



2026-2027 Schoolwide Title I Handbook

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**Warrior Run School District
Warrior Run Elementary School**

What is Schoolwide Title I?

Warrior Run Elementary School offers a Schoolwide Title I program. Title I is a federally funded program designed to support the academic growth of *all* students. The funds generated through the Title I grant are targeted to ensure that all students have access to supplemental instruction in reading and math, research-based instructional strategies and assessments, and highly qualified teachers.

Our Title I staff consists of five reading specialists and two interventionists. These staff members work with classroom teachers to support and instruct struggling students, as determined by standard assessments, running records, and teacher observations. This is a fluid program that provides academic support to *any* student needing it at *any* time throughout the school year.

Academic assessment, interventions and supports include:

- Benchmark reading assessment (DIBELs/Acadience) of students three times a year to monitor their reading level,
- Research-based intervention programs such as Heggerty, Foundations, UFLI, RAVE-O, Read Naturally, Wilson Reading System, and 95% Phonics, Comprehension, and Vocabulary to help improve reading skills like vocabulary, phonemic awareness, phonics, fluency, and comprehension,
- Individual and classroom push-in support for struggling learners who require support beyond our intervention programs,
- Additional, small group support in pull-out and push-in programs for students struggling in our Everyday Math program, including Spring Math, Connecting Math Concepts, and Touch Math,
- Parent communication and resources to support students' reading and math at home.

If you have any questions about our Title I program, please contact Michael Freeborn or Megan Geise, the Principals or Casey Magargle, the Director of Curriculum and Instruction.

My child tells me about “WIN Time.” What is this?

WIN stands for “What I Need”. Intervention time (or WIN Time) is a time when children from all of the classrooms in a grade level report to smaller groups that target their specific learning needs. Students are grouped based on assessment data, which may include DIBELs/Acadience, classroom assessments, or teacher observation. Some students, who need a targeted reading intervention, spend this time with a reading interventionist. Some students stay with their classroom teacher or go to another classroom to reinforce or practice skills in new ways. Students reading above grade level receive enrichment activities to challenge them during this time. Instruction that happens during the Intervention Time is in addition to not in place of planned, grade-level classroom instruction.

I have heard teachers refer to “Tier I, II, and III.” What are tiers?

Our process, known as “Multi-Tiered Systems of Support” (MTSS), allows us to target students with the greatest need for support. Tiers simply identify the level of intensity and frequency needed in an intervention in any area: math, reading, or even behavior. Students should move within and across tiers as needed based on their success and learning needs.

- **Tier I** refers to the high-quality, grade-level instruction and curriculum that ALL students receive. This instruction should meet the academic needs of at least 80% or more of our students. Some students get differentiated Tier I instruction during the Intervention Time.

- **Tier II** refers to targeted instruction that SOME students need to help them perform at grade level in specific reading skills, such as fluency or phonics.
 - Students who need this support at a given time are provided with small-group, research-based interventions such as Foundations, UFLI, Read Naturally, and 95% Comprehension and Vocabulary.
 - Once these students receive the help they need, they move out of the research-based intervention and back into a different small group that meets their needs.
 - The decision to move students in and out of interventions is made using data collected during interventions, DIBELS/Acadience assessment results, teacher observations, and progress monitoring.
- **Tier III** is additional time provided for a few students who need additional support beyond our classroom instruction and research-based interventions. This time is individual or very small group and is intended to meet the unique, intensive needs of students.

Research / Evidence-based Interventions

The Warrior Run School District is using intervention programs to help “catch kids up” who may need a little support in particular reading or math skills. These programs have their own assessments



that help teachers to know when kids are progressing. As you may hear your child talking about components of these programs, below is a brief explanation of each program and how it works:

- **WILSON FOUNDATIONS*** makes learning to read fun while laying down the groundwork for lifelong literacy. Foundations provides children of varying learning abilities with a foundation for reading and spelling. It provides teachers with the skills and tools needed to present a structured, sequential, and cumulative phonics/spelling program using multisensory teaching techniques.
 - ✓ Emphasis on systematic phonics and study of word structure
 - ✓ Skills taught explicitly and systematically
 - ✓ Instruction is cumulative and scaffolds presented skills
 - ✓ Teachers model sounds, words, and sentences
 - ✓ Assessments monitor students throughout the program
 - ✓ The manual provides direction for support staff to meet individual student needs
 - ✓ Extensive practice provides multiple opportunities for skills application
 - ✓ Home Support Packet encourages parental involvement
 - ✓ www.foundations.com
- **Wilson Reading System:** This is a systematic, cumulative approach to teaching total word structure for reading and spelling, requiring mastery before progressing to the next step. This makes the instructional demands of the next step more manageable and achievable for students. All instruction is multisensory and interactive, with consistent links among the visual, auditory, and tactile pathways in learning to read and spell.
- **Early Reading Intervention (ERI):** Provides explicit, direct instruction in phonemic awareness, letter identification, and letter-sound production, manipulation, and application. Activities in the lesson are often presented as games, which can increase student participation and enjoyment of the content being taught. Review of lessons is cumulatively built into the program, providing students with multiple opportunities for practice and immediate teacher feedback.
- **Heggerty** is a daily phonemic awareness program that helps children build strong reading skills

through sound practice, rhymes, and word play. It's fun, fast-paced, and supports early reading success through listening and speaking activities. When needed, it is used as an intervention as well as for daily instructional practices.

- **95 Percent Group** provides targeted reading instruction to help students strengthen phonics, vocabulary, and comprehension skills. It uses research-based lessons and tools to support students who need extra help learning to read.
- **Scholastic Systematic Instruction of Sight Words:** A highly motivating and engaging program to teach sight words cumulatively and within multiple contexts. The lessons and activities provide repeated practice needed to develop automaticity in reading, spelling and writing sight words.
- **WonderWorks:** A supplemental support for Wonders that offers additional intervention for students not reading at grade level. Students can test in and out of it throughout the year depending on their progress. This is utilized during small groups in the regular classroom.
- **UFLI, University of Florida Literacy Institute:** An explicit, systematic program that targets foundational reading skills. UFLI Foundations uses routines in phonemic awareness, visual, auditory, and word blending drills, explicit new concept instruction, word work, irregular word practice, and decodable connected text. The routines review previous skills and provide opportunities to apply new concepts through reading and writing activities.
- **Read Naturally:** a program developed to support the five essential components of reading, identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. As an intervention program, it combines teacher modeling, repeated reading, and progress monitoring—three strategies that research has shown to be effective in improving students' reading proficiency. Using audio support and graphs of their progress, students work with high-interest material at their skill level. www.readnaturally.com
- **Other interventions include:** ECRI Routines, Incremental Sight Word Rehearsal, Language for Learning, as well as others. Contact the district if you have questions.

Reading Curriculum and Assessments



- Our Core reading basal in grades K-5 is **Wonders**. It is a literacy program that includes whole-group direct instruction in reading, writing, and language arts; centers to build students' self-directed learning; small-group leveled reading; and, at various levels, big books, reader's theater, and interactive technology. All students participate in all of the above, including curriculum-based assessments, as appropriate to grade level, with their classroom teacher.
- Our core reading basal in grade 6 is **Into Literature**. This series includes fiction and non-fiction, writing and grammar. The stories included are high-interest in order to engage students with topics that interest them. The program includes a workbook for grammar and online accounts for students.
- For phonemic awareness, we use **Heggerty** in grades K-2 in all classrooms. Phonemic awareness includes a knowledge of the letters and the sounds that they make, so it is practiced orally. Through this, teachers have students manipulate word sounds, add and delete, and the teacher models how the mouth moves to pronounce those sounds.
- **DIBELS/Acadience** is an assessment administered to all students in grades K-6. DIBELS stands for *Dynamic Indicators of Basic Early Literacy Skills*, and tests five skills that are necessary for learning to read. Children who learn these skills become good readers. The tested skills at each

grade level may include:

- Phonemic Awareness: Hearing and using sounds in spoken words
- Alphabetic Principle: Knowing the sounds of the letters and sounding out written words
- Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes
- Vocabulary: Understanding and using a variety of words
- Comprehension: Understanding what is spoken or read and respond orally or in writing
- **ECRI**, or Enhanced Core Reading Instruction, is an instructional routine that allows students to practice phonics skills on a daily basis. It enhances a core reading program to support all students and especially struggling readers.

Math Curriculum and Assessments

Our Core Math Curriculum is ***Everyday Mathematics (EDM)***. In *Everyday Mathematics* numbers, skills and mathematical concepts are applied to real-world situations. Each *EDM* lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on activities, long-term projects and ongoing practice. *EDM* assessments inform classroom teachers and Math Interventionists of the areas in which students may need additional supports during their math special time. During this time Touch Math and Everyday Math online are also used for support.

Math Interventions -

- Touch Math
- Spring Math
- Connecting Math Concepts
- CRA Math Sessions (Concrete, Representational, Abstract)
- Number Worlds (parallel remediation curriculum to Everyday Math)
- Direct instruction of math calculation facts.
- Incremental rehearsal of facts using known and unknown facts.

Technology Resources

- **Wonders** has an online component through ConnectEd that students can use to supplement their learning in the classroom - with games, additional activities and readings, etc.
- **EDM Online** is the online component of Everyday Mathematics. Here, students can access pages from their math textbooks and journals and engage in interactive math games and practice. Visit www.everydaymathonline.com and click on the “Free Resources” page. Teachers may also provide student login information in appropriate grade levels.
- **Xtra Math** allows for fact fluency practice in math. It is available at <https://xtramath.org/#/home/index>
- **Tumblebooks** is a free online library that reads stories aloud. <http://asp.tumblebooks.com/home.aspx>
- Students can visit [ClassLink](#) to access additional district-purchased resources.

Parent and Family Engagement: YOU are our BEST resource!

We strongly believe that the engagement of parents in a child's education is a *huge* part of our collective success. We will strive to provide opportunities for parent and family engagement in decision-making and educational outreach. We value your input and want to create a culture of shared learning and accountability. This will include elementary Family Nights that allow opportunities to provide input to the school about parent engagement. This includes our practices of Open Houses, Parent/Teacher Conferences, and PTO Family Fun Nights.

Parents are encouraged to become engaged in our Title I processes and policies. Our Parent and Family Engagement Policies can be found in the Title I tab of our district website (www.wrsd.org). If you are interested in attending meetings to provide input on our title program, parent outreach, and home communications, or in obtaining free books and resources to help support your child's academic achievement at home, please contact Casey Magargle, Director of Curriculum and Instruction at 649-5138 x5002 or cmagargle@wrsd.org.

For Warrior Run's Complete Title I Handbook, please visit

<https://resources.finalsite.net/images/v1779373070/wrsdorg/twgivyrzjqnkr1j9tfaw/2025-2026TitleIHandbook1.pdf>

Warrior Run School District (K-6) Title I Compact

District Agreement

We embrace our responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that allows all students to meet the State's academic achievement standards or yearly growth. We agree to:

- Use research and best practices when choosing our textbooks, materials, technology, and assessments.
- Train teachers to effectively use proven teaching strategies, including lesson essential questions, summarizing, vocabulary, graphic organizers, differentiation, scaffolding, multiple intelligences, learning styles, and balanced literacy.
- Regularly assess students' strengths and weaknesses using research-based progress monitoring assessments and practices
- Provide fluid instruction and interventions to make sure that all students are growing.
- Provide opportunities to inform parents of the above strategies and offer concrete ways for parents to support student academic success at home.

Teacher Agreement

We, the instructional staff members of Warrior Run Elementary School, understand the importance of our role in helping all students grow and achieve success in the State standards and in lifelong learning to the best of our ability. Therefore, we agree to carry out the following responsibilities:

- Serve as a teacher and model to all students.
- Create a nurturing environment that encourages growth and learning.
- Teach the necessary concepts to your child as determined by the State standards.
- Use the best research and evidence-based materials, strategies, and assessments to help grow every child.
- Be aware of the emerging strengths and needs of your child and address them.
- Communicate with parents and all school teachers and staff on a regular basis, and be accessible for consultation when requested or necessary.

Student Agreement

I, _____, know my education is important to me. It will help me become a better person and succeed in life. I will work with my parents on my homework, reading, and math, but realize that I am the one who has to do the work. Therefore, I agree to do the following to the very best of my ability:

- Come to school with a positive attitude, ready to learn.
- Do my classwork and homework on time.
- Pay attention and do my work.
- Ask for help when I need it.
- Return all corrected work to my parent/guardian.
- Be at school on time unless I am sick.
- Be responsible for my own work and behavior.

Parent/Guardian Agreement

I, _____, realize that my child's years at school are very important. I also understand that my participation in my child's education will help his / her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the very best of my ability:

- Go over my child's assignments with him/her and make sure they are complete.
- Provide a quiet place for my child to study.
- Make sure my child gets enough sleep each night.
- Make sure my child is at school on time.
- Read with my child every night.
- Review math homework with my child when it is given.
- Participate in parent/teacher conferences, parent meetings, and parent trainings focused on helping students at home with math, reading, and study skills.

Administration: Michael Freeborn, Megan Geise, Amanda Velte, Casey Magargle

Classroom Teachers: The K-6th Grade Classroom Teachers of Warrior Run School District

Title I Interventionists: Alicia Shaffer, Jenn Grove, Carla Foresman, Jennifer Jolin, Steph Zettlemoyer, Robin Hessel, Brenda Reasner

Student: _____

Parent/guardian: _____ **Date** _____