



Exceptional Education Through Arts Integration

TITLE I INFORMATION AND PLAN

Title I is a federal program providing financial aid to school districts throughout the country to support supplementary educational programs for those students who qualify. The allocation of funds for each school district is based on a legislative formula dependent upon the distribution of low income children and state per pupil expenditures. However, Title I services at Gate City are provided to eligible children at targeted grade levels who qualify as needing assistance in mathematics regardless of income.

The Title I Math and Reading Tutoring Program is primarily conducted during the regular school day with after school tutoring provided as need requires. Title I funds are also used at Gate City to support special events for parents and students, support for homeless and migrant students, and professional development in math and/or reading for Title I staff.

The Title I Math and Reading Program is targeted to serve eligible students in grades K-8 with additional services provided to homeless and migrant students throughout all grade levels based on need. Services are provided to our younger population of students who meet specific selection criteria involving their assessment scores and classroom performance. Focused assessment throughout the school year provides an ongoing record of student progress which enables teachers and Title I tutors to tailor instruction to meet the specific needs of each child.

Program Benefits

It is our expectation that children who receive Title I services will be able to achieve closer to their potential resulting in improved basic math and reading skills. Research indicates that students participating in Title I make gains in their academic achievement.

Eligibility Requirements

Selection criteria for participation in our Title 1 program includes:

- Teacher recommendation
- Classroom performance
- Assessment scores
- Title I assessments
- Parental input
- Other pertinent performance information

Program Planning and Evaluation

In addition to feedback from the annual parent meeting, a questionnaire/survey is sent home to Title I parents seeking input into the program and how participation impacted their child. The results of that survey will be used to evaluate the total program and to determine what, if any changes should be considered. Gate City's Title I Program is evaluated during an on-site visit conducted by the N.H. Dept. of Education at least every three years.

Parent Information

A Title 1 newsletter is distributed to Title 1 parents quarterly or more often as necessary to keep parents informed and up to date. Additional notices are sent announcing special parent meetings and training. The website contains a wealth of information on Title 1 services as well as useful information on how parents can work with their children to improve math and reading skills. Pertinent Title 1 program policies and procedures are attached to tutoring permission forms.

Title 1 Staff

Title I Project Manager/Director will coordinate communication among staff, ensure continuity and quality of instruction and materials as well as manage and update the grant as necessary.

Title I Interventionists: Certified interventionists will provide instruction in literacy and math to students in grades kindergarten through eighth grade meeting the eligibility criteria..

Parental Involvement

Gate City is committed to the involvement of parents in the education of their children. We encourage your help and assistance in a variety of ways:

- Participation in parent/teacher conference days, parent meetings, open houses, and other information meetings and school events
- Support your child in the completion of homework and in meeting all their school responsibilities
- Being involved in all aspects your child's school experience
- Volunteering as time or circumstance permits
- Being informed regarding school policies and procedures

Permission Forms

A parent or guardian must sign a permission form before a child can participate in the Title 1 Program at Gate City. The form will include all pertinent information regarding the tutoring offered. Along with this form, parents/guardians will be provided a copy of the school's learning compact. Parents/Guardians must sign and acknowledge that they have read and have accepted parental responsibilities as outlined in the compact.

Meetings

The Annual Title 1 Parent Meeting is held each fall in conjunction with Open House. The purpose of the meeting is to explain the Title 1 Program, meet with Title 1 staff, and discuss how parents can become involved in their child's education.

Reading Strategies

Gate City Charter School for the Arts uses the following programs and methods in reading intervention instruction. S.P.I.R.E. is the primary reading intervention program used for students. S.P.I.R.E. provides a placement assessment for the Title 1 Interventionist to conduct in order to provide the appropriate instruction based on each student's needs. The Title 1 Interventionist will also use assessment, data collection, and input provided from classroom teachers to select the best methods of instruction as well as achievable goals for each student.

S.P.I.R.E.

S.P.I.R.E.® is a research-proven reading intervention program designed for low performing students. It is designed to build reading success through an intensive and structured curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-step lesson plan. Each lesson includes auditory, visual, and kinesthetic activities that keep students actively engaged.

Raz-Kids

Raz-Kids is a teaching product that provides comprehensive leveled reading resources for students. With many eBooks offered at 29 different levels of reading difficulty, it aids educators in providing students appropriate reading content. Students may access their leveled text through an interactive learning portal designed to keep them motivated and engaged. Every eBook is available in online formats, and allows students to listen to books, read at their own pace, and record themselves reading. Students can also take a corresponding eQuiz to test comprehension and determine future instruction needs. Once a child has read ten or more of the leveled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text.

Guided Reading

Guided reading does not follow a specific program, but entails small group or one-on-one reading instruction to provide differentiated learning opportunities for students to develop in reading proficiency. Small group or one-on-one instruction allows students to be taught based on their specific needs.

Wilson Foundations

Foundations® is a multisensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students. It can be taught in a small group or one-on-one setting for intervention (Tier 2). Foundations thoroughly teaches foundational skills, and supports reading, writing, and language standards. Concepts and skills foundations presents include; letter formation, phonological and phonemic awareness, sound mastery, phonics, word study, and advanced word study, irregular (trick) word instruction, vocabulary, fluency, comprehension strategies, and written composition (spelling and handwriting).

i-Ready - Diagnostic and Personalized Instruction

The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit student needs. Each item a student sees is individualized based on their answer to the previous question. The purpose of this is to determine how best to support student learning. i-Ready Personalized Instruction provides students with lessons based on their individual skill level and needs, so the students can learn at their own pace. These lessons are interactive to keep students engaged as they learn.

Mathematics Strategies

Gate City Charter School for the Arts uses the following programs and methods in math intervention instruction. TouchMath is the primary reading intervention program used for students. The Title 1 Interventionist will use assessment, data collection, and input provided from classroom teachers to select the best methods of instruction as well as achievable goals for each student.

TouchMath

TouchMath uses strategies that are closely aligned with the child development philosophies of Jean Piaget and Jerome Bruner and is also supported by present-day leading educational psychologists. TouchMath students learn math concepts at the concrete level first and then progress to the pictorial level. TouchMath introduces abstract math and memorization when students are ready for higher levels of cognitive thinking. Students see, say, hear and touch using the TouchPoints on the numerals to make the connection between the numeral and the quantity it represents. Materials for upper grade students of varying ability levels use fewer pictures and age-appropriate content. TouchMath enables a multisensory math experience while also keeping student attention focused on paper assignments. TouchMath's sequential strategy is structured so that students fully understand one skill before being introduced to the next.

Savvas Realize - enVision Mathematics

SAVVAS REALIZE provides content to help educators enhance their instructional materials and engage students. The Title 1 Interventionist can use this program to curate the students' digital learning experience. SAVVAS REALIZE - enVision Mathematics also delivers intuitive reports so teachers can use student mastery data to target classroom teaching and develop curriculum. enVision combines problem-based learning and visual learning to deepen students' conceptual understanding.

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Program Evaluation

The Title I coordinator conducts multiple observations of tutoring at all grade levels served and writes an annual teacher evaluation which is reviewed and approved through school administration. All paperwork and correspondence plus schedules and other program information are shared and approved by the school administration. Consultation with teachers regarding the content, quality, and effectiveness of Title I services is ongoing. Parent surveys are conducted annually with results driving program adjustments and modifications when possible. Data on student progress are provided in an annual report which is reviewed by the coordinator and school administration and submitted to the school board for review. That data is also used to drive program adjustments, modifications, and goal setting.