

Stow-Munroe Falls City School District

Title I Handbook

2016-2017

Providing service to

Echo Hills Elementary School
Indian Trail Elementary School
Riverview Elementary School
Lakeview Intermediate School
Kimpton Middle School



Dear Parents,

We welcome you and your child to the Stow-Munroe Falls City School District's Title I program. We are excited to work with you on this important partnership of learning. This handbook is provided to help you better understand the Title I program currently operating in our school district. The Table of Contents organizes the information by topic and is intended to be a quick reference for finding information.

Title I instruction is available in three of our elementary schools: Echo Hills, Indian Trail and Riverview. Title I English/ Language Arts (ELA) and Mathematics are provided at Riverview Elementary. Title I ELA is provided at Echo Hills and Indian Trail Elementary. Both Title I ELA and Mathematics are provided at Lakeview Intermediate and Kimpton Middle Schools.

I encourage you to consider participating in a building level Parent Involvement Committee. Committee members provide input about our Title I program and give us ideas for Title I Family Nights. If you would like to get involved, please contact me. We value your input!

On behalf of the Stow-Munroe Falls City School District and staff, I wish you and your child a successful year of learning. I thank you for your support and engagement in our Title I program.

Sincerely,

Happy Bengston, Title I Coordinator

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Parent Involvement Plans-Building plans can be found in the Title Folder named:
Parent Involvement Plans

TITLE I: AN OVERVIEW

Purpose:

Title I is a federally funded program designed to help qualified students achieve proficiency on Ohio's challenging academic achievement standards. Our district offers a "targeted assistance program" for students who are identified for service. Funding for targeted assistance schools is determined by the percentage of students identified as low income based upon free and reduced lunch counts.

Student Selection:

Students qualify for Title I services through a multi-criteria process. In other words, students must qualify based upon more than one assessment or criteria. (See Multi-Criteria Qualification Chart.) Students who have not reached a proficient level on state standards or who are at most risk of not meeting the state's achievement standards are rank ordered from greatest to least need and are serviced in that order. The targeted assistance program must use supplemental (not supplanted or in place of) instructional strategies based on scientifically based research. Title services are in addition to the regular instructional program students receive. Under Title I, local educational agencies (LEAs) are required to provide services for eligible public and private school students.

Service Model:

The Title I program is a combination of pull-out and push-in. Push-in means that the students participating in the Title I program remain in the general education classroom; the Title I teacher goes into the classroom to provide extra support. Pull-out is moving the student to another classroom setting for small group or individual instruction. As previously stated, in both settings the instruction must be supplemental, not supplantive methods/materials. This means that your child's Title I teacher cannot re-teach the lesson that was taught in the regular classroom, but must instruct students based upon educational need using research-based strategies and/or interventions. (See ELA/Mathematics Core Instructional Program.)

Staff:

You have the right to know the professional qualifications of the Title I tutors who instruct your child:

- Whether the Ohio Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Ohio Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under the state regulations because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call the Human Resources Director at: 330.689.5445. Currently we employ 14 Title I Teachers who are all highly qualified.

Parent Involvement:

Each targeted assistance school has developed its own Parent Involvement Plan that is posted on our district website under Title I. Each school has a Parent Involvement Committee. Title I requires that an annual public meeting be held to disseminate information about the program. Our district also plans Title I Family Nights to provide an opportunity for families to learn how student learning in literacy and mathematics can be supported at home. Each year, we ask parents to complete a survey and return it to school before the end of the school year. This survey helps us identify the strengths and weaknesses of our current Title I program and make revisions as needed for the next year. Parents of Title I students are informed that their child is eligible to receive services by Title I staff. Parents are given opportunities to be involved in the decision making and planning of their child's participation in the program. If parents express a verbal request which is documented, or provide a written request that their child not participate in Title I, the student will not be enrolled in Title I.

Shared Responsibility:

A school-student-parent compact outlines how the staff, student and parent share the responsibility for student achievement when a child is enrolled in the Title I program. Ongoing communication between parents and the school, such as parent-teacher conferences, progress reports and phone calls/emails will keep the school and parent informed about student progress. Our school district is committed to two-way communication.

State and Federal Grant Monies:

The Stow-Munroe Falls City School District applies for a variety of state and federal grants each year. These grants range from student programs to staff development. Part of the application process sometimes requires the schools to seek input from the communities of Stow and Munroe Falls. If you would like to submit ideas, please send them in writing to: Director of Teaching and Learning , Stow-Munroe Falls City Schools, 4350 Allen Road, Stow, 44224.

MULTI-CRITERIA OPTIONS FOR TITLE I QUALIFICATION-2016-2017

The following is a list of assessments used to qualify students for service in Title I English Language Arts and Mathematics.

Note: STAR Early Literacy (Gr. K-1) and STAR (Gr. 1-8) are computerized reading assessments.

DRA (Developmental Reading Assessment): The student reads orally to the teacher one-on-one. At higher reading levels, students read silently as well and answer comprehension questions orally and in writing.

Developmental Spelling Analysis: This assessment identifies a student's spelling level.

MAP (Measures of Academic Progress): This reading and mathematics assessment is completed online.

Mathematics Screeners and Checklists: These locally developed assessments measure a student's progress on Ohio's math standards.

Grade Level	ELA	Mathematics
KINDERGARTEN	STAR-Early Literacy Kindergarten Assessment #2 Teacher Survey Hearing Sounds in Words	No Service
GRADE 1	STAR Reading Assessment DRA (level, comprehension) Observation Survey of Early Literacy Achievement Teacher Survey	No Service
GRADE 2	STAR Reading Assessment DRA (level, comprehension) Developmental Spelling Analysis Teacher Survey	*Mathematics Screener on First Grade Standards Math Checklist-1-1 Student Assessment *Teacher Survey
GRADE 3	STAR Reading Assessment DRA (level, comprehension) Developmental Spelling Analysis Teacher Survey	*Mathematics Screener on Second Grade Standards *Gr. 2 MAP *Teacher Survey
GRADE 4	3rd Grade State Reading Test STAR Reading Assessment DRA (level, comprehension) Teacher Survey	*Mathematics Screener on Third Grade Standards *IOWA Test-Gr. 2 National % *Teacher Survey
GRADE 5	3rd Grade State Reading Test STAR Reading Assessment Teacher Survey	*Mathematics Screener on Fourth Grade Standards *Gr. 3-Ohio State Test-Mathematics *Teacher Survey
GRADE 6	4th Grade State Reading Test STAR Reading Assessment Teacher Survey	*Mathematics Screener on Fifth Grade Standards *Gr. 4-Ohio State Test-Mathematics *Teacher Survey
GRADE 7	5th Grade State Reading Test MAP Assessment STAR Reading Assessment Teacher Survey	*Mathematics Screener *Gr. 5-Ohio State Test-Mathematics *Gr. 6 MAP *Teacher Survey
GRADE 8	6th Grade State Reading Test STAR Reading Assessment Teacher Survey	*Mathematics Screener *Gr. 6-Ohio State Test-Mathematics *Teacher Survey

SCHOOL-STUDENT-PARENT COMPACT

Stow-Munroe Falls City School District

School-Student-Parent Compact - Title I Reading, K-4 2016-2017

Dear Families,

The purpose of a School-Student-Parent compact is to foster student achievement. Responsibility for improved student achievement is shared by the student, teachers and parent. It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the state's student academic achievement standards. It is the parent's responsibility to encourage and monitor student progress. It is the student's responsibility to put forth effort and engage in the learning activities that are provided.

Teacher Activities

- I will respect each child as an individual, each with his or her unique talents and abilities.
- I will encourage students to view math as an enjoyable, lifetime experience.
- I will deliver high-quality curriculum and instruction each day.
- I will communicate progress to students and parents. For parents this will include ideas for working with their children at home via notes, newsletters, quarterly progress reports and/or conferences.

Teacher _____ Date _____

Student Activities

- I will show respect for other students and teachers by listening and participating.
- I will ask questions when I do not understand.
- I will complete daily assignments at school.

Student _____ Date _____

Parent Activities

- I will encourage my child's efforts in schoolwork.
- I will help my child's reading through the paired reading program (see attached explanation of paired reading)
- I will provide my child with a quiet, comfortable place to complete read and study.
- I will monitor my child's school progress and homework assignments.

Parent _____ Date _____

Please return this form to your child's Title I teacher. Your copy will be returned to you.

TITLE I CORE INSTRUCTIONAL PROGRAM FOR ENGLISH LANGUAGE ARTS

Our Title I teachers use the Leveled Literacy Intervention program as the foundation for their work with our students. An overview of this high-quality, research based program is provided below.

Leveled Literacy Intervention: Overview

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Lessons across the seven systems progress from level A (beginning reading in kindergarten) through level Z (represents competencies at the middle and secondary school level) on the F&P Text Level Gradient™. LLI is designed to be used with small groups of students who need intensive support to achieve grade-level competency.

Each Level of LLI provides:

- Combination of reading, writing and phonics/word study.
- Emphasis on teaching for comprehending strategies.
- Explicit attention to genre and to the features of nonfiction and fiction texts.
- Special attention to disciplinary reading, literature inquiry and writing about reading.
- Specific work on sounds, letters and words in activities designed to help students notice the details of written language and learn how words “work.”
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.
- Explicit teaching for fluent and phrased reading.
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.

TITLE I CORE INSTRUCTIONAL PROGRAM IN MATHEMATICS

Our Title I Mathematics instruction is based upon Cognition Based Assessments in the areas of Place Value, Addition/Subtraction, Multiplication/Division, Fractions and Geometry. Once Title I teachers determine a student's level of understanding in each of these areas, instruction is tailored to each student's specific learning needs. The program was designed by Dr. Michael Battista.

"For many students, traditional instruction is so distant from their needs that each day they make little or no learning progress and fall farther and farther behind curriculum demands. In contrast, Cognition-Based Assessment offers a framework to support teaching that enables ALL students to understand, make personal sense of and become proficient with mathematics."

– Michael Battista

Designed to work with any curriculum, Cognition-Based Assessment and Teaching enables teachers to better understand and respond to students' learning needs and helps teachers choose instructional activities that are best for students. Michael Battista offers a powerful, learning-progression model for maximizing each student's progress— helping students who are behind catch up, preventing future failures from occurring and helping students who are ready move quickly ahead. Battista's approach emphasizes three key components that support students' mathematical sense making and proficiency:

- **Determining students' levels of sophistication in reasoning.**
- **Assessing and monitoring the development of students' understanding of core ideas.**
- **Differentiating instruction to meet individual student's learning needs.**

Using a research-based framework that describes the development of students' thinking and learning in terms of levels of sophistication, a "cognitive terrain", that includes ascents and plateaus, Battista helps teachers build on their students' reasoning with instruction that keeps them moving ever upwards.