

Lower Merion School District

TITLE I PARENT INFORMATION MEETING

LOWER MERION TITLE I PROGRAM

Lorraine De Rosa

Supervisor of Literacy & Title I Coordinator

- Title I Federally Funded
- Targeted programs in Grades K-2
 - Reading

WHAT IS TITLE I?

- Title I is one of the nation's oldest and largest federal programs supporting elementary and secondary education.
- More than 90 percent of the school systems in the United States receive some sort of Title I funding.
- Through Title I, the federal government disburses money to school districts based on the number of low-income families in each district as determined by census data.

WHAT IS THE PURPOSE OF TITLE I

- The purpose of Title I is to assist schools in improving student achievement. Funds are used to supplement and improve regular education programs offered to help students meet state standards.
- Nonpublic students are eligible for an equitable portion of the home district's Title I funding if they reside in a Title I eligible attendance area.

TITLE I FACULTY

School:	Belmont Hills Elem School	Penn Valley Elem School	Merion Elem School
Principal:	Dr. Hart	Mr. Mitchell	Ms. Heffron
Reading Specialists:	Amy Heinerichs	Kim Dolan	Edie Lewis

Title I Entrance/Exit Criteria – KINDERGARTEN

Entrance Criteria	Exit Criteria
Letter Recognition	Child reaches benchmark on district-wide assessments: <ul style="list-style-type: none">■ Letter Recognition■ Sight Word Inventory■ Developmental Word Knowledge■ Reading Record
Sight Word Inventory	
Developmental Word Knowledge Inventory	
Reading Record below grade level	
Below Basic in 3 out of 4 assessments	

Title I Entrance/Exit Criteria – GRADE 1

Entrance Criteria	Exit Criteria
Letter Recognition	Child reaches benchmark on district-wide assessments: <ul style="list-style-type: none">■ Letter Recognition■ Sight Word Inventory■ Developmental Word Knowledge■ Reading Record
Sight Word Inventory	
Developmental Word Knowledge Inventory	
Reading Record below grade level	
Below Basic in 3 out of 4 assessments	

Title I Entrance / Exit Criteria – GRADE 2

Entrance Criteria	Exit Criteria
Listening Comprehension	Child reaches benchmark on district-wide assessments: <ul style="list-style-type: none">■ Listening Comprehension■ Developmental Word Knowledge Inventory■ Reading Record
Developmental Word Knowledge Inventory	
Reading Record below grade level	
Below Basic in 3 out of 3 assessments	

LEVELED LITERACY INTERVENTION INSTRUCTIONAL ROUTINES:

Plan for Odd-Numbered Lessons:

- a. 5 minutes – rereading books
- b. 5 minutes – phonics/word work
- c. 15 minutes – new book (instructional level)
- d. 5 minutes – letter/word work

Plan for Even-Numbered Lessons:

- a. 5 minutes – rereading books and assessment
- b. 5 minutes – phonics/word work
- c. 15 minutes – writing about reading
- d. 5 minutes – new book (easier level)

School / Parent Compact

Title I teachers will...	Parent/Guardians will...	Students will...
<p>Know the child well through assessment</p> <p>Teach appropriate skills at the child's instructional level</p> <p>Communicate with parents through eBoard, conferences, workshops, student progress reports, or newsletters</p>	<p>Provide space, materials, and scheduled time for homework</p> <p>Read with and to my child regularly</p> <p>Model reading to my child by reading for pleasure and showing that books matter</p> <p>Talk to my child and build his/her knowledge of the world</p> <p>Limit TV watching and playing electronic games to develop creativity and better oral and written expression</p> <p>Communicate with teacher during conferences, by phone, in writing, or through attending Title I parent workshops</p>	<p>Complete my homework every day</p> <p>Read for 15 minutes a day</p> <p>Limit my time watching TV and playing electronic games</p>

COMPLAINT RESOLUTION PROCESS

- **Every Student Succeeds Act (ESSA) S.1177 (12/10/15)**
requires Local Educational Agencies to adopt written procedure for “receiving and resolving any complaint alleging violations of the law in administration of programs.” In accordance with this legislative requirement, LMSD has adopted a procedure for parent complaints. A full version of the complain process is listed on the reading specialist’s e-board.
- A “complaint” is a written, signed statement filed by an individual. It would first go to the principal of the building then complaint procedures are followed according to the guidelines set forth by ESSA.