



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Preschool Title I Program 2020-2021

Targeted Assistance Programs identify students who are failing or at risk of failing to meet the state standards and provide Title I services.

1. What are the student selection criteria used for identifying Title I students? (Multiple objective measures are required for entrance and exit from the program.)

Selection Criteria: *Please see Preschool Selection Criteria Document*

- a.
- b.
- c.

2. Briefly describe the preschool activities that are supported with Title I funds?

In alignment with the district goal of having all students reading at grade level by third grade, SEEDS of Learning is implemented in the program. Literacy activities are embedded into the daily schedule, routines and transitions. The teachers create learning opportunities to support the child's growth in Vocabulary and Meaning, Alphabetic Knowledge, Book and Print Concepts, Phonological Memory and Awareness, and Oral Language, Conversation and Comprehension. These are the "Big 5" essential early literacy skills and knowledge of these concepts will help children be on the road to reading well by 3rd grade. Interventions and progress monitoring help ensure that all children are learning the skills that lead to being successful readers.

In addition, the program also uses Second Step early learning program to promote success in the classroom, school and life by teaching children skills that increase their ability to learn, have empathy, manage emotions, make friends and solve social problems.

My Math Pre-K is the curriculum to teach children about numbers, shapes, sorting, patterns, measurement, and graphs. The learning standards are aligned with K-12 to help children learn the skills that will support math success through grade 12 and beyond.

Teachers intentionally plan instruction, centers/interest areas, small and large groups and daily interactions with each child using the noted curriculums. Active learning themes are chosen based on what children are interested in and what is relevant to their lives.

3. Describe how the Preschool Title I Program was developed in consultation with teachers, administrators, families, and other appropriate school personnel.

Input for the development of the Pre-K program and learning benchmarks were gathered from Pre-K teachers, kindergarten teachers, curriculum specialists, Pre-K - Grade 3 alignment team, and Community Education staff. Parents in our program fill out a feedback form to evaluate the family engagement nights and the Pre-K program. The information gathered impacts the course offerings and program delivery.

4. Describe the program evaluation process including how multiple sources of data will be used for making programmatic decisions that impact student academic achievement.

We use a variety of sources to gather information to inform program decisions. Child assessments include: My IGDIs, FAST, Work Sampling developmental checklist, MPSI and ASQ3 for early childhood screening, and child journal entries. Literacy interventions and progress monitoring is also used. Parents are asked to fill out a feedback form to evaluate the program and provide ideas for improvement.

The Pre-K – Grade 3 alignment team is instrumental in creating a universal K entry assessment to track growth and progress of incoming kindergarten students.