

# Monticello Middle School

## Title I Schoolwide Plan 2016-2017

<p><b>1. Comprehensive Needs Assessment</b></p>	<p><b>Student Data:</b></p> <ul style="list-style-type: none"> <li>● <b>Ohio State Test (OST)</b> administered in April 2016 <ul style="list-style-type: none"> <li>○ <b>Reading:</b> 6-8th Grade students demonstrated a high need for improving reading comprehension in informational text, literary text, writing, as well as vocabulary acquisition.</li> <li>○ <b>Math:</b> 6-8th Grade students demonstrated a high need for strengthening number sense, ratios/proportions, algebraic expressions, geometry, and statistics/probability.</li> <li>○</li> </ul> </li> <li>● <b>NWEA Measures of Academic Progress (MAP)</b> - Administered in Spring 2016 for Reading and Math, and Science for grades 6 - 8. <ul style="list-style-type: none"> <li>○ MAP Tests will be administered 3 times a year to monitor reading and math performance levels and hone in on students' needs.</li> <li>○ <u>Building-wide Goal:</u> One year of RIT growth in reading and math by the end of the 2016-2017 school year.</li> </ul> </li> </ul>
<p><b>2. Schoolwide Reform Strategies Based on Scientific Research that Strengthen the Core Program, Increase the Learning Time, etc. (Strategies to Strengthen the core program and extend learning time)</b></p>	<ul style="list-style-type: none"> <li>● <b>ELA and Math Block Schedule</b> - Provides 84 minutes of daily instructional time.</li> <li>● <b>Small Group Intervention/Enrichment</b> - In-class support provided by Title I staff.</li> <li>● <b>After School Special Help Sessions</b></li> <li>● <b>Grade-level Common Assessments</b></li> <li>● <b>New Textbook Adoptions:</b> Based on Common Core State Standards for Reading/Math <ul style="list-style-type: none"> <li>○ <i>Pearson Common Core Literature</i> - (Reading/ELA)</li> <li>○ <i>Big Ideas</i> - (Math)</li> </ul> </li> <li>● <b>In-house Professional Development</b></li> <li>● <b>Content-focused Teacher-Based Teams (TBTs)</b> - Teachers met three times per week at each grade level to monitor student progress. <ul style="list-style-type: none"> <li>○ <b>Title I TBT Support</b> during weekly TBT meetings.</li> </ul> </li> <li>● <b>Student Priority List</b> - Title I Literacy Lead/Math Support Teacher confer with ELA/Math teachers to identify students in need of additional support, (intervention or extension).</li> <li>● <b>Student Assistance Teams (SAT)</b> - grade level SAT meetings twice per month to identify discuss individual students in need of support, develop intervention plans, and monitor student progress.</li> <li>● <b>Student Technology</b> - Regular access to an iPads (Apple One-to-One Program), ChromeBooks and/or laptops</li> <li>● <b>Study Island</b> - Used in ELA, science, and social studies classes using as a supplemental resource.</li> <li>● <b>Reflex Math</b> - Used in math classes as a supplemental resource</li> </ul>
<p><b>3. Highly Qualified Teachers</b></p>	<p>The Cleveland Heights-University Heights City School District:</p> <ul style="list-style-type: none"> <li>● Seeks to attract talented and innovative educators through competitive job fairs.</li> </ul>

	<ul style="list-style-type: none"> <li>● Offers a tradition of excellence in our educational programs for students and in our work environment for employees.</li> <li>● Seeks out, attracts, and retains employees with the highest possible qualifications.</li> <li>● Provides highest quality work environment, as well as, provide for personal and professional growth to enable employees to reach their fullest potential.</li> <li>● All of Monticello staff members currently satisfy the HQT requirements. <ul style="list-style-type: none"> <li>○ The district provides the building principals with staff credentials.</li> <li>○ This will be reviewed annually to insure compliance.</li> <li>○ Teachers review the HQT documentation and provide a signature indicating that the information provided is correct.</li> <li>○ This form is submitted back to the building principal. This information is also available to Monticello families.</li> </ul> </li> </ul>
<p><b>4. High Quality, Ongoing Professional Development</b></p>	<ul style="list-style-type: none"> <li>● <b>In-house Professional Development</b> - PD opportunities provided by Title I Staff to help familiarize teachers with the essential aspects of the new instructional resources, understanding intent of standards, teaching resources, and assessment tools.</li> <li>● <b>International Baccalaureate (IB) Training</b> - As Monticello is in year 2 of the IB Authorization process, teachers are taking part in professional development trainings related to IB programming, as well as, unit planning/writing for their content area.</li> <li>● <b>Professional Development</b> - On-going PD sessions for teachers using new core adoptions and/or pilots (ELA, MATH, Science)</li> <li>● <b>AVID Summer Institute PD</b> - AVID teachers participate in PD trainings</li> </ul>
<p><b>5. Strategies to Attract High-Quality, Highly Qualified Teachers</b></p>	<p>The Cleveland Heights-University Heights City School District:</p> <ul style="list-style-type: none"> <li>● Seeks to attract talented and innovative educators through competitive job fairs.</li> <li>● Offers a tradition of excellence in our educational programs for students and in our work environment for employees.</li> <li>● Seeks out, attracts, and retains employees with the highest possible qualifications.</li> <li>● Provides highest quality work environment, as well as, provide for personal and professional growth to enable employees to reach their fullest potential.</li> </ul>
<p><b>6. Strategies to Increase Parental Involvement</b></p>	<ul style="list-style-type: none"> <li>● Title I Literacy Lead regularly attends PTA meetings.</li> <li>● Parent Involvement Survey was issued at start of school year to gather feedback on essential Title I documents and programs.</li> <li>● Title I Parent Resource Table during Curriculum and Conference Nights.</li> <li>● Monthly Digital School Newsletter; the newsletter highlights the school programs, highlights and clubs activities</li> <li>● Building Literacy Night for families</li> <li>● Throughout the year, teachers send home letters, emails, and make phone calls.</li> <li>● The Cleveland Heights-University School District <i>Parent Book Club</i> for any parent</li> <li>● Curriculum Night</li> <li>● Parent Conference Night 2x annually</li> <li>● Pastries for Parents 2x annually</li> <li>● “Remind” notifications</li> </ul>

	<ul style="list-style-type: none"> <li>● “Parents in the Middle” study group</li> <li>● Title I teacher and counselors issued Parent Middle School Survival Guide to parents during Conference Night and to parents of new entrants upon registration.</li> </ul>
<p><b>7. Plans for Assisting Preschool Children in the Transition of Early Childhood Programs</b> <i>(NOTE: Focus on the Middle School transition from 5th grade.)</i></p>	<ul style="list-style-type: none"> <li>● Throughout the year, Monticello MS hosts three (3) family events for parents and/or students in the 5th grade to visit the middle school setting and learn about programming at the middle level.</li> <li>● In the fall, the Monticello hosts a “Sneak Peek” for parents and students receive an overview as well as take a tour of the building.</li> <li>● Scheduled daytime school visit where 5th graders come to Monticello Middle School. This visit takes place while school is in session in order to allow students to experience the building while the actual population is present.</li> </ul>
<p><b>8. Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments</b></p>	<ul style="list-style-type: none"> <li>● District-level common assessments for ELA and Math were developed with feedback and input from classroom teachers, Title I Literacy Lead, and Math Support Teacher.</li> <li>● Grade level ELA/Math teachers work collaboratively to develop classroom-level common assessments.</li> </ul>
<p><b>9. Activities to Ensure that Students Having Difficulty Mastering the Proficient and Advanced Levels of Standards Shall Have Effective, Timely Additional Assistance</b></p>	<ul style="list-style-type: none"> <li>● Pearson Realize Online Learning Platform Online - student resources in Pearson Common Core Literature series that provides instruction, intervention, extension, and ELL support resources, that are used to address student needs.</li> <li>● <b>Reality Central</b> is used as an individualized intervention resource for students who are reading greater than two levels below their assigned grade.</li> <li>● <b>Study Island</b> is used as an individualized intervention/extension support resource to address skills identified based on student performance on the NWEA/MAP Test for Reading and Math.</li> <li>● <b>Reflex Math</b> is used as an individualized intervention/extension support resource to address skills identified based on student performance on the NWEA/MAP Test for Reading and Math.</li> <li>● Research-based classroom interventions and extensions</li> <li>● <b>Co-Servicing</b> for students with IEPs provided by intervention specialists in core classes across the curriculum (ELA, Math, Science, Social Studies).</li> <li>● <b>Middle School Scholars Program (MSSP)</b> pull-out and push-in support services for identified Gifted and Talented students.</li> <li>● <b>Learning Style Inventories</b> and the integration of learning style student-choice activities.</li> <li>● <b>TBT, BLT, DLT Meetings</b> monthly meetings scheduled to examine instructional practices and student progress as they relate to data.</li> <li>● <b>Wilson Reading Program</b> as a literacy curriculum for our students with the highest reading needs. The reading program is deeply rooted in research to increase the overall facility with the structure and function of English.</li> <li>● <b>AVID</b> is a program available for students. AVID develops learning, study and academic behavioral skills that are essential to success in rigorous coursework. It acts as a catalyst for schools to develop a culture of college readiness for all students across the campus.</li> </ul>

<p><b>10. Coordination and Integration of Federal, State, and Local Services and Programs</b></p>	<ul style="list-style-type: none"> <li>● <b>Open Doors Academy (ODA)</b> - An after-school support program that provides homework help, social skills, .</li> <li>● <b>Lake Erie Ink</b> - writing support program.</li> <li>● <b>Heights Youth Theater</b> - Uses Monticello facilities after school to practice daily and perform theatrical productions at least twice per year.</li> </ul>
<p><b>Additional Narratives</b></p>	