

TITLE I FUNDING JUSTIFICATION GUIDE



Using Action Based Learning to Support Academic Achievement in Title I Schools

This guide is designed to assist school districts in determining how Action Based Learning (ABL) instructional strategies, professional development, and educational equipment align with the goals and allowable uses of Title I, Part A funding under the Elementary and Secondary Education Act (ESEA).

While final purchasing decisions remain the responsibility of the local education agency (LEA), this document provides educational rationale, instructional alignment, and sample justification language to support local planning and documentation.

Understanding Title I

What is Title I?

Title I, Part A is the nation's largest federal education program supporting elementary and secondary schools serving students who are academically at risk or who attend schools with high percentages of children from low-income families.

The purpose of Title I is to provide all children with a fair, equitable, and significant opportunity to obtain a high-quality education and to reach proficiency on challenging state academic standards.

Title I funds are intended to supplement—not supplant—state and local educational services by providing additional academic support, instructional resources, intervention strategies, and evidence-based programs that improve student achievement

How Action Based Learning

Aligns with Title I

Action Based Learning integrates purposeful movement into academic instruction to improve student engagement, attention, executive functioning, and readiness to learn. Movement is not used as recreation or physical education. Rather, it is intentionally embedded within instructional practices to strengthen cognitive processes that support reading, mathematics, writing, language development, and classroom learning.

Action Based Learning supports many priorities commonly identified in *Title I Schoolwide and Targeted Assistance* programs, including:

- Increasing student engagement
- Improving academic achievement
- Supporting evidence-based instructional practice
- Providing supplemental intervention
- Strengthening executive functioning
- Increasing instructional time-on-task
- Supporting MTSS and RTI implementation
- Improving classroom behavior and self-regulation
- Creating equitable learning environments
- Supporting differentiated instruction

HOW WE ALIGN WITH TITLE I

Alignment to Title I Goals

Action Based Learning may support district goals such as:

Improving Reading Achievement

Purposeful movement activities reinforce phonemic awareness, vocabulary development, oral language, fluency, comprehension, and literacy instruction by increasing student engagement and cognitive readiness.

Improving Mathematics Achievement

Movement-based instructional strategies strengthen number sense, working memory, sequencing, pattern recognition, problem solving, and mathematical reasoning.

Increasing Student Engagement

Students who actively participate in instruction demonstrate greater attention, increased participation, and improved persistence during learning activities.

Supporting Executive Function

Movement integrated throughout the instructional day supports attention regulation, working memory, cognitive flexibility, processing speed, and self-management—all foundational skills associated with academic success.

Supporting Multi-Tiered Systems of Support (MTSS)

Action Based Learning provides supplemental instructional strategies that can be incorporated into Tier I core instruction, Tier II targeted interventions, and Tier III individualized supports.

ABL APPLICATIONS

Common Applications

Districts commonly utilize Action Based Learning in:

- Elementary classrooms
- Reading intervention rooms
- Mathematics intervention rooms
- MTSS intervention spaces
- Title I resource classrooms
- Academic tutoring programs
- Small-group instruction
- Literacy labs
- STEM classrooms
- Family engagement nights
- Before-school academic programs
- After-school tutoring
- Summer learning programs
- Credit recovery programs
- Schoolwide improvement initiatives

Supplemental Instructional Uses

Examples:

- Reading fluency practice
- Vocabulary review
- Sight word instruction
- Guided reading
- Phonics instruction
- Math fact fluency
- Number sense development
- Cross-lateral learning activities
- Writing warm-ups
- Academic review stations
- Intervention rotations
- Brain breaks designed to increase instructional readiness
- Small-group differentiated instruction

Evidence-Based Practice

Action Based Learning is grounded in decades of neuroscience, cognitive science, and educational research demonstrating the relationship between physical movement and learning.

Research has shown that purposeful physical activity can positively influence :

- | | | |
|--------------------|--------------------------|-------------------------|
| • Attention | • Executive functioning | • Cognitive flexibility |
| • On-task behavior | • Classroom behavior | • Academic engagement |
| • Working memory | • Information processing | |

Districts should maintain locally selected research supporting the evidence-based practices included within their school improvement plans.

SAMPLE NARRATIVES

Sample Purchasing Justification

The district proposes the purchase of Action Based Learning instructional equipment and professional development to strengthen evidence-based instructional practices that improve academic achievement for Title I students.

Equipment will be utilized within supplemental instructional environments to increase student engagement, improve attention and executive functioning, support differentiated instruction, and provide movement-integrated learning opportunities aligned with district academic goals.

This purchase supports schoolwide improvement efforts by increasing access to instructional strategies that enhance student readiness to learn and improve participation during core academic instruction.

Sample Budget Narrative

Funds will be used to purchase Action Based Learning instructional equipment and associated professional development that supports evidence-based instructional practices for students served under Title I.

The equipment will be integrated into reading intervention, mathematics intervention, MTSS implementation, and schoolwide instructional environments to increase student engagement, improve time-on-task, strengthen executive functioning, and support improved academic outcomes.

Professional learning will ensure educators effectively implement movement-integrated instructional strategies with fidelity.

Sample Grant Narrative

The district has identified student engagement, academic achievement, and executive functioning as priority areas through its comprehensive needs assessment.

Research demonstrates that purposeful movement integrated into academic instruction can improve cognitive readiness, attention, and classroom engagement while supporting academic performance. Action Based Learning provides educators with instructional strategies and classroom equipment designed to integrate movement into daily instruction without reducing academic instructional time. This initiative will support evidence-based instruction, increase active student participation, and provide equitable learning opportunities that strengthen reading and mathematics achievement for students served through Title I.

SUGGESTED EVALUATIONS

Suggested Evaluation Measures

Districts may evaluate implementation using locally selected measures such as:

- Student academic growth
- Reading benchmark assessments
- Mathematics benchmark assessments
- Student engagement observations
- Classroom walkthrough data
- Teacher implementation surveys
- Attendance
- Behavioral referrals
- MTSS progress monitoring
- Intervention participation
- Teacher fidelity checklists

Documentation Checklist

Districts should maintain documentation that may include:

- ☐ Comprehensive Needs Assessment
- ☐ School Improvement Plan
- ☐ Title I Schoolwide Plan
- ☐ Evidence-Based Practice Documentation
- ☐ Board-approved purchase documentation
- ☐ Purchase Orders and Invoices
- ☐ Professional Development Agendas
- ☐ Equipment Inventory
- ☐ Implementation Plan
- ☐ Teacher Training Records
- ☐ Classroom Usage Documentation
- ☐ Evaluation Data
- ☐ Annual Program Review

FREQUENTLY ASKED QUESTIONS

Is Action Based Learning considered physical education equipment?

No. Action Based Learning equipment is designed to support academic instruction by integrating purposeful movement into classroom learning. It is intended for instructional use and is not purchased for recreational or athletic purposes.

Can Action Based Learning be used during reading and mathematics instruction?

Yes. Educators commonly integrate movement into literacy and mathematics lessons to reinforce academic concepts while supporting attention, engagement, and executive functioning.

Can professional development be included with equipment purchases?

Yes. Professional development helps ensure that educators implement evidence-based instructional practices with fidelity and maximize the educational impact of movement-integrated learning.

Can Action Based Learning support schoolwide Title I programs?

When identified through the district's comprehensive needs assessment and included in the Schoolwide Plan, Action Based Learning may support schoolwide instructional improvement efforts that align with Title I objectives.

DISCLAIMER:

This guide is provided for educational and planning purposes only. Final determinations regarding allowability, procurement, and compliance with Title I, Part A requirements rest with the local education agency and its Federal Programs Office. Districts should ensure all purchases align with their approved Comprehensive Needs Assessment, Schoolwide or Targeted Assistance Plan, local procurement policies, and applicable federal, state, and local regulations