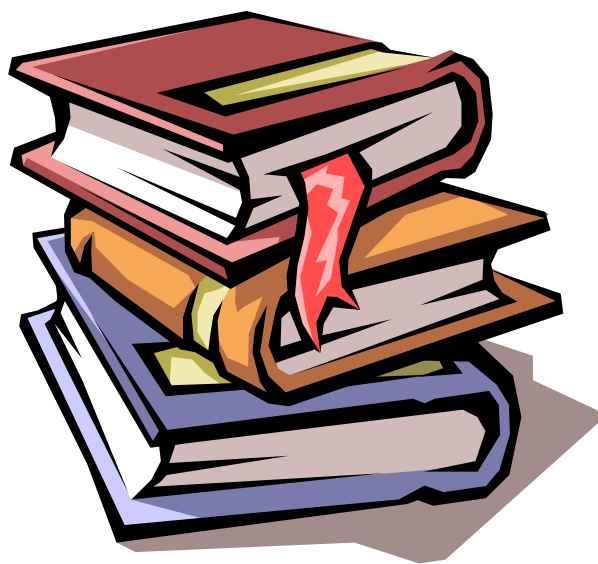


Title I Staff Handbook 2016-2017



Lead * Learn * Serve

Allen Elementary

Mt. Logan Elementary

Tiffin Elementary

Worthington Elementary

Chillicothe Middle School

Chillicothe High School

***Chillicothe City Schools
425 Yoctangee Parkway
Chillicothe, Ohio 45601***

Alissa J. Putnam – Director of Curriculum & Instruction

Title I



District Mission Statement:

The Chillicothe City School District empowers students to learn, to lead, and to serve.

District Vision Statement:

The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff and community members.

The CCSD will empower all students to lead, learn and serve.

**Chillicothe City Schools
Title I Staff and Programs
2016-2017**

Director of Curriculum & Instruction	Alissa J. Putnam	775-4250	Ext. 16123
Title I Secretary	Judy Davis	775-4250	Ext. 16115

Allen Elementary

Kayla Camarratta, Instructional Specialist
Jamie Davidson, Title I Technology Aide

Mt. Logan Elementary

Brenda Southworth, Instructional Specialist
Deanna Davis, Title I Teacher
Wendy Stevens, Title I Technology Aide

Tiffin Elementary

Candance Platt, Instructional Specialist
Jennifer Fisher, Title I Teacher
Wendy Stevens, Title I Technology Aide

Worthington Elementary

Deana Glass, Instructional Specialist
Amanda Oyer, Title I Teacher Grades 4-6 ELA
Jamie Davidson, Title I Technology Aide

Chillicothe Middle School

Terri Arredondo
Crystal Puckett, Title I Aide

Chillicothe High School

Mark Coyan, CAPA Coordinator (Rural VI-B funded)
Jenny Rhoads, CAPA ELA Teacher
Seth Moore, CAPA Math Teacher

District

Kathy Payne	Academic Consultant
Steve Proehl	Academic Coach
Obadiah Harris	Safe Schools Coordinator
Lisa Clark	Parent Involvement Coordinator

The vision of Title I shall be accomplished by:



The purpose of Title I 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 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 educational needs of low-achieving children in our 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 non-minority 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 school-wide programs or additional services that increase the amount and quality of instructional time;
9. Promoting school-wide 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.

Title I Program Audit Compliance Tracking System (PACTS)

1. Parents Right to Know (Section 111)

- a. Section: 1111(h)(6)(A) At the beginning of the year, the district notifies all parents in all Title I buildings that they may request information regarding the professional qualifications of the student's classroom teachers, including the following:
 - i. • Whether the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
 - ii. • Whether the teacher is teaching under emergency or temporary status in which State qualifications or licensing criteria are waived;
 - iii. The teacher's baccalaureate degree major, graduate certification, and field of discipline; and
 - iv. Whether the student is provided services by paraprofessionals, and if so, their qualifications.
- b. Section: 1111(h)(6)(B) District provides the following notifications to parents of students in Title I schools:
 - i. timely notice that the child has been assigned to be taught, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified;
 - ii. information on the level of achievement of the student in each of the state's academic assessments.

2. District Plan (Section 1112)

- a. Section: 1112(b)(1)(A) Description of high quality student academic assessments the district will use other than required state assessments to:
 - i. Meet academic achievement standards;
 - ii. Assist in diagnosis, teaching and learning;
 - iii. Determine what revisions to projects are needed;
 - iv. Effectively identify students who may be at risk.
- b. Section: 1112(b)(1)(C) Description of how the district will provide additional educational assistance to individual students assessed as needing help in meeting state standards.
- c. Section: 1112(b)(1)(D) Description of the strategy for coordinating Title I programs with Title II programs to provide professional development.
- d. Section: 1112(b)(1)(E) Description of how the Local Educational Agency will coordinate and integrate services provided under this part with other educational services such as: Even Start; Head Start; and services for students with Limited English Proficiency, students with disabilities, migratory students, neglected or delinquent students, homeless students, etc.
- e. Section: 1112(b)(1)(F) Assurance that the Local Educational Agency will participate, if selected in the National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.
- f. Section: 1112(b)(1)(G) Description of the poverty criteria used to select school attendance areas.

- g. Section: 1112(b)(1)(H) Description of how teachers, in consultation with others, will identify eligible children most in need of services in Targeted Assistance schools.
- h. Section: 1112(b)(1)(I) General description of the programs to be conducted under sections 1114 and 1115 for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day schools.
- i. Section: 1112(b)(1)(J) Description of how the district will ensure that migratory and formerly migratory students are selected to receive services on the same basis as other children.
- j. Section: 1112(b)(1)(K) If appropriate, a description of how the district will use Title I-A funds to support preschool programs.
- k. Section: 1112(b)(1)(L) Description of the actions the district will take to assist its priority, focus, alert and improvement schools.
- l. Section: 1112(b)(1)(N) Description of how the district will meet the requirements of section 1119 related to teacher and paraprofessional quality standards.
- m. Section: 1112(b)(1)(O) Description of the services provided for homeless children.
- n. Section: 1112(b)(1)(P) Description of the strategy for implementing effective parental involvement under section 1118 and the written district parent involvement policy.
- o. Section: 1112(b)(1)(Q) If appropriate, a description of how the district will support extended learning (including before-school, after-school, summer school, and school year extension programs).

3. Comparable Services (Section 1113)

- a. Section: 1113(c)(3) Reserve such funds as are necessary to provide services comparable to those provided to children in schools funded under this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live, and children in local institutions for neglected and delinquent children.

4. School-wide Program Eligibility (Section 1114)

- a. Section: 1114(a)(1) During the initial year of the Schoolwide program, the school must be at or above 40% low income.
- b. Section: 1114(b)(2)(a) Any eligible school that desires to operate a Schoolwide program shall develop a plan that besides describing how the school will implement the 10 components, also:
 - i. Describes how the school building will use Title I and other resources to implement the required components;
 - ii. Identify district, state, and other federal programs that will be included in the SW program;
 - iii. Describes how the school will provide individual student assessment results, including interpretation of these results, to parents in a language that the parents can understand.
- c. Section: 1114(b)(2)(B) The comprehensive SW plan is developed during a one- year period; unless requirements of 1114(b)(2)(b)(i)(I) and 1114 (b)(2)(b)(i)(II) are met; by a planning team that must

include parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, the principal, administrators, all Title I program administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and students, if the plan relates to a middle or secondary school; be annually evaluated using the results of the state's annual assessments and other indicators of academic achievement; is available to the public.

5. Targeted Assistance Program Components (Section 1115) Not Applicable

6. Identification of LEA's in High, Medium, or Low Support on Ohio Differentiated Accountability Model (Ohio ESEA Flexibility Waiver)

- a. Section: Ohio ESEA Flexibility Waiver Set aside 20% of the Title I allocation for the ESEA Flexibility Waiver requirement
- b. Use the Decision Framework to create LEA and building needs assessments to develop one focused plan for the LEA. Institute and fully implement data driven goals (including subgroup performance data) to form one focused plan including PD for teachers and technical assistance by State Support Team or Educational Service Center.
- c. Direct Title I funds to interventions including: expanded learning time, job embedded professional development, and other school specific needs as identified through the intervention models and/or School Improvement Plans.
- d. Direct Title I funds to Title I served schools identified as Priority, Focus, Alert and Improvement schools on the Ohio Differentiated Accountability System.
- e. LEAs classified as High, Medium or Low support on the Ohio Differentiated Accountability System direct Title I funds to other low-performing Title I served schools as determined by the district's needs assessment.

7. Parental Involvement (Section 1118)

- a. Section: 1118(a)(2) District plans and implements programs, activities, and procedures for the involvement of parents in Title I programs. District jointly develops with, agrees on with, and distributes to parents a written parent involvement policy that establishes the district's expectations for parental involvement and describes how the district will:
 - i. Involve parents in the joint development of the CCIP and in the process of school improvement;
 - ii. Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement;
 - iii. Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the state's academic content and achievement standards, academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals and other staff in the value and utility of the contributions of parents and how to work with parents;
 - iv. Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and State-run preschool programs (providing support for parental involvement activities as parents request it);

- v. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; and Involve parents in the activities of the Title I-served schools.
- b. District reserves no less than 1% of its Title I allocation (if over \$500,000) for parental involvement activities, including promoting family literacy and parenting skills. 95% of the 1% must be distributed to the schools. Parents of children participating in Title I must be involved into decisions regarding how the funds are allotted for parental activities.

8. School Parent Involvement Policy (Section 1118)

- a. Section: 1118(b)(1) Each Title I school has to jointly develop with, and distribute to, parents of participating children a written parental involvement policy/plan. Parents shall be notified of the policy/plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy/plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- b. Section: 1118(c)(1) Each Title I-served school convenes an annual meeting to inform parents of their school's participation in Title I, as well as to explain Title I requirements and the right of parents to be involved.

9. School Parent Compact (Section 1118)

- a. Section: 1118(d) Each Title I-served school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement, as well as the means by which the school and parents will build a partnership to achieve this end. The compact must:
 - i. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the state's academic achievement standards,
 - ii. The ways each parent will be responsible for supporting their child's learning (e.g., monitoring attendance, homework completion, and television viewing; volunteering in their child's classroom; and participating, as appropriate, in decisions related to the education of their child and positive use of extracurricular time);
 - iii. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - 1. Parent-teacher conferences in elementary school, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - 2. Frequent reports to parents on their child's progress; and
 - 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

10. Parental Involvement Building Capacity (Section 1118)

- a. To build capacity for involvement, each school will:
 - i. Involve parents in the joint development of the CCIP, and in the process of school improvement;

- ii. Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement;
- iii. Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the state's academic content and achievement standards academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals, and other staff in the value and utility of the contributions of parents and how to work with parents;
- iv. Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, and state-run preschool programs (providing support for parental involvement activities as parents request it);
- v. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have Limited English Proficiency, have limited literacy, or are of any racial or ethnic minority background; Involve parents in the activities of the Title I-served schools.

11. Parental Involvement Accessibility (Section 1118)

- a. Section: 1118(f) District ensures that information related to school and parent programs, meetings, and other activities is sent to parents of Title I children in a format and, to the extent possible, in a language that the parents can understand.

12. Highly Qualified Teachers (Section 1119)

- a. Section: 1119(a)The district receiving Title I ensures that all teachers hired and teaching in a program supported with Title I are highly qualified no later than the end of 2005-2006 school year.
- b. Section: 1112(c)(1)(L)The LEA ensures, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

13. Highly Qualified Paraprofessionals (Section 1119)

- a. Section: 1119(c)(1) District assures that all instructional paraprofessionals in programs supported by Title I who are hired after NCLB enactment (January 8, 2002) have done one of the following:
 - i. Completed at least two years at an institution of higher education (72 quarter hours or 48 semester hours);
 - ii. Obtained an Associate's degree or higher; or
 - iii. Met a rigorous standard of quality and demonstrated, through a formal state or local academic assessment, the knowledge and ability to assist in instructing in the areas of reading readiness, writing readiness, and mathematics readiness as appropriate.

14. Duties of Paraprofessionals (Section 1119)

- a. Section: 1119(g)(2) A paraprofessional may be assigned to provide one on one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; to assist with classroom management, such as organizing instructional and other materials; to provide assistance in a computer laboratory; to conduct parental involvement activities; to provide support in a library or media center; to act as a translator.
- b. A paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a highly qualified teacher; and may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school. A program staffed entirely by paraprofessionals is not permitted.

15. Verification of HQT compliance by building principal

- a. Section: 1119(i) Principals of Title I schools attest, in writing, to the qualifications of all teachers and instructional paraprofessionals in the building. Written attestation should be maintained at the school and district offices and available to the public upon request.

16. Minimum expenditure for HQT

- a. Section: 1119(l) District designates not less than 5% of Title I funds to provide high quality professional development (HQPD) to ensure that non-"highly qualified" teachers become "highly qualified" as quickly as possible.

17. Non-public Services (Section 1120)

- a. Section: 1120(a)(1) A district provides children who are enrolled in private elementary schools and secondary schools on an equitable basis services that address their needs, and ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.
- b. Section: 1120(b)(1) At a minimum, the district consults with the nonpublic school on the following:
 - i. The method the district will use to determine the number of nonpublic school students from low-income families residing in participating public school attendance areas.
 - ii. How the district will identify the needs of the academically eligible nonpublic school children.
 - iii. What services the district will offer to eligible nonpublic school children
 - iv. How and when the district will make decisions about the delivery of services.
 - v. How, where, and from whom the district will provide services to eligible nonpublic school children.
 - vi. How the district will academically assess the services to eligible nonpublic school children and how it will use those results to improve Title I services.
 - vii. The size and scope of the equitable services the district will provide and the proportion of funds the district will allocate for these services.
- c. Section: 1120(b)(2) Consultation between LEA and nonpublic officials shall occur before the LEA makes any decisions that affect the opportunities of nonpublic students to participate in programs. The

consultation should be ongoing.

- d. LEA provides equitable service amount for eligible NP students (academically eligible students are served with the amount generated by the low-income student count)
- e. Public Control of Funds: a public LEA administers funds, materials, equipment, and property.

18. Fiscal Requirements (Section 1120)

- a. Section: 1120A(b) Supplement Not Supplant: District does not use Title I funds to replace programs and activities that are required by state or local law, to replace those that were previously supported by state or local funds, or use Title I funds to provide services for children participating in a Title I program that the LEA provided with non-federal funds to children not participating in Title I.
- b. Section: 1120A(c) Comparability: District uses Title I funds only if state and local services taken as a whole or in part are substantially comparable in each school. Comparability forms are completed annually, and submitted biennially to ODE for approval on even numbered fiscal years, e.g. FY12, FY14, etc.

19. Transitional and Support Services (Section 1422)

- a. Section: 1422(d) Transitional and supportive programs operated in local educational agencies under this subpart shall be designed primarily to meet the transitional and academic needs of students returning to local educational agencies or alternative education programs.
- b. Section: 1423(1)-(13) Services to neglected and delinquent (N/D) children show evidence of annual needs assessment (to meet the unique needs of these students); parental involvement; assessment of student progress; program evaluation; and coordination with appropriate local, state, and federal programs.

20. Program Requirements (Section 1423)

- a. Programming shall include efforts to include parents, as appropriate, in activities to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities.
- b. Section: 1424(1)-(5) Title I Part D funds are being utilized for programming that meets the requirements for the use of subpart 2 funds.
- c. Detailed formal agreements shall be developed regarding the programming to be offered utilizing Title I Part D Subpart 2 funds. Such agreements are to be signed by the Local Education Agency, the N/D institution representative and by the third party provider (i.e. ESC) if a third party provider is being utilized.
- d. The institution has evidence of assessment data that is utilized in determining program effectiveness.

21. School Improvement Sub A

- a. Implement the Ohio Improvement Process and its component parts as described in and required under Ohio's Differentiated Accountability model.

- b. In implementing school improvement plans, ensure that only high-quality providers and research-based practices are used in direct support of the building's school improvement plan action steps, and ensure that these providers have: access to district and building level data as requested by a service provider; and access to teachers and other district/school personnel as needed.
- c. Expend the funds within the award year in accordance with the school improvement components of the plan and required interventions as identified in the following documents: Priority Schools: Non-SIG funded priority schools requirements, Focus Schools: Focus schools requirements, Alert Schools: Alert Schools Requirements.

School-Wide Program Components

1. **Comprehensive Needs Assessment:** A comprehensive needs assessment includes an analysis of the entire school building based on student performance data and information in relation to the state standards for reading/language arts and mathematics, especially using disaggregated data (major racial/ethnic group, Limited English Proficient (LEP) status, children with disabilities compared to nondisabled children, and economically disadvantaged children compared to non-economically disadvantaged children).

Schoolwide Reform Strategies are activities that--

- Provide opportunities for all children to meet the State's proficient and advanced levels of student performance on the State assessments for reading and mathematics;
 - Use effective methods and instructional strategies that are scientifically research based that strengthen the core academic program, increase the amount and quality of learning time (such as through extended school year and before-and after-school and summer programs, and enriched and accelerated curricula) and provide strategies for meeting needs of historically underserved populations;
 - Address the needs of all children in the school, but particularly the needs of low-achieving children or those at risk of not meeting the state's academic standards for reading/language arts and mathematics and address how the school will determine if such needs have been met, and;
 - Are consistent with, and are designed to implement the State and local improvement plans and online CCIPs.
2. **Scientifically based research,** applies rigorous, objective procedures to obtain reliable and valid knowledge relevant to education activities and programs and includes research that –
 - Employs systematic, empirical, methods that draw on observation or experiment;
 - Involves rigorous data analysis that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - Relies on measurements or observational methods that provide valid data across evaluators and observers, across multiple measurements and observations, as well as across studies by the same or different investigators;
 - Is evaluated, using experimental or quasi-experimental designs, in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.
 Programs evaluated by:

1. Determining if an external evaluation of the program was conducted:
2. Locating reports on the program in peer-reviewed education journals:
3. Researching the proven effectiveness of the program compared to other programs:
4. Determining whether the program's effectiveness was compared against a controlled group;
5. Assuring the program is relevant to students and responds to ELA standards;
6. Assuring a reading program responds to the five essential components of reading development.

3. **Highly Qualified Professional Staff** – Teachers and paraprofessionals must meet the ODE HQ Teacher and Paraprofessional Requirements and Rubrics as explained on the ODE website.

4. **Title I Substitute Teacher Assignments** – In accordance with ORC 3319.10, OAC 3301-25-01 (E), and NCLB Section 1120, title I substitute teacher assignments for both public and nonpublic schools shall be equitable and timely. The LEA must provide a teacher replacement and/or a substitute if the current services provider is not able to provide services for an extended period of time. The nonpublic consultation process should include discussion and budget allowance for substitute cost which would encourage timely initiation of assigning a substitute to provide title I services.

Title I funded Teacher as a Substitute - In accordance with NCLB Section 1120A(b) and Non-Regulatory Guidance Title I Fiscal Issues: Supplement, Not Supplant-Part C, Title I teachers for both public and nonpublic schools shall not be used as substitute teachers unless other funds are used to pay the Title I teachers their regular daily salary and Title I services are not interrupted.

As a Rule: Title I Targeted Assistance teachers should not be used as substitutes on a regular basis.

5. **High Quality and ongoing Professional Development** are activities for teachers, principals, and paraprofessionals, and where appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student performance standards. Professional development should be driven by the comprehensive building needs assessment. The state requirements for professional development are located on the ODE Web site.

6. **Strategies to Attract Highly Qualified Teachers** - These are strategies that attract highly qualified teachers to high-need schools. Possible strategies may include but are not limited to-

- Merit based performance systems;
- Differential pay;
- Incentive programs;
- Professional development opportunities, including teacher mentoring programs;
- Scholarships; or
- Signing bonuses.

7. **Increased Parent Involvement** - Title I-funded districts must implement programs, activities, and procedures for the involvement of parents in Title I programs. Such programs must be planned with meaningful consultation with parents of Title I children.

8. **Preschool Transitions** - These are activities for assisting preschool children in the transition from early childhood programs (such as Head Start, Early Reading First, Even Start or preschool programs) to local elementary school programs.
9. **Assessment** - These are measures to ensure teachers are involved in the decisions regarding the use of State assessments to provide information on and to improve the performance of individual students and the overall instructional program.

In addition, teachers are encouraged to use other assessments to inform classroom instruction. Examples-- Running records, diagnostic tests, individual reading inventories, content-specific achievement tests, portfolio assessments, informal assessments (such as phonological awareness, alphabet recognition, word recognition, observation).

10. **Additional Assistance for Students who are Failing** - These are activities to ensure that students who experience difficulty mastering the state's performance standards for reading/language arts and mathematics during the course of the school year shall be provided with effective timely additional assistance, which must include measures to ensure students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance.
11. **Coordination of Programs** - This refers to the coordination and integration of federal, state, and local services and programs, including programs in the No Child Left Behind Act of 2001; violence prevention, nutrition, and housing programs; Head Start and Even Start; adult education, vocational and technical education, and job training programs.

Are there any other requirements of the School-wide

Besides describing how the school will implement the above 10 components, the School-wide plan must also:

- *Describe how the school building will use Title I and other resources to implement the required components;
- *Identify district, state, and other federal programs that will be included in the School-wide program; and
- *Describe how the school will provide individual student assessment results, including interpretation of these results, to parents in a language the parents can understand.

Curriculum and Instructional Approaches

Chillicothe City Schools are committed to providing a quality education to all of its students. Goals have been established to be in compliance with state and federal guidelines along with strategies and programs to assist in obtaining those goals. The following goal has been identified for all students and staff.

1. By 2018, all students will receive at or above expected growth in core academic areas on state and district assessments.

Title I Services:

Small Group Instruction:

Students can benefit from receiving additional instruction from the core classroom instruction in Reading and Math. Small groups are considered to be between 4-8 students.

In-class Interventions:

Schools will utilize inclusion as an instructional approach. The Title I teacher will assist the classroom teacher to provide additional instruction as needed. All students will be exposed to grade level content standards within the context of a regular classroom environment. Additional assistance will be given to students having difficulty mastering state academic content standards. Examples are guided reading and math groups. In an inclusion approach, it is important for both the Title I teacher and classroom teacher to have clearly defined expectations and roles. The role of the Title I teacher is to provide support and instruction in the classroom for students having difficulty.

Class Size Reduction

Some schools will have smaller classrooms for instruction to strengthen core learning programs and offer extended learning opportunities through additional intervention periods.

Extended Learning

Some children will receive extended learning opportunities through in-school intervention periods, an after school tutoring program for one hour three days a week and/or Summer School for 6wks during summer break.

Computer Assisted Learning

Students will receive additional learning opportunities through the use of computer programs. Programs work at each individual's learning and assist with continued student learning. Programs are Accelerated Reader, Accelerated Math, and FLEX Reading.

High Quality Professional Development

Chillicothe City Schools provide high quality and continuous professional development for teachers and staff through a partnership with Ohio University and Rio Grande University. Academic coaches provide on-going job embedded professional development throughout the year.

Evaluation

On going evaluations will be conducted to monitor student progress. These evaluations will be diagnostic assessments, common formative and summative unit assessments, in class assessments, and state tests. Teachers will work together in data teams to analyze data and plan for optimal student learning.

Title I services for Special Needs Students

Currently, IEP children can be served with Title I services. Buildings are encouraged to coordinate Title I and Special Education services to provide the optimal learning environment for students. Title I does not take the place of Special Education services and Title I services should not be primarily special education students.

CAPA

High School students are provided an alternative pathway to graduation through the CAPA program. Students have an alternative school day, receive their courses online and are provided assistance by reading and math teachers. Students in the CAPA have a student education plan, are assessed for deficiencies in Reading and Math, and monitored quarterly for progress. Progress reports are sent home quarterly.

Title I Curriculum Programs:

The following programs are provided through Title I funding. Each building is responsible for assuring that programs are implemented with fidelity and materials are inventoried annually.

Wilson Foundations: Phonics program for grades K-3. Regular classroom provide core and Tier I phonics instruction while Title teachers provide Tier II phonics instruction utilizing Wilson Foundations in coordination with the reading program.

TouchMath: Regular and Title I teachers were provided materials for TouchMath as a core and Tier I and II instructional strategy.

Renaissance Learning: STAR Early Literacy, STAR Math, STAR Reader, Accelerated Reader, and Accelerated Math are provided through Title I. STAR Assessments are used as universal screener, diagnostic assessment, and for progress monitoring students that have skill deficits or at-risk of failing. Accelerated Reader is an independent reading management program used to encourage and measure student independent reading practice. Accelerated Math is a computer assisted math program that can be used to support classroom instruction as well as student intervention.

FLEX Reading: Computer Assisted reading program for students below reading level in grades 7-12.

Sample Math: Math intervention program in grades K-12

Singapore Math: Math program for core and intervention classes to assist students with math word problems and math concepts.

Voyageur: Reading Intervention program

SRA Reading: Reading Intervention program

Math Manipulatives: Regular classroom and Title I intervention classes

Guided Reading Books: Regular classroom and Title I intervention classes

Please refer to the RTI Curriculum Model for programs utilized in the Tier I, II, and III. As with any model, the needs of the student and situation must be the determining factor for which program and services are best for the student. A team of classroom teachers, the Title I teacher, and parent should be involved in the decision.

Criteria for Identifying Students for Reading and Math Intervention at the beginning of the year and semester break

- STAR Early Literacy, STAR Reader, and STAR Math Results
- State Assessment Results
- Wilson Foundations PreAssessment results in grades K-3
- Classroom performance on district assessments from previous year and/or overall grade.
- Teacher Recommendation

* Once interventions have been established, they should be fluid to address students' needs as determined by their performance with the regular curriculum and grade level standards. Student list are evaluated at the end of the semester for students that have made needed progress and students that need interventions and have not received assistance to date. Continuous monitoring and teacher intervention are needed to insure students' yearly progress.

Procedures for Progress Monitoring Title I Served Students

Students receiving Title I services are to be progress monitored regularly using STAR Assessments and other assessments utilized in the intervention program provided to the student. Renaissance Learning site should be used to monitor student progress. To effectively progress monitor Title I teachers are expected to:

1. Create a goal and add an intervention into the program.
2. Test students using STAR Assessments every two to three weeks.
3. Run STAR progress monitoring reports to monitor student progress and to monitor effectiveness of current intervention.

*Once a student has been tested three times with an intervention, the program is able to project student progress with stated intervention. At that time the team can determine if the intervention is working, if another intervention should be added to the current intervention or if a different intervention should be used.

Title I Program Coordination

Public Preschool Grant

The Public Preschool Grant has an extensive parent program. Parents are involved in activities to help with their program, understand the developmental stages of their children, and prepare for the transition between preschool and kindergarten. A Literacy coach is assigned and coordinates preschool with public kindergarten classes.

Title II-A

Continuing the campaign to improve student achievement and ensure that all young children receive more individual attention, a long-term effort has been put in place by the district to reduce class sizes in grades one through three by using Title II-A funds.

Title III

Title III provides support for students whose English is a second language. Through our agreement with Central Ohio Educational Services Center, funds are utilized to provide assessment and curriculum materials for students that are not proficient with the English Language.

Homeless Grant

Children who are identified as Homeless under the Federal guidelines and definition for homeless will receive services through the Homeless program. Students are evaluated and receive tutoring services for the first six weeks that they attend school. If a need still persists after the six weeks are up, services continue to be offered to the student to ensure that they have the support available to help them be successful in school.

Title VIB - IDEA

Title I services are coordinated with Special Services to provide the most appropriate program for all students. Both programs work together to address the needs of all students and to maximize their efforts.

Title VIB – Rural

Title I services are coordinated with Rural and Low Income grant to maximize the resources for serving at-risk students. Rural and Low Income funds are utilized to support activities previously provided through Safe and Drug Free Schools. Funds are also utilized for drop-out prevention, enrichment, and innovative programming.

Title I and Classroom Teacher Coordination

The following activities represent classroom teachers and Title I teacher coordination activities:

- All students in a Title I building are benchmarked three times a year to determine academic levels and skill deficits.
- Classroom teachers and Title I teachers work together to determine student's educational needs and services that will be provided to address these needs. Title I teachers are included and participate in grade level and department meetings to determine services and interventions for students.
- Intervention and/or enrichment services are delivered using the district's Response to Intervention Model (RTI).
- Classroom teachers and Title I teachers meet weekly to plan and align instruction, interventions/enrichments, and core content standards for all students.
- Quarterly formal conferences at report card periods are held to discuss each child's progress.
- Grade Level/Departmental meetings are held to discuss specific children's progress.
- Classroom teachers and Title I teachers share information about student progress based on formative and summative data and instruction.
- Classroom teachers and Title I teachers work with their Building Leadership Team, administrator, and Director of Grants to evaluate the buildings progress towards stated goal and the effectiveness of implemented strategies and services. When determined needed, revisions are made to address the building and student needs.
- Suggestions for working effectively with parents are shared with classroom teachers and principals at the Title I schools. Our goal is to build a partnership between home and school. Parents are notified quarterly of their child's progress in Title I programs.

Chillicothe City Schools Title I Parent Involvement Policy

Public Meeting

Parents of children eligible for Title I service will be invited to an annual fall meeting to discuss program requirements and all aspects of the Title I program. Parents will be informed of the reasons for their child's participation, instructional objectives, and methods. At the fall meeting, the written Title I Parent Policy, (developed after consultation with and reviewed by parents of participating children), will be made available.

Training

Parents will be advised of specific ways to work with their children at home during workshops, at conferences, and through informational literature.

Staff involved in the program will have in-service opportunities designed to train them to work effectively with parents to enhance the home/school relationship.

Parent Involvement Activities

Title I parents will be consulted through a spring evaluation survey as to program planning, design and implementation. Opportunities for regular home/school communication meetings of Title I parents to provide input into the program will be provided, if parents so desire. Workshops and progress reports will also be utilized. These ongoing, means of consultation will enable parents and school to work together in partnership to better each child's education.

Communications

Parents lacking literary skills or whose native language is not English will have Title I information relayed to them in a different format (oral, written, or with the help of an interpreter if possible). If the school needs an interpreter, please call the Title I coordinator for assistance.

Parent Recommendations

Recommendations of Title I parents will receive timely responses.

Reporting

A minimum of one Title I parent/teacher conference will be scheduled each year. Other conferences may be requested by parents or teachers to discuss the child's progress, placement, and instructional methodology. A progress report will be provided every Title I child each grading period. Parents will be invited to observe the Title I classroom, and Title I personnel will be readily accessible to title I parents. Students achieving below grade level will be scheduled a minimum of at least two conferences per year.

Policy revised April 5, 2000.

The Title I program requires parent involvement.

The following activities represent Title I parent involvement:

During the school year, parents receive a parent handbook. The handbook contains suggestions for helping their child at home. At the workshop, parents are shown effective strategies to use with the child when assistance is needed.

- * Parent representatives from each participating school are involved in the planning, design, and implementation of the program in the spring.
- * Newsletters for parents are sent home during the school year. These articles also suggest ways in which parents can help their child become a more effective learner.
- * Parents are provided written reports concerning their child's reading progress during the year. Specific instructional objectives for the child are shared at the first conference.
- * Parents are involved in the evaluation of the Title I program by completing annual parent surveys.
- * All Title I parent recommendations are given a timely response. Title I parents may request additional involvement activities at their school.
- * Opportunities for regular meetings of Title I parents to formulate input into the Title I program will also be provided, if parents so desire.
- * Title I parents are welcome to visit the Title I classroom at any time.
- * Title I teachers are readily accessible to Title I parents.

Parent Compact

The purpose of the Parent Compact, found in section 118 of Public Law 103-382, is to build and foster the development of a school/parent partnership to help all children achieve the State's high standards. Parents, the child, and the teachers will share responsibility for improved student achievement.