

CHARLESTON COMMUNITY UNIT SCHOOL DISTRICT #1



# TITLE I DISTRICT HANDBOOK



Partners in Learning

2011-2012

*Community Unit School District No. 1 Mission Statement*

*Based upon the belief that all students can learn and with the understanding that students' learning capabilities may vary, it is the mission of Charleston Community School district No. 1 to provide learning environments that allow students the opportunities to maximize their learning capabilities.*

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## **TITLE I--IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

### **SEC. 1001. STATEMENT OF PURPOSE.**

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- (9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- (12) affording parents substantial and meaningful opportunities to participate in the education of their children.

# C.U.S.D. #1

## TITLE I

TO: Parents and Guardians of Title One Students

FROM: Todd J. Vilardo, Assistant Superintendent

RE: No Child Left Behind

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On January 8, 2002 Congress passed the “No Child Left Behind” (NCLB) school reform act. As part of this new act, local school districts are required to notify parents whose children attend a school in which Title I services are offered, that they can request information regarding the professional qualifications of any teacher and paraprofessionals working in that school. Since your child attends a school where Title I services are offered, you are entitled to this information and may request the following:

- Whether or not the teacher has met state certification requirements;
- Whether or not the teacher is teaching under emergency or provisional status;
- The bachelor’s degree major of the teacher, any other certification or degrees held by the teacher and the subject areas of the certificate or degrees; and
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

If you have any further questions or concerns, please contact Mr. Todd J. Vilardo, Assistant Superintendent at 639-1002.

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Dear Parents,

Welcome! You and your child are a part of an exciting and rewarding school program called Title I.

This handbook has been prepared to help you understand Title I. Since parents are necessary for the success of the Title I program, it is felt that you should know as much as possible about the work we are doing, the staff, procedures and ways you can be involved. By being informed, you can help us create an even better program for your children.

Parents are invited to become involved with the planning, design, and implementation of the local Title I Program.

1. Meetings and workshops are held throughout the year. Announcements regarding scheduled events and activities will be sent home.
2. In the spring a needs assessment survey is sent to each parent of children in the Title I program. Results of this survey are used as part of the program planning process.
3. Parents are encouraged to visit Title I schools and Title I classes. Please be sure to arrange dates, times, and activities with your child's Title I teacher.
4. Parent-Teacher conferences are held during the year concerning student progress.
5. Progress reports are sent to parents of Title I students each trimester.

Other information is being provided in this Handbook. Please read the Handbook carefully and keep it for future reference. Should you need assistance, do not hesitate to call either your child's Title I teacher or myself at 639 - 1002.

Sincerely,

*Todd J. Vilardo*

Todd J. Vilardo

Assistant Superintendent

Charleston Community Unit #1 Schools

## TITLE I PROGRAMS

### Mark Twain

1. Kindergarten: Reading Readiness Skills
2. Reading/Writing

### Carl Sandburg

1. Grades 1-3: Reading and Language Arts
2. Grade 1: Reading Recovery is available.
3. Grades 1 - 3: Literacy Groups

### Ashmore

1. Grade 1: Reading Recovery is available

### Jefferson

1. Grades 4-6: Reading and Language Arts

This information is only a brief description. Contact your child's Title I teacher or principal if you would like more detailed information.

## GENERAL INFORMATION

### SELECTION

Children having the greatest academic need will be selected for the Title I Program. They may be recommended by parents, teachers, or special school staff. Based upon grade level, results from various assessments (listed below) are evaluated, and, as needed, additional screening tests will be given by the Title I teacher.

- Illinois Standards Achievement Test (ISAT)
- Measures of Academic Progress (MAP)
- Kindergarten Inventory
- Observation Survey
- AIMSweb

Our selection process may include the following:

- A. children that score in the "below standards" or "academic warning" on the ISAT exam;
- B. recommendations from classroom teachers;
- C. recommendations by Title I teachers, staff members, counselors, and parents;
- D. children that may have been in the program and need continuing services; and
- E. screening instruments.

The information collected is evaluated and a decision is made concerning which children qualify for the program. Parents are notified when children are selected for the program.

### EXITING THE TITLE I PROGRAM

Children are evaluated on a continual basis during their time in Title I. The goal is for them to progress as rapidly as possible so that they will be achieving at grade level. At that time, children would exit the program. This achievement could be accomplished in a few months, a year, or maybe two or three years. Parents are notified when children are ready to exit the program.

### ABOUT THE CURRICULUM

#### Basic Skills:

The focus of the Title I Program is fluency, phonemic awareness, phonics, vocabulary and reading comprehension. Title I Programs differ in how they provide services to children. Two common approaches are called pull-out and push-in programs. In pull-out programs, instruction is provided in small groups for approximately thirty to forty minutes per day, four or five days per week. The small groups typically meet in the Title I room. With push-in programs, Title I teachers or paraprofessionals work in the regular classroom with children identified as needing additional help.

#### How Subjects Are Taught:

There is no one right way to teach children. Some teachers or schools prefer some approaches to others, but what is more important, is for the teachers to get acquainted to how each student learns. Conversations with your child's teachers will not only help the teacher understand your child's learning style, but also give you the information to understand what is happening in the classroom and in the Title I program.

## Mark Twain Elementary School

### Title I Student Selection

Children having the greatest academic need will be selected for the Title I Program. Students may be recommended for the program, by parents, teachers or special school staff. Our specific selection process at Mark Twain Elementary School includes the following:

- children who score below 50% on the beginning of the year kindergarten screening;
- teacher recommendations; and
- parent requests.

### Monitoring Student Progress and Exiting the Program

Children are evaluated on a continual basis during their time in Title I. The goal is for them to progress as rapidly as possible so that they will be achieving at grade level. At that time, children will exit the program. The achievement could be accomplished in a few months, a year, or maybe two or three years. Parents are notified when children have been selected and when children are ready to exit the program. Progress reports are given quarterly and parent teacher conferences are held regularly.

### Basic Skills

At the kindergarten level, the focus of the Title I Program is reading readiness skills. Some areas of instruction include: letter names and sounds, rhyming, listening, language experiences, word knowledge and phonemic awareness, beginning reading skills (author, illustrator, print contains message, one to one matching and left to right movement), making and breaking words, word families, basic sight words, reading level 1 and 2 books, writing and reconstructing sentences.

### Program Delivery

Title I Programs differ in how they provide services to children. Two common approaches are called pull-out and push-in class programs. In pull-out programs, instruction is provided in small groups for approximately thirty minutes per day, four or five days per week. In the push-in programs, the Title I teachers, or paraprofessionals, work in the regular classroom with children identified as needing additional help.

## TITLE I PARTNERS IN LEARNING

Date \_\_\_\_\_

Dear

Your child, \_\_\_\_\_ has been selected to participate in the Charleston District Title I Program. Title I is a federally funded program that enables districts to provide supplementary instruction and materials for students who may benefit from some additional help. Our District's Title I Kindergarten Program provides instruction in reading readiness skills. Title I is not a special education program.

Children are selected for the program using teacher-made screening tests (The Kindergarten Inventory) and recommendations from parents, teachers and principals. Title I assistance is provided in small group instruction at convenient times in the child's schedule. Student progress is closely monitored by both the classroom teacher and the Title I teacher. It is not unusual for young children to progress to a point where they no longer need Title I assistance. Should this be the case with your child, we will notify you.

Parents are an important part of the Title I Program. We hope you will be able to visit Mark Twain and take part in Parent/Teacher Conferences and parent workshops throughout the year. We look forward to meeting you at the various school events. Please feel free to call us if you have any questions, concerns, or comments.

Sincerely,

*Todd J. Vilardo*

Todd J. Vilardo

Assistant Superintendent

Title I Staff

Holly Storm    Mark Twain    639-8022

Lisa Sweeney    Mark Twain

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## Carl Sandburg Elementary School

### Title I Student Selection

The First Grade Literacy Reading Program targets those students who have been identified as students needing additional instruction in reading and writing.

Students are chosen by:

- \* teacher referral
- \* results of test screenings
- \* low classroom achievement
- \* parent request

The lowest 20% of students from the Kindergarten rankings and teacher referrals are tested using the observation survey as a screening tool, which consists of the following sub tests:

- \* Letter Identification,
- \* Ohio Word Test (sight words),
- \* Concepts about Print,
- \* Writing Vocabulary,
- \* Hearing and Recording Sounds, and
- \* Text Reading.

Students with the greatest need for intervention are selected based on the availability of literacy services.

### Reading Skills

The First Grade Literacy Program is designed to meet each child's instructional reading level, so students are ability grouped with four students in each group, or they may receive individual instruction. This Early Literacy Program is designed using current research-based data. Our program is based on the theories of Marie Clay, Patricia Cunningham, the Four Blocks Program, and Linda Dorn's Arkansas model of reading instruction.

A daily lesson is designed to include the following components:

- \* Self-selected reading,
- \* Working with Words,
- \* Writing, and
- \* Guided reading.

### **Program Delivery**

Title I programs differ in how they provide services to children. Two common approaches are called pull-out and push-in class programs. In pull-out programs, instruction is provided in small groups or individually for thirty to forty-five minutes, four to five days a week. In the push-in programs, the Title I teachers work in the regular classroom with small groups of children. Time is also devoted to teachers going into the regular first grade classrooms for sixteen weeks to present Keep Books lessons, to administer individual testing, and to allow for teacher conference.

### **Monitoring Student Progress and Exiting the Program**

Students in the Early Literacy Program are constantly monitored for progress. The students are formally evaluated in the fall, re-evaluated at the end of first semester, and also at the end of first grade using components of the Observation Survey. Students who are reading at or above grade level at the end of first semester are discontinued and new students who have been referred into the program by classroom teachers are then tested to determine who will be placed into the Early Literacy Program. Again, students are placed into small groups according to their instructional level of reading, some receiving individual instruction. Regular classroom teacher input and the screenings are important parts of this decision making process. In the spring, all students who have ever been enrolled in the Early Literacy Program are tested to make certain the reading strategies are firmly in place. It is the goal of the Early Literacy Program to accelerate each student so that they are reading at the average instructional level of first grade. Progress reports are sent out with classroom report cards.

### **Collaboration Efforts**

The first grade literacy teachers are active in staff development, offering workshops to teachers and parents in our school district and working with the Regional Office of Education. Student expectations are aligned with the Reading Recovery and Early Literacy Program guidelines to help correlate on-going reading assessments throughout the entire school year. The effectiveness of these programs has helped improve our reading scores on our district's curriculum profiles, individual reading expectations, and student performance in the regular classroom. The use of third grade student volunteers to serve as reading comparisons for our low-achieving first grade students in reading serves a dual purpose: to improve reading strategies and to allow third grade students to take an active role in the tutoring process.

### Ashmore Elementary School

The first grade Reading Recovery Program targets those students who have been identified as needing additional support in reading and writing. Students are chosen by:

- Teacher referrals
- Kindergarten classroom ranking
- Low classroom achievement

These students are given an observation survey as a screening tool, which consists of:

- Letter identification
- Ohio Word Test (sight words)
- Concepts about print
- Writing vocabulary
- Hearing and Recording sounds
- Text reading

Each child in the Reading Recovery Program receives a daily 30 minute individualized instruction session for up to 20 weeks. These daily lessons include:

- Individual text level guided reading
- Working with words
- Story writing
- Fluency and expression

The goal of the program is accelerated learning so each student can reach the average class reading level. If this is not achieved by 20 weeks, a longer-term intervention will be recommended.

At least 8 students are served yearly in the Reading Recovery Program.

## Jefferson Elementary School

### Program Description

The Title I program at Jefferson is one component of the school's systems which is set up to meet the needs of students who are struggling. The program consists of both in class and pull out services. The Title I teacher collaborates with the classroom teacher to implement interventions and facilitate small group instruction to accelerate students' learning.

Pull out services are arranged to supplement the classroom instruction. For fourth grade students, the pull out services offer small groups focusing on strengthening word study skills and study skills. For the fifth grade, Jefferson has two different small group formats. The first is a before school session developed for fluency and comprehension strategies. The other 5<sup>th</sup> grade format is based on Linda Dorn's Comprehension Focus Groups in which comprehension strategies are developed through genre study.

Student progress is monitored throughout the year and the following tools used may include:

- A.) a reading inventory;
- B.) monthly running records; and
- C.) the MAP assessment.

### Student Selection

The selection process begins with an analysis of the test scores. Children that receive a "below standard" or "academic warning" score are considered first. Then those students that are considered "on the bubble" are considered for services. Those children are then assessed to determine the most effective intervention strategies to implement. The MAP, a universal screener, is administered to all students. Recommendations from classroom teachers, parents, and Title I teachers are also considered to determine eligibility.

After the assessments and recommendations are evaluated, a decision is made concerning which children qualify for the program. Parents are notified when children are selected for the program.

### Exiting the Program

Students may exit the program when they demonstrate favorable progress with grade level materials on multiple assessments and a collaborative decision from classroom and Title I teachers. Parents may also request removal from the program.

### About the Curriculum

The Title I curriculum is aligned with State standards and the Charleston CUSD #1 curriculum. The instruction is custom designed to meet the needs of individual students to maximize student growth in the areas of reading comprehension, word study, fluency, and writing.

## TITLE I PARTNERS IN LEARNING

Date \_\_\_\_\_

Dear

Your child, \_\_\_\_\_, has been selected to participate in the Charleston District Title I Program. Title I is a federally funded program that enables districts to provide supplementary instruction and materials for students who can benefit from some additional help. Our District's Title I program provides instruction in reading. Title I is not a special education program.

Students are selected for the program using screening test scores and recommendations from parents, teachers and principals. Recommendations are made when a student is identified to be in academic need.

Title I assistance is provided in small group instruction at convenient times in the student's schedules. The classroom teacher continues to provide the major instruction, and the Title I teacher/paraprofessional reinforces and supplements this instruction. Student progress is closely monitored.

Parents are an important part of the Title I Program. We hope you will be able to visit the Title I class and take part in the Open House, Parent/Teacher Conferences and parent workshops throughout the year.

We look forward to meeting you at the various school events. Please feel free to call us if you have questions, concerns, or comments.

Sincerely,

*Todd J. Vilardo*

Todd J. Vilardo

Assistant Superintendent, 639-1002

### Title I Staff

Angela Czak	Carl Sandburg	639-4054
Lisa Doughty	Carl Sandburg	639-4034
Kristen Holly	Carl Sandburg	639-4055
Joan Ware	Carl Sandburg	639-4061
Holly Storm	Ashmore	639-3015
Jill Davidson	Jefferson	639-7027

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## PARENTAL INVOLVEMENT

The staff of the Title I Program feels that we can do a better job of improving a child's achievement when parents and staff openly communicate and support one another.

A. How can parents get involved?

Parents can take part in Title I activities. We arrange Parent-Teacher conferences, open house meetings, and special meetings/programs with Title I parents.

B. How does this help children?

Research has shown that when parents become involved, their children do better academically.

C. How can parents help?

Parents can assist us in deciding what kind of Title I programming would be best for their child. Some of the specific functions include assistance with a needs assessment, evaluation of the program in the spring, and recommending changes to improve Title I services.

Your input is of great importance to us, as we want you to feel welcome in being involved in your child's education. We are looking forward to working with your child this year and want to thank you in advance for your assistance and cooperation.

Sincerely,  
*Title I Staff*

The Charleston Title I Staff

### WHAT PARENTS CAN DO

One of the first questions a parent asks at school is, "What can I do to help my child?" Listed below are some ideas on how you can help your child learn and grow.

#### *KINDERGARTEN*

1. Talk with your child. Ask questions and encourage your child to answer in simple sentences. Try to move beyond one-word answers.
2. Give your child a variety of experiences. Go to parks, grocery stores, shopping, bus rides, and other places of interest.
3. Let your child play with things around the house. Pots and pans are good for stacking, empty thread spools for counting, and empty tin cans for sorting.
4. Your child will enjoy helping you sort the laundry. This is a good time to learn the names of articles of clothing and to talk about colors.
5. Make books important and fun. Read to your child as much as possible. Talk about the stories and ask questions about the pictures.
6. Teach your child the names of the parts of the body.
7. Teach your child his/her birth date, address, and telephone number.
8. Encourage your child to write by letting them dictate stories to you.
9. Let your child share the joy of writing by making lists for you, writing letters to family and friends, and including writing in their art work.

#### *PRIMARY GRADES (1,2,3)*

1. Listen to your child read. Even 5 minutes a day will show you value reading and will allow your child to practice the skills being learned at school.
2. Read with your child. Compliment your child's reading. Let it be a fun time.
3. Find extra opportunities to read. Let your child read directions on grocery items or recipes. Point out traffic signs. A trip through the grocery store presents lots of reading opportunities as well as a time for learning new words.
4. Visit the public library and let your child check out a book.
5. Read to your child. Let your child see you reading.
6. Help your child build his/her vocabulary. It is important to know the names of pieces of furniture, foods the family eats, and what the kitchen appliances are called.
7. Ask questions about your child's surroundings. Can your child name things that begin alike? How many things begin with a certain sound? How many things end alike?
8. Encourage your child to listen to the environment. Talk about the sounds you both hear and try to identify them.
9. Let your child listen as you talk with others to learn how to make good conversation.
10. Encourage your child to write and then read aloud what he/she has written.

#### *FOR ALL CHILDREN*

1. Always ask your child what he/she did at school that day (not what was learned). Be sure to really listen when your child tells you about their day.
2. See that your child is healthy. Good nutrition, exercise, and sleep can help your child do better in school.
3. Compliment rather than critique your child's efforts. Find positive things to emphasize. Try to overlook or minimize failures.
4. Keep in touch with school. Parent-Teacher conferences may be arranged anytime throughout the school year.
5. Remember, you are your child's first and best teacher!

# TITLE I COMPACT PARTNERS IN LEARNING

We are all working together to make this school year a super year for everyone. The following agreement will help each of us set goals to make this possible. Please read the Compact with your child, each sign your section, then return it to school. After the teacher and principal sign, the Compact will be returned to you.

## **Parent(s)/Guardian(s) Section**

I want my child to achieve and will encourage this by doing the following:

1. See that my child attends regularly and is on time to school every day.
2. Set a time for homework and provide a quiet place for study.
3. Read with my child and let my child see me read.

Parent/Guardian Signature\_\_\_\_\_

## **Child's Section**

I want to have a great year in school and will try to do the following:

1. Come to school every day and be ready to learn.
2. Work as hard as I can.
3. Talk with grown-ups about school and what I am learning.

Child Signature\_\_\_\_\_

## **Title I Teacher's Section**

I want your child to achieve in school and will work to do the following:

1. Maintain high expectations for your child.
2. Use techniques and materials that work best for your child.
3. Provide communication and assistance to you and the classroom teacher(s).

Title I Teacher Signature\_\_\_\_\_

## **Principal's Section**

I want your child to have a great school year and will work to do the following:

1. Provide instructional leadership for our school.
2. Provide a welcoming atmosphere that allows for positive communication among teachers, parent(s)/guardian(s) and children.
3. Ensure a safe and orderly learning environment.

Principal Signature\_\_\_\_\_