THINK *Critically*, GROW *Intellectually*, LIVE *with Integrity*
*Our mission is to foster academic and social growth for each student
in a safe, supportive school environment.
Our vision is to be a learning community that inspires our students and staff to think
critically, grow intellectually, and live with integrity.*

Title I Services Handbook

2018-2019

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Cincinnati, Ohio 45231
513.728.3700
www.finneytown.org

FINNEYTOWN LOCAL SCHOOL DISTRICT

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Title I Services

Director of Student Services
 Dr. Laurie Banks   513-728-3713

Curriculum Coordinator
 Mrs. Deana Moss   513-728-3700

Principal, Brent Elementary
 Mrs. Lana Gerber   513-728-3720

Principal, Whitaker Elementary
 Mr. Grant Anderson   513-728-3737

Reading Intervention Specialist, Brent Elementary
 Mrs. Megan Geis   513-728-3720

Reading Intervention Specialist, Whitaker Elementary
 Mrs. Karen Bause   513-728-3737

Reading Intervention Specialist, Whitaker Elementary
 Mrs. Lori Gehr   513-728-3737

Reading Intervention Specialist, Whitaker Elementary
 Mrs. Shelly Westerfield   513-728-3737

WHAT IS TITLE I? HOW CAN IT HELP MY CHILD?

Title I is a federally funded education program that works to give all children a chance to learn at higher academic standards. Its purpose is to prevent failure by ensuring that more children experience success in school. Sometimes children need assistance to meet the standards Ohio has set for all children including children who: Have trouble reading, read below their grade level, have trouble understanding what they read, and/or have difficulty with math.

WHAT HELP DOES TITLE I PROVIDE?

Title I provides assistance in one or more academic areas.
Additional teachers and assistants to work with very small groups or one-on-one
Additional training for staff
A variety of instructional strategies and materials
Smaller classes

WHAT IS A TITLE I SCHOOLWIDE PROGRAM?

School-wide programs were first authorized under Title I of the Elementary and Secondary Education Act of 1978.

School-wide programs offer all the students in the building the chance to learn with a far wider array of options. A framework for change is necessary, one based on high standards supporting comprehensive planning and continuous professional development with flexibility to draw on all resources and clear accountability for results.

Only buildings with a high number of students participating in the free and reduced price lunch program are eligible to be school-wide buildings.Brent and Whitaker Elementary are considered Title I school-wide programs.

PARENT INVOLVEMENT AT THE SCHOOL

Each school shall support and encourage parental involvement opportunities, as identified in a school parent involvement policy. The policy must be developed in cooperation with parents and should include the following:

1. A plan for effective two-way communication between parents and the school regarding the school's policies and rules, and an individual child's progress.

2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.

3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment.

4. A description of the parents' responsibilities for supporting their children's learning such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.

5. A description of how the school will promote the value and utility of the contributions and involvement by parents to teachers and other personnel.

6. The availability of assistance in understanding the State's academic achievement and assessment standards to parents.

7. The availability of materials and training to help parents work with their children to improve their children's achievement.

8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum:
    a. Frequent reports to the parents on their children's progress.
    b. Parent-teacher conferences to discuss the child's progress and placement and to describe the methods used to compliment the student's instruction.
    c. Reasonable access to teachers and other educators, including the opportunity to observe program activities.
    d. An annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend to discuss and review the content and effectiveness of the school parent involvement policy.

PARENT INVOLVEMENT AT THE SCHOOL

9. The timely notice to parents of information about parent involvement programs.

10. Whenever possible, the coordination, cooperation and integration of parent involvement activities with community and other school groups.

11. In facilitating effective parent involvement, the Principal/Site Administrator may:
   a. Provide regular meetings, at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children.
   b. Ensure, as much as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English.
   c. Adopt and implement model approaches to improving parental involvement.
   d. Establish a parent advisory council to provide advice on all matters related to parent involvement activities and programs.
   e. Whenever practical, parental involvement materials and information shall be provided in a language and format that parents understand.

Finneytown Local School District Title I Services

Finneytown Literacy Vision

Finneytown Local School District's vision for literacy is to develop learners who develop and use grade-level knowledge and skills to make informed decisions, contribute to the multicultural human experience, and engage in lifelong learning.

Finneytown Local School District (FLSD) has developed this literacy plan in alignment with our current and future district goals as identified in our strategic plan. Our focus is to develop strong literacy skills in all learners through evidence-based instruction and progress monitoring. This will be achieved through the strengthening of our MTSS model, or Multi-Tiered Systems of Support, ensuring all Tiers of instruction are not only evidence-based, but also leading to student growth in literacy.

In alignment with the Ohio Improvement Process (OIP), the district has leadership teams at the various levels (TBT- Teacher Based Teams, BLT- Building Leadership Team, DLT- District Leadership Team, and LLT- Literacy Leadership Team) communicating for effective implementation of the plan. Our work has already begun at FLSD with a team of educators K-12 reflecting on our current MTSS model and making recommendations for improvement. The group is focused on developing a shared understanding of MTSS, reviewing district data, developing decision rules, and auditing our Tiers of instruction to ensure they align with our students' need. In addition, FLSD is identifying the needs of our staff and developing meaningful professional development to address those needs.

Finneytown Local School District has aligned Title I services, using a schoolwide model, to literacy development at Brent and Whitaker. Title I services are a critical component of our MTSS model.

District Goals

Goal #1: Student Learning
Increase student achievement and growth through best practices informed by data collected through formative assessments.

Goal #2: Positive Learning Environment
Increase student engagement and time spent in the learning environment.

During the school year our educators will use data collected through formative assessment to inform instructional practices in the classroom to ensure students are making growth. Areas of focus are developing a Multi-Tiered System of Supports (MTSS), ensuring data is collected informing instruction and increasing the time all students spend in Tier 1 instruction.

Performance Measure
As evident by Progress Indicator on State Report Card, Benchmark Assessments (K-8), and formative assessment.

Needs Assessment

District will strengthen Tier 1 Core Instruction to increase student growth for all students. Professional development will focus on differentiation and utilizing assessment to inform instruction. Professional development will be geared at developing curriculum pacing guides/maps and common assessments. In addition,the district will be using a data file cabinet resource to track student growth/progress and intervention as part of the MTSS framework.

Differentiation

The Finneytown teaching staff will utilize differentiation to impact the quality, content, and structure of teaching and learning focusing on student growth. Differentiation incorporated into our teaching and learning will benefit all students in the district, particularly students with disabilities, limited English proficiency, and economic disadvantage, as well as multiracial and African Americans students, and students at all grade levels. This includes Professional Development about differentiation to build the capacity of instructional staff.

Data Driven Model

Title I services are evaluated annually and adjusted to meet the identified needs using various data points, including English Language Arts state assessment results, K-3 Literacy results, Kindergarten Readiness Assessment (KRA), and On-Track Reporting for Ohio's Third Grade Reading Guarantee as assessed using DIBELS and NWEA MAP.

In addition, the Literacy Leadership Team has developed a decision framework to determine the appropriate level of services and supports. The decision framework will be utilized by the Title I team following benchmark assessments.

Research-based Instructional Strategies and Interventions Related to Literacy

Finneytown teaching staff will integrate research-based instructional strategies and interventions that result in student literacy growth. District staff will focus on the use of differentiation in Tier 1, intervention in Tier 2/3, as well as using data from the intervention to improve outcomes for students literacy development.

Multi-tiered System of Supports

MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. The framework can be used for literacy, math, or positive behavior supports.

❏ The Response to Intervention model focuses on identifying skills that students need to develop in order to access the curriculum, developing a plan to provide intervention, monitoring progress/response to the intervention, and then making decisions based on the data collected. RTI is recognized in federal law to address the needs of students and is an evidence-based

practice shown to increase student learning/skill beyond the one year of anticipated growth (Hattie, 2009). [ESSA-Moderate Evidence as defined by the US Department of Education]

❏ There is a critical need for strong literacy skill development in Tier I, or core instruction in an RTI model, to allow all students to access the curriculum (Brozo, 2010) . [ESSA-Moderate Evidence as defined by the US Department of Education]

Orton Gillingham

An approach to reading instruction that combines multi-sensory techniques along with the structure of the English language. Items taught include: phonemes and morphemes, such as prefixes, suffixes, and roots. Common spelling rules are introduced as well. Multi-sensory education incorporates the three learning pathways which are: auditory, kinesthetic, and visual.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI)

An intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. It includes age-appropriate, explicit, systematic, and intentional instruction in oral language development, vocabulary, language structure, reading fluency, and reading comprehension.

According to the What Works Clearinghouse review, the extent of evidence for LLI on the reading achievement outcomes of beginning readers was medium to large for general reading achievement and small for two other student outcome domains—reading fluency and alphabetics. [ESSA-Strong Evidence as defined by the WWC]

The Sheltered Instruction Observation Protocol (SIOP) Model

A research-based and validated instructional **model** that has proven effective in addressing the academic needs of English learners throughout the United States. The model provides opportunities for children to use language with peers and adults to develop language skills, including developing vocabulary. The **SIOP Model** consists of eight interrelated components:

❏ Lesson Preparation
❏ Interaction
❏ Building Background
❏ Practice and Application
❏ Comprehensible Input
❏ Lesson Delivery

- ❏ Strategies
- ❏ Review and Assessment

Echevarría, J., & Short, D. (2011). Washington, DC: Center for Research on the Educational Achievement and Teaching of English Language Learners. Retrieved from http://www.cal.org/create/resources/pubs/professional-development-framework.html. [ESSA-Moderate Evidence as defined by the US Department of Education]

Family Literacy Events and Community Outreach

The National Institute for Literacy (NIFL), The National Center for Family Literacy (NCFL), and cooperating agencies from the Partnership for Reading, addressed early literacy development and implications for early intervention for children ages birth to five in the National Early Literacy Panel (NELP) (National Center for Family Literacy, 2008). The panel identified size precursor skills to literacy: alphabet knowledge, phonological awareness, rapid automatic naming, rapid automatic naming of objects or colors, writing or writing name, and phonological memory. They identified five categories of intervention effective in developing early literacy: code-focused intervention, shared-reading intervention, parent and home programs, preschool and kindergarten programs, and language-enhancement programs.

"When families participate in programs that offer ideas for fun and stimulating parent–child activities, their children develop higher comprehension-related abilities and improved sound and letter knowledge" (Sénéchal, M., & Young, L., 2008) [ESSA-Moderate Evidence as defined by the US Department of Education].

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GLOSSARY OF TERMS

DIBELS: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

Leveled Literacy Intervention (LLI): The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

Multi-tiered Systems of Support (MTSS): MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. The framework can be used for literacy, math, or positive behavior supports.

Orton-Gillingham (OG):   An approach to reading instruction that combines multi-sensory techniques along with the structure of the English language. Items taught include: phonemes and morphemes, such as prefixes, suffixes, and roots. Common spelling rules are introduced as well. Multi-sensory education incorporates the three learning pathways, which are: auditory, kinesthetic, and visual.

Phoneme Segmentation: The ability to break words down into individual sounds

Phonemic Awareness: A subset of phonological awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest units of sound that can differentiate meaning.

Phonological Recoding: Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words. Phonological recoding consists of: Regular Word Reading and Irregular Word Reading.

Measures of Academic Performance (MAP): MAP® Growth™ measures what students know and informs what they're ready to learn next. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. MAP Growth reveals how much growth has occurred between testing events and, when combined with norms, shows projected proficiency.

Ohio Kindergarten Readiness Assessment (KRA): The Kindergarten Readiness Assessment is used to assess four areas of early learning:

1. Social Foundations- including social and emotional development, and approaches toward learning
2. Mathematics
3. Language and Literacy
4. Physical Well-being and Motor Development

SIOP: The Sheltered Instruction Observation Protocol (**SIOP) Model** is a research-based and validated instructional **model** that has proven effective in addressing the academic needs of English learners throughout the United States. The **SIOP Model** consists of eight interrelated components:

❏ Lesson Preparation
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❏ Lesson Delivery
❏ Strategies

❏   Review and Assessment

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Title I Parent Survey

It is time to plan the Title I program for the 2019-2020 school year. All parents who had students participating in the Title I program this school year are asked to complete and return this brief questionnaire. Your input is helpful to the school in providing services for our students. Please add any comments that would help us improve our program.

Thank you for your support and suggestions.

Laurie Banks, Ph.D.
Director of Student Services

My child was in the following grade:
____ Kindergarten   ____Grade 1   ____Grade 2
_____ Grade 3   ____Grade 4   ____Grade 5

Please rate the level of support your student received in the area of Reading and Language Arts.

_____Very helpful   _____ Somewhat helpful   _____Not helpful enough

_____
_____

Did the school staff keep you informed about your student's progress in Reading?

_____Yes   _____Somewhat   _____Not enough

_____
_____

Did you feel there were adequate opportunities to communicate with staff and learn how to support your student's reading at home?

____Yes   ____Somewhat   ____Not enough

_____
_____

Did you feel there were adequate opportunities for parent involvement?

____Yes   ____Somewhat   ____Not enough

_____
_____

Please rank order (1=higher priority; 2=lower priority) the school subject area that you believe should receive top priority in providing supplemental instruction to students.

____Reading/Language Arts   ____Math

Please rank order (1=higher priority; 6=lower priority) the grade level that you believe should receive top priority in providing supplemental instruction for the school subjects ranked above.

____Pre-Kindergarten   ____K-2   ____3-4

____5-6   ____7-8   ____9-12

Please feel free to make any comments or suggestions regarding Title I services.

_____
_____

1.15.19

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Title I Needs Assessment Survey

It is time to plan the Title I program for the 2018-19 school year. Finneytown Local School District receives federal Title I funds from the Ohio Dept. of Education. Title I services are centered in schools that have a high percentage of students on free or reduced price lunches. Last year, the schools that qualified and/or received Title I services in our district were Brent and Whitaker. Supplemental reading and language arts instruction was provided in grades K-5. The Ohio Department of Education requires that input be gathered from parents and professional staff members when planning the services to be offered by the Title I program. Please take a few minutes to respond to the following questions. If you did not have students receiving Title I services, you may not be able to respond to every question, but your input on the general questions is still very important. Your input will give us needed feedback on our Title I services and help assure that Title I funds in our district are being spent appropriately. Please add any comments that would help us improve our program.

This year, reading & language arts intervention and Title I services included the following:
- ❏ Title I teachers provided support in the language arts classroom.
- ❏ Some students participated in *Read Naturally*, a supplemental fluency program.
- ❏ Title I teachers provided intervention plans and materials for staff to use.
- ❏ Title I teachers helped monitor students' reading progress through DIBELS & other assessments.

1. Please check appropriately for students in your homeroom and/or language arts classes.

   _____ Some students participated in Title I (How many? _____)

   _____ No students participated in Title I.

   _____ Not applicable. (If you checked NA or no students, you may skip to questions 6-9.)

2. Please rate the level of support your students received in the areas of reading and language arts.

_____ Very helpful   _____ Somewhat helpful   _____Not helpful enough

Comments:_____

_____

3. Did the Title I staff keep you informed about your students' progress in reading?

_____ Yes   _____ Somewhat   _____ Not enough

Comments:_____

_____

4. Did the Title I staff provide you support and materials to help you meet the needs of readers in your classroom?

_____ Yes _____ Somewhat _____ Not enough

Comments:_____

_____

5. As a classroom teacher, were you satisfied with your level of communication and involvement with Title I staff?

_____ Yes _____ Somewhat _____ Not enough

Comments:_____

_____

*6. Please rank order (1= higher priority; 2 = lower priority) the school subject area that you believe should receive top priority in providing supplemental instruction to students.

_____ Reading/Language Arts _____ Math

*7. Please rank order (1 = highest; 6 = lowest) the grade levels that you believe should be given top priority to receive supplemental instruction for the school subjects ranked above.

_____ Pre-Kindergarten _____ K-2 _____ 3-4

_____ 5-6 _____ 7-8 _____ 9-12

*8. What can we do to improve intervention services for students and support teachers and the language arts program in our school?

_____

_____

*9. Please feel free to make any other comments or suggestions regarding Title I services.

1.15.19