



Welcome to the
2023-2024
Title I and Intervention
Open House

Thank you for coming! Please make
sure you sign in and put your ticket
in for a chance to win a basket!

Title I Teachers

Mr. Gentile

Mrs. House

Mrs. Kather

Mr. Olenych

Mrs. Seiple

Reading Center Teacher

Miss Rucci



What is Title I?



- **Title 1 is the nation's largest federally funded school-aid program.**
- **It is designed to provide student support to achieve proficiency on challenging state academic achievement standards.**
- **School Districts utilize provided funds to develop programs designed to provide additional academic support in reading and/or math.**

Who is Eligible for Title I Services?



Schools are selected to receive Title 1 funds based on the percentage of students in economic need.

Once a school has been deemed eligible, **ALL** students meeting eligibility requirements living in the school's attendance area may receive services **regardless** of their economic status.

There are two types of Title 1 Programs:

- Schoolwide- Free and Reduced lunch count is above 40%.
- Targeted Assistance- Free and Reduced Lunch count below 40%

Eligibility Cont.



West Blvd Elementary is a **Schoolwide** Title I building (free/reduced lunch counts are above 40%)

All students attending West Blvd Elementary are eligible for Title I services.

Academic need, not economic need determines eligibility.

West Blvd. Elementary is utilizing 6 certified teachers to provide small group instruction using a variety of instructional lessons to target specific areas of weakness, for all grade levels, in reading and/or math during the 2023-2024 school year.

Pull-out services are determined by various criteria including assessment results, classroom performance and teacher input. (Ex. RGR, DIBELS, MAP)

Title vs. Tutoring



What is the difference between Title I and Tutoring?

- ❑ The purpose of **Title I** is to provide intervention that helps in the closing of gaps in education.
- ❑ The purpose of **tutoring** is to help students raise class grades and understand current classroom content.
- ❑ Through **Title I** the students are given the opportunity to work on concepts that may have been lost in translation in past years and work towards getting on grade level.

Reading Rotation Out & Switching Groups



Students will be rotated out if:

- They have been in the program for nine weeks.
- Assessments have been done.
- Student has reached grade level or above.
- A meeting has been held between the Title Teacher and Literacy Coach

Parents will receive a letter about rotation out to be signed and returned.

Students may switch Title groups and work with a different teacher if the intervention needs of the student change.

Academic Support Through Pull-out Services



Students receive additional instruction and intervention, in the areas in which they struggle within a small group environment.

The intervention programs used are researched based and include a variety of instructional lessons to target specific areas of weakness in reading and/or math.

Bridges Intervention



All students can make sense of mathematics. Some students just need **more time, more opportunities, or more support** than others.

Bridges Intervention provides targeted instruction and assessment for essential K–5 mathematics skills and concepts.



Bridges Intervention

- Groups meet 30 minutes everyday
- Focused intervention on content rather than grade level
- Use of manipulatives, activities and games, and assessments
- Emphasis on problem solving, the use of visual models and developing fluency (not speed)





Reading Assessments

- **Letter Naming Fluency (LNF)** is administered to students from kindergarten Beginning of Year (BOY) through Grade 1 End of Year (EOY).
- **Phonemic Segmentation Fluency (PSF)** is administered to students from kindergarten Beginning of Year (BOY) through Grade 1 End of Year (EOY). In PSF, the assessor orally presents a series of words and asks the student to verbally produce the individual phonemes for each word
- **Nonsense Word Fluency (NWF)** is administered to students from kindergarten Beginning of Year (BOY) through Grade 3 End of Year (EOY)
- **Word Reading Fluency (WRF)** is administered to students from kindergarten Beginning of Year (BOY) through Grade 3 End of Year (EOY). In WRF, the assessor presents the student with a page of words arranged in rows and asks the student to read as many words as possible within 1 minute. Words must be blended for the student to receive credit
- **Oral Reading Fluency (ORF)** is administered to students from Grade 1 Beginning of Year (BOY) through Grade 6 End of year (EOY)
- **Maze** is administered to students from Grade 2 Beginning of Year (BOY) through Grade 6 End of Year (EOY). In Maze, the assessor presents students with a passage that has every seventh word removed and replaced with three options

Reading Curriculum

mCLASS[®] Intervention



mCLASS[®] Intervention follows a research-based skills progression and uses software to analyze results, form small groups, build engaging lessons for each group, and update skill profiles and groups every 10 days



Every 10 days, educators progress-monitor students on the skills they're working to build. mCLASS Intervention analyzes these results, updates students' placement on the learning progression, and identifies what they should focus on next.



mCLASS Intervention provides a bank of more than 4,000 research-backed activities, including multisensory activities that use auditory, visual, tactile, and kinesthetic techniques.

mCLASS Dibels Intervention

Letter Cards

Letter Combination Cards

Regular Word Cards

Picture Cards

Vocabulary Cards

Irregular Word Cards

Fluency Cards



Fluency Passages and Charts to track progress

Numerous Games to reinforce skills and motivate students

Parent Involvement

Monthly Parent Updates

Boardman Local Schools
Title 1 Reading Update

Student Name _____ Date _____

Title Teacher _____ Instructional Reading Level _____

During our reading intervention time, we have been focusing on:

An activity you can do with your child at home is:

Teacher comments (optional):

Parent comments/questions (optional):

Monthly Newsletter

PRIME TIME
Parent Newsletter of the Title I Program November 2020

Mr. H. Jared Cardillo
Director of Instruction
Boardman Local School District

WEST BLVD. ELEMENTARY SCHOOL
TITLE I STAFF

Brandy Maurer	Esther Mosinger	Sarah Miller
Tom Olemych	Gina Roth	Melissa Sciple
Colleen Smith	Michelle Sterchi	Allison Stoner
	Hannah Viglio	

November 2020

- 1. Help your child create a job collection. This includes who does your car wash and more.
- 2. Use an engagement with your child. This includes who you about it what are words.
- 3. Listen for all the words and sounds mentioned on TV. Together learn from the words.
- 4. Help your child make his own dictionary with spelling or vocabulary words.
- 5. Fold paper to make his own dictionary. Use words, pictures and sounds. Use words that are similar to what he is learning.
- 6. Fold the paper to make his own dictionary. Use words that are similar to what he is learning.
- 7. Show your child how to use the words. Use words that are similar to what he is learning.
- 8. Ask your child to use a picture of a word.
- 9. Ask your child to use a picture of a word.
- 10. Ask your child to use a picture of a word.
- 11. Ask your child to use a picture of a word.
- 12. Ask your child to use a picture of a word.
- 13. Ask your child to use a picture of a word.
- 14. Ask your child to use a picture of a word.
- 15. Ask your child to use a picture of a word.
- 16. Ask your child to use a picture of a word.
- 17. Ask your child to use a picture of a word.
- 18. Ask your child to use a picture of a word.
- 19. Ask your child to use a picture of a word.
- 20. Ask your child to use a picture of a word.
- 21. Ask your child to use a picture of a word.
- 22. Ask your child to use a picture of a word.
- 23. Ask your child to use a picture of a word.
- 24. Ask your child to use a picture of a word.
- 25. Ask your child to use a picture of a word.

Daily Learning Planner: Ideas Parents Can Use to Help Children Do Well in School—Try a New Idea Every Day!

- 1. Before you go to work, ask your child to help you with a task.
- 2. Before you go to work, ask your child to help you with a task.
- 3. Before you go to work, ask your child to help you with a task.
- 4. Before you go to work, ask your child to help you with a task.
- 5. Before you go to work, ask your child to help you with a task.
- 6. Before you go to work, ask your child to help you with a task.
- 7. Before you go to work, ask your child to help you with a task.
- 8. Before you go to work, ask your child to help you with a task.
- 9. Before you go to work, ask your child to help you with a task.
- 10. Before you go to work, ask your child to help you with a task.
- 11. Before you go to work, ask your child to help you with a task.
- 12. Before you go to work, ask your child to help you with a task.
- 13. Before you go to work, ask your child to help you with a task.
- 14. Before you go to work, ask your child to help you with a task.
- 15. Before you go to work, ask your child to help you with a task.
- 16. Before you go to work, ask your child to help you with a task.
- 17. Before you go to work, ask your child to help you with a task.
- 18. Before you go to work, ask your child to help you with a task.
- 19. Before you go to work, ask your child to help you with a task.
- 20. Before you go to work, ask your child to help you with a task.
- 21. Before you go to work, ask your child to help you with a task.
- 22. Before you go to work, ask your child to help you with a task.
- 23. Before you go to work, ask your child to help you with a task.
- 24. Before you go to work, ask your child to help you with a task.
- 25. Before you go to work, ask your child to help you with a task.

Parent Involvement Cont.



- ❑ Parent Teacher Conference
- ❑ Parent Advisory Committee
- ❑ School-Parent Compact
- ❑ Ongoing communication with Title I Teacher (email, notes, Remind, Dojo etc.)



Questions?



Thank you for coming
to our open house!

If you would like to talk to your
child's Title teacher, please feel free
to do that now!