



Title I Teacher Meeting

12:30-3:00, Wednesday, May 20, 2015, District Board Room

Attendees: Audra Allen, Michelle Chase, Lori Clifton, Vince Collyard, Michele Green, Maureen Holmstrom, Denise Johnson, Patti Lempola, Kathy Palm, Darlene Riewer, Heather Sande, Liana Schaefer

Agenda:

1. We acknowledged the teachers who will be leaving at the end of the school year. Patti Lempola is retiring, Denise Johnson is spending more time with her family, and Michelle Chase has accepted a grade 3 classroom position with Nevis School District. We will miss these teachers and thank them for their contributions to our Title I programs.
2. For introductions, each school shared how their school team selects which students to work with in Title I, what assessments they use, whether they focus on the bubble kids or the lowest students, whether their student groups change throughout the year and as they prepare for the MCAs, and whether we should have a district rubric for making student selections. The discussion was excellent, and the teachers enjoyed hearing what each school does. At the end, they decided that each school is unique, and it would be very difficult to create one rubric to fit all of their schools. Following is a summary of each school's responses:
 - a. **Lincoln Title I** uses the PAST assessment with the kindergarten students plus letter names and sounds, then AIMSweb. Reading Recovery uses AIMSweb, STAR Early Literacy, and teacher input for selecting the students to assess with Observational Survey for Reading Recovery. For grades 2 and 3, teachers use the spring AIMSweb results, NWEA MAP, Leveled Literacy Intervention, and MN Reading Corps to select students. They also work with the Essential Learning Outcomes (ELOs) to target the specific standard benchmarks students need. Title I uses NWEA MAP, MCAs, former groups, and QPS to diagnose what students in grades 4 and 5 need. They also consider the OLPA scores. In January, they focus on the bubble students, and after the MCAs, they continue to serve the students with the greatest needs.
 - b. **Nonpublic Title I** uses DIBELS, sight words, QPS, and PAST assessments, as well as teacher recommendations, parent requests, and Iowa Basics tests. In addition to St. Philip's, Patti provides testing for students at Heartland and St. Mark's.
 - c. **Solway Title I** uses the spring kindergarten AIMSweb and Observational Survey to select Reading Recovery students. For grades 2-3, they use AIMSweb, NWEA MAP, teacher input, LLI groups, QPS, sight words, and high frequency words. MN Reading Corps focuses on the bubble students. When preparing for the MCAs, Title I works with the bubble students, and then focus on the low students after testing with curriculum such as Number Worlds.



- d. **Central Title I** uses letter sounds and letter names in kindergarten assessments. Reading Recovery uses OS to test half of the grade 1 students because so many are new to the school. They do not have enough staff to provide LLI for first grade students. They use AIMSweb, curriculum assessment, and teacher input for grade 1 math services. They focus on the lowest students until January when they focus on MCA prep. For grades 3-5, they regroup the bubble students and work on the strands. This year those students showed huge growth from the OLPA.
 - e. **J. W. Smith Title I** uses the fall AIMSweb from Kindergarten and Observation Survey 25-30 students for Reading Recovery. Those students who are not as low are grouped for LLI. They select Grade 2 students based on MAP, teacher input, previous benchmark scores, and the students who did not complete Reading Recovery. Grade 3 students served are based on teacher recommendation and LLI. Grades 4 and 5 are based on MCAs, RtI, strands, and FAST from MN Reading Corps. The J. W. Smith paras go into classrooms to work with the lowest students. In December and January, Title I changes their focus to the bubble students to prepare for MCAs.
3. We reviewed the meeting minutes from March 13, 2015, which are also posted on the district web site.
 4. We discussed the Family Engagement Plans. Kathy told the teachers to let her know if they need help. Jacque will format the plans for the schools. We decided to add each school's Parent Compact and Parent Survey at the end of their plan. The last Parent Advisory Council meeting will be Monday, June 1, at Solway, when the parents will approve the district plan. If the schools want their plans to be approved by the PAC, they need to get them to Jacque by May 29. The final plans are due to Kathy by June 5.
 5. The most important discussion for this meeting was the 2015-2016 Schoolwide Plans. Kathy called John Moorse, MDE, to learn what MDE expects with the changes to the form. John said that the Narrative is the most important section, and the center part is not as important. He suggested that they focus on their Needs Assessment and the Reforms. He understands that we do not yet have complete 2015 MCA data, so we can write the plans according to the 2014 MCAs and update them next fall.

We discussed the parts of the new Schoolwide form, and the teachers offered their suggestions. The Cover information and Narrative are similar to the old forms, and the teachers feel comfortable with them. The greatest concern was with the Record of Continuous Improvement. Once teachers shared their ideas, everything fell into place. The Schoolwide Plans should be sent to Kathy by June 5, 2015, so she can attach them to the 2015-2016 Title I application. In the fall, we will meet again to change the data to the 2015 MCA and MAP data.
 6. Reminder: The Family Engagement Plan, Schoolwide Plan, and Inventory of equipment and resources purchased with Title I funds are due to Kathy by June 5, 2015.
 7. The meeting adjourned at 3:00 p.m.