

Bennett's Mill Middle School

Title One - Targeted Assistance Policy

Bennett's Mill Middle School serves students in grades six through eight. Due to the closing of Fayette Middle School in May, 2013, Bennett's Mill's student population is comprised mostly of the students relocated due to the FMS closure as well as a small percentage of students who were assigned to Bennett's Mill Middle School in previous years. Because the majority of students now attending BMMS beginning in the 2013-14 school year attended FMS in the previous school year, data gathered from FMS Title One programs as well as survey results from both FMS and BMMS stakeholders was included in the development of this plan.

For the 2012-2013 school year, FMS served Title One students in grades 6-8 in the content areas of mathematics, reading, writing, and science (this was the first year serving students in the areas of writing and science). At FMS, we used three years of data gathered from test scores as well as input from parent surveys and teacher surveys to determine which areas to serve. In the 2013-14 school year, Bennett's Mill Middle School will continue to serve students in these areas and will also add the social studies content area based on input provided by teachers, parents, and other stakeholders during spring of 2013. In an effort to meet the needs of as many students who are in need of assistance as possible, Bennett's Mill Middle School hereby implements the following Targeted Assistance Policy:

Identified students receive mathematics assistance through a nine week long Connections course during the academic day. During this course, students utilize technological resources such as FASTT Math, Study Buddy by Brainchild, Fraction Nation, and Study Island. In addition, our highly qualified math support teacher utilizes manipulatives, boardgames, and supplemental books including but not limited to CRCT Coach, Workout, JumpStart, CrossWalk, Common Core Clinic, and Progress by Triumph Learning, to improve their understanding and application of math standards.

In addition, students who qualify for Title I services based on rank ordered data will be invited to attend a one-hour afterschool support class beginning in October for two days/week for which we will also provide transportation. Math support will be offered on Tuesdays and Thursdays, while reading support will take place on Mondays and Wednesdays, and Writing Support for eighth grade students will take place on Friday afternoons for 1.5 hours each week. Instead of writing support, sixth and seventh grade students will have an opportunity to receive science and/or social studies support courses on Friday afternoons. As a result of the continued growth and success of the program as reported by our teachers, students (test scores and class performance data), parents, and counselors, we have chosen to continue this program with a duration of 9 weeks.

As a result of positive feedback from stakeholder surveys and continued need for afterschool math and reading assistance programs, we have chosen to again offer our extended-day math and reading classes which begin in January and run through March. We will provide additional teachers for math and reading support for those students whose schedules do not permit them to get CRCT support and preparation during the school day due to band, chorus, or orchestra participation. On Friday afternoons, we will provide students with opportunities to receive science and/or social studies remediation. Further, in an

effort to make these programs accessible to all qualifying students, we will also provide transportation for students attending these courses.

Teachers in these courses will meet the students' instructional needs through strategies such as remediation and acceleration using a variety of supplemental activities including, but not limited to, Fraction Nation, FASTT Math, Study Island, Study Buddies, CRCT Coach Resources and Ignite.

In addition to afterschool support, there are also opportunities for students to receive assistance in areas of difficulty during the school day. For instance, BMMS has an instructional focus period each day known as Bronco Time. During Bronco time, students may receive specialized instruction from highly qualified teachers in a small group setting in all subject areas with special emphasis on study habits, vocabulary acquisition, and hands-on activities.

Also, in preparation for the Middle Grades Writing Assessment which takes place in January, we will offer a writing support connections class for eighth graders only during the second quarter of the school year.

During the 2011-12 school year, Fayette County Board of Education piloted a program for Bring Your Own Technology in middle and high schools in Fayette County Schools. Last year BYOT was implemented in all Fayette County middle and high schools. In addition, 8th grade students participate in an assessment of Technology Literacy during second semester. As a result, stakeholders have indicated to us that they believe it is vital for our students to have access to various technological devices provided by the school to build their confidence and competence with various technology-rich lessons and resources.

Students with the greatest need are selected to participate in these programs based on the following criteria:

- **Previous Performance:** Placement or retention in current grade indicates to us that a student struggled with academic content in the previous school year, so we assign point values for students who failed academic class(es) for a semester in the previous year. Each academic semester failure earns a point for the student with a maximum point value of 5 points.
- **CRCT Scores:** Student CRCT scores in math from the previous school year are also considered in determining eligibility for math and science support offerings. We give a higher point value to those students who scored at Performance Level 1, and then we have decreased the point values awarded to other students based on how narrowly they achieved Performance Level 2. For reading assistance courses, we not only considered the student's score on the reading portion of the CRCT. Instead, we also awarded a point value for Performance level 1 in science, and social studies since a student's success in these content areas often stems from their ability or inability to read fluently and adequately comprehend reading material. Language Arts scores are also considered for eligibility in writing support offerings.
- **5th Grade Writing Assessment:** Student performance on 5th grade writing assessment is considered for eligibility of 8th graders for writing support courses. As with CRCT scores, a higher point value is assigned to students who did not meet expectations, but students who only marginally met expectations also receive a point value. Similarly, students who did not take the 5th grade writing assessment are also assigned a point value.
- **Tier Assignment:** RTI (Response to Intervention) Teams made up of teachers, guidance counselor, school administration, and other support personnel meet quarterly to discuss student needs, academic concerns, interventions, student progress, and other academic factors. During these meetings, personnel determine appropriate RTI placement for students. A student's RTI assignment is assigned a point value.
- **Lexile:** Students take a Scholastic Reading Inventory (SRI) assessment at least twice per year. These scores indicate a student's reading level (i.e., emerging, basic, proficient, and below basic).

Students who are not yet proficient are assigned a point value based on their most recent SRI Lexile score.

In order to serve all eligible children, services are offered during the school day through a flexible scheduling initiative known as Bronco Time. Bronco Time involves all members of our faculty so that our highly qualified teachers are available to assist their students through smaller group instruction. By serving some of our Title I students during the school day, we are able to avoid unnecessarily interfering with academic instruction or extracurricular activities. Our scheduling model also allows us to provide Title I assistance by highly qualified personnel during the school day thereby allowing participation by homeless, disabled, and disadvantaged students who might otherwise have difficulty participating to take advantages of supports in place at BMMS. Any children who are identified as homeless or from a neglected or delinquent facility are considered to be at risk and will receive services as required.

Coordination of Title I resources, services, and programs occurs in various settings and with a number of individuals and departments involved in the process. For instance, the master schedule is determined by the administration in conjunction with our special education LEA to ensure that all student needs are met or addressed. The Title I coordinator discusses with the exceptional children personnel various scheduling models to provide services to regular education students without conflicting with the Individual Education Plans of special education students. Further, the BMMS Leadership Teams meet regularly as an opportunity for faculty discussion of Bronco Time and other scheduling models as well as methods of delivery of Title I services. During quarterly RTI and team meetings with academic/grade-level teams, the administration, Title I coordinator, and guidance departments meet to make necessary adjustments and modifications based on individual student progress and difficulties.

All staff providing instruction will be highly qualified in the area(s) in which they provide instruction. In addition, ongoing training is provided to our staff bi-weekly on Wednesdays using resources from our Title I suppliers and through faculty meetings so that our staff remains well-informed about topics identified as needs of professional learning from stakeholders surveys such as technology resources, use of technology for at-risk students, classroom management, Title I resources available and how to effectively utilize them in increasing student success.

We strive to make the support we provide to our students as convenient and family-friendly as possible. As a result, we take a number of steps to make our support accessible to all eligible students. For example, for all Title One opportunities that are offered beyond regular school hours, transportation will be offered. Similarly, resources are provided in alternate languages upon request whenever feasible and available. Our parent resource center provides a wide assortment of materials available for check-out. In addition, so that parents are able to browse the resources with ease, we offer toys and activities to younger siblings so that they are entertained while the parents utilize the resources on hand. In addition, we frequently collaborate with our guidance department, the county's department of Pupil Services, and our school's CARE team to provide resources, support, and assistance to students, parents, and families in order to assist all of our students in meeting standards and experiencing school success.

In order to increase the level of parent involvement, such activities will be scheduled at flexible times (morning, afternoon, evening, and weekend whenever feasible or appropriate). In addition, childcare and resources in alternate languages will be provided upon request and when feasible.

To review the progress made by participating children, students will take a pretest at the beginning of the course, a posttest at the end of the course as well as formative assessments throughout the course. For students qualifying and participating for the programs available, the same standardized test scores (CRCT, SRI) will be considered upon completion to determine growth and or progress from year to year. Likewise, we will use this data to determine the effectiveness of our Title I programs. Student assessments such as SRI, CRCT, and writing test scores will be considered for all participating students. Title I staff and coordinator will consider student test scores overall and subdomains of tests as a group to determine areas of strength in our programs and areas of weakness. By doing so, we are able to determine what instructional adjustments need to be made for the upcoming year to increase student progress and student success.