

MORENCI PUBLIC SCHOOLS
TITLE I PROGRAMS

OVERVIEW

The Title I programs of Morenci Unified School District #18 are supported by federal funds to serve the needs of identified students who are experiencing difficulties in reading. The purpose of the Title I program is to remediate students' skills in reading as well as to develop higher cognitive skills when given the opportunity to expand and reinforce their knowledge. The focuses of the programs are to strengthen reading, writing, listening, and to utilize these skills in various subject areas.

The Title I teacher will facilitate pullout programs using small group or individual instruction. Groups will consist of one to six students, with the enrollment in each program expected to be approximately fifty students.

Students will be selected for participation in the Title I programs on the basis of greatest need. Teacher recommendations and test scores will be used to determine eligibility of students. Parental notification, administrative consultation, needs assessments, and detailed program evaluation are also vital components that help to ensure the continuity of the program and the success of the students enrolled in Title I.

A. NEEDS ASSESSMENT

1. A needs assessment will be conducted annually and will encompass the following:
 - a. Parent survey
 - b. Teacher survey
 - c. Administrative survey
 - d. Test data
 - e. Standing item on school board agenda
2. Results of the needs assessment will be summarized in an annual report written by the Title I teacher and submitted to the Director of Special Services. These results will be utilized in evaluating the programs and in developing goals for the coming year. The summary will include the following:
 - a. Parental responses
 - b. Teacher responses
 - c. Administrative responses
 - d. Recommendations for program improvement

B. TARGET SCHOOL SELECTION

There is only one school serving each grade level in this district.

C. PARTICIPANT SELECTION

In order to insure students with the greatest need are served first, the following participant selection process will be utilized:

1. Each classroom teacher will review the grades, classroom performance, and observations of each student in their classroom. Based on this information, the teacher will recommend students to the Title I reading for remedial help.
2. For the Title I reading program, teachers will meet as a group at each grade level and, utilizing the same criteria as above, develop a ranking for students in that grade level. This list will be given to the Title I teacher as recommendations for Title I reading services. The Title I reading teacher will then assess the students using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test. A priority-ranked list will then be developed to serve students scoring the lowest on the assessment.
3. The Title I teachers will serve as many students as feasible to insure success. The remaining students, if any, will be placed on a waiting list.
4. Title I services will be provided to students during the school day in a pullout program or during a lunch or non-core subject such as an elective. When students exit the program, new students will enter according to need, drawn from the ranked pool of students.
5. New students to the District, including neglected, delinquent, or formerly migrant or homeless students, will be placed on the priority list according to their need as described above as soon as the classroom teacher feels competent in making a determination of that need.
6. Additional factors used to determine eligibility may include criterion-referenced assessments, individual reading inventories, letter-sound association tests, or other testing measures.
7. The goal of the program is to provide intensive one-on-one assistance; therefore, every effort is made to keep class sizes very small.
8. Parents of students eligible for Title I programs are informed of their option to receive these services through a permission slip and information letter. This letter explains the program, when their child would be receiving services (time and day(s)) and how the program is designed to assist their child.

D. PROGRAM DESIGN

1. Description of programs:
 - a. Reading program designed to assist students with reading, writing, and listening skills through individualized instruction and computer-assisted programs
 - b. Encompassing grades one through three
 - c. Small group settings of one to six students
 - d. Students receive approximately 1.5 hours per week of instruction
 - e. Pullout services provided in separate classroom for reading
2. Goals and Objectives

READING

Arizona Academic Standards to be addressed are at the Readiness and Foundations level. Students will be able to:

- a. Reading
 - i. Identify characters, main idea/storyline, sequence events, and determine an author's purpose of nonfiction material
 - ii. Use phonetic skills to decode simple words, use word recognition and decoding strategies to comprehend written selections
 - iii. Use various reading comprehension strategies
- b. Writing
 - i. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete a variety of writing tasks
 - ii. Relate a narrative, creative story or other communication by drawing, telling and writing
- c. Listening
 - i. Participate in group discussions
 - ii. Listen and respond to stories, poems, and nonfiction
 - iii. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information

E. PARENT AND TEACHER INVOLVEMENT

Parents and teachers are encouraged to become involved in the Title I program, both formally and informally. Feedback from all our stakeholders will be sought through the following activities:

1. Parent and teacher surveys as described above
2. Title I parent information meetings
3. Title I parent committees
4. Review of Title I Parental Involvement Policy
5. Review of Title I School-Parent Compact
6. Parent nights/open houses
7. Parent/teacher conferences
8. Report card/progress reports each 4.5 weeks
9. District Website (www.morenci.k12.az.us)
10. Email (address can be found on the District Website)
11. Teacher Website (links can be found on the District Website)
12. Flyers available in Parent Resource Centers
13. Open door policy

F. EQUIPMENT AND MATERIALS

Equipment and materials will be purchased with federal funds allocated to the District from the federal Title I programs. These purchases will be requested to the Director of Special Services at the District Office.

1. A separate inventory and account of all Title I materials will be kept by the Title I teachers

2. Ordering of Title I supplies and materials are subject to the District and State policy regarding purchasing
3. Title I monies are allocated for the sole use of the Title I programs.
4. When disposing of equipment, state outlined procedures will be followed.

G. EVALUATION

The effectiveness of the Title I reading program will be continually evaluated. Individual student growth will be measured through the use of the above-referenced assessments and measures. The report submitted by the Title I teachers will also serve as an evaluation tool for the program.

Principals, teachers, parents, and student data will all be consulted through surveys, interviews, and meetings to obtain feedback. Changes to the program will be reviewed by the Title I parent committee and submitted to the Principal and/or Superintendent.

H. SERVICE TO NON-PUBLIC SCHOOL STUDENTS

Not applicable

I. COMPARABILITY

Not applicable

J. MAINTENANCE OF EFFORT

Local effort will be maintained. This can be ascertained by review of published budgets from year to year, student accounting, and year-end internal and external reviews.

K. STAFF DEVELOPMENT

The Title I teachers will be encouraged to attend professional development courses including regional workshops and statewide conferences. These opportunities will be selected by the teachers and approved by the building administrator and the Director of Special Services.

L. SERVICE OF AT-RISK STUDENTS

Because of Morenci's unique setting (an isolated, company-owned mining community), there are no migrant or homeless children. However, should the district receive such students in the future, the same identification process would be utilized as outlined above.

M. PRESCHOOL SUPPORT

Not applicable