

Currituck County School's Title I Instructional Program Description



Currituck County Schools
"A Beacon For Excellence in Education"

TITLE I Program

MISSION: To collaborate with classroom teachers implementing the RtI problem solving model by providing academic support within Tier II and Tier III to academically at-risk students.

Currituck County Schools' Title I program is a vital component of our district's RtI (Responsiveness to Instruction)/Multi-tiered System of Support process aimed at differentiating instruction for all students in Tier I, identifying students in need of academic support and personalizing the instruction at greater frequency or intensity within Tiers II and III. Our primary academic focus is Reading, but provides Math support services to identified students in our schoolwide programs.

RtI problem solving is the reform effort utilized within our schoolwide programs. As such, classroom teachers work through our district's pyramid of interventions to increase student achievement of all. Title I support teachers and instructional assistants provide targeted instructional support in addition to the differentiated instruction provided by classroom teachers in order to accelerate learning and close academic gaps.

Within each of the Title I programs (schoolwide and targeted assistance) staff implement the following service models described below. Each service delivery model description includes details related to participant identification, instructional approaches, types of materials and equipment used, and monitoring of progress/assessments used under the "Instructional Approaches" in this plan:

- Reading/In-Class Model
- Reading/Scheduled Elective
- Reading/Pull-Out Setting
- Reading Recovery/Pull-Out Setting
- Literacy Group/Scheduled Elective
- Child Oriented Reading Experiences (CORE)/Pull-Out Setting

Participant Identification

At-risk students in grades 1st through 5th will be served by the Title 1 staff at each eligible targeted assistance school, with priority given to 1st through 3rd grades in our targeted assistance school. Our reading program supports the theory of early intervention. We recognize the reciprocal effects of reading and writing instruction and therefore will include some writing services to support overall growth in literacy development.

Student identification for services includes the following four steps: alternate ranking, referral, assessment, and placement of students who exhibit below grade level performance. Alternate Ranking and Referral Forms are on file.

At the end of each school year, homeroom teachers in Kindergarten through 4th grade are asked to complete the Title I Alternate Ranking form. Students in the lowest 20-25% of each classroom are automatically referred for the Title 1 program for the following school year. The classroom teachers will also be given additional referral forms for any other student(s) that they consider to be "at-risk" in the area of reading. Any student that is retained in grade 5 will automatically be referred to determine eligibility when 5th grade is being served by the school's program. The following school year, parent permission to evaluate each referred student is obtained.

NOTE: Only the lowest 20% of students identified through this method will be served in our Title I/Targeted Assistance program.

Students in first grade will be given the Observation Survey which includes, Alphabet Recognition, Concepts About Print, Word Test, Writing Vocabulary, and Text Reading Level. The Title I staff will confer with the classroom teacher who will share the child's Reading 3D Assessment results. Using these instruments, students will be ranked from highest to lowest. Two to four students will be served by the Reading Recovery teachers, depending on the model (classroom model serves 2, pull out model serves 4) each semester. Five students will be placed in Literacy Support Group(s). Students from the Literacy Group may be moved into one-on-one instruction if needed as students are discontinued from Reading Recovery. These assessments will be utilized before and after intervention to document growth.

The Reading 3D assessments for K-3 will be the primary assessment tool for our second grade students. In addition, benchmark books from Reading A to Z, CARS and STARS reading inventory tools may be used to gain additional information or to track growth. Components of the Observation Survey and/or The Basic Reading Inventory (Jerry Johns) may be used if

clarification of a particular child's true performance is needed. All available information will be used to rank students from highest to lowest. Those students who exhibit below grade level performance will be targeted for Title I services. At least one of these assessments will be utilized before and after intervention to document growth.

Students in fourth and fifth grade will be administered the DAZE reading assessment from Reading 3D as a universal screen, along with teacher ranking in order to establish the ranking for students in need of academic assistance. Those identified in the lowest 20% will be assessed and progress monitored using the full Reading 3D assessment. Components of the Observation Survey may be used if clarification of a particular child's true performance is needed. Also, Beginning of Grade 3 (BOG3) information (if available), and End-of-Grade Tests may be used to rank students from highest to lowest. Those students who exhibit below grade level performance will be targeted for Title I service. At least one of these assessments will be utilized before and after intervention to document growth.

Instructional Approaches and Service Delivery

Reading/In-Class Model (Tier I Differentiation/Tier II)

A Title I teacher/assistant may work with the classroom teacher to provide services within the regular classroom setting in grades 2 through 5. Specific time blocks are scheduled each day to provide reading and writing services to students referred for Title I support. Need for services will be determined based on Reading 3D assessments, Running Records (Observational Survey, Jerry Johns, etc.), NC End-of-Grade (EOG) Proficiency Levels, Beginning of Grade 3 (BOG3), and/or teacher referral. Instruction may be one-on-one or small group.

Diagnostic instruments used may include: Reading 3D, NC BOG3 (3rd grade), NC EOG Proficiency Levels, 3rd through 5th Grade county-wide assessments, Reading A to Z benchmark passages, and/or a Basic Reading Inventory. The Title I Instructor will design lesson plans to target the needs of the individual student or small group in reading and/or writing using assessment results and daily communication with the classroom teacher.

The instructor and students will utilize many materials during the lesson. Specific materials and equipment that may be include: a wide variety of leveled reading material to meet the individual needs of each learner, dry erase markers/writing boards, a variety of markers/writing implements,

materials for students to make “foldables”, sticky notes, acetate bookmarks, take-home reading bags, reading logs, and index cards.

The classroom teacher and the Title I teacher/assistant will work together to determine instructional needs. Progress monitoring by both the classroom teacher and Title I teacher will provide formative data on which to adjust instruction as needed. The student’s progress will also be monitored through on-going communication between the Title I and classroom teacher and through assessment measures (previously mentioned above).

Reading/Scheduled Elective (Tier I Differentiation/Tier II)

Students may be served in a pull-out program (one-on-one or small group) during a scheduled Enrichment Block for 40 minutes, two to three days per week.

Diagnostic instruments used may include: Reading 3D, NC BOG3 (3rd grade), NC EOG Proficiency Levels, 3rd through 5th Grade county-wide assessments, Reading A to Z benchmark passages, and/or a Basic Reading Inventory. The Title I Instructor will design lesson plans to target the needs of the individual student or small group in reading and/or writing using assessment results and daily communication with the classroom teacher.

The instructor and students will utilize many materials during the lesson. Dibels “What Next?” resources will provide activities to target specific skill areas needing strengthening. Specific materials and equipment may include: a wide variety of leveled reading material to meet the individual needs of each learner, dry erase markers/writing boards, a variety of markers/writing implements, and materials for students to make “foldables”, sticky notes, acetate bookmarks, take-home reading bags, reading logs, and index cards.

The homeroom teacher and the Title I teacher/assistant will work together to determine instructional needs. The student’s progress will be monitored through on-going communication between the Title I and classroom teachers and through assessment measures (previously mentioned above).

Reading/Pull-Out Setting (Tier II/III)

Students may be served in a pull-out program (one-on-one or small group) depending on the needs of the learner, number of students to be served, and scheduling.

Diagnostic instruments used may include: Reading 3D, NC BOG3 (3rd grade), NC EOG Proficiency Levels, 3rd through 5th Grade county-wide assessments, Reading A to Z benchmark passages, and/or a Basic Reading Inventory. The Title I Instructor will design lesson plans to target the needs of the individual student or small group in reading and/or writing using assessment results and daily communication with the classroom teacher.

The instructor and students will utilize many materials during the lesson. Dibels "What Next?" resources will provide activities to target specific skill areas needing strengthening. Specific materials and equipment that may include: a wide variety of leveled reading material to meet the individual needs of each learner, dry erase markers/writing boards, a variety of markers/writing implements, materials for students to make "foldables", sticky notes, acetate bookmarks, take-home reading bags, reading logs, and index cards.

The homeroom teacher and the Title I teacher/assistant will work together to determine instructional needs. The student's progress will be monitored through progress monitoring assessments in 3D and on-going communication between the Title I and classroom teachers and through assessment measures (previously mentioned above).

Reading Recovery/Pull-Out setting (Tier III)

1st Grade Early Intervention

Students will be served individually in a separate classroom. The one-on-one instruction will follow the Reading Recovery model and requires a 30-minute lesson, 5 days a week. The Reading Recovery Teacher will serve four first grade students each semester for a total of eight students served per year. Classroom Reading Recovery model teachers will serve two students each semester for a total of four students each year. Classroom model Reading Recovery teachers will integrate Reading Recovery strategies into their whole group and small group instruction as part of their daily literacy instructional routine.

The Reading Recovery Assessment will be used to evaluate all first grade students referred for Title I to determine those students with the greatest need(s) in the area of reading. The Reading Recovery diagnostic instrument, called The Observation Survey, includes: Alphabet Recognition, Concepts About Print, Word Test, Writing Vocabulary, and Text Reading Level. The SORT (Slosson Oral Reading Test) will also be administered as part of the Observational Survey assessment. The Observational Survey assessment will be administered three times during the school year to all 1st

graders referred to Title I to assist in student selection and document growth.

Student instruction will follow the Reading Recovery lesson design, which has six components. The Reading Recovery lesson design includes the following: Familiar Re-Reading, Running Record, Letter/Word Work, Writing/Cut-Up Sentence, and a New Book Introduction.

The instructor and student will utilize many materials during the lesson. Specific materials and equipment used in a Reading Recovery lesson may include: a wide variety of leveled reading material to meet the individual needs of each learner, magnetic letters, sentence strips, envelopes, correction tape, writing books, dry erase markers/writing board, Magna-Doodle, and a variety of markers/writing implements.

Student progress is monitored on a daily basis using running records and detailed notes/observations on the daily lessons plan sheet. Also, work samples from the regular classroom, pre-mid-and post-test data from the Observation Survey, the K-2 assessment and information from the classroom teacher are utilized to monitor student progress.

Nightly homework is assigned which is accompanied by a Reading Log for parents to sign when the reading and cut-up sentence has been completed at home. This Reading Log is also used as a two way communication tool between parent and teacher. Monitoring of student progress is also shared with the parent and classroom teacher during the parent/teacher conference, which occurs at least one time per semester. Communication with the regular classroom teacher occurs informally throughout the program and formally whenever the Observation Survey and/or the K-2 Assessment have been administered.

The Reading Recovery Teacher has completed a year long training program, which earns 6 graduate credit hours at an accredited university. Reading Recovery requires teachers to continue their training by attending monthly staff development. A Teacher Leader Trainer provides support and information concerning current practices and instructional techniques in Reading Recovery and Literacy Group instruction. Attendance at one of the annual Reading Recovery Conferences and a Colleague Visit are also mandatory requirements for teachers of Reading Recovery.

Students are identified for participation in Reading Recovery based on the results from the Observation Survey which is administered to every 1st grade student who has been referred for Title I services. Reading Recovery is designed to serve the lowest performing students in first grade in the areas of reading and writing. Those students who are not chosen for Reading

Recovery will be served in Literacy Group and/or through support provided by the instructional assistant.

Literacy Group/Scheduled Elective (Tier II)

Intervention also used in Targeted Assistance Program

Students in first or second grade, who are referred for the Title I Program and are not served individually through Reading Recovery/CORE may be served in Literacy Group. The Literacy Group will serve no more than 5 students, 30 minutes per day, four to five days a week during the Enrichment Block which is a scheduled elective setting model.

The Reading Recovery Assessment, called the Observation Survey, will be used to assess students and to determine services that students will receive through the Title I Program. The Observation Survey includes: Alphabet Recognition, Concepts About Print, Word Test, Writing Vocabulary, and Text Reading Level. This assessment will be used as a pre- and post-test to document growth. Students will be placed into a Literacy Group based on similar needs and their present level of performance.

Students are identified for participation in a Literacy Group based on the results from the Observation Survey, which is administered to all 1st grade students referred to the Title I Program. The Reading 3D assessment may also be used to determine Literacy Group participants. The Literacy Group is a practical means for serving those students who do not initially qualify for individual instruction in the Reading Recovery or individualized literacy support lesson.

Student instruction may include the following activities from the Reading Recovery lesson design which can be modified for group instruction: fluency writing, familiar re-reading, running records, letter/word work, writing, and a new book introduction. Additional instructional activities include: reading while using strategies, Word Wall activities, interactive writing, guided reading, paired/partner reading, and various centers to promote literacy acceleration.

The instructor and students will utilize many materials during Literacy Group instruction. Specific materials and equipment used routinely include: a set (5 copies) of reading materials at a variety of reading levels to meet the needs of the group, magnetic letters, correction tape, writing books, dry erase markers/writing boards, Word Wall, and a variety of markers/writing implements, materials for students make "foldables", sticky notes, acetate bookmarks, take-home reading bags, reading logs, and index cards.

Student progress is monitored using running records, work samples, teacher observations, pre-/post-test data from the Observation Survey, and the K-2 Assessment. Homework is assigned which is accompanied by a Reading Log for parents to sign when the reading has been completed at home. This Reading Log is also used as a communication tool between parent and teacher. Monitoring of student progress is also shared with the parent and classroom teacher during the parent/teacher conference, which occurs one time per semester. Communication with the regular classroom teacher occurs informally throughout the program and formally whenever the Observation Survey (Pre-and Post-test) or the Reading 3D assessment (BOY, MOY, EOY) has been administered.

CORE Program/Pull-Out Setting and/or Scheduled Elective

(Child Oriented Reading Experiences)

1st Grade Early Intervention in Targeted Assistance Program

Students may be served in a pull-out program at the first grade level. The instruction during this period of time will be very intensive and direct with one student served during each 30 minute block of time. The Project Setting may be either Pull-Out or Scheduled Elective depending on the needs of the students and whether they are seen during the regular classroom language arts block or the Enrichment block.

Diagnostic instruments will include tests developed for the CORE or Reading Recovery program. They include alphabet recognition, word recognition, concepts about print, known vocabulary, writing assessment, and text reading level.

The CORE instructor will utilize a structured lesson plan which will focus on meeting the student's needs. The student will be provided with daily reading and writing experiences. The lesson design for each child is individualized based on the student's running record, accuracy rate, and the strategies used or neglected. This is also used when the teacher selects the new book to be read by the student.

The instructor will utilize magnetic letters, writing journals, correction tape, dry erase board, and a variety of picture books to meet the individual needs of the student.

The student's progress will be monitored on a daily basis with the use of running records and instructor observation. The student will be assessed several times during their CORE experience. The first assessment will be a pre-test to document present level of functioning. A mid-year evaluation will

be given to monitor progress and to assist with discontinuation plans. Upon completion of the program or at the end of the school year, a final evaluation will be administered. A parent/teacher conference will be held each semester or any time when requested by teacher or parent. Communication between the regular education teacher and the CORE instructor will also assist the CORE instructor to meet the needs of the individual students.