

Parley's Park Elementary School
2013-14
Title I Plan

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

The proficiency level on the CRT tests (2013) 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 kindergarten screener is delivered each year in May to be able to identify students at-risk and in need for all day kindergarten.

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 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 ESL and Reading Center. Math classes use small group instruction, after core instruction, for our most struggling students, typically title I students, to receive more intense instruction.

Program resources help participating children meet state's challenging student academic achievement standards expected for all children

Programs used for intervention include Early Steps, Next Steps, Higher Steps, Corrective reading (4th, 5th). ESL instruction uses Language for Learning, Language for Writing and Language for Thinking. Math programs include the use of My Math, IXL online math, Imagine learning, and Successmaker.

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. Please see attached.

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

Programs used for intervention include Early Steps, Next Steps, Higher Steps, Corrective Reading. ESL instruction uses Language for Learning, Language for Writing and Language for Thinking. Math programs include the use of Touch math, in addition to My Math and CMI. All of these programs are scientifically based.

Primary consideration is given to providing extended learning time.

An afterschool program is conducted Monday, Tuesday, and Thursday, Friday every week. Academic subjects of reading and math are taught for two hours. We serve between 50 and 60 students who are primarily levels 1 and 2 proficiency levels on the state reading and math tests in small groups.

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 are taught.

Language arts are 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 team data meetings and frequent email contact between teacher teams and specialists enable a good coordination of Reading Center, Title 1, afterschool and ESL programs. Every 6 weeks an extensive RTI grade level meeting is conducted to also help coordinate intervention efforts.

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 50 preschool students attending 3 sessions. Three year olds are offered a two day a week program, while four year olds have a Mon-Thursday half day session. Breakfast and lunch are offered.

Provide instruction by highly qualified teachers

All licensed teachers at Parley's Park are highly qualified except for 3 teachers. Forty-four percent of the teachers have their Masters Degree and forty-eight percent have their credits or more over their Bachelors Degree.

Provide opportunities for professional development

Professional development is provided in Sheltered Language strategies, vocabulary development and writing this year. This training is provided on a consistent basis, every 6 weeks. We also have been receiving math training twice a month on a district wide level.

Provide strategies to increase parent involvement

Parents are involved through email, newsletter. Other school events such as Fall

Fun Festival, Spring Festival, Science Fair, Reading Night, conferences, Books and Beyond encourages parents to participate in their child's education. Two cottage meetings will be scheduled to invite parents to be part of our SCC, PTA and latino advisory group.

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

Parley's Park works hard to coordinate programs, such as ARRA, Title 1, Title III, Utah State funding through Land Trust, SB360 and SB41. We also work closely with Holy Cross Ministries, Big Brothers/Big Sisters, Americorps and United Way in our afterschool programs.