

Miller Avenue Schoolwide Title Plan

OVERVIEW

Miller Avenue Elementary is part of the Garaway Local School District. There are approximately 185 students in grades K-6 who attend the school with 32% of them receiving free or reduced price lunches. There are 7 homeroom teachers, 1 Title I teacher, and 3 Intervention Specialists which include 2 cross categorical units on staff at. Six aides are also available to help support students throughout the building.

Mission

Maximize every person's potential everyday.

Service Eligibility

Students are assessed three times a year(Fall, Winter and Spring) using iReady diagnostic scores, DIBELS and/or teacher recommendations. Based on these district approved cut scores, we will identify the most at risk students for services.

Strategies/Activities

1. Target grades K-3 for early intervention services to improve the percentage of students that met the 3rd grade reading guarantee requirements and are able to be promoted to 4th grade.
2. Identify and address individual student learning needs in grades K-3 by holding monthly PLC meetings.
3. Begin the RTI process once it has been determined that Tier 1 interventions have not been effective.
4. Ensure curricular materials and lesson plans align to the OH standards.
5. Close the achievement gap for all students that was created during the COVID 19 pandemic.
6. Allow students the opportunity for small group and/or individualized lessons to try and bridge the learning gap.

Supplemental Programming

- ☐ I Ready: This program is the foundational piece of our ELA and Math curriculum. All students have access to a Chromebook to log in to the system to complete lessons and take diagnostic tests. Level of intensity is dependent on grade and academic level that is determined by each grade band.
- ☐ FUNDations-Tier II; This is a supplemental program that we utilize to provide instruction on phonics, phonemic awareness, sight words and decoding. Teachers will also base their spelling words from this program.
- ☐ Literacy Footprints; This is another supplemental program that we utilize K-6 for small groups that focus on building student reading skills or providing enrichment

opportunities. These are also utilized to supplement materials in Science and Social Studies lessons.

- ☐ Wilson Reading Program; This program is the next step up from FUNdations for grades 3-6 that also focuses on phonics, phonemic awareness, sight words and decoding.
- ☐ Just Words: This is an addition to the Wilson Reading program that focuses on vocabulary acquisition.
- ☐ Reading A-Z: This program is used primarily for our young EL students to help them recognize words through a correlation to a picture. This program is also utilized for our upper grade EL students in combination with the I Ready textbooks. This program is also utilized to give students authentic reading practice to complete with a family member at home.
- ☐ Science of Reading-sight word tools: These are a sight word progression based on phonemic similarities. These progress from basic CVC words to more complicated digraphs, blends and vowel teams.

Parent Engagement

Throughout the year teachers host two parent teacher conferences in the fall. We also host monthly Parent Teacher meetings to discuss school and community activities where parents get updates and can offer feedback for school improvements. Parents receive monthly newsletters from the Principal and weekly correspondence from classroom teachers. Ragersville also utilizes an All Call system for both voice messages and text reminders. All communications are in English and Spanish. Parents are encouraged to call, email or schedule an appointment to speak with teachers directly regarding academic performance. Three times a year parents receive a print out explaining their students progress in the IReady Diagnostic. Currently our K-3 students receive a letter at the beginning of the year if they qualify for a RIMP and an explanation of how their child will be serviced. We host a community engagement night that focuses on literacy at home. In addition, the Title teacher sends home books daily for families to read together. Special events such as the Christmas program, class parties, award ceremonies and end of year celebrations also encourage parents to participate in school wide activities.

Professional Development

Staff participates in two Professional Development days a year put on by the district. These district trainings focus on instructional practices, social emotional, and or curriculum. Staff members are currently involved in the State Literacy training.

Instruction by Highly Qualified Professional Staff

100% of staff are Highly Qualified. When opportunities arise, only applicants who possess appropriate licensure are considered for participation in the interview process. Further, once new staff are in place they are assigned a mentor and participate in the Resident Educator Program.

How Services will be provided

The Title teacher and the Aide will address student needs in a Tier II setting. After diagnostics are completed in the fall the Title Team will review the data and organize students into levels of need. The students with the greatest needs will be seen by the Title 1 teacher each day for a 30 minute period in a pull out small group setting to work on specific skills to bridge the gaps that were identified in the diagnostic. The next level of students who can not be seen by the Title I teacher will work daily with the Aide who receives activities from the Title and classroom teacher that addresses student needs. If there are more students that can not be seen they will then work with the classroom teacher in a small group setting within the classroom. Tier III interventions come after the RTI process has been completed and students work directly with the Intervention Specialist.