I. **Student Selection**- For selection purposes, the Fountas and Pinnell Benchmark Assessment and the iReady Diagnostic Assessment are administered to all elementary students in grades 1-5 during the first weeks of school, in January and again in May. In the fall, Kindergarten students are assessed using the iReady Diagnostic Assessment and three informal inventories: letter recognition, letter-sound identification and sight word identification. In January and May, Kindergarten students who have not mastered the inventory assessments continue being assessed with those tools, and all students are assessed with iReady Diagnostic and the Fountas and Pinnell Benchmark Assessment. Using rank ordering, the most educationally needy students are then selected to receive Title I services. All new student referrals during the year are assessed using the Benchmark Assessment and/or the early reading inventories. When a student is no longer in need of services and, therefore, discharged, if there are additional academically needy children, the most needy is offered placement in the program. All migratory and homeless students are assessed and included in the Title I program on the same basis as other students. These students are provided services regardless of program enrollment.

II. **Supplemental Support**- Highly qualified Title I teachers provide supplemental reading services to qualifying students, primarily using Fountas and Pinnell Leveled Literacy intervention in grades K-5. Based on regular analysis of the data collected throughout the LLI lessons, students demonstrating specific needs in a deficit area may also receive services within Title I through other intervention tools, including Read Naturally, Reading Plus, Visualizing and Verbalizing or Soundations. All children receive reading in the classroom, and services by Title I teachers are delivered during times when students are doing independent reading and/or writing in a pull out and/or push-in model. Students receive regular small group and one-on-one teaching from their classroom teacher, and in addition, a daily small group (three or fewer students, sometimes one-on-one) guided reading lesson via the LLI model.

III. **High Quality Instructional Strategies**
1.) Salem School District uses Leveled Literacy Intervention, by Irene Fountas and Gay Su Pinnell, to meet the needs of students that do not meet the district determined benchmark standards. Leveled Literacy Intervention lessons include word study, phonics, comprehension, fluency, vocabulary development, and writing. The Leveled Literacy Intervention lessons are driven by assessment data. Teachers analyze assessment data to determine the specific needs of the whole group, small groups, and individual students. Students’ interventions are planned and delivered after data is analyzed to determine areas of strengths and weaknesses and instructional goals. More information regarding the research base for Leveled Literacy Instruction can be found here: http://www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf
2.) In addition to LLI, Title I teachers, in consultation with the intervention teams and after analysis of data, may draw upon the following to target the instruction to an assessed deficit skill: Read Naturally and Reading Plus to develop fluency and automaticity, Visualizing and Verbalizing to support comprehension for students with language based deficits, or Soundations to target phonological processing deficits. By using data to drive instruction, targeting deficit sub-set literacy skills, and providing additional and more intensive instruction, Salem’s Title I programming is designed to accelerate growth toward grade-level literacy achievement.

3.) Fisk Elementary School has an intervention block during the school day. Whenever possible, services are provided during the intervention block. Title I teachers provide services to all grade-levels and “flood” a particular grade level during the intervention block for that level. However, not all students at a given grade level can be serviced during that one time block, and many of the Title I students also receive other forms of pull out or push in services. When students are serviced during the 90-120 regular literacy block, every effort is made to provide supplemental push-in services. When a student or small group is pulled out of the literacy block to work with a teacher, they are pulled during a time they would normally be working independently, thus supplementing their independent practice time with guided and independent practice supported by a highly qualified teacher.

4.) The Salem Title I program has made every effort to provide extended learning time for students through summer programming each year in conjunction with Title III, Continuing Education (Family Literacy) and the district sponsored for-pay programs.

IV. Parent Involvement. We will continue to hold our annual district-wide, elementary Title I Family Fun night in later-September/early October, which provides an overview of our programming, introduces the Title I Staff, and makes a school/home connection to non-fiction reading through a popular informational program put on by the Granite State Zoo in conjunction with a Title I book give-away. In addition, our Pizza Palooza is a popular program that includes students in a read aloud and book-give-away and provides parents with direct instruction in using our library resources, data-bases and online books. The Summer Reading Send-Off involves a program for children with a book related craft and book give-away, while parents rotate from a read-aloud modeling demonstration, an information with Salem’s Kelly Children’s Room Librarian with library card sign-ups and handouts related to summer reading programs, and a children’s literature book talk by Andover Book Store employee and fourth grade Salem teacher, Chris Rose. With a growing population of second language speakers in our schools, parent involvement funds are also used to provide translated copies of Title I documents, and translators at open house, parent-teacher conferences and parent meetings of Title I students. Parent Involvement is further and enhanced and supported through the use of our Take Home Bags: students bring home “take home” books and materials, including sight words or other word work, that they have used in their daily lessons to be shared and used at home on a nightly basis.

V. Professional Development As indicated in the Title I District Provisions, opportunities available to Title I staff are numerous. Title I Professional Development set-aside funds are used to provide Title I Teachers, with prior approval, the opportunity to attend out-of-district workshop for professional
development that supports our priority needs. Additionally, Title I Teachers may attend the school-based, district sponsored AI (Assessment to Instruction) meetings where data is analyzed to determine instructional next steps in a variety of content areas and instructional settings. Title I Teachers attend appropriate District Teacher In-Service Days. Their annual Professional Goal is linked to school and District initiatives. Additional job-embedded professional development is provided by the school and district’s literacy coaches via weekly or bi-weekly meetings, book studies and one-on-one coaching and modeling of instruction.

VI. Coordination with the Regular Classroom. The curriculum for the Title I interventions is coordinated with the regular classroom via common data-sets, approaches (phonics, text introductions, fluency, and decoding) and materials. Students work on grade-level expectations in texts at their assessed independent and instructional level with both in the classroom and in Title I. Data is shared formally and informally between teachers and Title I teachers on a regular basis, including at AI (Assessment/Instruction Meetings) and via our data warehousing systems, Infinite Campus and Pulse. Students use “take home books” from the LLI resource in the classroom and read the same books to and with their classroom teachers that they have been working on in their pull-out LLI session. Teachers and Title I teachers meet periodically in person during common planning time, before school or at lunch and on a weekly basis, email correspondence regarding current goals for the interventions and next steps for instruction in both LLI and the classroom. These or printed and kept in communication logs in the Title I offices). Both Title I and classroom teachers attend intervention meetings together when bringing up issues with a child’s learning. Title I teachers attend parent teacher conferences and open house nights with the classroom teachers of their students.

VII. Collaboration with Other Program Title I in Salem is working hard to find meaningful and effective ways to coordinate with other programs. Title I homeless set-aside funds are used to provide services for McKinney-Vento eligible students through a homeless tutor. In addition, these funds are used to reach out to families of older students through our TIPs after-school tutoring and summer program. In conjunction with our Title I funded summer literacy programs for grades K and 1, we offered a Continuing Education funded Family Literacy Program. Older ESOL students not attending a summer program accompanied their adult family members to literacy program catering to families held during the same days and hours our Title I program ran. Using Title III Parent Involvement Funds, we brought in a speaker (Lobster Man) to share information about sea animals, and took family field trip to the Manchester, NH Palace Theater to see a play together. We will continue efforts to support family literacy, parent involvement and language development through partnerships between Title I, Title III and Continuing Education grants.
VIII. Program Evaluation Our program evaluation is data driven and supported by our data warehousing systems. Teachers keep and update their rosters 4 times per year, including information about students Benchmark Level upon entrance and exit of the Title I program, date of entrance/exit (or information regarding changes such as a move, IEP services, etc) and teacher providing services (although that is frequently subject to change in the service of scheduling and grouping decisions). In addition to Benchmark data and intervention duration, Title I keeps a separate report group for iREady data. We are able to analyze overall growth and performance and growth in sub-domain data: phonological awareness, high frequency words, phonics, vocabulary, literary comprehension and informational comprehension.