

TITLE I SERVICES, NEEDS ASSESSMENT, AND EVALUATION PLAN

The Title I school wide program at West Elementary School is inclusive and reinforces classroom instruction. There are two types of Title I programming at West, the Kindergarten Plus program and the traditional Title I program in first grade. All teachers and aides in both types of programming are highly qualified.

Kindergarten Plus is an extended day program offered to all kindergarten students. It is staffed by a full time Title I teacher and six full time Title I aides. The regular kindergarten program is an all-day alternate day program. Kindergarten Plus services students on the days they are not in their kindergarten classroom. All students may attend Kindergarten Plus based on parent choice. Each kindergarten teacher has a corresponding Kindergarten Plus room staffed by two instructional aides. The Title I teacher plans lessons in conjunction with the kindergarten teachers for the instructional aides to implement. Lessons are designed to review, reteach, reinforce, enrich, and extend concepts taught in kindergarten. The Title I teacher goes into the Kindergarten Plus rooms daily to instruct the students in language arts and also works with small groups.

The traditional Title I program is offered in first grade. It is staffed by a full time Title I teacher and two full time and two part time Title I aides. Title I aides work with individuals and small groups in classrooms to help students achieve grade level objectives in language arts and math. They work with classroom teachers to meet the academic needs of students. The Title I teacher works with small groups in language arts, targeting those students with the greatest need.

A district needs assessment identifies students who have not met curriculum standards set at each grade level. These standards are based on the district curriculum and the Michigan Grade Level Content Expectations. Specifically, first grade students are initially identified in the spring using information from their kindergarten portfolios and DIBELS screening. This includes concepts about print, letter and sound identification, writing letters, sight word identification, counting, number identification, number writing, and solving beginning addition and subtraction problems. Kindergarten students are initially identified in the spring using information from kindergarten screening. This includes rhyme recognition and production, initial sound recognition and production, printing their name, concepts about print, counting, number recognition, copying and extending patterns, and shape identification. Data is gathered and analyzed at the end of each trimester to ensure that students are making adequate progress. In first grade, sight word identification, reading benchmark level and comprehension at that level, and math trimester test scores are monitored. In kindergarten, concepts about print, letter and sound identification, sight word identification, and letter writing are monitored. Math concepts are also assessed and monitored using manipulatives.

Intervention groups are established and implemented in each grade based on portfolio information and DIBELS data. Tier 2 supports include phonics programs and reading fluency programs. Tier 3 supports include a direct instruction phonics and reading program. Title I services are utilized to deliver many of the interventions.

Information from the previous two years is used as our baseline data for analysis of our progress. We are using DIBELS data and district portfolio assessments at the end of each trimester. The Title I teachers and principal share data with the staff and the results are used to drive instruction and set goals for the future. Evaluation is ongoing to determine the effectiveness of interventions in increasing student achievement. Progress monitoring of students assists in determining the success of these interventions.