

# **Southern Tioga School District**

**241 Main Street  
Blossburg, PA 16912**

## **Title I**

**Teaching Every  
Child  
To Read**



## **What is ESEA Title I?**

Title I is a 100% federally funded supplemental education program that provides financial assistance to school districts to improve educational opportunities for children. The Title I Reading Program in the Southern Tioga School District operates under the guidelines established by Improving America's Schools Act of 1994 which reauthorized the Elementary and Secondary Education Act of 1965.

Our Title I program provides supplemental reading instruction to students in primary grades with a concentration at the intermediate level. The program is intended to help students improve their reading skills to enable them to achieve satisfactory performance within the PA academic standards.

## **How does Title I work?**

### **Identification of Eligible Schools:**

The funds needed to operate a Title I Program are first given by the federal government to states and then to local districts. A school district's allocation is based on the number of low-income families residing within the area. Once an eligible school is identified, additional help is available to any student in that school who meets certain educational criteria, regardless of the economic status of the family. All three elementary schools in our district have been identified as eligible to receive School-wide Title I funds.

### **Scheduling of Students:**

Title I support is provided to students on a daily basis.

### **Teaching Policy and Methods:**

Title I reading supplements the educational programs a student receives. Title I teachers collaborate with other teachers to assess students' skill development and educational needs. Instruction is well-coordinated with and fully incorporated into the regular school program. Title I instruction can take place in the classroom or in areas designated in each building for Title I.

### **Parental Involvement:**

Parents are the most important influence on students' school success. Therefore, parental involvement is an essential ingredient in every Title I program. All Title I schools have developed a School/Parent Compact with representative parents of participating students. This compact is a written agreement of shared responsibility that defines the goals and expectations of schools and parents as partners in effort to improve students' achievement. The Title I School/Parent Compact provides the opportunity for developing strong partnerships.

Other opportunities for parental involvement and information sharing include an annual meeting at each of the schools to fully explain the program, in-service activities throughout the year, progress reports, conferences, and newsletter. Parents are also invited to visit classes as another way of staying informed.

### **Ideas for Building Academic Success**

Reading stories to your children is a valuable activity. Research has shown that parents who read to their children on a regular basis are more likely to have children who are good readers.

Schedule time with your child for homework review.

Set a good example by establishing a special time each day for all members of the family to read together.

Subscribe to magazines and newspapers whenever possible and visit the public library frequently.

Note your child's special TV interests and provide related books. Monitor and limit your child's screen time.

Promote physical activity and playtime.

Consistent and adequate sleep time (9 to 10 hours per night is recommended). Adequate sleep coupled with proper nutrition, substantially increases your child's ability to focus and learn.

Give your child lots of praise as new skills are learned.

Books make wonderful gifts for birthdays, Christmas, etc.

## Unity

*I dreamed I stood in a studio and watched two sculptors there.*

*The clay they used was a young child's mind and they fashioned it with care.*

*One was a teacher – the tools he used were books, music, and art;*

*The other, a parent with guiding hand and a gentle, loving heart.*

*Day after day, the teacher toiled with touch that was deft and sure,*

*While the parent labored by his side and polished and smoothed it o'er.*

*And when at last their task was done they were proud of what they had wrought.*

*For the things they had molded into the child could neither be sold nor bought.*

*And each agreed they would have failed if each had worked alone.*

*For behind the parent stood the school, and behind the teacher, the home.*

*- Anonymous*

