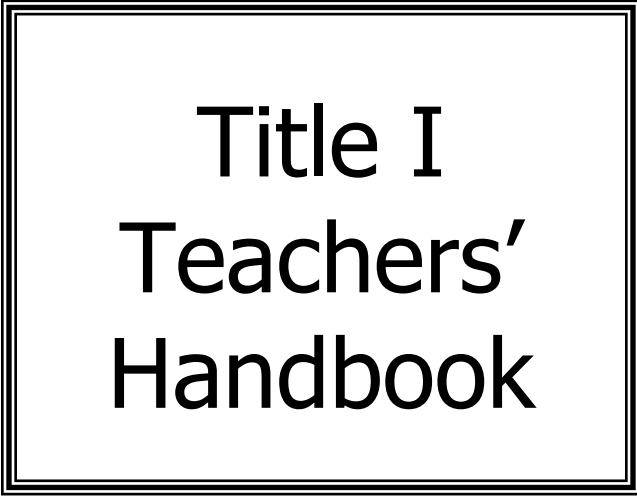


Paxton-Buckley-Loda
School District #10

A rectangular box with a double-line border containing the text "Title I Teachers' Handbook".

Title I
Teachers'
Handbook

Mike Brehm, Director

Mary Jo Pavidon – Clara Peterson, Reading Improvement Specialist

Peggy Seibring – Eastlawn Grade School

Kathy Green – Clara Peterson & Eastlawn Grade School

Carol Thilmony – Eastlawn Grade School

Frances Vaughn – St. John's Lutheran

TITLE I GUIDELINES

In Accordance with New Federal Regulations and Guidelines:

I. Criteria for Selecting Title I Students

- A. First grade students scoring at or below the mean of the ISEL or MAP. Second through fifth grade students scoring at or below 30% on either the Total Reading or Total Math subtest of the MAP. For new students, the previous year's achievement scores will be used. If scores are not available, Title I staff will administer an appropriate achievement test.
- B. A Title I Referral Form must be completed for each eligible student. This should be completed cooperatively between the Title I teacher and the classroom teacher.
- C. All students eligible for Title I services (as determined by A& B above) will be served according to “greatest educational need.”
- D. A ranked order/priority list will then be established for each school. The Title I Director and Title I teacher will each have a copy of this list .
- E. If there are more students needing Title I services than class slots available, a waiting list will be established. The waiting list will also be based on “greatest educational need” using the priority ranking.
- F. Students enrolling during the year who need Title I services (as determined by B above) should be added to the priority list.
- G. Decisions will be based on the Title I teacher’s professional judgment.

II. Dual Services

- A. Students who meet the criteria to receive Title I services and who have an Individualized Education Plan (IEP) can receive Title I services.

III. Scheduling of Students

- A. Students will be served and scheduled according to the students’ educational needs with supplemental instruction from the Title I teachers.
- B. Length of class
 - Pullout: 15-30 minutes, 2-5 days per week, depending on number of students in class
 - Inclusion: 25-300 minutes per week

Extended Day: 15-25 minutes, 2-5 days per week, depending on number of students in class

- C. The Title I teacher will teach the same amount of hours as the regular classroom teacher in the school building.
- D. The Title I teacher is entitled to planning time that is comparable in length to that of the classroom teacher.

IV. Class Size

- A. Educational Need(s) of student(s) (some students may need individual instruction) should be taken into consideration when determining the size of the Title I class.
- B. Class size can range from 1-6 students (pullout or extended day) but are flexible based on student needs.
- C. Decisions should be based on the Title I teacher's and director's professional judgment.

V. Exit Criteria

- A. Criteria for "exiting" Title I program:
Students may be dismissed from the Title I program for the following reasons:
 - 1. Students are able to successfully function in the classroom without Title I support as determined by
 - a. Student must score on or above current grade level on appropriate standardized test.
 - AND/OR
 - b. Both the Title I teacher and classroom teacher agree that the child can be dismissed from the program.
 - 2. Parent(s) request that the child returns to the regular classroom.
 - 3. Excessive absenteeism as defined as 30 days or more per semester due to truancy, continued suspension or expulsion.
- B. Procedure
Parents will be notified when the student is released from the program.

VI. Sustained Effects

Reading and/or Math Spring Achievement Scores of students exiting Title I classes when they are successfully functioning at grade level or when they have completed fifth grade, are kept for the following three years. Records are also maintained for students who are no longer receiving Title I services because they are low on the prioritized list. This data is used to determine if these students are maintaining grade level achievement.

VII. *Program Improvement*

Illinois state plan for Program Improvement: Title I, ISEA

A. PURPOSE

LEAs (Local Education Agency) are now required to use evaluation results for program improvement purposes. The LEAs must annually identify any school building where the achievement of Title I children has shown inadequate improvement. (This data may be compiled from the information on page 13.) To assure that existing and expanded services are effective, the law specifies that schools where Title I services are not resulting in gains are to be identified. Aggregate student achievement levels will receive technical assistance until such gains occur and are sustained.

B. DETERMINATION OF SCHOOLS IN NEED OF IMPROVEMENT

LEAs shall conduct an annual review of the effectiveness of its Title I project in improving student performances in skills as measured by aggregate performance and the desired outcomes described in the school district's application. Post-test scores of Title I participants are compared with pre-test scores. Gains should be positive and large enough to be meaningful when compared to state and national gains.

C. PROGRAM IMPROVEMENT PLAN

School districts shall develop and implement a plan of program improvement for subject area(s), identified as the primary focus in each school building, that show no improvement or decline in aggregate performance of participating children for a twelve-month period, as evidenced by the following:

1. The gain in aggregate performance as measured in percentiles for participating children in an individual school building between annual testing dates; or
2. Using individual student data, the evaluation results show gains in the %tile score of the participating children between annual testing dates; or
3. The aggregate scores by grade level in an individual school building show a gain in the percentile scores of participating children in more than one-third of the grade levels between annual testing dates.

COMBINATION SIMULTANEOUS/SEQUENTIAL SELECTION PROCEDURE

USING MULTIPLE CRITERIA

The selection for participation in the Title I program is based on the following criteria.

<u>Types of Data</u>	<u>Cutoff Criterion</u>
1. Standard Test Scores or Informal Test Scores Fall, Winter & Spring Test: Grades 1 & 2: DIBELS Fall & Spring Test: Grades 1-5: MAP	A percentile of 30 or below
2. Current Classroom Teacher's Recommendation or Last Year's Classroom Teacher's Recommendation	Significant areas of concern Significant areas of concern
3. Additional Unrecorded Pertinent Info.	<u>Any pertinent information supporting placement of the child into the program</u>
4. Title I Teacher Recommendation	A positive recommendation for placement in the program.

Children who move into the district during the school year will be selected using the same criteria, along with the use of ISEL, DIBELS, TEMA, or WRAT.

PARENT NOTIFICATION OF STUDENTS FOR TITLE I

In order to promote positive parent-school relationships, the parents or guardians of students receiving Title I services must be informed of the services and should be involved in the planning of these services. Parent permission is not required for a student to be enrolled in a Title I class, but parents or guardians must be notified of their child's enrollment in a Title I class.

TITLE I PARENTS' POLICY

PBL will ensure that parents are involved in planning, design, and implementation of the Title I program through at least the following activities:

- General meeting held every spring to review and plan the application for the following year.

- Formal Individual parent meetings each year to discuss each student's program and progress or upon parent and/or teacher request.
- Parents will be notified of student progress at the end of each quarter or upon request of the parent.
- Annual workshops held to equip Title I parents with activities to use at home with their children.
- Parent surveys for Title I evaluation.

Philosophy of Education

The PBL School District #10 Board of Education is pledged to the following philosophy of education.

1. We are committed to the education of all children in PBL District #10 who can benefit from public school education.
2. We are committed to the belief that education is the process whereby society utilizes its knowledge of learning to develop each individual to the highest degree possible as a member of a democratic society.
3. We are committed to the task of providing as solid a foundation of both academic and vocational knowledge and skills as each individual child's ability will permit.
4. We are committed to the belief that individual differences exist in the school population and that differentiation of instruction is imperative if individual needs are to be met adequately; further that atypical pupils should be discovered, encouraged, and challenged.
5. We are committed to the belief that every child should be encouraged and stimulated to be perceptive, to exercise critical thinking and to make logical decisions based on facts.
6. We are committed to the task of developing in every child an understanding and appreciation of the force and ideals that have made America great, and a sense of personal responsibility as future citizens of the community, of Illinois, of the United States and of the world.
7. We are committed to the provision for guidance that will foster the best possible vocation choices commensurate with the child's ability.

BUILDING CURRICULUM GOALS

We believe that good schools focus on learning. In effective schools, the school climate (some call it the "learning environment") puts academics first. Principals and teachers believe they can make a difference in what students learn. Teachers and students believe each student is capable of making significant academic progress. Students understand and agree that their first priority is to learn.

The specific skills required for reading come from direct experience with written language. At school, as at home, the more reading the better.

Children must learn the relationship between letters and sounds and to "break the code" that links the words they hear with the words they see in print.

Reading achievement is directly related to the amount of reading children do in school and outside. Independent reading increases both vocabulary and reading fluency. Reading books gives children practice in the “whole act” of reading, that is, both in discovering the meanings of individual words and in grasping the meaning of an entire passage.

A good way to teach children simple arithmetic is to build on the formal knowledge. Young children are comfortable with numbers. Early counting activities can set the stage for later, more formal exposure to arithmetic. As children learn the facts of arithmetic, they also learn to combine those facts by using more sophisticated strategies.

When teachers begin by using children’s informal knowledge, then proceed to more complex operations, children learn more readily and enjoy it.

The cognitive development of children and their ability to understand ordinarily moves from concrete to the abstract. Learning from real objects takes advantage of this fact and provides a firm foundation for the later development of skills and concepts in mathematics.

TITLE I COMPARABILITY POLICY

Title I teachers are positioned and move on the district salary schedule as do all other teachers in the PBL School District. They receive no more extra duties than any other teacher.

There will be equivalencies between schools in the provision of curriculum material supplies and equipment.

Title I teachers have planning periods comparable to all other teachers in the PBL School District.

TITLE I STAFF JOB DESCRIPTIONS

TEACHERS & TEACHER QUALIFICATIONS

Under the supervision of the superintendent, Title I director and building principal, the teaching team will provide individualized instruction for all students in the Title I compensatory activities. They will administer tests, keep accurate records of same, hold formal and informal parent-teacher conferences, participate annually in professional development activities (including regional and local workshops), and perform all other necessary duties in teaching students and helping to evaluate the Title I program. Title I staff will also participate in decisions regarding the enrollment of students and make recommendations for returning students to regular classes when their progress so warrants.

Title I teachers will maintain close communications with regular classroom teachers regarding the progress and problems of Title I students. Title I teachers will attend and participate in regularly scheduled Title I meetings with the director of the program to discuss the program as a whole with a view toward improvements throughout the year.

Additionally, each teacher shall keep daily lesson plans, turn in a daily schedule/list of students and other forms and data requirements as requested by the director. Each teacher shall be responsible for maintaining Title I pupil records as indicated by the director.

All teachers and aides employed in PBL CUSD #10 meet federal requirements and are highly qualified. Parents may request to see the qualifications of their child's teacher/aide upon request.

DIRECTOR

The Title I director shall be responsible for the administration and supervision of all phases of the approved Title I project. This person may attend the State Administrators Workshop each year to keep current on the responsibilities.

Aside from implementing and coordinating all phases of the project with the Title I team, the director shall be responsible for keeping accurate financial records and submitting financial reports. The director shall maintain effective communication with the staff and parent, set up proper parent advisory councils, submit a complete project, and keep the superintendent and board informed in regard to the Title I program in the district.