

## Title I Process/Procedure

Students are referred to Title I using multiple criteria

- Classroom teacher observation
- Harcourt Placement reading and writing
- Star reading comprehension test
- Standardized testing
- PSSA

The Title I teacher and the classroom teacher will review the assessment results as well as the student's achievement in the classroom. The Title I teacher would do further assessments to determine the student's program.

- Vocabulary testing - automatic knowledge of words  
long word decoding
- Spelling inventory - phonetic
- Developmental Reading Assessment - DRA -  
comprehension, miscue analysis, higher order  
thinking skills, fluency, and independent reading  
level

A Title I student's program would involve reading a variety of genre with specific instruction on comprehension strategies needed to excel in classroom reading and writing.

Comprehension techniques would focus on learning how to think about one's reading. Other comprehension strategies are: predicting, inferences, visualizing, questioning, summarizing, retelling, making connections, and monitoring when understanding breaks down.

Students have many opportunities to work on fluency which drives comprehension. Timed rereading, choral reading, poetry, partner reading, and plays will help the student become a fluent reader.

Word work will help students take words apart while reading and put words together in writing. Students will be given many ways to work on words and discover similar characteristics in word families. Procedures in "Words Their Way" and "Making Words" are used to help students become proficient in spelling and writing.

Students will write in journals, respond to literature, do letter writing, paragraph writing, poetry writing, all modeled by the teacher and good literature.

At times the Title I teacher will "push-in" to the regular language arts classroom and work with the classroom teacher to enhance reading and writing when everyone can benefit from the instruction. Lessons may include guided reading, writing, word work, fluency instruction, and metacognition.

The goal of the Title I teacher is to create an environment in which students listen, share, and learn from each other. Love of books and reading are the catalyst to this environment. The more you read the better reader you become.

An important part of the Title I program is ongoing assessment of student achievement. The assessment is both formal and informal. The Title I teacher in collaboration with the classroom teacher look at the following to check student growth:

- Individual running records
- Unit tests
- AR reports
- Star reports
- daily work
- timed rereading
- writing
- DRA - Developmental Reading Assessment
- QRI - informal reading inventory

The information gathered from these sources is used when reporting student progress to parents each report card period.