

Title 1 Parent Handbook



Partners in Learning

2023-2024

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.

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 are sent home with your child.
2. In the spring, a 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. If you have an interest in visiting the school or meeting with your child's Title I teacher, please contact them directly or leave a message in the school office to make those arrangements.
4. Parent-Teacher conferences are held during the year concerning student progress.
5. Progress monitoring data is available to parents of Title I students each quarter.

Other information is 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 - 1000.

Sincerely,

Kristen Holly

Kristen Holly
Assistant Superintendent for Student Services
Charleston Community Unit #1 Schools

DISTRICT TITLE I SERVICES

Mark Twain Elementary School (K)

1. Kindergarten: Reading Intervention Groups
2. Kindergarten: Math Intervention Groups

Carl Sandburg Elementary School (1-3)

1. Grades 1-3: Reading Intervention Groups
2. Grade 1-3: Math Intervention Groups

Ashmore Elementary School (K-4)

1. Grades K-4: Reading Intervention Groups
2. Grades K-4: Math Intervention Groups

Jefferson Elementary School (4-6)

1. Grades 4-6: Reading Intervention Groups
2. Grades 4-6: Math Intervention Groups

Charleston Middle School (7-8)

1. Grades 7-8: Reading Intervention Groups
2. Grades 7-8: i-Ready Math Intervention

Kindergarten

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 and Ashmore Elementary School includes the following:

- children who score below benchmark on the beginning of the year kindergarten screening; and some of those who fall below benchmark on AIMSweb screening throughout the year.

About the Curriculum

At the kindergarten level, the focus of reading interventions may include: letter names and sounds, rhyming, listening, language experiences, concepts about print, word knowledge and phonemic awareness, making and breaking words, word families, basic sight words, reading level A, B, and C books, and writing. The focus of math interventions may include: number and operations, geometry, and measurement.

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.

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.

First Grade -Third Grade

Literacy and Math Intervention Groups

Title I Student Selection

The Title I reading and math interventions target those students who have been identified as needing additional support in reading, writing, and math at Carl Sandburg Elementary School and Ashmore Elementary School. Students are chosen by:

- Teacher referrals
- Low classroom achievement
- Results of test screenings (MAP)
- Text reading level/comprehension
- Bridges Math Intervention Placement Assessments

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

About the Curriculum/ Program Delivery

Title I reading and math interventions are designed to meet each child's individual needs, so students are grouped according to their academic levels.

A daily lesson may include the following components:

- Text reading
- Comprehension strategies
- Fluency
- Working with Words
- Written response
- Guided & Independent Practice in Math

Monitoring Student Progress and Exiting

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.

Fourth Grade – Sixth Grade

Literacy and Math Intervention Groups

Title I Student Selection

The Title I interventions target those students who are identified as needing additional support in reading and math at Jefferson Elementary School and Ashmore Elementary School. The selection process begins with assessing students. Students are considered for selection who perform below benchmarks on the:

- MAP test
- Running Records
- Bridges Math Intervention Placement Assessments
- Teacher Recommendation

The Title I teacher selects students with the greatest need for intervention with consideration to scheduling and availability of services. The Title I teacher notifies parents when children are selected for the program.

About the Curriculum

The Title I interventions are designed to meet the needs of individual students to maximize student growth. In the area of reading, comprehension, vocabulary, word study, and fluency are possible interventions. Daily lessons may include text reading, discussions, close reading, vocabulary, fluency, and writing. Title I math intervention lessons include concept development, guided practice, "think-alouds," and independent practice. Students do not receive homework support as students from multiple classes may be in one group. Pre-tests and post-tests are given to check for mastery or need for reteaching.

Title I interventions may be delivered in different formats to meet students' needs and other scheduling requirements. Primarily, Pull Out groups are arranged with the Title I teacher or paraprofessional. Push In times may be arranged to facilitate small group interventions within a classroom.

Monitoring Student Progress and Exiting

Title I teachers and classroom teachers monitor student progress throughout the year. Students who demonstrate favorable progress with grade level materials on multiple assessments will exit the intervention. Classroom and Title I teachers decide together.

Classroom teachers monitor students for continued growth. They may receive support again if they meet the eligibility requirements.

Seventh Grade and Eighth Grade

Literacy and Math Intervention Groups

Title I Student Selection

The Title I interventions target those students who are identified as needing additional support in reading and math at Charleston Middle School. The selection process begins with assessing students. Students are considered for selection who perform below benchmarks on the:

- MAP test
- Running Records
- i-Ready Diagnostic Screener
- Teacher Recommendation

The Title I teacher selects students with the greatest need for intervention with consideration to scheduling and availability of services. The Title I teacher and/or administrator notifies parents when children are selected for the program.

About the Curriculum

The Title I interventions are designed to meet the needs of individual students to maximize student growth.

RtI Reading instruction/lessons include text reading, discussions, close reading, vocabulary, fluency, word work and written responses to texts. Progress monitoring is done by the Title teacher every 3 to 4 weeks with the Fountas and Pinnell Assessment Kit to assess growth.

RtI Math instruction/lessons include i-Ready individualized pathways for each student (computer based), teacher instruction as needed while working within a pathway, and small group/one-on-one lessons on math concepts needing further practice. The I-Ready diagnostic/growth assessment is done three times within the year to assess growth (beginning of the year, winter, spring).

Exiting the Program

Title I teachers and classroom teachers monitor student progress throughout the year, both formally and informally. Students who demonstrate favorable progress with grade level materials on multiple assessments will exit the intervention. Classroom and Title I teachers decide together. Parents may also request removal from the program.

Even after exiting the program, classroom teachers continue to monitor students for continued growth. They may receive support again if they meet the eligibility requirements.

PARENTAL INVOLVEMENT

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

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

How can parents get involved?

- Parents can take part in Title I activities.
- Attend Parent-Teacher conferences, open house meetings, and special meetings/programs with Title I teachers.
- If you have any questions or concerns PLEASE feel free to call us.
- Please assist your child with daily homework assignments.
- Encourage conversation with your child about school.

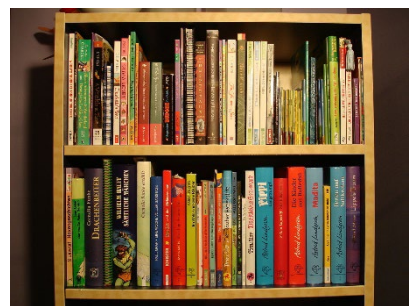
Your input is of great importance to us, as we want you to feel welcome in being involved in your child's education. We are looking forward to working with your child this year and want to thank you in advance for your assistance and cooperation.

Sincerely,

The Charleston CUSD #1 Title I Staff

Reading Is Cool at Home or at School

1. **Set up a routine for reading daily.** Make it a quiet time in which you and your child are reading.
2. **Allow your child to choose.** Reading whether it is a newspaper, magazine, books, etc. is beneficial for your child. It is okay and even beneficial to reread their favorites.
3. **Write.** Let their imagination run wild with a story he/she has in his/her head. Then read it.
4. **Read with your child.** Sometimes the book he/she wants to read is a bit challenging. Reading together meets her need to read a book of his/her interest. Share your opinions and thinking about your reading too.
5. **Talk with your child.** Ask questions and encourage answers that are more than one word.
6. **Ask your child about what he/she read on his/her own.** What did you like or dislike? What was right or wrong about the book? Why did you think that way?
7. **Keep your child active.** Going to new places and experiencing new things builds schema or background knowledge that he or she can bring to books later.
8. **Visit the public library** and let your child check out a book. It is a perfect place to experience the culture of reading. Plus, the library offers reading incentive programs that may help motivate your child.
9. **Let your child see you read.**
10. **Have fun.** Who knows what places you'll go, the people you'll meet, or the adventures you'll have between the covers of a book!!



**TITLE I COMPACT
PARTNERS IN LEARNING (K-3)**

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. Sign your section. Then return it to school.

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 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_____

TITLE I COMPACT PARTNERS IN LEARNING (4-8)

We are all working together to make this school year successful for everyone. The following agreement will help us set goals to make this possible. Please read the Compact with your student, sign, and return it to the Title I Teacher.

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. Encourage my child to read daily.

Parent/Guardian Signature_____

Student Section

I want to succeed academically and will do the following:

1. Attend school every day and be prepared to learn.
2. Participate in group discussions and complete written activities with a positive attitude.
3. Discuss personal goals and expectations with adults.

Student Signature_____

Title I Teacher 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 Section

I want your child to succeed academically 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_____

Assistant Principal Signature_____