

TITLE I

**Title I Information
Parent-School Compact
Parent Right to Know
Parent Involvement in Education**



Kenton City Schools

222 West Carrol Street
Kenton, Ohio 43326
419-673-0775

Updated 8/2018

TITLE I



Dear Parents:

We would like to welcome you and your child to Kenton City Schools' Title I program. We are excited to work with you on this important partnership of learning. This handbook is provided to help you understand the Title I program currently operating in our school district. Please take a few minutes and read about our program and how our service model is designed to help all students.

Currently Kenton Elementary School is providing Title I instruction and intervention in English-Language Arts and Mathematics. We are providing additional support in both areas.

We encourage you to consider participating on a building level Parent Involvement Committee. Committee members provide input about our Title I program and give us ideas for Title I Family Engagement events. If you would like to get involved, please contact Michelle Wise at 419-673-7248. We value input from our parents and community.

On behalf of Kenton City Schools, we wish you and your child a successful year of learning. We thank you for your support and engagement in our Title I program.

Sincerely,

KCS Title I Department

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Purpose:

Title I is a federal grant program designed to provide additional academic support and learning opportunities to help low-income and low-achieving children master challenging curricula and meet state standards in core academic subjects. Kenton Elementary students benefit from additional instruction in reading and mathematics, as well as after school and summer programs to extend and reinforce the regular school curriculum.

The parent handbook is provided to inform parents of the Title I programs within the Kenton City School District. Title I programs are planned through a series of steps. Students are identified through student performance on state and district assessments. Through the vision of the Ohio Improvement Process (OIP), a needs assessment is completed to determine needed changes that are necessary to meet educational standards. Teachers, staff, and parents then work together to determine how to best meet the needs identified through the assessment.

Title I is the largest federal aid program for public schools in the United States. Today, Title I is part of the Every Student Succeeds Act, but originated from the Elementary and Secondary Education Act of 1965 (ESEA) as part of President Lyndon B. Johnson's "War on Poverty". Title I provides federal funds to schools with high percentages of low-income students. These funds pay for extra educational services to help at-risk students achieve and succeed regardless of any disadvantages through no fault of their own.

Title I is a federal entitlement program that gives funds to schools in need based on student enrollment, the free and reduced lunch percentage for each school, and other informative data. The US Department of Education distributes Title I funds to State Departments of Education that, in turn, distribute the funds to individual school districts. Each school district divides its funding among qualifying schools based on their numbers of low-income children. In addition, under Title I, participating school districts must provide supplemental educational services for eligible private school students.

Title I at Kenton Elementary School is a school-wide program. School-wide programs were first authorized under Title I of the Elementary and Secondary Education Act of 1978. A school-wide program is a comprehensive reform strategy designed to enhance the entire educational program in a Title I school. School-wide programs offer all students in the building the chance to learn with a far wider array of options. The emphasis in school-wide buildings is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. School-wide programs maximize the impact of Title I.

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Service Model:

The Title I program is a combination of pull-out and push-in. The push-in model allows the students participating in the Title I program to remain in the general education classroom; the Title I teacher goes into the classroom to provide extra support. The pull-out model allows the student to move to another classroom setting for small group or individual instruction. As previously stated, in both settings the instruction must be supplemental. This means that your child's Title I teacher will provide additional instruction based upon educational need using evidence-based strategies and interventions.

Response to Intervention (RTI)

Kenton Elementary School utilizes a RTI program. The classroom teachers, educational assistants, and Title I teacher work together to provide the needed support to students during classroom instruction and intervention. When necessary, the Title I teacher will work with the classroom teacher to provide additional instruction. All students will be exposed to grade level content standards within the context of a regular classroom, in addition to intervention that will be given to students having difficulty mastering the content.

Class-Size Reduction

Kenton Elementary School will have a smaller student ratio for instruction to strengthen student academic development and offer extended learning opportunities through additional intervention periods. Classroom reduction often occurs with the use of the push-in model of co-teaching. Multiple classrooms in Kenton have two teachers providing instruction and remediation. The use of the Title I teacher to co-teach is an evidence based best practice utilized to help the students.

Small Group Interventions

Some students benefit from receiving additional small group instruction in reading and math. Small groups are considered to be between 3-8 students.

Computer Assisted Learning

Students will receive additional learning opportunities through the use of computer programs. Programs assist students at their individual learning level and promote continued student learning. Programs currently being used are Moby Max, Reading Counts, and RAZ Kids.

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English Language Arts:

Our teachers use the Leveled Literacy Intervention program as the foundation for their work with our students during Tier II instruction. An overview of this high-quality research based program is provided below.

LEVELED LITERACY INTERVENTION:

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small group, supplementary literacy intervention designed to help teachers provide powerful, daily, small group instruction. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing. The lessons also help students expand their knowledge of language and how words work. The goal of LLI is to bring students to grade level achievement in reading. Lessons across the seven systems progress from level A (beginning reading in kindergarten) through level Z (represents competencies at the middle and secondary school level) on the F&P Text Level Gradient. LLI is designed to be used with small groups of students who need intensive support to achieve grade-level competency (<http://www.fountasandpinnell.com/lli/>).

Each Level of LLI provides:

- Combination of reading, writing, and phonics/word study.
- Emphasis on teaching comprehension strategies.
- Explicit attention to genre and to the features of nonfiction and fiction text.
- Special attention to disciplinary reading, literature, inquiry, and writing about reading.
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words “work.”
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.
- Explicit teaching for fluent and phrased reading.
- Use of writing about reading for the purpose of communications and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.

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Mathematics:

Moby Max:

Moby Max finds and fixes missing math skills that are essential for math comprehension. Students increase an average of 1.5 grade levels with just 40 hours of practice. Moby Max is a comprehensive math curriculum for kindergarten to 8th grade students (<https://www.mobymax.com/curriculum/overview>).

Find and Fix Cycle

The primary reason that Moby Max is so effective is because students do not use time practicing material they have already mastered. Instead, Moby Max targets areas where students are struggling and allows students to progress immediately once mastery is achieved.

Continuous Progress Monitoring

Moby Max finds missing math skills with a quick, efficient placement test. Perhaps just as important, Moby Max continually updates each student's progress during practice and review to give you a current view of your child's progress.

Teach Me, Feedback, and Read Aloud

The program has been made more efficient by breaking math concepts into small, achievable skills and creating lesson topics that consist of a short animated Teach Me with targeted practice problems. All problems have instant feedback and all parts of the problem have a read aloud icon for students to listen as well as read.

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Assessments:

Grade Level	Assessment	Date	Reporting	Purpose
Kindergarten	KRA-L LLI Benchmark/DRA AIMSweb Full Reading Diagnostic Full Math Diagnostic	Due November 1 Jan, March, May Sept, Jan, May Aug and April Aug and April	State/EMIS District District District/eTPES District/eTPES	3rd Gd Guarantee Intervention Intervention OTES OTES
First Grade	DRA/RI/LLI Benchmark Reading Diagnostic Screener AIMSweb Full Reading Diagnostic Full Math Diagnostic	Aug, Jan, May Due by Sept. 30 Sept, Jan, May Aug and April Aug and April	District State/EMIS District District/eTPES District/eTPES	Intervention 3rd Gd Guarantee Intervention OTES OTES
Second Grade	Reading Diagnostic Screener AIMSweb LLI Benchmark/RI IOWA Form A Pro-Core (ELA, Math, SS, Science)	Due Sept. 30 Sept, Jan, May Aug, Jan, May Spring Aug and April	State/EMIS District District District/State/EMIS District/eTPES	3rd Gd. Guarantee Intervention Intervention Gifted Screening OTES
Third Grade	Reading Diagnostic Screener AIMSweb RI Ohio Grade 3 Fall Assess. ELA Ohio Grade 3 Spring Assess. ELA Ohio Grade 3 Spring Assess. Math Pro-Core (ELA, Math, SS, Science) IOWA Form F (Alt State Reading)	Due by Sept. 30 Sept, Jan, May Aug., Jan., May November March-May March-May Aug and April Winter, Spring, Summer	State/EMIS District District State/EMIS State/EMIS State/EMIS District/eTPES State/EMIS/District	3rd Gd Guarantee Intervention Intervention 3rd Gd Guarantee 3rd Gd Guarantee State Assessment OTES 3rd Gd Guarantee
Fourth Grade	Aimsweb RI Ohio Grade 4 Spring Assess. ELA Ohio Grade 4 Spring Assess. Math Pro-Core (ELA, Math, SS, Science) (if not value added)	Sept, Jan, May Aug, Jan, May March-May March-May Aug and April	District District State/EMIS State/EMIS District/eTPES	Intervention Intervention State Assessment State Assessment OTES

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Assessments:

Grade Level	Assessment	Date	Reporting	Purpose
Fifth Grade	Aimsweb	Sept, Jan, May	District	Intervention
	RI	Aug, Jan, May	District	Intervention
	Ohio Grade 5 Spring Assess. ELA	March-May	State/EMIS	State Assessment
	Ohio Grade 5 Spring Assess. Math	March-May	State/EMIS	State Assessment
	Ohio Grade 5 Spring Assess. Sci. Pro-Core (ELA, Math, SS, Science) (if not value added)	March-May	State/EMIS	State Assessment
IOWA From E Complete Battery	Aug and April	District/eTPES	OTES	
		Fall	District/State/EMIS	Gifted Screening
Sixth Grade	Aimsweb	Sept, Jan, May	District	Intervention
	RI	Aug, Jan, May	District	Intervention
	Ohio Grade 6 Spring Assess. ELA	March-May	State/EMIS	State Assessment
	Ohio Grade 6 Spring Assess. Math	March-May	State/EMIS	State Assessment
	Pro-Core (ELA, Math, SS, Science) (if not value added)	Aug and April	District/eTPES	OTES

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Student Selection:

Title I provides assistance to all children who have difficulty in math and/or reading. The staff continually evaluates student performance on state and district assessments to ensure the needs of all students are met. A tiered Response to Intervention (RTI) model is used at Kenton Elementary School. Title I staff work with teachers to ensure best practices are being used, and that identified students meet their reading and math goals.

Parents Right to Know:

The federal Every Student Succeeds Act (ESSA) requires that any school district receiving Title I funds must notify parents of each student attending any school receiving Title I funds that they may request, and the district will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- I. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- II. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- III. Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- IV. Whether your child is provided services by paraprofessionals and, if so, their qualifications

In addition, if a child is assigned or taught by a teacher who is not “highly qualified” for four or more consecutive weeks, the parents must receive timely notice.

These and other communications with parents must be in an understandable and uniform format and in a language the parents can understand. If there is no other way to provide the information it should be provided in verbal or visual translation.

Requests must be in writing to the principal

Shared Responsibility:

A school-student-parent handbook outlines how the staff, student, and parent share the responsibility for student achievement when a child is enrolled in a Title I school. Ongoing communication between parents and the school, such as parent-teacher conferences, progress reports and phone calls/emails will keep the school and parent informed about student progress. Our school district is committed to two-way communication.

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Parent Involvement:

Title I requires an annual public meeting be held to disseminate information about the program. Our district also plans Family Nights to provide an opportunity for families to learn how student learning in literacy and mathematics can be supported at home. Each year we ask parents to complete a survey and return it to school before the end of the school year. This survey helps us identify the strengths and weaknesses of our current Title I program and make revisions as needed for the next year. All students in a school-wide program may benefit from Title I services.

By working with teachers and reinforcing and promoting learning objectives in the home, parents can dramatically improve their children's educational achievement. Research confirms that parental consultation and involvement are key ingredients in successful educational programs.

Kenton City Schools School-Wide Title Program will include these activities in its program:

1. At least one public meeting will be held annually to explain the School-Wide Title I Program.
 - 1.1. All parents will be invited.
 - 1.2. Community members of the Kenton City Schools will be encouraged to participate.
 - 1.3. The purpose of the meeting shall be to discuss with parents the programs and activities carried out with School-Wide Title funding, inform parents of their rights to consult in the design and implementation of School-Wide Title projects, solicit their input, and provide parents an opportunity to establish mechanisms for maintaining on-going communications among parents, teachers, and administrators.
2. Parent's suggestions in planning, developing, and implementing the School-Wide Title Program
3. Timely information, materials, and suggestions will be provided to help parents promote education in their homes.
4. Copies of this policy will be posted on the school website.

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KES SCHOOL-STUDENT-PARENT COMPACT

Dear Families:

The purpose of a School-Student-Parent compact is to foster student achievement. Responsibility for improved student achievement is shared by the teachers, student and parent. It is the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the state's academic achievement standards. It is the parent's responsibility to encourage and monitor student progress. It is the student's responsibility to put forth effort and engage in the learning activities that are provided.

Teacher Activities

- I will provide a safe and caring learning environment where each child will learn to be responsible for his/her own behavior and learning.
- I will follow the district curriculum designed to meet the needs of the children and make curriculum known to parents.
- I will respect each child as an individual, each with his or her unique talents and abilities.
- I will communicate progress to students and parents on a regular basis.
- I will schedule parent/teacher conferences to accommodate parent schedules.

Teacher: _____ Date: _____

Parent Activities

- I will encourage my child's efforts in school.
- I will monitor my child's school progress, attendance, and homework assignments
- I will provide my child with a quiet, comfortable place to complete homework and study.
- I will try to attend school functions (Open House, Family Nights, Music Programs) and volunteer in my child's classroom.

Parent: _____ Date: _____

Student Activities

- I will show respect for other students and teachers by listening and participating.
- I will attend school regularly and complete my daily assignments at school.
- I will ask questions when I do not understand.

Student: _____ Date: _____

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Program Coordination:

Early Childhood Education Grant

The Early Childhood Education Grant has an extensive parent program. Parents are involved in activities to help their program, understand the developmental stages of their children, and prepare for the transition between preschool and kindergarten.

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 kindergarten through second grade by using Title II-A funds.

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 services are coordinated with the 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.