**Suggested Sample**

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| **Title I Program, Grade 2****Using Assessment Results to Modify****Instruction, Professional Development, and Parent Involvement** |
|  **READING** |
| **Student Needs** | **Program Goals** | **Program Assessment Results** | **Modifications to Instructional Program** | **Modifications to Professional Development** | **Modifications to Parental** **Involvement** |
| Phonemic Awareness | Students will recognize and pronounce all phonetic sounds and blends. | 85% of the students assessed met this standard. | Retain phonetic elements in the instructional program. | Review of strategies for teaching phonics to at-risk students. | Provide additional phonics review for parents. |
| Reading in the content areas | Students will read and understand grade-level. | 42% of the students assessed met this standard. | Add content area vocabulary to daily curriculum in reading. Provide increased opportunities for reading in content areas. | Reading instruction in the content areas for at-risk students. | Provide sample passages or books to parents to read with students at home. |
|  **MATHEMATICS** |
| **Student Needs** | **Program Goals** | **Program Assessment Results** | **Modifications to Instructional Program** | **Modifications to Professional Development** | **Modifications to Parental** **Involvement** |
| Application of appropriate math functions to everyday problems | Students will correctly choose the appropriate math function when working grade-level word problems. | 54% of the students assessed met this standard. | Place increased emphasis on word problems in each math instructional module. | Math applications for at-risk students. | Conduct Make-it, Take-it Workshop to construct word puzzles for parents to work on with students at home. |

This information was adapted from the U.S. Department of Education’s publication, “Ensuring Equitable Services to Private School Children: A Title I Resource Tool Kit”.