

TITLE I HANDBOOK

**DALLAS CENTER-GRIMES
ELEMENTARY SCHOOL
2009-2010**

**“WE WILL OFFER THE OPPORTUNITY FOR ALL STUDENTS TO
DEVELOP THE DESIRE FOR LEARNING BOTH NOW AND IN THE
FUTURE.”**



What is Title I and Reading Recovery?

This is the question we often hear from you, the parents, and other interested citizens in the community. Because of your questions and concerns, this booklet was developed to explain Title I at Dallas Center-Grimes. The information is presented in a question and answer format to help you better understand Title I.

Dallas Center- Grimes Elementary Title I Staff

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Director of Title I

Ann Bass

Title I Staff

Who teaches in the Title I program?

We have highly qualified Title I teachers. These teachers have the training and experience to work with children who are having difficulty in reading. They have an elementary teacher certification plus a special reading endorsement. Additionally, any person teaching Reading Recovery has taken special graduate level courses and continues in close contact to other such trained individuals through on-going professional development classes that meet at least five times during a school year.

Are there other people available to provide direction for the Title I program?

Yes. There is a Title I Director who is responsible for annual state reporting and acts as a liaison among staff. Ann Bass is the current Title I coordinator for DC-G.

How do Title I teachers work to make the program even better?

At the end of the year, surveys and rating scales are sent to parents, teachers and administration to help determine the effectiveness of the Title I and Reading Recovery programs and make changes where necessary. The information is also used to provide in-service training, provide workshops and give ideas for supporting reading at home.

Learning about Title I

What is Title I?

Title I is a unique, federally funded, supplemental program designed to help children do better in the basic skills of reading. Title I was formerly called Chapter I and has been in existence since 1965.

What is Reading Recovery™?

Reading Recovery is an accelerated reading program designed for the lowest 20% of students in first grade. Its aim is to bring these students up to the average of their peers in 20 weeks or less through one on one tutoring in daily, individualized lessons of 30 minutes each. Typically, a teacher works with four students in a day, but may work with as few as three or as many as five students per day. When a student leaves the program, a new student is put into that place. The Reading Recovery teacher usually works with 8-12 students a year.

What does supplemental mean?

Supplemental means that Title I is reading instruction in addition to the teaching students receive in their regular classroom.

What reading skills are taught?

According to the federal legislation, No Child Left Behind, Title I must include the following components: phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction and comprehension instruction. The Title I teachers at DC-G help children in each of these areas, based on the skills each child already has.

What are “chunks”?

Chunks refers to the term of two or more letters together that represent a sound. For example, *ch, str, th, er, ing, ed* are all chunks. They may also be called parts.

How many children participate in Title I?

Although the numbers vary by year, typically 70-90 students receive Title I or Reading Recovery each year at DC-G. The Title I teachers try to work with as many eligible children as possible.

On what basis do Title I schools receive federally allocated money?

The money a school receives for Title I is based upon the percentage of children from low-income families receiving free or reduced lunches.

Does that mean only children from low income families are in the Title I program?

No, if a public school qualifies for Title I, then any child can be in the program as long as eligibility requirements are met.

Testing and Qualifying for Title I

How do you decide if a child is eligible for Title I?

Children receiving Title I assistance are those students who, for a variety of reasons, have fallen behind their peers in reading. The purpose of Title I is to help them catch up to grade level and succeed in the classroom. Children in first grade are determined eligible for services if their kindergarten teacher refers them or if their DIBELS test results from kindergarten show a need for reading support. During the year, their classroom teacher may also recommend students based upon classroom reading assignments. Students in grades 2-3 are determined eligible by teacher or parent referral, prior inclusion in Title I and early intervention test scores showing non-proficient reading. Fourth and fifth grade students are determined eligible by teacher or parent referral, prior inclusion in Title I and scoring less than 40% on the National Percentile Rank of comprehension on the Iowa Test of Basic Skills.

Once a child is determined as eligible for Title I, how do you determine if they are in need of special help or just a poor test taker?

After students have been identified as eligible, they are given an individualized reading test based on their grade. First graders are given a set of six different tests including identification of alphabet letters, knowledge of concepts of print, writing vocabulary, and hearing sounds in words and reading. If they then score below a set stanine on the subtests, they are included in Title I services. Second through fifth grades are asked to read an individual reading passage, written at grade level, and the teacher does an inventory of comprehension. If a student scores below 80% on the inventory, a second reading assessment is given. Students showing frustration on the second test in either reading accuracy or comprehension are then selected for Title I services.

What are stanines?

Stanines are a fancy way of saying below average (stanines 1-3), average (stanines 4-6) and above average (stanines 7-9).

Do all the children who need extra help participate in the Title I program?

No, unfortunately there are not enough funds available to help all the children who need extra help. The Title I staff tries to work with the children who show the most need, with emphasis at the primary grade levels. Children who are not put into Title I and are still having difficulty may, however, qualify for help from the at-risk program.

Why does DC-G place the greatest emphasis at the primary level?

The Title I program at DC-G places the greatest emphasis at the primary level because it is believed if problems are remediated when they first occur, the child will have a better chance to be successful in later grades. Studies also indicate that after first grade, habits in reading are set and are much harder to change.

I want to recommend my child for Title I services. What do I do?

Parents who feel their child would benefit from continued support of Title I need to simply tell the Title I teacher of their feeling. Parents may also discuss this with their regular classroom teacher. Title I teachers will then try to evaluate the child and let the parent know, in a timely manner, what the child's test results were and if they qualify for Title I.

How are parents notified of their child's inclusion in the Title I or Reading Recovery programs?

Any time a student has been identified as needing Title I or Reading Recovery services, a permission letter is sent home with the student. We ask that the letter be read, signed, dated and returned. Also sent home at this time is the Title I Parent/Teacher compact to be signed, read and returned. A Title I booklet is also given to any new Title I family when a child starts Title I services.

Participation in Title I

Do children like to participate in the Title I program?

YES, they do! The Title I teachers help the children to feel and be successful. This, in turn, helps their self-confidence. Sometimes a child may feel he or she is being singled out at first. But the feeling disappears very soon, especially with some support from home. Often, children who don't need extra help will ask to participate in Title I, saying, "When are you going to take me?" Title I is a very positive program.

Do children like to participate in the Reading Recovery program?

Most definitely they do! Students love the little books they read and take home every night. They also feel positive about themselves as readers, because the program builds upon the child's strengths where he/she currently is reading.

How much time per day does a child spend in the Title I program?

Typically students meet for 30 minutes every day of the week.

How many students are in a Title I or Reading Recovery group at a time?

The teachers work with 2-5 students at a time in Title I and one student at a time in Reading Recovery.

Do the students miss other subjects?

Yes and no. Students who are pulled out of the classroom for Title I instruction do miss something. The classroom teacher usually tries to make the time students are pulled out be during free reading, independent seat work or center time.

What subjects do they miss?

Students in Title I CANNOT miss their regular reading or math class instruction. Reading Recovery students, however, can miss any subject except music, P.E. or art. The subjects students can miss depend upon the school schedule and staff decision. Title I teachers try to work with students during a study period rather than an important subject.

How do you justify a child's absence from some regular classroom activities?

The child misses this time because he or she needs additional help in the basic skills of reading. Because reading is of such importance to a child's success in school and life, the supplemental help in this area must sometimes take priority over other learning areas.

What kinds of materials do the Title I teachers use to help their students?

The Title I teachers use a variety of literature, games, vocabulary charts and various other materials to help their students learn. Using these materials, the Title I teacher incorporates phonemic awareness, phonics, comprehension, reading strategies, vocabulary and various Reading Recovery methodologies to best teach each child. Each year, the teachers purchase materials they feel will work best for the students, as well as incorporate favorite books into the purchasing.

Are Title I materials used in the regular classroom?

Yes, Title I and classroom teachers share guided reading books, skills and objectives.

What specific objectives does Title I have for my child?

Students will be able to...

1. read at 80% comprehension on grade level informal reading inventories.
2. increase fluency from start to end of the year.
3. use reading strategies independently.
4. read longer and harder stretches of books on their own.
5. use context clues to determine word meanings.

How can you tell if the students have made progress after participation in the program?

Each student who comes into the Title I program is tested at the beginning of the school year to determine the child's reading level. At the end of the school year, the student is again tested to see what kind of improvement has been made.

Also, the Title I teachers can measure the progress by...

1. observing the students daily.
2. analyzing records of students oral reading.
3. monitoring early intervention with DIBELS and ITBS test scores.

How are parents notified of their student's assessment results and progress after participation in the Title I program?

Title I teachers send home report cards at the end of each quarter. Additionally they call and send home notes frequently. Teachers also meet with parents at the two conference times during the year, at Teacher Assistance Team meetings and as needed throughout the year.

How long does a child remain in the Title I program?

A child must qualify each year for Title I services. There is no limit to the number of years a child can receive help as long as...

-he/she qualifies.

-the school has a Title I program at the student's grade level.

How long does a child remain in the Reading Recovery program?

A child qualifies for Reading Recovery only as a first grader who is not repeating the first grade. After the first grade year, a child who has not been successful is then on the priority list in second grade for Title I.

Is a child who has repeated kindergarten eligible for Reading Recovery?

Yes.

What happens when Title I children move to another district?

When children move to another district which has Title I, they may continue in the program at their new school, provided there are openings.

What happens when a Reading Recovery child moves to another district in the middle of the Reading Recovery program?

If a child moves to a school with Reading Recovery, then as soon as an opening occurs, that child is placed back into the Reading Recovery program. If a school does not have Reading Recovery, the child may be placed in Title I, provided there are openings.

Parent Involvement

Is there parent involvement in Title I?

Yes. It is believed that when parents are involved with their children, the children do better. We have, therefore, established a Parent Advisory Group. We also encourage parent/child interaction through reading books at home.

What is the job of the Parent Advisory Group?

1. Assist with giving feedback for Title I, including review of current practices and things to add or change for the future.
2. Help new parents with questions about the program.
3. Give ideas for Title I informational booklet.
4. Support and give assistance during Title I Informational meetings and workshops.
5. Help implement DC-G's parent policy and compact.

As a parent, does the school have any policies in effect for parent involvement?

Yes. The elementary has a parent involvement policy that was made to support the partnership between home, school and community. A copy of the policy is included in the appendix at the end of this booklet.

How are parents kept informed as to Title I occurrences?

The Title I teachers use a variety of ways to update parents. They may use phone calls home, notes, and conferences. In addition, a yearly parent meeting is held to inform parents as to Title I happenings, changes and answer any questions pertaining directly to Title I. A yearly parent meeting is held in the fall to inform parents as to Title I happenings, changes and answer any questions pertaining directly to Title I. In the spring a parent advisory meeting is held.

How can I tell whether a book is on my child's reading level?

Use the five finger rule. Have your child read a page of a book aloud. Have him hold up one finger for each word he does not know. If he holds up one or two fingers it is an easy book. If three or four fingers are held up it is at your child's level. If all five fingers are held up, the book is too hard, but it might be a great book to read aloud.

What activities am I expected to do at home with my Reading Recovery child?

There are two main things to do every day with your child. One thing is to have your son or daughter read the books they bring home every day to you as you sit next to your child. Tell your child what he/she is doing well. If they don't know a word, tell it to them. Then return the books in the bag provided the next day so more books can come home to be read. The second thing to work on is the cut-up sentence. Your child should be able to scramble and reassemble the sentence they wrote in their lesson. In case they forget their sentence, it is written on the envelope. Once several envelopes are collected, it is okay to put many words together and form new sentences. It is a good idea to find a shoe box or something similar to keep all the words in.

ACTIVITIES



Dear Parents:

In reviewing the results of reading test scores and collaborating with the classroom teacher, it is felt that _____ will benefit from additional help in the area of reading.

The Title I program is designed to supplement the classroom reading program by providing alternate methods of teaching reading skills. After reading the back of this letter for Title I reading information, please call us with any questions you may have about the program.

Please feel free to contact us anytime you have questions or concerns. Thank you.

Sincerely,

Ann Mensing, Lynne Rinehart, Teri Mayer, Janet Broderick and Kelly James
Title I Reading Instructors

Written approval is necessary for you child to participate in the Title I program. Please sign below to indicate that _____ may receive this extra help in reading and return it to us as soon as possible.

Parent's signature

Date

PARENT INVOLVEMENT POLICY

(reviewed and approved for 2009-2010 school year)

P.L. 103-382 affirms the principle that parental involvement is a vital part of the Title I program.

At the elementary level, it is the policy of Dallas Center-Grimes that parents of all participating children have the opportunity to be involved in the joint development of the elementary plan and in the elementary's review process for the purpose of school improvement. The district provides coordination, technical assistance and other necessary support in the planning and implementation of parent involvement activities. The elementary encourages parent involvement and supports the partnership between home/school/community by providing understandable information about standards and assessments; providing training and materials for parents to help their children and to involve other parents; educating school personnel about involving parents and the value of parent contributions; and developing meaningful roles for community organizations and business to work with parents and schools.

It is the policy of the Dallas Center-Grimes District that:

1. A written policy is distributed to parents of participating Title I children and Reading Recovery students. This policy is sent home with permission letters in the fall as part of the district's Title I handbook.
2. An annual parent meeting is held for all parents of participating children. This meeting is held in the fall as a parent informational meeting/workshop. Parents are notified of the meeting when permission forms are sent home in the fall. Special invitations are also sent home with students shortly before the meeting takes place
3. Parents are given assistance in understanding the requirements of the Title I law, content standards, performance standards and assessments. These are communicated in the Title I booklet distributed to every new Title I family in the fall or as necessary and at the annual meeting held in the fall.
4. Parents receive an explanation of expected proficiency levels for students and their student's assessment results. These are communicated through the Title I booklet, report cards, notes home, phone calls and conferences.
5. Parents are informed of the reasons for their children's participation, the curriculum, and the instructional objectives and methods of the program. This information is disseminated through the Title I booklet and conferences. For Reading Recovery parents, special conferences are arranged to explain the program and what it will entail.

6. Parents receive timely responses to all parent recommendations. Full opportunities are provided for all parents to participate in Title I activities. This is initiated through phone calls, notes home and parent meetings.
7. A jointly developed school/parent compact outlines how parents, the school staff, and students share the responsibility for improved student achievement and the means by which the school and parents continue to build and develop partnerships to help children achieve the local high standards. The compact was designed through collaboration of both the principal and staff with the use of other schools' compacts. Distribution of the compacts occurs at the time permission forms are sent home in the fall and reviewed at parent-teacher conference times.
8. The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children at home and at school. The school provides reasonable support for parental involvement activities as requested by parents.

Parents assist professional staff by:

- a. participating in conferences.
- b. attending informational meetings and workshops.
- c. volunteering in the classroom.
- d. engaging in at-home reading.
- e. completing questionnaires.
- f. providing open communication of phone calls, notes and visiting school.
- g. helping students with mini-activities at home.
- h. serving on a parent advisory group to assist at workshops and review current Title I practices.
- i.

9. The school coordinates and integrates parent involvement programs and activities with other programs as appropriate. This is seen in monthly newsletters sent home via the whole school and scheduling meetings back to back .

9. An annual evaluation of this parental involvement policy shall be conducted to determine the effectiveness of this policy and the barriers of this policy for increasing parent involvement. Policy evaluation findings shall be used in designing strategies for school improvement and revising parent policies. This evaluation shall take place annually, at year's end and be administered through surveys and rating scales given to classroom teachers, parent committees and administration. When the surveys are evaluated, the Title I staff works with the Title I Advisory Committee to...

- a. Determine the effectiveness of the program and make changes where necessary.
- b. Provide in-service to staff where they feel education is needed.
- c. Revise the Title I grant and take action for improvement.
- d. Provide parent workshops in at-home reading improvements and ideas to bolster student achievement at school.

Home and Summer Reading Activities for Preschoolers or Beginning Readers

1. Work with rhyming while riding in a car or going about your daily routine.
2. Make name tags for things in the house like bed, sink, door, etc.
3. Start a child's journal. Use a pad of paper or a notebook. Make a sign for the cover. Have your child tell you something that happened that day. He/she can draw the picture and write the sounds from the coordinating sentence.
4. Write the alphabet with:
 - salt in a shallow tray.
 - water and paint brushes on the cement.
 - play dough.
 - magnetic letters.

Be sure to have your child say how they are forming each letter as they make the letter. For example, "b=bat and a ball or a stick and a circle."

5. Using only the letters your child knows, have him sort all the same letters using magnetic letters.
6. Using magnetic letters, ask your child to put all the letters with sticks in one spot and all the letters with circles in another spot and all the letters with bumps in another spot.
7. With magnetic letters, ask your child to match capital to lower case letters.
8. Have your child sort different magnetic letters that they know into same colors.
9. Ask your child to give you all of one letter from an assortment of different magnetic letters.
10. Put multiple known magnetic letters up...*b,s,i,l* for example. Take out the ones that start like book, sun, it, little. Then ask your child to hand you all the... *b's, s's, i's, l's*.
11. Some magnetic letters have combined details-a circle and a stick. Have your child sort known letters into categories with one or two details.
12. Have your child identify the odd magnetic letter in a set of all identical letters.
13. Match, group or pair the same magnetic letters, or capital and lower case letters, in the same color, and then in different colors.
14. Ask your child to put a magnetic letter in a circle drawn on the cement or made of yarn and tell you a word that begins like that letter.
15. Do the opposite of number 14 by telling a word to your child and they put the letter the word begins with in a circle.
16. For a child who's just learning to recognize letters, play "Alphabet Concentration." On one set of 3" x 5" cards, print the alphabet in capital letters. On another set, print the alphabet in lower-case letters. Now shuffle the cards, turn them over, and lay them all out. Players can make a pair by matching the capital letter with its lower-case partner. For very young children, start with a few pairs, gradually working up to the entire deck.

Home Reading Activities for All Children

1. Parents are great role models! Take time to read something that interests you while your child is around.
2. Set aside a special time each evening when everyone in the family reads, even if it is only 5-10 minutes.
3. Try to build a supply of reading materials in your home. Holidays and birthdays are good times to give children books as gifts.
4. Visit the public library.
5. A magazine subscription would be a great gift for your child.
6. As you travel, point out signs and billboards and read them, or have your child read them.
7. When cooking, share the recipe with your child.
8. Read advertisements and product packages.
9. Leave notes or messages for your child, printing and keeping them simple for the younger children.
10. Spoken language is an important part of reading. Take time to talk to your child. Have them tell you about a TV show or a story.
11. Read to your child throughout his/her schooling. This is a big predictor of scholastic success and adds a special bonding time with your child as well. As you read, ask open-ended questions like, "What do you think will happen next?"
12. Make reading easy. If your TV is within reach, but books are stored on a high shelf, you can probably guess how your kids will spend their free time. But if they have their own bookshelf filled with interesting books, and TV time must be scheduled in advance, they'll probably pick up a book.
13. Encourage children to write a letter to their favorite author. (The public or school library can provide you with the book publisher's address. Publishers are usually glad to forward the letter to the author.)
14. Read labels of cereal boxes, juice bottles or canned foods to your child while preparing the meal or feeding your child.
15. Make out a shopping list with you child and then point out names of items on signs and labels in the store.
16. Make sure that your child has opportunities to observe functional uses of print such as looking up programs in the TV Guide or reading the newspaper.

Here are some potential reading activities you and your child can do at home with reading materials you probably already have. After doing some of these, encourage your child to create additional activities with other reading materials for the two of you to share together.

- Baseball cards: Have your child take photographs of family members and write individual biographies for each one.
- Coupons: Have your child locate as many consonant blends (*tr, gr, bl, str,* etc.) as possible and list them on a separate sheet.
- Dictionary: Encourage your child to make up his or her own dictionary using words from a favorite sport or hobby.
- Dollar bill: Have your child make up a list of all the words found on a dollar and put them in alphabetical order.
- Seed packets: Direct your child to cut apart the directions, mix them up, and rearrange them in order.
- Gum wrappers: Ask your child to sort the words on the wrapper into categories such as ingredients, nouns, etc.
- Telephone books: Have your child make up a special “family yellow pages” listing services various family members do.
- Patches/stickers: Ask your child to collect a variety of these and set up special displays for the family to enjoy.
- Dog food containers: Have your child look at various brands and compare the different ingredients.
- Songs: Encourage your child to supply some new lyrics to a popular song using words of his or her own choosing.
- Toothpaste tube: Encourage your child to locate words that have more than one syllable.
- Junk mail: How many pronouns can your child locate on a specific piece of junk mail? How many verbs? Adjectives?
- TV guide: Encourage your child to read aloud the descriptions of his or her favorite programs.
- Notes: Write lots of notes for your child and leave them around the house or put them in his/her lunch box.
- Calendar: Put your child in charge of the family calendar by recording appointments, meetings and celebrations.
- Cooking: When you are cooking encourage your child to read any recipes along with you and help in the food preparation.
- Menus: collect menus from various restaurants. Have your child create an original menu for the family.
- Catalogs: Give your child an imaginary sum of money and ask him or her to do some “shopping” in a current catalog.
- Directions: Encourage your child to read aloud the directions for any games or puzzles frequently played.

-Brochures: Have your child write to travel agencies or other organizations to request any brochures.