

Sidney Public Schools



Title I Handbook

**2017-2018**

## **What is Title I?**

Title I is a federally funded program through which funding provides additional capacity for the Sidney Public School District to support academic goals and student learning primarily in Reading and in Math. This monetary aid goes directly to (1) staffing, (2) supplemental education services, (3) some resources and materials, and (4) professional development. Every student eligible for Title I academic supports does receive the full portion of core curriculum and instruction at grade level from a certified, licensed teacher. Students eligible for Title I services are (1) identified through school-wide screening data, (2) referred by, and in conjunction with data, teacher, parent(s) and/or the student him/herself, or (3) automatically qualified through highly specific federally identified parameters, such as foster care. Students who qualify for Title I supports are often in need of additional academic reinforcement and instruction in order to achieve our state's high academic standards, especially in Reading and Math.

## **How does Title I benefit my child?**

Title I staff help provide meaningful, more intensive, additional instruction tailored to the students' needs, often with the help and/or guidance of the students' primary classroom teacher. Continual consultation with the classroom teachers and analysis of assessment data ensure that instruction is coordinated with the current classroom curriculum and geared to meet the students' academic needs.

The Title I staff do have many resources and instructional materials to aid student learning and achievement such as direct instruction academic programs, computer-based programs, math manipulatives, and learning games which can target areas of need and provide appropriate, meaningful practice. Often these activities are provided in small group settings positively affecting a student's esteem and confidence, and offering a safe space to grow and learn. In this, students often experience more success and quicker feedback which encourages greater motivation building toward grade level proficiencies and accelerated academic growth.

## **How does Title I benefit our district, schools, and classrooms?**

The federal Title I program benefits the district by

- Providing some additional, supplemental funding for Title I staff, Title I instructional resources, supplemental educational services such as a Summer School opportunity, and some professional development
  - Positively affecting a higher overall academic achievement level from Kindergarten to 12<sup>th</sup> grade
  - Helping to ensure our Sidney K-12 student body are proficient readers and mathematicians.

The school by

- Providing some or part funding for Title I staff positions who are trained and often teacher-directed to reinforce academic activity within the classroom or an appropriate space
- Offering some supplemental academic supports to help students grow toward and become more proficient at grade level expectations

- Contributing personnel to the school community who care, encourage, and fully support the students and the schools' comprehensive goals
- Communicating data and analysis, observation and information between Title I staff, the classroom teacher and other staff in order to best provide for the academic achievement of students and enhancement of intervention and instructional methods.

The classroom by

- Offering additional personnel to reach students who are struggling in Reading and/or Math
- Contributing within the classroom, whenever possible, to engage students who need extra direction and support
- Teaming up with the classroom teacher(s) to reinforce, supplement, and enhance student learning and academic growth.

### **How Can Title I Benefit from Your Involvement as a Parent or Guardian?**

By caring and being involved in your child's education, you demonstrate your interest and the importance of learning and being successful. This interest and encouragement in your child's efforts positively affects your child's achievement and confidence not only in school but also as they reach out beyond the school, mature, and prepare for tomorrow's challenges.

As a parent or guardian you can become involved in our Title I program's *Family and Community Engagement* efforts. At least two public meetings are scheduled each year.

### **What is Family and Community Engagement, or FACE?**

The overarching goal of the Title I Family and Community Engagement is communication, effectiveness, and achievement; bridging the connection between school and home.

Being involved in this way, helps us in Title I:

- Make Effective and Meaningful Decisions relating to the Title I program in Sidney, Montana
- Generate Better Overall Communication between ALL Stakeholders in What we do
- Ensure More Effectiveness in our Daily and Yearly Efforts for our Students
- Help Organize and Schedule highly Productive Family and Community Engagement meetings over the course of a school year.

### **How does my child qualify for Title I Eligibility?**

Several sources of data are used to ensure an appropriate evaluation of each student's individual strengths and needs; gaining a clearer understanding for potential intervention and reinforcement support. Most often, the first piece of data which guides the identification or qualification process is the school-selected, district-approved Universal Screener. This is an assessment in both Reading and Math that is administered, typically, three times per year. This screening data (we use the FastBridge Learning, or FAST) is universal; which means all students take it. From that, either by referral or another short, more strategic assessment(s), a data-based determination is then generated on a student-to-student

basis. At this point, a Title I Eligibility letter is sent home to be signed and returned. Then, when a signed letter and compact are returned, supports for that individual student are scheduled based on staffing, need(s), space, and consent of the classroom teacher(s) and school-wide procedures. Data-based decisions are a hallmark in determining eligibility and supports; be it entrance, monitor, or exit. Below is a list of assessments which are and may be administered to help determine eligibility.

### Reading

- FastBridge Learning (or FAST, Formative Assessment System for Teachers)
  - aReading (1-8) and early Reading (K-1)
  - CBM Reading (fluency)
- STAR Reading (a *Renaissance Place* product)
- Ekwall Reading Screener
- AIMSweb Reading (a *Pearson* product)

### Math

- FastBridge Learning (or FAST)
  - aMath (1-8) and early Math (K-1)
  - CBM Automaticity (fact fluency)
  - CBM Process (computational/operational skills)
- AIMSweb Math

### Other

- Classroom Data, teacher-generated and/or classroom assessments, teacher referral, observation, intervention, and notes
- SBAC (or Smarter Balanced) End-of-the-year Assessment

## **School-Parent-Student Compact – *for West Side, Central, Middle School and High School***

This compact is an agreement among all participants to effectively and constructively work together toward a common goal. In this case, the teachers, schools, and other staff along with the student and parents or guardians of that student all have a responsibility to establish an effective learning climate for effectiveness and positive academic outcomes. In another sense, we are asking your permission to intervene when necessary to positively affect and support your child's academic journey.

## **Title I Referral Process**

The Process of Referring a student to (or for eligibility toward) Title I services/supports is **available** to teachers, staff, parents or guardians, or even the student him/herself. A referral initiates the process to determine eligibility, however supports and services are dependent upon staffing, need(s), space and classroom teacher collaboration and consent.

*Newly Enrolled Students to the District are evaluated for Title I Eligibility through the enrollment process and the school's universal screening process(es); also on a student-to-student basis.*

## **Summer Program – Supplemental Education Services**

Depending on the year-to-year budget a summer school program may be offered to students eligible for Title I services/supports. Some students can be referred by the classroom teacher. In this instance, the parent/guardian will be offered Title I Eligibility paperwork to be filled out, if not already completed. Students already signed into Title I will be offered this academic opportunity first. This program has recently been run over the month of June, Monday through Friday, in the mornings. Modifications to this program are currently being discussed and decided upon in our Family and Community Engagement meeting(s) held at least twice per year. If you are interested in learning more about this program please call Shane Jensen at (406) 433-2530, ext. 7567.

### **Please Ask if you have Questions about Title I?**

Currently, Shane Jensen is the Title I Coordinator for Sidney Public Schools. Please call or email him if you have questions or comments.

West Side Elementary (primary office) – (406) 433-2530 x7567

Email: [sjensen@sidney.k12.mt.us](mailto:sjensen@sidney.k12.mt.us)

School WebSite: <https://www.sidney.k12.mt.us/Domain/292>



### **FAST – Formative Assessment System for Teachers**

The FastBridge Learning team supports the important work of today's teachers. As a team of educators themselves, they realize that in order for teachers to continue making meaningful differences in the lives of students, they must make positive differences in the lives of teachers.

Launched in early 2015 and headquartered in Minneapolis, Minnesota, FastBridge Learning is a learning company that bridges research-to-practice, assessment-to-intervention, and Research to Results™. The FastBridge Learning team and their world-class research team at the University of Minnesota are doing serious work to make it easier than ever for teachers to use not just assessments, but a portfolio of high quality, efficient, research-based tools to make informed educational decisions for their students, deliver instruction and intervention, obtain professional development, and more.

FastBridge Learning is the bridge from Research to Results. Sidney Public Schools has chosen to partner with FastBridge Learning in order to provide our teachers, schools, parents and all stakeholders with an actionable, formative assessment system which cuts overall student testing time by nearly half. Our intention is to quickly collect the data needed to make effective decisions with every effort and focus on student achievement and academic growth.

# Helpful "Home Court" Hints



## English & Language Arts Helpful Hints

*Phonemic Awareness* is the ability to hear and manipulate sounds in words.

At home:

- Sing alphabet song with your child
- Read age-appropriate stories that your child chooses
- Help your child clap the beats or syllables in words
- Point out letters, especially the letters in your child's name
- Play with language and rhymes
- Sing songs that manipulate phonemes, such as "The Name Game"

*Phonics* is the ability to associate sounds with letters (or groups of letters) and use these sounds to form words.

At home:

- Encourage your child to point to words and say them out loud when writing
- Listen to your child read
- Help your child sort words
- Help your child define larger words by breaking them into smaller chunks
- Play spelling and word games like Scrabble and Hang Man

*Reading Fluency* is the ability to read text effortlessly and accurately.

At home:

- Read aloud often, encouraging your child to read aloud
- Let your child choose books to read
- Reread favorite books
- Model reading for fun and pleasure
- Act out a book or story
- Read aloud a sentence and then invite your child to read the same sentence or phrase
- Help your child read new words and talk about the meaning
- Talk with your child when you go to the library about how to pick out books of interest at an appropriate reading level

*Vocabulary* is the ability to understand and use words to acquire and convey meaning.

At home:

- Read aloud with a variety of genres
- Talk with your child about daily events and about books you read together
- Talk about how the illustrations and text in a book support each other
- Use word lists provided by your child's teacher in natural conversation
- Search for new words in texts with your child and look them up in the dictionary; use other reference materials as well, like an encyclopedia
- Help your child learn new vocabulary based on hobbies and interests

*Comprehension* is the ability to understand what is read and communicate it to others.

At home:

- Ask your child to predict what might happen next in the story
- Ask who, what, where, when, and why questions about a book
- Ask your child questions about the topic of the book before reading it
- Ask your child about books being read at school and be familiar with them in order to extend conversations
- Ask your child what the main idea of a book might be

*Print Concepts* are a set of understandings about the conventions of literacy (directionality, spaces, punctuation, etc.)

At home:

- Point out the title and author's name to your child when reading together
- Talk about where the reading begins on the page and show how the words flow from left to right
- Play games to match lower-and upper-case letters
- Talk about how types of texts have similarities and differences
- Expose your child to many types/genres of print
- Make a book with your child using large print and illustrations



*Writing* allows readers to think about and analyze what they have read.

At home:

- Provide multiple writing materials and tools
- Encourage your child to write his/her name and the names of family members
- Let your child see you writing for various purposes
- Ask your child to say words out loud as he/she writes
- Respond to the ideas your child has written
- Keep journals or family records

*Parents and Guardians are a child's greatest role model, a child's FIRST teacher.....*

*Model these behaviors when reading with your child....*

**Behaviors to Look for in Readers and Writers:**

- Rereads text and writing to help self and to confirm accuracy
- When making an error(s), independently self-corrects
- Uses finger to “track” words as reading (mostly, beginning readers ONLY)
- Makes their reading “sound like talking”; expressive
- Uses expression as they read

**To Help with Fluent/Smooth Reading Say:**

- Make your reading sound like talking, be expressive
- Put the words and phrases together
- Make it smooth
- Read that sentence like this \_\_\_\_\_ (give an example for child)
- We don't talk/read like a robot
- Read it all – Frame phrases with adult's fingers. For example: (the mouse ran) (in the house)

**When Your Child Comes to a Tricky Part:**

- First, wait three seconds before saying anything! They may be problem solving and constructively thinking through the task, word, phrase, etc.
- Check the picture
- What makes sense?
- What looks right?
- Try it again
- Do you see a part you know?
- Can you cover up an ending? (-ing, -ed, etc.)
- Were you right?



**If the Reader Makes an Error and Doesn't Fix It Say:**

- Try that again and think about it
  - Does it make sense?
  - Does it sound right?
  - Does it look right?

**To Foster Independence:**

- When a child asks for help say:
  - Go ahead and try it
  - What do you think it could be?
- If a child makes an attempt and wants to know if it is correct say:
  - Keep reading to see if you are right. Then at the end of the sentence, ask them if they were right. Did it make sense?
  - Yes/No

## **Math Helpful Hints**

### BASIC FACT FLUENCY

Many students need practice at home as well as our activities at school to memorize their basic facts. Math is much, MUCH easier for students who have memorized their basic facts. Knowing those basic facts also cuts WAY down on frustration and the amount of time needed to finish assignments. As students advance through the elementary grades, this gets more pronounced each year. Students who have memorized the facts can focus completely on the new math concepts they are learning. Students who don't have their facts memorized have to divide their attention, which, of course, is more difficult.

Learning the facts requires practice, but practicing does not have to take big chunks of time. Here is the method I suggest:

#### *MEMORIZING MATH BASIC FACTS, THE "10 MINUTES A DAY WAY"*

- Investing just 10 minutes a day on basic facts practice will pay big dividends. For best results:
- Start with a small group of related facts. For example, have the subtraction facts for 10, 11 and 12 in a practice set.
- Allow only 2 to 3 seconds to answer. If there is no answer or an error, give the correct answer. Then the student reads the whole number sentence. The card does not go to the bottom of the pile. It should be slipped in so it comes up again in the next four or five cards.
- A digital kitchen timer (although the timer on your microwave will work the same way) is very helpful to keep track of both the seconds and the ten-minute period. When the timer rings, finish that flash card and stop for the day.

## Helpful Internet Sites for Home-based Practice, Learning and Activity

KHANACADEMY.ORG (Khan Academy)

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. They tackle math, science, computer programming, history, art history, economics, and more. Our math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. We've also partnered with institutions like NASA, The Museum of Modern Art, The California Academy of Sciences, and MIT to offer specialized content. **NOT JUST FOR CHILDREN. LEARNING IS A LIFE-LONG JOURNEY.**

HIPPOCAMPUS.ORG (HippoCampus, powered by the NROC Project)

HippoCampus.org is a free, core academic web site that delivers rich multimedia content-- videos, animations, and simulations--on general education subjects to middle-school and high-school teachers and college professors, and their students, free of charge. Students use the site in the evenings for study and exam prep. Users do not need to register or log in to use the site.

PBS Teachers' Lounge (<http://www.pbs.org/education/blog?c=instruction>)

PBS Learning Media (<https://montana.pbslearningmedia.org/>)

PBS NOVA (<http://www.pbs.org/wgbh/nova/>)

MONTANA LIBRARIES 2 GO (<https://montana.overdrive.com/>)

Montana Libraries 2 Go is an online library full of eBooks and Audiobooks, for children and adults. In Sidney, you will need to sign up for this service at the library. And, once you do, you will have access to thousands and thousands of classics, current titles and so much more which can be downloaded onto a digital device (including a laptop or desktop computer). eBooks and Audiobooks are "checked out" for a period of time, and due to licensing regulations, a waiting list system is utilized for those titles that are very popular. For more questions, you can inquire at the Sidney-Richland County Library.

LIBRARY OF CONGRESS: Read.gov ([www.read.gov/books/](http://www.read.gov/books/))

***The List of Online Websites which contain interactive learning activities are endless. Please, AS PARENTS, always preview the sites prior to allowing your child to access the content.***

*Many sites are FREE and appropriate, however no one wishes to harm your child or do a disservice to you and your family. Monitor your child's internet activity consistently. Ask Questions, Search your Internet History, Beware of Inappropriate Advertisement Content. Please, always, be active in your child's educational journey.*

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**YOU, the Parent, is Your Child's FIRST Teacher.**