focusing on improving math processes and targeting math language for grades 2 and 3. Coaching will be provided to the teachers of those targeted math students to ensure that math instruction is research based.

Outcomes/Performance Indicators:

Goal #1 All students will demonstrate grade-level proficiency in mathematics.

Indicator (Assessment or mechanism used to track progress in meeting goal):

NWEA or CPAA

18-19: 58% Students meeting or exceeding grade level norms or expectations in math outcomes on NWEA
70% Students meeting or exceeding expectations in math on the CPAA
90% Students in interventions will meet expected growth targets on NWEA in math

Goal #2: All students will be reading on grade level by grade 3.

Indicator:

(Assessment or mechanism used to track progress in meeting goal-NWEA/CPAA)

60% of students receiving Title I literacy services will meet expected growth in reading from Fall '18-Spring '19 on NWEA/CPAA.

88% of students in classrooms where teachers receive coaching in literacy and where students are targeted for assistance will meet annual growth expectations in reading.

Identification Process:

Selection criteria for literacy and math will be established and students who are furthest away from meeting rigorous standards will be identified and provided with supplemental instruction. In math and literacy, OAES uses universal screening measures to assess student growth and monitor progress towards standards. All students participate in universal screening. The following screeners are used for student placement in interventions: Fountas and Pinnell Benchmark Running Records (literacy), CPAA (math/literacy) and NWEA (math/literacy).

Data Collection:

Fountas and Pinnell Benchmark Running Record-Fall, Winter, Spring

NWEA-Fall, Winter, Spring
CPAA-Fall, Winter, Spring

Results of the screening are sorted and compiled for OAES's Title I team to review for appropriate interventions. Students whose data indicates the greatest need are chosen for Title I intervention regardless of identification for other services. This is true for all but students identified as new to English~these students are in a program specially designed to meet their English learning needs. The school principal oversees all decisions regarding Title I placement. Notification of changes in programming are done collaboratively and involve the classroom teachers, parents and Title I teachers. Translators are provided as needed. Title I teachers keep documentation of declination from families.

Intervention Programs:

Professional development funds will provide training in research-based practices in math and literacy to the teachers of identified Title I students.

Title 1 Math and Literacy teachers use the following tools:

- Modifications and reinforcement of math curriculum work
- Implementation of evidence-based instructional practices (i.e. Number Talks, number sense routines, Interactive Read Alouds, Conferring, etc)
- LLI as a general guide for instruction for literacy intervention.
- Modification and reinforcement of ELA classroom work related to the Teachers College Reading and Writing Program.
- Fastmath online fact fluency program
- Do the Math intervention system

Family Connections:

Required parental policies and notifications will be adhered to. Parent involvement activities will help parents support learning at home.

Title I teachers participated and completed the following family connections:

- Overview Presentation of Title I at each grade level curriculum night
- Attended and met with parents for Parent Teacher Conferences
- Additional contact with parents as needed when a student was not making expected growth in the class
- Additional contact with parents to share progress and student work
- Held Family Literacy Night and Family Math Night for families to learn how to engage their students in math and literacy skills.

Literacy Night Overview:

March 28, 2019 families were invited to a Family Literacy Night with a guest speaker. Families rotated through centers, playing with words to build poems through engaging literacy activities and attended a presentation (Irresistible~Technology and It's Addictiveness) from a guest speaker, Jonathan Werner. During the evening, families were invited to read poetry "live" on

our school's Facebook page. The evening was well attended and Title I families from each grade level were present. All parents were invited via email, newsletter, backpack notice and Robocall. Busing was provided for any families in need of transportation to the event.

Math Night Overview:

This year's 5210 Math Night theme was "Shape up with Geometry!" Students and parents participated in physical fitness activities and problem solving activities that incorporated geometry and other math concepts. In the cafeteria there were 5210 healthy eating activities including a crowd favorite, the blender bike. Our reading corner had architecture related books and building activities. The evening was well attended and Title I families from each grade level were present. All parents were invited via email, newsletter, backpack notice and Robocall. Busing was provided for any families in need of transportation to the event.

Math Intervention: Kelley Nogar, The Title I Math Intervention teacher, conducted intervention groups in grades 1,2, and 3. She used modified work from the Pearson enVision program, Base 10 and number sense activities, and the "Do the Math" intervention system to help identified students make gains in their mathematical conceptual understanding and their procedural skills. In grades 2 and 3, Mrs. Nogar led Number Talks, Counting Collections, and Choral Counting math routines in the classrooms and coached the classroom teachers in implementing these routines into their lessons.

Math Coaching: In September, Mrs. Nogar identified grade 4 and 5 targeted assistance students using two data points: NWEA scores and the beginning of the year Pearson enVision grade level test. After student selection was determined, Mrs. Nogar met individually with teachers to create instructional goals based on the needs of the identified students. Throughout the year, Mrs. Nogar worked with teachers on goal-setting, revising goals, and giving observational feedback. She also worked with targeted assistance students in the classrooms when she and the classroom teacher planned small group instruction together.

To monitor student progress, Mrs. Nogar met with classroom teachers through individual meetings and grade level data dives to analyze formal and informal data. These data points include daily work, Pearson enVision topic tests, and NWEA data. Many identified students, especially newcomers, were given the EMDI grade level math screener to determine proficiency in number sense, base ten operations, estimation, and fluency.

Discussion of Math Data:

Overall, 80% of Title I students receiving math interventions met their targeted growth outcomes.

In first grade, 100% of Title I students receiving intervention group services achieved their growth targets from fall to spring on the CPAA.

In second grade, 60% of Title I students receiving intervention group services achieved their growth targets from fall to spring on the CPAA.

In third grade, 83% of Title I students receiving intervention group services met their projected growth from fall to spring on the NWEA.

In fourth grade, 88% of targeted assistance students who took the NWEA met their projected growth from fall to spring. These scores exclude targeted assistance newcomer ELs who did not take the NWEA.

In fifth grade, 67% of identified targeted assistance students who took the NWEA met their projected growth from fall to spring. These scores exclude targeted assistance newcomer ELs who did not take the NWEA.

Literacy Intervention:

Title I Literacy Coach, Ms. Spinney, utilized the Teacher's College Reading and Writing Curriculum to close the gap between student's reading level and grade level achievement for first and third grade. Ms. Spinney met with targeted Title I students within their classroom during the literacy block. Ms. Spinney conferred with students in small groups or one on one, demonstrated guided reading lessons, coached the classroom teacher during mini-lessons, reading conferences and guided reading lessons to support students with word solving, vocabulary, fluency and comprehension strategies.

Throughout the year, Ms. Spinney worked with teachers on goal-setting, revising goals, giving observational feedback and co-planning strategies to use to differentiate and/or target specific instruction for students.

To monitor student progress, Ms. Spinney recorded conferring notes, administered additional Fountas and Pinnell Reading Assessments, met with classroom teachers to analyze informal and formal assessment data to monitor progress and adjust instruction.

Progress is also tracked via the NWEA and CPAA three times per year. A student may test out of Title I services if the test scores demonstrate that he/she is currently reading on grade level.

To monitor student progress, the literacy coach met with classroom teachers to analyze formal and informal data. These data points include reading records, writing samples, and CPAA/NWEA data.

Discussion of Literacy Data:

Targeted Title I support was given to students in first and third grade. During the FY19 year, 36 students were identified for targeted Title I assistance. Eleven Title I literacy students were in grade 2 and Twenty-five Title I literacy students were in grade 3. Of the 36 students identified for Title I literacy intervention, we had fall-spring data for 26 of them, 6 of the 36 students moved in/out of our school at some point during the 2018-19 school year. None of the students were dismissed from Title I intervention. . Only students that had scores for both fall and spring were factored in the percentage of students meeting their growth target. Of the 36 students identified for Title I literacy intervention, 20 (63%) are also identified as English Language Learners and 7 (22%) were identified as homeless (Mc-V).

Target: **60%** of students receiving Title I literacy services will meet expected growth in reading from Fall '18-Spring '18 on NWEA/CPAA.

88% of students in classrooms where teachers receive coaching in literacy and where students are targeted for assistance will meet annual growth expectations in reading.

Actual:

In second grade, 89% of Title I students receiving Title I reading services achieved their growth targets from fall to spring on the CPAA and 81% of students in classrooms where teachers received coaching in literacy and where students were targeted for assistance met their annual growth expectation in reading.

In third grade, 94% of targeted Title I students in third grade receiving reading interventions met their targeted growth outcomes on NWEA and 78% of students in classrooms where teachers received coaching in literacy and where students were targeted for assistance met their annual growth expectation in reading.

Additionally, in kindergarten 94% of students in classrooms where teachers received coaching in literacy and where students were targeted for assistance met their annual growth expectation in reading.

In first grade 66% of students in classrooms where teachers received coaching in literacy and where students were targeted for assistance met their annual growth expectation in reading.

In fourth grade 66% of students in classrooms where teachers received coaching in literacy and where students were targeted for assistance met their annual growth expectation in reading.

In fifth grade 70% of students in classrooms where teachers received coaching in literacy and where students were targeted for assistance met their annual growth expectation in reading.

Literacy and Math Recommendations for next year:

1. Common planning time for math and literacy interventionists to support continuity, data discussions, program discussions, etc.
2. Collaborative planning time during early release Wednesdays for math and literacy interventionists to meet with classroom teachers, ELL and SPED staff to review data and progress, and discuss programming support.
3. Continue ongoing communication with parents.
4. Continue scheduling a Literacy and Math Night for Title I Families
5. Attend scheduled conference days to review student progress and/or parent questions or concerns.
6. Schedule Math and Literacy instruction at different times for each grade so Math and Literacy Interventionists can maximize support for targeted Title I students.
7. Attend grade level curriculum nights at the beginning of the year to inform parents of Title I programming in the school.
8. Schedule bi-monthly data dives with each grade level team to look at data and make instructional recommendations.

Results of 2018-19 Outcomes/Performance Indicators:

Target 1: 90% of students receiving Title I math interventions will meet expected growth targets on their fall to spring NWEA growth goals.

Result 1: 80% of students receiving Title I math interventions in grades 1,2, and 3 and targeted assistance students in grades 4 and 5 met expected growth targets, as measured by CPAA/NWEA.

Target 2: **60%** of students receiving Title I literacy services will meet expected growth in reading, as measured by CPAA/NWEA and **88%** of students in classrooms where teachers receive coaching in literacy and where students are targeted for assistance will meet annual growth expectations in reading.

Result 2: **92%** of students receiving Title I literacy services in grades 2 and 3 met expected growth in reading, as measured by CPAA/NWEA and **76%** of students met expected growth in grades K-5 classrooms where teachers received coaching in literacy and where students were targeted for assistance, as measured by CPAA/NWEA.

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