

Dear Parents,

Your child is receiving extra instruction from their classroom teacher in reading, math or both subjects. Annually, we use the fall IRI/iStation results, Spring Smarter Balanced Assessment Consortium (SBAC) scores and the fall words per minutes (WPM) to identify students who could use additional support to ensure they are reaching their highest potential. Additionally teacher recommendation and classroom grades also help determine these students.

Students are re-ranked every fall, winter, and spring to continue to determine those who would most benefit with this additional support. Classroom teachers are encouraged to notify the Title IA lead teacher if a child appears to meet criteria due to a change in circumstances or need.

The following programs, prescribed by the Harbor Method, also serve as indicators of student need:

The Writing Road to Reading (Spalding Method)	McCall Crabbs Comprehension	Amira Supplemental Learning
The Shurley Method	Storyworks by Scholastic	Read Naturally
Readworks	Scope by Scholastic	Saxon Math homework
Timed Readings	Star Testing	Read Theory
Novel Studies	Math Concept Tests	Vocabulary Check
Accelerated Reader		

Classroom teachers plan and oversee these programs in their classrooms, and specifically monitor & provide additional support to those students identified as Title IA recipients.

Read Naturally is the identified method of instruction for the Title IA program. The Read Naturally Strategy “combines three research strategies into one powerful strategy to develop the reading fluency of special education, ELL, Title I, and mainstream students.” These three strategies combined are: teacher modeling, repeated reading, and progress monitoring.

Classroom teachers work daily with each student one-on-one using the Read Naturally program. Identified students will not be removed for Title IA instruction during regularly-scheduled core instruction. For example, conducting Read Naturally instruction when the class is practicing Spalding phonics, mathematics, or reading novels would NOT be deemed appropriate, while a few minutes during the students’ special classes (Spanish, P.E., computers, etc.) would. Each student’s one-on-one experience will include a “cold” reading, repeated reading practice, a “hot” reading and progress monitoring. Read Naturally’s progress monitoring component allows for constant adjustment and goal realignment. This ensures the effectiveness of the program and consequently the students’ academic achievement.

Read Naturally builds upon previously acquired skills and reinforces progress. It gives readers a variety of types of practice from repeated trials to functional application. The passages are carefully designed to facilitate student interest and increase opportunities for students to master levels of proficiency through practiced comprehension strategies as test difficulty increases. This allows for acceleration, whereas remedial drill and practice would fail to provide opportunities for advancement.

Read Naturally allows students to work at their instructional level rather than their chronological grade level. Nothing will prevent them from surpassing grade level goals and reaching advanced strategies of reading. For example, a second grade student may begin in a 1.5 level placement and by their exit date be working at the 3.0 level.

Daily progress monitors, weekly data analysis, and quarterly benchmarks are the tools used to identify students who need additional assistance to meet State standards.

Parents are encouraged to continue daily reading with the students at home to reinforce their hard work at school. See below for at-home learning resources.

If a student is unable to meet benchmarks, the following will occur:

- Parents will be notified in order to keep them up-to-date with their child's progress and to engage parental involvement
- A parent/Title IA teacher conference will be held to identify student needs and necessary revisions and a date to reconvene
- Continued, revised intervention until State Standards are achieved.

All students receive math remediation from classroom teachers. Concept Tests are reviewed individually with students to ensure incorrect answers are corrected and practiced for understanding. Studying basic math facts at home will greatly increase math achievement.

Please refer to Liberty's website, www.libertycharterschool.com, where you can review under the Parent Notices & Involvement tab the federal programs PowerPoint overview presented during the fall Open House, plus find additional study strategies for providing parental instruction at home.

If you have questions about the Title IA program and your child's assistance from it, please contact your child's classroom teacher, or Mrs. Vinson, Liberty's Title IA lead teacher. Title IA assistance is also discussed at your child's parent-teacher conferences if he or she is receiving Title IA support.