

TITLE I SERVICES, NEEDS ASSESSMENT, AND EVALUATION PLAN

The Title I school wide program at East Elementary is inclusive and reinforces classroom instruction. It is staffed by two full-time Title I teachers and 9 full-time Title I aides. All teachers and aides are highly qualified under the No Child Left Behind requirements.

A district needs assessment identifies students who have not met curriculum standards set at each grade level. These standards are based on both the district curriculum and the Michigan Grade Level Content Expectations. Specifically, second grade students are initially identified in the spring using information from their first grade portfolios – which include the MLPP assessment, Rigby Series Reading Assessment, and their math quarterly scores. The dictation, sight word, DIBELS progress monitoring, running record scores, and their report card grades are monitored quarterly. Second grade students take a nonfiction comprehension test in the spring. In mathematics, students take quarterly assessments and are also monitored 3 times yearly using the student report cards. The Title I needs assessment is again looked at in the fall of their second grade year and at each trimester for any revisions.

In third grade, students are initially identified on a Title I needs assessment in the spring based on their end of second grade running records, comprehension tests, QRI, DIBELS, and mathematics quarterly tests. These areas are monitored quarterly along with report card progress. The third grade MEAP test is administered in the fall and becomes part of the third grade needs assessment. The Title I needs assessment is reviewed in the fall and again at each trimester for any additions or revisions. The third grade math quarterly tests and the MEAP assessment identify students in need of

mathematics assistance. Students are also monitored 3 times a year through report card grades. Teacher recommendations are also used to identify students who may need assistance.

In fourth grade, students are first identified on a Title I needs assessment in the spring based on their end of third grade comprehension tests, QRI, DIBELS, and mathematics quarterly tests. These areas are monitored quarterly and/or by unit along with report card progress. The fourth grade MEAP test is administered in the fall and becomes part of the fourth grade needs assessment. The Title I needs assessment is reviewed in the fall and again at each trimester for any additions or revisions. The fourth grade math unit tests and the MEAP assessment identify students in need of mathematics assistance. Students are also monitored 3 times a year through report card grades. Teacher recommendations are also used to identify students who may need assistance.

Under the direction of the classroom teachers, it is the goal of Title I to provide remedial assistance and reinforce objectives and skills for students who have been identified in each core curricular area. The emphasis is placed in the areas of language arts and mathematics with occasional service being provided in science and social studies. The Title I aides work within each classroom with individuals and/or small groups. They engage in activities with students that are designed to reinforce and re-teach skills that have been previously taught by the classroom teacher. The Title I teachers work with individual students or in small groups in the areas of language arts and mathematics. They specifically target those students who seem to have the greatest need. An extended day tutoring program called "Dragon's Table" is available to students

Monday through Thursday from 3:15 pm to 4:15 pm. This program is staffed by Title I aides, the Title I teacher and the Title VII aide.

Specific at-risk strategies involving the Title I staff is listed on the goal pages for each curricular area in the School Improvement Plan. Tier II supports include remedial phonics programs. Child study meetings to identify Tier II and Tier III students were implemented and reviewed twice a year for program effectiveness and student progress. Title I services are utilized to deliver many of the specified interventions.

The information from the previous two years is used as our baseline data for analysis of our progress. We are using district designed quarterly/unit based math tests, MEAP data in mathematics and language arts, the QRI, DIBELS, MLPP information, district designed comprehension tests, portfolio assessment, report cards, and running records on a trimester basis. Classroom teachers record the local assessment results in the student portfolios. The Title I teachers and principal disaggregate the data and distribute the results to the staff. The results are utilized to drive instructional change where needed and set our goals for the future.

Evaluation is an ongoing process to determine the effectiveness of activities and strategies across the curriculum in order to increase student achievement as set in our School Improvement Plan. Progress monitoring of students by the teacher will assist in determining the success of our school improvement efforts and the implementation of research based remedial strategies to improve student learning.