

What is the Title IA program?

Title IA (or simply “Title I”) is a program funded by the federal government through the Elementary and Secondary Education Act (ESEA), formerly known as the No Child Left Behind Act (NCLB), that provides extra help to students who are farthest from meeting achievement goals in reading, writing, and math. Services in our district are based on the academic needs of the children.

What does the program look like?

Title I staff members work with identified children in the regular classroom or in a pull-out, small group setting. Occasionally, students are tutored one-on-one. They may receive as little as three weeks or as much as a whole year or more of tutoring. Individual and small group sessions typically focus on one specific skill at a time.

Literacy (Reading and Writing): Grades K-6

In Kindergarten, 1st grade and 2nd grade, all children participate in the Take-Home books program. Students take home a book every night to practice reading. These books are at the child’s *independent* reading level. Title I students receive extra support in the classroom from Ed. Techs and volunteers to practice selecting and reading their take-home books. The Literacy Specialist and Ed. Techs also work one-on-one or in small groups with Title I students showing the greatest need.

Title I students in grades 3,4,5 and 6 participate in the Soar to Success reading intervention program or other reading fluency and comprehension lessons. The lessons are approximately 35 minutes long and are in addition to classroom reading instruction. Each session is fast paced and the routine is consistent. Both fiction and non-fiction books are used. Students work with a Title I staff member in groups of 3-4 with other students at a similar reading level. Writing in response to reading is an important part of this program.

Math: Grades 1-8

Students in grades 1 – 4 identified for Title 1 math work in small groups in a pull-out setting or within the regular math classroom. These small groups work on very targeted skills based on assessments of student’s skills. Intervention programs include Touch Math, VMath, and Saxon adaptations.

Students in grades 5-8 also work in small groups in either a pull-out setting or within the regular math classroom on targeted math skills. Intervention programs include FASTT Math, V-Math, Saxon adaptations, Moby Math, and ASSISTments.

What is the goal of the Title IA program?

For literacy and math at all grade levels, the goal is to move a child’s achievement level forward as far as possible on core assessments. The long-term goal for all students is to achieve at or above grade level in reading, writing, and mathematics in order to meet the standards of Maine’s Learning Results. The challenge for these students is that they must make not only a year’s worth of typical growth, but they also need to catch-up to their grade level peers. Research tells us that struggling students need 2-3 times as much practice as other students in order to catch up to grade level.

How are students identified for Title IA?

MSAD #53 uses several assessment tools as well as teacher and parent input to select students for the Title I program and to monitor progress. All district students take assessments in the fall and spring, known as screening, in math, reading, writing and spelling. A team of teachers, literacy and math specialists, and administrators will review the results of the screening to identify students whose scores indicate a need for support.

Screening Tools

Assessment Name	Subject	Grade Level
DIBELS (subtests by grade)	Reading	K-4
DRA2	Reading	K-4
NWEA	Reading	5-8
ORF	Reading	5-8
DGEL	Writing	K-8
DSA	Spelling	K-8
EMDA	Math	K-1
MCAP	Math	2-8
MCOMP	Math	2-4
NWEA	Math	5-8

Students receiving Title I support will be closely monitored for progress. These assessments are short, specific, and frequent, and are used to help staff plan instruction and determine if a change in instruction is needed. Student progress will be monitored monthly.

Progress Monitoring Tools:

Assessment Name	Skill/Concept	Grade Level
DIBELS*Initial Sound Fluency	Phonemic Awareness	K-1
DIBELS Phoneme Segmentation	Phonemic Awareness	K-1

DIBELS Nonsense Word Fluency	Alphabetic Principal	K-1
DIBELS or AIMSWEB** Oral Reading Fluency	Accuracy and Fluency	K-8
DIBELS Letter Naming Fluency	Letter Identification	K-1
DIBELS Retell Fluency	Vocabulary and Oral Language	K-3
DIBELS Word Use Fluency	Vocabulary and Oral Language	K-3
AIMSWeb Maze	Comprehension	2-8
AIMSWeb Tests of Early Numeracy: Oral Counting	Number names/words and sequence	K-1
AIMSWeb Tests of Early Numeracy: Number Identification	Printed number recognition	K-1
AIMSWeb Tests of Early Numeracy: Quantity Discrimination	Concept of Number quantity	K-1
AIMSWeb Tests of Early Numeracy: Missing Number	Number sequence	K-1
AIMSWeb MCAP	Math Concepts and Applications	2-8
AIMSWeb MCOMP	Arithmetic Fluency (addition, subtraction, multiplication, division)	2-8

*DIBELS – Dynamic Indicators of Basic Early Literacy Skills

Measures of early literacy developed at the University of Oregon Center on Teaching and learning

**AIMSWeb – Pearson Publishing Company’s set of research-based assessments that includes measures for literacy and math

How do students exit the program?

Students may spend as little as three weeks in a Title IA program. Typically, a student needs up to a year of intervention to make enough progress to bring his/her achievement up to grade level. Some students need long-term intervention of more than a year. If a student does not make adequate progress, s/he may be referred to the Student Assistance Team (SAT). This team will work with the classroom teacher, parents/guardians, student, and specialists to determine additional interventions and potentially refer the student to Special Education.

How can parents/guardians support students in Title IA?

Parent involvement is extremely important to the success of all students, and even more critical for students who need extra help to make academic gains. Parent input into Title IA policies and procedures helps us do a better job meeting the needs of students and families. Parents can become involved by:

- being familiar with and agreeing to the school/parent compact (see appendix)
- participating in the annual review of the school/parent compact
- helping their student(s) meet the goals of the Take-Home Books program (PK-2), 25 Books Program (3-8) and/or math goals
- attend school events
- communicate openly with school staff
- complete the annual Title IA survey

Whom do I contact with questions about Title I?

Your child's classroom teacher or the building principal may be able to answer your questions. Literacy and math specialists oversee the Title I program:

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