

Hillsville Elementary School Title I Targeted Assistance School Plan 2016-2017

The LEA Title I Plan is reviewed yearly and revisions are made to meet the needs of the students.

Goals

The mission of Hillsville Elementary School is helping everyone succeed. We want to ensure that all students achieve at their highest potential. We will conduct bi-monthly grade level meetings with a focus on reading and math to ensure that student needs are being met. Student progress will be monitored and adjustments to their instruction will be made when necessary.

Planning and Eligibility

School level identification follows the county-wide project and is based on the following criteria listed on the student assessment chart (which lists each student by name in each grade 1-5 and charts all available assessments for each student):

Teacher assessment questionnaire (all students in grades K-4 are assessed in May of each school year)

PALS- Phonological Awareness Literacy Screening (1-3)

Powerschool Assessment SGA #2 Benchmark Reading (2-5)

Powerschool Assessment SGA #2 Benchmark Math (2-5)

Standards of Learning: Reading/Math (3,4,5)

Each student is screened using the above. In order for a student to be placed in the program, he/she has not meet/pass the benchmark for two or more assessments. The benchmarks for each grade are as follows:

Grade 1: PALS- benchmark-83 (end of Kindergarten year)
Teacher assessment: Reading - intensive=0, strategic=1, benchmark=2 Cut off point-3
Teacher assessment: Math -intensive=0, strategic=1, benchmark =2 Cut off point-2

- Grade 2:** PALS-benchmark-35 (this score is from spring of previous first grade year)
Teacher assessment: Reading-intensive=0, strategic=1, benchmark=2 Cut off point-3
Teacher assessment: Math-intensive=0, strategic=1, benchmark=2 Cut off point-2
Powerschool Assessment Reading-benchmark >70%
Powerschool Assessment Math-benchmark >70%
- Grade 3:** PALS-benchmark-54 (this score is from spring of previous second grade year)
Teacher assessment: Reading-intensive=0, strategic=1, benchmark=2 Cut off point-3
Teacher assessment: Math—intensive=0, strategic=1, benchmark=2 Cut off point-5
Powerschool Assessment SGA Reading #2 - benchmark >70%
Powerschool Assessment SGA Reading #2 - benchmark >70%
- Grade 4:** PALS-benchmark-65 (this score is from spring of previous third grade year)
Teacher assessment: Reading-intensive=0, strategic=1, benchmark=2 Cut off point-6
Teacher assessment: Math-intensive=0, strategic=1, benchmark=2 Cut off point-5
SOLS-below 400(reading/math)
Powerschool Assessment SGA Reading#2 -benchmark >70%
Powerschool Assessment SGAMath#2 -benchmark >70%
- Grade 5:** Teacher assessment: Reading-intensive=0, strategic=1, benchmark=2 Cut off point-5
Teacher assessment: Math-intensive=0, strategic=1, benchmark=2 Cut off point-5
SOLS-below 400 (reading/math)
Powerschool Assessment SGA Reading#2 -benchmark >70%

**Powerschool Assessment SGA Math#2 -benchmark
>70%**

**All children not selected will comprise a waiting list as stated by the countywide project.
Reading Coach/Title 1 Teachers will establish student schedules for Title 1 services.**

Instructional Program

The Title I Program at Hillsville Elementary School will serve students in grades 1-5. Funds will be used to address the academic needs of students who are failing, at-risk of failing, and/or economically disadvantaged.

Grades 1-3: Early intervention Reading Program

Grades 1-5: Title 1 Language Arts/Reading/Math, 3 full time teacher aides, 2 half-time Title 1 teachers and 2 half-time Reading coaches

Desired Outcome Indicators for 2016-2017 will be:

**Teacher assessment questionnaire
PALS
Standards of Learning**

Instruction by Highly Qualified Teachers and Professional Learning

The staff serving Title I students will hold a teaching license and a masters degree in reading. Title I aides have an associates degree. The Title I staff will be highly qualified in the area of instruction that they teach. An annual professional learning needs assessment will be completed by all instructional staff, administrative staff, and student support personnel at Hillsville Elementary School. Top priority will be given to the professional learning activities which align to the instructional needs of students and support increased academic achievement. Based on the results of the needs assessment professional development activities will be created that will have a substantial, measureable, and positive impact on student achievement.

Priority have been given to the following for the 2016-2017 school year:

- Differentiated Instruction**
- Standards of Learning**
- Response to Intervention (RTI)/Pyramid of Intervention**

Coordination of Resources

Professional learning and instructional needs of Hillsville Elementary School students are met through a combination of funds. The Title I Program coordinates with other federal programs, local funds, and state funds to ensure that the improvement needs of the system are met: Title I, Title II, Title III, Title IC, ESL, and Pre-K funds.

Efforts to consolidate resources for instructional support increase program effectiveness by appropriately addressing needs by eliminating duplication, and by reducing fragmentation of the instructional program.

Evaluation and On-Going Program Development

Ongoing periodic planning and evaluation will occur regularly between the Title I teacher and other staff members. The Title I teacher/Reading Coach and regular education teacher will meet on a bi-monthly basis to determine the progress of the students in the program. The Title I teacher/Reading Coach will monitor those students identified as at-risk and receiving services. During grade level meetings, the team will determine if adjustments in instructional methods need to be made. The results of students' benchmark assessments will be analyzed for further revision of the students' needs. Those students exited from the program will be monitored throughout the year to ensure successful transition.

Annual Assessment of Students

Hillsville Elementary School students are assessed annually in the spring with SOL tests to measure their progress in meeting state standards. Students are assessed in a regular classroom setting unless appropriate accommodations are necessary.

The progress of all students in meeting the state standards is tracked through local benchmark assessments in math and reading, PALS (state testing), and writing (WFTB). Those students identified as not meeting standards are offered services to address their needs. The plan includes strategies for improving areas of weakness through additional instruction provided by iReady.

Parental Involvement

Parents are encouraged to be involved in their child's education. Parents are invited to attend classroom activities, performances, and parent involvement activities sponsored by Title I. The school level parent advisory committee will meet periodically throughout the school year to review the Title 1 program. A survey is distributed to Title 1 parents to determine if parent involvement activities are successful and beneficial.

- **Open House**
Parental Involvement Policy and Parent/Student Compact are distributed
- **Book Give-Away**
- **Parent/Teacher/Student Conferences**
- **Telephone/Email Communication**