

May 15, 2023

Dear Parents,

Every year Title I schools are required to review their program and keep parents and stakeholders informed of the meeting's outcome. Our Annual Title I Review Meeting took on May 8, 2023. The following overview of our meeting can be found on our school website. Feel free to call if you have any questions, comments, or concerns. Thank you.

Marissa Erickson, Title I Teacher

2022-2023 Annual Title I Review Meeting Notes

Selection Process for Students Receiving Academic Support:

Our strategy to identify students in need of additional reading and math support is a combination of the STAR reading and STAR math test scores. Students scores that fall into the yellow (intervention) and red (severe intervention) zones qualify. In addition to the STAR scores, the classroom teachers and I discuss classroom progress to determine which students could benefit from small group instruction with the Title I Teacher in the Title Office. These groups change throughout the school year as the needs of the students change. By committing to assessing in the fall, winter, and spring, we are able to have students move into or out of the program dependent upon their levels of achievement.

We also are participating in the Americorps Reading Corps program. Students in grades Kindergarten through third, who score under the 39% on their STAR scores in reading are assessed again using the Reading Corps assessment. Those students closest to their target score are entered into the program. Once they have reached their benchmark score, the exit and another student will enter the program. In order to keep their time out of the classroom down, students in Reading Corps do not work directly with the Title 1 teacher.

For our students not responding to these methods, we have a Response to Intervention (RTI) team that identifies individual difficulties and creates a way to monitor interventions for effectiveness. If the team feels the data is not showing the intervention to be effective, it is altered. If these changes are still not showing success, the student is moved into the special education process to further evaluate difficulties in a more in- depth method.

Current Core Curricula in Use:

Max provides materials for instruction based on scientific research and has provided professional development as needed, especially in the area of reading and math.

Beginning this school year, 2022-2023, we are using the HMH Into Reading, and HMH Into Math curriculum K - 12th grade.

Current Supplemental Curricula in Use:

Using the data from the STARS test, Max School chooses interventions for students receiving services through the Title program.

For students receiving services in reading, the Title teacher uses Sound Partners, Word Construction (phonics and fluency instruction), The West Virginia Phonics program, Novel studies, and/or literacy center games aligning to the skills each student needs.

The students receiving services in math in the Title I office individually work on the current classroom lessons, using the Tier 2 and Tier 3 supplemental resources offered through HMH Into Math. Students who work with the Title teacher inside the classroom, work in small groups on the current classroom lesson by incorporating math centers, games, and manipulative work.

Parental/Family Involvement:

Teachers send home weekly newsletters outlining upcoming events, tests, expectations, and other important relevant information. Many teachers in the lower elementary grades also encourage home reading homework to engage parents in their child's education. Additionally, we promote the use of our Max School app, our Facebook page, and school website to ensure up-to-the-minute notifications.

Additional parent involvement activities include, but are not limited to: parent-teacher conferences (held twice per year), and parent surveys.

Plans for a family engagement night this fall were discussed. It was decided that we would have a parent learning night, where parents can come and view a variety of activities that they can do at home to help their children study spelling words, sight words, and high frequency words.

School-Parent-Student Compact

The Max School Compact document was reviewed and updated for better wording and layout. No major ideology changes were made.