



Nov.
2025

Reading Intervention

Title I Allard Elementary



Title I

What is it?

- Supplemental academic intervention funded by the federal government
- MASD receives federal funds to service students. We use the funds to provide reading intervention with certified reading specialists at our schools with the highest percentages of students on the free and reduced lunch program.
- MASD also contracts with the Allegheny Intermediate Unit to provide Title I services to our eligible students in non-public schools.



MASD Title I schools: Allard & Brooks
MASD Title I-Like school: Bon Meade & McCormick



Who is involved?

- Reading Specialists
 - Mrs. Kelsey Halackna
 - Special Education Certification, Regular Education Certification, Reading Specialist Certification, Masters in Education
 - LETRS (Language Essentials for Teachers of Reading)
 - IMSE (Institute for Multisensory Education) Orton Gillingham trained
 - Mrs. Elizabeth Blair
 - Reading Specialist Certification, K-12 Art Certification, Masters in Education
 - IMSE (Institute for Multisensory Education) Orton Gillingham trained
- Principal
 - Dr. Susan Kazmierczak
- Central Administration
 - Title I Coordinator
 - Dr. Kimberly Prevost, Director of Data & Analysis
 - Director of Fiscal Services
 - Mrs. Jessica Drylie



How are students selected?

- **Acadience Reading, a universal screener**
 - Students who show the greatest need are admitted to the program first, based on the Acadience Composite Score, with an emphasis on Oral Reading Fluency and other foundational components when applicable.
 - Well-below benchmark
 - Below benchmark
- **Classroom teachers may be consulted.**
- **Students exit the program when they meet or exceed the Acadience Reading benchmark standard.**



Intervention Program

Target Student Group:

- Grades:** Kindergarten through fourth grade, with priority given to the primary grades

Intervention Instruction:

- Supplemental:** This instruction supports and enhances the core reading program, providing targeted assistance to students who need additional help.

Progress Monitoring:

- Regular Assessments:** Student progress is monitored consistently to ensure the intervention is effective.

Exit Criteria:

- Program Exit:** Students exit the intervention once they meet or exceed the benchmark standards for their grade level.

Enrollment:

- Ongoing Admission:** New students who meet the criteria for intervention are added to the program throughout the school year.



Reading Intervention

- **Group Size:** 5–7 students per group
- **Session Length:** 30–45 minutes
- **Schedule:**
 - **Monday–Friday:** Small group intervention lessons
 - **Friday:** Biweekly progress monitoring (individual assessments)
- **Biweekly:** Parent progress reports sent home

Curriculum Overview:

1. Heggerty Phonemic Awareness

A program focused on strengthening students' ability to identify and manipulate sounds in spoken language, building a foundation for reading success.

2. Institute of Multisensory Education (Orton-Gillingham Approach)

A structured, research-based approach to reading instruction that combines visual, auditory, and kinesthetic learning strategies to support struggling readers.



Policies & Procedures

- Title I Learning Compact
- Title I Complaint Policy
- Title I Parent/Family Engagement Policy
- Language Translations



State Parent Advisory Council (SPAC)

- **The purpose of SPAC**
 - To give parents the skills and knowledge to become advocates for Title I children.
 - To distribute information and share ideas that will increase parent participation in Title I programs.
 - To identify successful parent involvement programs that can become models for schools with limited parent involvement.
- **Visit SPAC at <https://www.spac.k12.pa.us/>**
- **SPAC Resource Center**
 - Title I Parents are welcome to request up to 5 free booklets.



Questions?

