



# TITLE 1A

**TITLE I PROGRAM  
2007-2008**

**Objectives:** To identify Title I students and provide appropriate reading support for these students

Activities	Person(s) Responsible	Resources	Evaluation Measure	Check Point(s)	Date Completed
Title I Entry, Mid-year, and Exit assessments*	Laurel McCurdy Audra Mitchell	TPRI, Title I Individual Diagnostic Reading Summary	Assessment completed in timely manner	August, January and May	August/September 2007 January 2008 May/June 2008
Parent Conferences	Laurel McCurdy Audra Mitchell	Assessment data	Title I Parent/Home Feedback Sheets	Beginning, middle, and end of year	September /October 2007 January/February 2008 May/June 2008
Family Reading Academies	Laurel McCurdy Audra Mitchell	Workshops, Texas State Reading Academies	Title I Parent Evaluations	Fall and Spring	October 2007 February 2008
Second Grade Title I Family Orientation	Laurel McCurdy	Vice Principal David Gibbs, Title I Local Plan	Title I Parent Evaluations	September	October 2008
Reading Celebration	Laurel McCurdy Audra Mitchell Cheryl Deegan	Student/Parent Participation	Family/Child pride in receiving medal and certificate	May	May 2008
Family Reading Nights	Reading Team: Cheryl Deegan Sharon Lawler Laurel McCurdy Audra Mitchell	Quality literature from school library and home	Family participation and enjoyment	May (during National Children's Book Week) March (Dr. Seuss' Day)	May 2008
Title I Parent Advisory Committee	David Gibbs Laurel McCurdy Audra Mitchell	Volunteer parents of Title I student participants	Parent feedback	Once a year	May 2008
Family Reading Open Houses	Laurel McCurdy	Quality Children's Literature	Family and school staff participation and enjoyment	Fall/Winter Spring	December 2007 March 2008

**\*Please note: Students can enter the program at any point in the year based on teacher assessment/recommendation.**

## **Title I A Program**

### Identification, Entry and Exit

First and Second grade classroom teachers administer the Beginning Screening portion of the Texas Primary Reading Inventory. Any student who is "Still Developing" in the Beginning Screening portion of the TPRI is then referred for further assessment to the Title I reading teacher. If a second grade student scores frustration level on a second grade TPRI reading passage, the student is referred for further assessment. The Title I teacher then administers an Individual Diagnostic Reading Summary. Each section of the summary is scored and the total score is used to rank order the students. Ranking determines who is eligible for enrollment in the reading program. The regular classroom teachers may also refer any student throughout the school year for assessment. Students may be referred at mid-year if they score frustration level, below 90% on the mid-year TRPI.

To exit Title I a student must demonstrate reading at an independent level on the TPRI and teacher recommendation.

### Program Content and Design

Flexible grouping techniques are used to serve students in the Title I reading program. Flexible grouping is based on the child's reading skill needs and level. Small groups and tutoring are used to deliver Title I instruction services. Small groups are kept to a minimum to enhance more one-on-one instruction. Small group instruction may be included in the regular class or in the Title I classroom, based on the needs of the students. Student instruction outside of the regular classroom will be minimized. Based on a student's needs and reading level, flexible grouping across grade levels may be used with limitations. The Title I teachers coordinate and support the regular education program by participating with the regular classroom teachers in planning students learning activities on a daily basis during team planning times. A portfolio of student work is collected that includes running records, independent writing samples and parental surveys. A rubric is used to evaluate this portfolio.