



Title 1 Process

What Is Title I?

Title I is a federally funded program under the ESEA (Elementary and Secondary Education Act)

Title I is a federal assistance program for our nation's schools. Its goal is to help all children receive a high quality education. Title I provides extra support to those students who are furthest from meeting the state academic standards.

Entrance and Exit Criteria for Title I Services

Reading:

Entrance Criteria: Students will be identified for intervention groups using screeners three times per year. Along with other local assessments, DIBELs, Fountas and Pinnell, and NWEA will be utilized. Classroom teachers and Title I staff then meet to determine what the students' needs are, what their intervention would be, and what their daily schedule would look like. Students who are identified as "at risk" may receive reading intervention 4-5 times per week for 15-30 minutes. Research based intervention programs will be selected based on student needs. Students will be progress monitored 1-2 times per month. Results will be shared with classroom teachers, and may be shared with parents based on student need.

Exit Criteria: Students continue to receive services, or are dismissed from the program based on progress monitoring and/or benchmark results. Students are considered for dismissal when there have been three progress monitor checks that are at or above the expected level. Students who have shown enough growth to "catch up" to their peers will also be considered for program exit. Classroom teachers are contacted to further discuss dismissal. A letter is sent to parents to inform them that their child is eligible for dismissal from Title I programming.

Math:

Entrance Criteria: Students will be identified for intervention groups using screeners three times per year. Along with local assessments, AIMSweb and NWEA will be utilized. Classroom teachers and Title I staff will meet to determine what the students' needs are, what their intervention would be, and what their daily schedule would look like. Students who are identified as at risk may receive math intervention 4-5 times per week for 30 minutes. Students will be progress monitored 1-2 times per month. Results will be shared with classroom teachers and may be shared with parents based on student need.

To Exit: Students continue to receive services or are dismissed from the program based on progress monitoring and/or benchmark results. Students are considered for dismissal when there have been three progress monitor checks that are at or above the expected level. Students who have shown enough growth to "catch up" to their peers will also be considered for program exit. Classroom teachers are contacted to further discuss dismissal. A letter is sent to parents to inform them that their child is eligible for dismissal from Title I programming.

Programs offered by Title I

A variety of research based programs including the following will be utilized:

Stepping Stones to Literacy (K-1) An effective, research-based program for young children who have been identified as at risk for reading failure.

Sound Partners (K-1) A explicit, balanced, phonics based reading program.

Phonics First (1-4): A language based, multisensory, nationally accredited, Orton-Gillingham course used to teach literacy.

Read Naturally Live (2-5): A computer based reading program designed to improve fluency and comprehension.

Successmaker (1-4) A computer adaptive K-8 reading and math intervention program.

System 44/Read 180 (3-8) A foundational reading program that uses explicit instruction in phonics, comprehension, and writing for the most challenged readers.

Leveled Literacy Intervention (1-2) A small group intervention designed for children who find reading and writing difficult.