

Written Procedure for Identification of Title 1A Students

Imlay City Schools has three buildings that have schoolwide Title IA programs; Weston Elementary (K-3rd grade), Borland Elementary (4-5th grade), and Imlay City Middle School (6-8th grade). Students are identified for extra assistance through a general education-initiated process. All students receive core instruction in the general classroom. Additionally, classroom teachers, instructional aides, and interventionists provide supplemental assistance to students in their area of need (ELA, Math). Both push-in and pull-out models occur. Student services are coordinated across the curriculum with appropriate community services, as needed or requested.

ELA: Students in grades BK-5 will receive a 30 minute Intervention Block focused on literacy. This is part of the district's comprehensive Multi-Tiered System of Support (MTSS) for all students. The Title IA Director/Director of State and Federal Programs, building principals, classroom teachers, paraprofessionals, and ancillary staff has a stake in the implementation and monitoring of students and their achievement. The ICS MTSS Handbook identifies the process involved. Processes include instruction and interventions, data and assessments, stakeholder and family engagement, implementation of evidence-based practices, and problem solving. Students in grades 6-12 are identified based on assessment data and teacher recommendation for support in ELA.

Assessment data, along with formative classroom data and teacher observations, will be used to determine student growth. An Individualized Reading Plan (IRP) will be created for all students identified as "at risk" in reading. The student will continue to receive services until he/she reaches grade-level performance on at least two (2) benchmark assessments (BK-5) or achieving proficient status on a state assessment (6-12). If this is reached, a student may be exited from Title IA programs. A unique feature of our program is the fluidity we maintain. Students often have trouble in different parts of reading; therefore, if a student is identified as no longer needed Title IA services, but down the road is struggling again, they just move back in to an intervention for that skill.

Math: Students in grades K-12 are identified as needing additional assistance in math via state assessments, classroom formative assessment, grade-level and content specific assessments, and teacher observation. Students are then provided a variety of different interventions based upon individual need. Students in grades K-5 receive intervention services integrated into their math instruction blocks. These interventions are provided by both the classroom teacher and instructional aides. Students in grades 6-12 have math support classes built into scheduled as deemed appropriate and as student assessment data indicates.

Assessment data, along with formative classroom data and teacher observations are used frequently (progress-monitoring) to determine student growth towards meeting curricular expectations. The student will continue to receive services until he/she reaches grade-level performance on several assessments. If this is reached, a student may be exited from Title 1A programs.

Activity: District-Wide Data Analysis

Throughout the year, school level and district level Improvement Teams will analyze and collect data to continuous update and revise plans to ensure we are meeting the needs of all learners.