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What Creates a Quality Intervention Program?

1. Time: multiple opportunities, consistency with schedule

2. Direct instruction by teacher and supported by para-pro

3. Lessons coordinated with classroom lessons

4. Match instruction to the child's need

5. Small group (for really low children this should be 1 on 1 – five days a week, normal grouping 2-3 students – 4-5 times a week

6. Communication (between general ed, special ed and reading support)

7. Reading intervention MUST be in addition to quality classroom instruction

8. Acceleration is the goal **(one year's growth for a year of instruction is not enough…we must work to accelerate the learning)**

9. Appropriate level materials that double or triple daily reading volume focused on meaning and meta-cognition development

10. Frequent monitoring of student progress

Title I/At Risk Para-Professional Support Duties

Acceptable Duties When Working With Title I Students

- Run a center for TI students with the classroom teacher's clear directions.
- Lead a small literacy group of TI students with the teacher's help.
- Assist a small group of TI students with a writing assignment.
- Assist as TI students complete an independent writing assignment.
- Lead a word game with TI students.
- Do "Go" charts, story webs, informational webs, and other comprehension activities with TI students.
- Read one on one with TI students.
- Assist TI students with AR.
- Remediate Project Read lessons.
- Assist TI students with spelling assignments
- Math remediation/support one on one or small group of TI students
- Assist TI students with organizational skills and homework support
- Occasionally monitor the classroom while teacher assesses students

Unacceptable Duties

- Prepare lesson plans, choose materials for instruction or teach whole group lessons or initial concepts.
- Run copies for teacher.
- Discuss progress with parents without the teacher present.
- Help with art/craft activities.
- Administer Basic Student Assessments ie: DRA, Project Read

Para-pros support student learning!

Acceleration is the goal! One year's growth is not enough!

Student Selection- At-Risk/Title I

Completed in September

I. **CA60, classroom information sheets, and data sheets**

- MEAP: Level 3 or 4 in reading or math or both

- Project Read: below 80%

- MLPP/DRA: 2 levels below grade level expectation

- Below 70% on end of year math assessment.

- Teacher referrals

II. **Classroom teacher selects students based on above criteria**

o **Classroom teacher submits student selection list to Principal by second week of school**

III. **Principal and Title I Teacher review and schedule students. Administrative Assistantrecords names into Zangle Student Data.**

- See Samples: Student Selection Sheets

V. **Parent Notification Letter**

- Building principal prepares the parent notification letter

- Teachers sign copy and distribute Parent Notification letter for selected students

VI. **Home / School Compact**

- Compact prepared and distributed by principal

- Teachers sign and send home with students

- All students and parents in the building sign and return the Home/School Compact

- Compacts are to be filed in the Title I office.

VII. Student Support Determination
- Teachers determine intervention methods necessary for support.

- Teacher meets with parapro the first week of school to explain classroom procedures and student support.

Adding or Graduating Students

Students can be added to the program at any time during the year at the teacher's discretion (according to the selection criteria).

- Title I / At-Risk parent letter to be sent to parent and school secretary notified of any additions.

Students can graduate out of the program at any card marking with documentation that shows they no longer qualify for support.

- Teacher will notify para-pro. A letter will be sent home notifying parents.

Grade Level Criteria

The following criteria will be used to qualify students for Title I support. I hope this will help us to identify the most at-risk children in our classrooms/buildings.

Classroom teachers are responsible for identifying those children who they will recommend for Title I support. Teacher will submit Title I student list to the Title I teacher by the first week of September. Students can be added to the program at any time during the year at the teacher's discretion according to the selection criteria. The following criteria at each grade level will be used to help identify our most at-risk learners in September.

First Grade: Low areas are identified as follows:
- DRA score of 1 or below
- Capital letter identification score of 18 or below
- Lower case letter identification score of 18 or below
- Letter sounds score of 16 or below
- Sight Words < 10 PP < 10 P
- District Writing Prompt score of 0 or 1

Second Grade: Low areas are identified as follows:
- MLPP areas not mastered as described on Student Selection Sheet
- DRA score of level 12 or below
- District Writing Prompt score of 0 or 1
- Project Read end of year assessment < 80%

Third Grade: Low areas are identified as follows:
- DRA score of level 20 or below
- 3 or 4 in Reading, Writing or ELA on the MEAP

Fourth Grade: Low areas are identified as follows:
- DRA score level 34 or below
- 3 or 4 in Reading, Writing or ELA on the MEAP

Fifth Grade: Low areas are identified as follows:
- DRA score level 40 or below with < 18 comprehension
- 3 or 4 in Reading, Writing or ELA on the MEAP
- AR ZPD average < 3.7

"Students receiving reading support must also be getting
quality guided reading lessons
with the classroom teacher
at a minimum of four days a week
in order to create the best possible environment
for the child to reach success
in reading and writing at grade level."

MLPP Folders and Testing

MLPP folders need to be updated throughout the year for every student. The front of the MLPP folder should have all the necessary information filled out completely, (name, DOB, age, teacher, school). Every Kindergarten, first, second and third grade student should have been tested and passed in the following areas:

- **Concepts of Print**

- **Letter/Sound ID**

- **Phonemic Awareness**

- **Blending and Segmentation**

- **Sight / Decodable Words (preprimer, primer, 1st,2nd and 3rd)**

- **By 3rd grade all students should be able to read all 220 sight words.**

- **Known Words**

- **Hearing and Recording Sounds**

- **Writing Sample with Rubric Scores**

All DRA scores should be listed under Oral Reading on the MLPP folder**.**

File last completed DRA in MLPP folder

File Project Read scores in MLPP folder according to directions on thenext page.

Project Read Expectations
(See SCOPE and SEQUENCE)

Follow the Scope and Sequence for Kindergarten through second grade throughout the year.

Students that are not reading at grade level because of decoding difficulties should be included in small group Project Read instruction.

- All students in first and second grade will take the Project Read test at the end of the year. If a student passes the Project Read test with an 80% or higher at the end of the year, put the scoring/percentage sheet in the MLPP folder. If a student scores below 80% in any section of the test, put the entire test in the MLPP folder for next year's teacher.

- The passing score for first and second grade is 80%. If a student does not pass the Project Read test at the end of first or second grade, the student should be remediated the following year and retested. The student only needs to be retested in the areas that were below 80%.

- Speech students with articulation concerns can be tested by their Speech teacher.

- Third grade students scoring poorly in all areas should be remediated one on one or in small groups.

- Special Education students may be tested by their Special Education teacher.

DRA Assessments

(When to test, who to test, what level to test)

I. Kindergarten

- Kindergarten students should be reading at a DRA level 3 at year end

- File last completed DRA in MLPP folder.

- All DRA tests given during the year should be listed on the MLPP folder.

II. First Grade

- At the beginning of the year all students should be at a DRA level 3. *If the student has not reached that level, determine what instruction is needed, remediate and retest at their appropriate level in October.*

- Students who are below grade level should be tested and remediated as needed, throughout the year.

- All students should be given a DRA Assessment before P/T conferences in the fall and spring.

- First graders should be reading at a DRA level 16 with an 18 comprehension at year end.

- File the last completed DRA in the MLPP folder.

- All DRA tests given during the year should be listed on the MLPP folder.

III. Second Grade

- At the beginning of the year all students should be at a level 16 with an 18 comprehension. *If they have not reached that level, determine what instruction is needed, remediate, and retest at their appropriate level in October.*

- Students who are below grade level should be tested and remediated as needed, throughout the year.

- All students should be given a DRA assessment before P/T conferences in the fall and spring.

- Second graders should be reading at a DRA level 28 with an 18 comprehension at year end.

- File last completed DRA in MLPP folder.

- All DRA tests given during the year should be listed on the MLPP folder.

IV. Third Grade

- At the beginning of the year all students should be at a level 28 with an 18 comprehension. *If they have not reached that level, determine what instruction is needed, remediate, and retest at their appropriate level in October.*

- Students who are below grade level should be tested and remediated as needed, throughout the year.

- All students should be given a DRA assessment before P/T conferences in the fall and spring.

- Third graders should be reading at a DRA level 38 with an 18 comprehension at year end.

- File last completed DRA in the MLPP folder.

- All DRA tests given during the year should be listed on the MLPP folder.

V. Fourth Grade

- See Attachment for DRA testing procedure

- File last completed DRA in MLPP folder. All DRA tests given during the year should be listed on the MLPP folder.

- Fourth to fifth DRA Report (for students below grade level in reading) to be filled out and filed by classroom teacher and put in the CA60 at the end of the year.

Math Support

The following criteria will be used to qualify students for Title I support. I hope this will help us to identify the most at-risk children in our classrooms/buildings.

Classroom teachers are responsible for identifying those children who they will recommend for Title I support. Teacher will submit Title I student list to the Title I teacher by the first week of September. Students can be added to the program at any time during the year at the teacher's discretion according to the selection criteria. The following criteria at each grade level will be used to help identify our most at-risk learners in September.

First Grade: Low areas are identified as follows:
- Scott Foresman end of year diagnostic test any area < 70%
- Any student identified on the report card by Kindergarten teacher as needing math support.

Second Grade: Low areas are identified as follows:
- Scott Foresman end of year diagnostic test any area < 70%
- Any student identified on the report card by First Grade teacher as needing math support.

Third Grade: Low areas are identified as follows:
- Scott Foresman end of year diagnostic test any area < 70%
- Any student identified on the report card by Second Grade teacher as needing math support.

Fourth Grade: Low areas are identified as follows:
- Scott Foresman end of year diagnostic test any area < 70%
- MEAP score of 3 or 4
- Any student identified on the report card by Third Grade teacher as needing math support.

Fifth Grade: Low areas are identified as follows:
- Scott Foresman end of year diagnostic test any area < 70%
- MEAP score of 3 or 4
- Any student identified on the report card by Third Grade teacher as needing math support.

Students receiving math support must also be getting
quality math instruction with the classroom teacher
at a minimum of four days a week
in order to create the best possible environment
for the child to reach success in math at grade level.

Science/ Social Studies Support

The following criteria will be used to qualify students for Title I support. I hope this will help us to identify the most at-risk children in our classrooms/buildings.

Classroom teachers are responsible for identifying those children who they will recommend for Title I support. Teacher will submit Title I student list to the Title I teacher by the first week of September. Students can be added to the program at any time during the year at the teacher's discretion according to the selection criteria. The following criteria at each grade level will be used to help identify our most at-risk learners in September.

First Grade – Fifth Grade: Low areas are identified as follows:
- Any student identified on the report card by previous year's teacher as needing science or social studies support.
- Classroom performance/tests significantly below grade level (D or below)
- Report card grade significantly below grade level (D or below)

Science and Social Studies support may include:
- Assistance with grade level expository text in small groups or one-on-one
- Assistance with classroom reports in small groups or one-on-one
- Assistance with research in small groups or one-on-one using the computer lab or other technology.

Students receiving science/social studies support must also be getting quality instruction with the classroom teacher.

Para-Pro Timeline Guide

<u>September</u>
 * Room set-up
 * Schedule para-
   pros
* Distribute Student Selection Sheets
* Copy & distribute Parent Notification
    Letters
* Collect and file returned Home/ School Compacts
* Begin working with students
* Turn in selected student list to Data Secretary

<u>October</u>
* Plan for P/T Conferences
* Plan Title I Parent Meeting

<u>November</u>
*Parent/Teacher Conferences: para-pros present support materials
*Send teachers class lists for additions or deletions to Title I program

<u>December</u>
*Principal/ Para-pros meet together to discuss program progress
* Remind teachers that students can graduate from Title I

<u>January</u>
* Distribute Student Selection Sheets to teachers
* Review lists for drops and adds

<u>February</u>
*Plan for March Parent / Teacher Conferences

<u>March/ April</u>
*Parent/Teacher conferences: para-pros present support materials
* Jump Start save the date/app's

<u>May</u>
*Mid-May: copy and distribute Title I/At-Risk Program Evaluation Surveys to teachers
*File journals, lesson plans, student documentation
* Recommend summer school candidates
* Parent/Guardian Evaluation form
* Jump Start applications due

<u>June</u>
* Write Title I final reports
*Close Room for summer.

Title I/At Risk Para-Professional Support Duties

Acceptable Duties When Working With Title I Students

- Run a center for TI students with the classroom teacher's clear directions.
- Lead a small literacy group of TI students with the teacher's help.
- Assist a small group of TI students with a writing assignment.
- Assist as TI students complete an independent writing assignment.
- Lead a word game with TI students.
- Do "Go" charts, story webs, informational webs, and other comprehension activities with TI students.
- Read one on one with TI students.
- Assist TI students with AR.
- Remediate Project Read lessons.
- Assist TI students with spelling assignments
- Math remediation/support one on one or small group of TI students
- Assist TI students with organizational skills and homework support

Unacceptable Duties
- Prepare lesson plans, choose materials for instruction or teach whole group lessons or initial concepts.
- Run copies for teacher.
- Discuss progress with parents without the teacher present.
- Help with art/craft activities.

Our Para-pros support student learning!

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Student Selection- At-Risk/Title I

Completed in September

- ***CA60, classroom information sheets, and data sheets***

     MEAP: Level 3 or 4 in reading or math or both

     Project Read: below 80%

     MLPP/DRA: 2 levels below grade level expectation

     Below 70% on end of year math assessment.

     Teacher referrals

   Classroom teacher selects students based on above criteria

   Classroom teacher submits student selection list to Principal by second week of September

   Principal and Title I Teacher review and schedule students.

   Administrative Assistant records names into Zangle Student Data.
     See Samples: Student Selection Sheets

   Building principal prepares the parent notification letter

   Teachers sign copy and distribute Parent Notification letter for selected students

- **Home / School Compact**

  Compact prepared and distributed by principal

  Teachers sign and send home with students

  All students and parents in the building sign andreturn the Home/School Compact

  Compacts are to be filed in the Title I office.

- **Student Support Determination**

  Teachers determine intervention methods necessary for support.

  Teacher meets with parapro the first week of school to explain classroom procedures and student support.

Parent/Teacher Conferences/Parent Meetings

Para-pros prepare and present selected academic support take home materials for parents during fall and spring conferences.

End of Year

Title I teacher will distribute to teachers the Title I/ At-Risk Program Evaluation Survey

Room shut down/ prepare room for summer cleaning

File:

- Current year journals/logs

- Any lesson plans prepared by Title I/ At-Risk staff

- Individual Professional Development and Volunteer Hours

Distribute Parent/ Guardian Title I evaluation forms to teachers to be sent home with students and returned to Title I.

Distribute Teacher TI evaluation forms in May.

Title I/ At-Risk Staff & Support Evaluations

Staff is evaluated by the principal

- Evaluations will be done on a rotating basis.

- Newly hired para-pros are evaluated each year for the first three years.

Send Title I/ At-Risk Program Evaluation Surveys to Curriculum Director and building principals.

Para-pros should have the opportunity to reflect on the school year in writing.