

ROOTSTOWN LOCAL SCHOOLS TITLE I HANDBOOK 2020-2021



Proudly Serving ~

Rootstown Elementary School (K-2 Reading)

Rootstown Middle School (6-8 Mathematics)

Title I Teachers/Principals/Program Coordinator ~

Elem: Mrs. Coffman (coffman@roversk12.org)

Principal: Mr. Jeffrey Turner (turner@roversk12.org)

Middle School: Mrs. Innes (innes@roversk12.org)

Principal: Mr. Robert Campbell (campbell@roversk12.org)

Title I Program Coordinator - Dr. Terri Treharn (treharn@roversk12.org)



Title I Reading, Grades K-2

Kindergarten

Selection Criteria:

Students are selected for Title I services based on the following multi-criteria:

STAR Early Literacy [K-1]
Heggerty Baseline Assessments (s)
Previous Title I Services
Previous Retention or Placement

This year the cut off score will be below the 20th percentile of the total criterion scores.

If too many total criterion scores are identical within the 20th percentile, further investigation of the Heggerty Baseline Assessment will be utilized to determine eligibility. If needed, STAR scores will be looked at as a final determination.

Delivery System

Inclusion and/or Pull-out (small group)

Materials Used

Wilson FUNdations
Teacher supplemental materials

Progress Monitoring

All kindergarten students are tested with STAR Early Literacy – four times a year individual letters are sent to each Parent/Guardian.

Title I students have additional testing using STAR Early Literacy which will be done every three weeks. The scores are monitored to make changes in teaching strategies if progress is not evident.

Exit Policy

A discussion will be initiated with the classroom teacher for possible release from the Title 1 program for any student who shows growth on two consecutive tests. Additionally, if a student scores 6 months above current grade equivalent on two consecutive STAR tests, this too will initiate a conversation with the classroom teacher for potential release. If the classroom teacher, Title 1 teacher and scores indicate improvement, the child will be released from services.

Grade 1

Selection Criteria:

Students will be selected for Title I services for Grade 1 based on the following criteria:

STAR Early Literacy [K-1]
Sight Word Assessment [1]
Heggerty Baseline Assessment(s)
Previous Title I Services
Previous Retention or Placement

This year the cut off score will be below the 20th percentile of the total criterion scores.

If too many total criterion scores are identical within the 20th percentile, further investigation of the Heggerty Baseline Assessment will be utilized to determine eligibility. If needed, STAR scores will be looked at as a final determination.

Delivery System

Inclusion and/or Pull-out (small group)

Materials Used

Wilson FUNdations
Teacher supplemental materials

Progress Monitoring

All first grade students are tested with STAR Early Literacy – four times a year individual letters are sent to each Parent/Guardian.

Title I students have additional testing using STAR Early Literacy which will be done every three weeks. The scores are monitored to make changes in teaching strategies if progress is not evident.

Exit Policy

A discussion will be initiated with the classroom teacher for possible release from the Title 1 program for any student who shows growth on two consecutive tests. Additionally, if a student scores 6 months above current grade equivalent on two consecutive STAR tests, this too will initiate a conversation with the classroom teacher for potential release. If the classroom teacher, Title 1 teacher and scores indicate improvement, the child will be released from services.

Grade 2

Assessments:

Students will be selected for Title I services for Grade 2 based on the following criteria:

STAR Reading Enterprise [2]
Dibels Assessment [2]
Heggerty Screener
Previous Title I Services
Previous Retention or Placement

This year the cut off score will be below the 20th percentile of the total criterion scores.

If too many total criterion scores are identical within the 20th percentile, further investigation of the Heggerty Screener will be utilized to determine eligibility. If needed, STAR scores will be looked at as a final determination.

Delivery System

Inclusion and/or Pull-out (small group)

Materials Used

Wilson FUNdations
Teacher supplemental materials

Progress Monitoring

All second grade students are tested with STAR Reading Enterprise – four times a year
individual letters are sent to each Parent/Guardian.

Title I students have additional testing using STAR Reading Enterprise which will be done every three weeks. The scores are monitored to make changes in teaching strategies if progress is not evident.

Exit Policy

A discussion will be initiated with the classroom teacher for possible release from the Title 1 program for any student who shows growth on two consecutive tests. Additionally, if a student scores 6 months above current grade equivalent on two consecutive STAR tests, this too will initiate a conversation with the classroom teacher for potential release. If the classroom teacher, Title 1 teacher and scores indicate improvement, the child will be released from services.



Title I Mathematics, Grades 6-8

Grade 6

Assessments:

Students are selected for Title I services based on the following multi-criteria:

End of Year Assessment (Gr 5 Investigations)
STAR Math Enterprise Score(s)
Previous Title I Services
Previous Retention or Placement
All were included for the selection of Title I students

If too many total criterion scores are identical within the 20th percentile, further investigation of the beginning inventory test will be utilized to determine eligibility. If needed, the STAR tests will then be looked at too.

Delivery System

Inclusion and/or Pull-out (small group)

Materials Used

Curriculum developed to parallel the CPM series

Progress Monitoring

All grade 6 students are tested with STAR – four times a year individual letters are sent to each Parent/Guardian.

Exit Policy

STAR tests will be administered at both the interim and end of the grading period. A discussion with the classroom teacher for possible release from the Title I program will be initiated when students show growth on two consecutive tests.

If the classroom teacher, Title I teacher and scores indicate improvement, the child will be released from services.

Grade 7

Assessments:

Students are selected for Title I services based on the following multi-criteria:

End of Year Assessment (Gr 6 CPM)

STAR Math Enterprise Score(s)

Previous Title I Services

Previous Retention or Placement

All were included for the selection of Title I students

If too many total criterion scores are identical within the 20th percentile, further investigation of the beginning inventory test will be utilized to determine eligibility. If needed, the STAR tests will then be looked at too.

Delivery System

Inclusion and/or Pull-out (small group)

Materials Used

Curriculum developed to parallel the CPM series

Progress Monitoring

All grade 7 students are tested with STAR – four times a year individual letters are sent to each Parent/Guardian.

Exit Policy

STAR tests will be administered at both the interim and end of the grading period. A discussion with the classroom teacher for possible release from the Title I program will be initiated when students show growth on two consecutive tests.

If the classroom teacher, Title I teacher and scores indicate improvement, the child will be released from services.

Grade 8

Assessments:

Students are selected for Title I services based on the following multi-criteria:

End of Year Assessment (Gr 7 CPM)

STAR Math Enterprise Score(s)

Previous Title I Services

Previous Retention or Placement

All were included for the selection of Title I students

If too many total criterion scores are identical within the 20th percentile, further investigation of the beginning inventory test will be utilized to determine eligibility. If needed, the STAR tests will then be looked at too.

Delivery System

Inclusion and/or Pull-out (small group)

Materials Used

Curriculum developed to parallel the CPM series

Progress Monitoring

All grade 8 students are tested with STAR – four times a year individual letters are sent to each Parent/Guardian.

Exit Policy

STAR tests will be administered at both the interim and end of the grading period. A discussion with the classroom teacher for possible release from the Title I program will be initiated when students show growth on two consecutive tests.

If the classroom teacher, Title I teacher and scores indicate improvement, the child will be released from services.



Parent Involvement Procedure

All parents want the best for their children and can help them succeed.

1. Parent involvement benefits children all the way through school.
2. No parent is too busy or too poor to become involved in their child's education.
3. We owe parents respect for the jobs they are doing, many times under difficult conditions.
4. Children do their best when parents are enabled to act as:
 - *teachers – helping children at home
 - *supporters – contributing to their skills at school
 - *advocates – helping children receive fair treatment
 - *decision makers – participate in joint problem solving.

Putting beliefs into practice, program activities:

1. Letters notifying parents of student selection for Title 1 service and the reason for the selection.
2. Informing parents of instructional goals and objectives.
3. Student progress reports each grading period.
4. Practical suggestions parents can use without any special training.
5. Scheduling conferences once each year and upon request.
6. Responding in a timely way to parent communications and recommendations.
7. Parent input through surveys on planning, development, & operation of Title 1.
8. Fall parent meeting to describe the program & parent involvement opportunities.
9. Coordination with Title 1 staff, classroom teachers, and principal.
10. A Spring Parent-Student Education Night will be held for parents and their child.
11. Games focusing on current skills will be sent home monthly. (*Elem)
12. Pouches with on-level reading books will be sent home nightly. (*Elem)
13. Emails will be sent as notification to parents when STAR progress reports are coming home.



October 5, 2021

Parent School Compact

This compact is designed to build a partnership between the school, parents, and students in order to help Title I student success throughout this school year. Parents have the right to ask about teacher qualifications. We want the best education for our children!

PARENT/GUARDIAN

I will support my child's learning by:

- Helping my child arrive on time for school and ready to learn
- Providing a quiet area for my child to do schoolwork and make sure it is completed
- Communicating with teachers and staff, and attend parent-teacher conferences
- Encourage a positive attitude toward school
- Helping my child learn to resolve conflicts in positive ways
- Providing a healthy environment for my child

STUDENT

I will work to improve my school work by:

- Attending school regularly
- Finishing schoolwork to the best of my ability
- Obeying school and classroom rules
- Respecting and cooperating with other students and adults
- Bring needed supplies to class

TEACHER/STAFF

The entire school staff will share the responsibility for improved student achievement. I will:

- Have high expectations for myself, students, and fellow staff members
- Demonstrate care and concern for each student while respecting differences
- Make good use of academic learning time
- Provide meaningful learning experiences by constructing lessons with clear objectives

Message from the principal

I support this form of parental involvement. I will:

- Provide opportunities to be involved in the school and students' education
- Encourage positive communication between the teacher, parent, and student
- Encourage homework assignments that reinforce classroom instruction