



## MFCS Title 1A Policy

### Purpose & Scope

Our Title 1A policy was jointly developed with input from staff and parents/guardians of Title I students with a goal of monitoring the effectiveness of our protocol around supporting our Title 1A students and to ensure meaningful involvement of our families. Our Title 1A policies are published in our school website at: <https://millfalls.org/title-1-information>.

### Staffing

The Mill Falls Staff Directory can be found here: <https://millfalls.org/education/administration-faculty/>. All Title 1A are listed with their biographical information as well as certifications and licenses.

### Identifying & Tracking

Mill Falls' Child Study Team (CST) meets regularly to assess the needs and progress of our students who struggle academically. The CST is made up of our Educational Program Director and Interventionists from Lower and Upper Elementary as well as our Student Services Coordinator. The steps listed below are used to identify and track those students who require intervention at all program levels. Only our Upper Elementary Intervention Program is funded by Title 1A funds at this time.

**Step 1:** Once the first round of fall assessments has been completed and scored, Classroom Teachers are required to bring forward those students they are concerned about to the Child Study Team (CST). The CST looks at assessment data from Math (SMI-Scholastic Math Instrument), Reading (DIBBLES and Fountas & Pinnell), Writing (Six Traits Writing Assessment), and also with the teacher's input which is collected through Montessori classroom observation. The CST uses a rating scale to determine the students' proficiency based on their grade level in relation to class work.

**Step 2:** The CST works with the Teacher to set up an 8-week plan for classroom interventions, which are implemented by the teacher.

**Step 3:** After 8 weeks, the Teacher returns to the CST to review the classroom interventionists that have been put into place. The Intervention Criteria Form is completed, and then the team determines if a student needs additional support from our intervention staff.

**Step 4:** Any child determined to need intervention will be folded into our Intervention Program, once parents/guardians have been contacted regarding these services. Parents are asked to sign a permission form in order for their child to receive intervention.

**Step 5:** Student progress is monitored/tracked to determine student gains while in intervention. Typically, this initial intervention period will last 16 weeks.

**Step 6:** In sync with our scheduled assessment work (usually conducted in October, February and May), students who are in our Intervention Program complete benchmark assessments in Math (SMI-Scholastic Math Instrument), Reading (DIBBLES and Fountas & Pinnell) and Writing (Six Traits Writing Assessment). This generated data, in combination with the classroom teacher's input, is used to determine if sufficient progress has been made.

**Step 7:** This data informs the Intervention supports, and in some cases, results in a special education referral.

## Family Engagement

Families of students who receive intervention are in contact with our Intervention Team on a monthly basis if not weekly. All members of our Intervention Team are on site and available to meet with parents/guardians during our regularly scheduled Conferences (held twice annually) or at other times of the year as needed.

Parents/Guardians of students who are transitioning to different program levels (Kinder to Lower Elementary or Lower Elementary to Upper Elementary) are invited to attend A Step-Up Night held each spring to learn about the transition into and expectations for students in the next program level.

The Intervention Team creates communications (a basic newsletter) that go home to our intervention families with tips, strategies, news from the team. Providing this information helps parents develop skills and techniques to effectively assist children while at home.