Title I Parent Handbook

All Children Reaching Higher Standards

2016-2017

LEARN • LEAD • SERVE

CHILLICOTHE

CITY SCHOOL DISTRICT

OHIO'S FIRST The Leader in Me SCHOOL DISTRICT

Chillicothe City Schools

425 Yoctangee Parkway

Chillicothe, Ohio 45601

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MISSION STATEMENT

Chillicothe City School District

Our Mission:

The Chillicothe City School District empowers students to learn, lead and serve.

Our vision:

The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff and community members.

CHILLICOTHE CITY SCHOOLS - TITLE I STAFF 2014-2015

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TITLE I PARENT HANDBOOK

The parent handbook is provided to acquaint parents with the Title I programs in Chillicothe City Schools. The Title I programs at individual schools are developed through the efforts of parents, teachers, administrators, and Title I staff. Programs are planned through a series of steps. A needs assessment is conducted through input from parents, teachers, and staff. The needs assessment determines what change is necessary for all students to meet education standards. Teachers, staff, and parents plan how to best meet the needs shown in the assessments. Teachers receive training on how to best meet the needs and to implement the plan developed. Resources are gathered to implement the plan with a yearly review conducted to examine results and to evaluate needs again.

WHAT IS TITLE I? HOW CAN IT HELP MY CHILD?

Title I is a federally funded education program that works to give all children a chance to learn at higher academic standards. Its purpose is to prevent failure by ensuring that more children experience success in school.

Sometimes children need assistance to meet the standards Ohio has set for all children including children who:

- Have trouble reading
- Read below their grade level
- Have trouble understanding what they read
- Have difficulty with math

WHAT HELP DOES TITLE 1 PROVIDE?

Title I provides assistance in one or more academic areas, extra help includes:

- Additional teachers and assistants to work with very small groups or one-on-one
- Additional training for staff
- A variety of instructional strategies and materials
- Smaller classes

WHAT IS A TITLE I SCHOOLWIDE PROGRAM?

School-wide programs were first authorized under Title I of the Elementary and Secondary Education Act of 1978.

School-wide programs offer all the students in the building the chance to learn with a far wider array of options. A framework for change is necessary, one based on high standards supporting comprehensive planning and continuous professional development with flexibility to draw on all resources and clear accountability for results.

Only buildings with a high number of students participating in the free and reduced price lunch program are eligible to be school-wide buildings.

All CCSD buildings currently receive free lunch through a government based program. At this time, all schools are considered Title I

Allen Elementary (School-wide)

Mt. Logan Elementary (School-wide)

Tiffin Elementary (School-wide)

Worthington Elementary (School-wide)

Chillicothe Middle School (School-wide)

Chillicothe High School (School-wide)

Goals established for Chillicothe City Schools are in compliance with state and federal guidelines along with strategies and programs to assist in obtaining those goals. The following goal has been identified for all students and staff.

1. By 2018, all CCSD students will receive at or above expected growth in core academic areas on state and district assessments.

TITLE I PROGRAMS IN THE CHILLICOTHE CITY SCHOOLS

To meet the District's Continuous Improvement Plan goals, the school district has enacted several programs in our schools.

ELEMENTARY BUILDINGS

Chillicothe elementary schools provide intervention to students that are at-risk in Reading and Math. The staff continues to evaluate student performance on state and district assessments to ensure the needs of all students are met. Chillicothe City Schools has adopted a tiered Response to Intervention (RTI) model. Title I staff works with students in their reading and math classes on individual skills to boost their learning in class.

The classroom teachers and Title I teachers work together to provide the needed assistance to students during this period so that all students can reach high academic standards. Small group intervention is available for students who

are significantly below their age expectancy in reading and/or math. Title I staff work with students that meet the criteria for intervention in an intensive instructional approach.

All students will be exposed to grade level content standards. Classroom teachers, intervention specialists, and Title I teachers will work together to help all children succeed in the regular curriculum. Additional assistance and supplemental materials will be given to students having difficulty mastering state academic content standards.

Additional staff is available to decrease classroom sizes. Smaller classrooms strengthen core learning programs and offer extended learning opportunities.

Accelerated Reader (AR) and Accelerated Math (AM) as well as Measuring Up are individualized instruction opportunities for all students. Students are given a diagnostic evaluation to determine their current levels and skills in Reading and Math. Students work at their current independent level in those subjects to achieve individual growth. Professional development on the effective use of AR and AM is provided to teachers by Renaissance Place program developers.

A literacy coaching team works with the district curriculum and staff to align instruction to state content standards, pacing charts, and assessments. They assist staff with data analysis of assessment results and instructional decisions related to student achievement. Coaches also provide training on specific, research based instructional strategies as well as best practices in Reading and Math instruction. These strategies are supported in the classrooms by the literacy coaching team.

CHILLICOTHE MIDDLE SCHOOL

Chillicothe Middle School has a Response to Intervention (RTI) program in place to support its students who are having difficulty with Reading and with Math. Through this process and other assessments, students will receive intervention within the regular school day. Targeted students will receive extra assistance understanding concepts taught in their regular classes and developing the necessary skills to promote learning through intervention assistance sessions.

Additional materials, equipment, and programs are used to provide assistance to students needing extra assistance. Accelerated Reader and Accelerated Math are used to individualize Reading and Math instruction and to provide individualized growth in each student's current level. Teachers and students have access to technical equipment for classroom presentations and student projects.

Additional staff is available to decrease classroom sizes. Smaller classrooms strengthen core learning programs and offer extended learning opportunities.

A literacy coaching team works with the district curriculum and staff to align instruction to state content standards, pacing charts, and assessments. They assist staff with data analysis of assessment results and instructional decisions related to student achievement. Coaches also provide training on specific, research based instructional strategies as well as best practices in Reading and in Math instruction. These strategies are supported in the classrooms by the literacy coaching team.

CHILLICOTHE HIGH SCHOOL

Chillicothe High School has a Response to Intervention (RTI) program in place to support its students who are having difficulty with Reading and with Math. Through this process and other assessments, students will receive intervention within the regular school day. Targeted students will receive extra assistance understanding concepts taught in their regular classes and developing the necessary skills to promote learning through intervention assistance sessions.

Additional materials, equipment, and programs are used to provide assistance to students needing extra assistance. Study Island is used to individualize Reading and Math instruction and to provide individualized growth in each student's current level. Teachers and students have access to technical equipment for classroom presentations and student projects.

Additional staff is available to decrease classroom sizes. Smaller classrooms strengthen core learning programs and offer extended learning opportunities.

A literacy coaching team works with the district curriculum and staff to align instruction to state content standards, pacing charts, and assessments. They assist staff with data analysis of assessment results and instructional decisions related to student achievement. Coaches also provide training on specific, research based instructional strategies as well as best practices in Reading and in Math instruction. These strategies are supported in the classrooms by the literacy coaching team.

CURRICULUM AND INSTRUCTIONAL APPROACHES

Strategies and programs to be implemented through the Title I program are:

RESPONSE TO INTERVENTIONS

Schools will implement a Response to Intervention program. The classroom teachers and Title I teachers work together to provide the needed assistance to students during this period so that all students can reach high academic standards. When necessary the Title I teacher will assist the classroom teacher to provide additional instruction. All students will be exposed to grade level content standards within the context of a regular classroom environment. Additional assistance will be given to students having difficulty mastering state academic content standards.

CLASS SIZE REDUCTION

Some schools will have smaller class sizes for instruction to strengthen core learning programs and offer extended learning opportunities through additional intervention periods.

EXTENDED LEARNING

Some children will receive extended learning opportunities through an after school tutoring program for two hours on Tuesdays and Thursdays and/or Summer School for four weeks during summer break.

S.H.A.R.P., an attendance and tutoring policy, has been implemented to provide after school tutoring opportunities to students who have excessive absences
or who have fallen behind in assignments. Students are required to make up time they've missed in the classroom after a predetermined number of absences or missing assignments.

COMPUTER ASSISTED LEARNING

Students will receive additional learning opportunities through the use of computer programs such as the Chillicothe Alternative Pathway Academy, CAPA. Programs will place work at each individual's learning level to assist with continued student learning. Examples of programs are APEX Learning, Accelerated Reader, and Accelerated Math. These programs are available at home for parent and student access.

HIGH QUALITY PROFESSIONAL DEVELOPMENT

Chillicothe City Schools provide high quality and continuous professional development for teachers and staff through partnerships with Ohio University – Chillicothe, and the ESC of Central Ohio. Instructional coaches provide on-going job embedded professional development throughout the year.

EVALUATION

On-going evaluations will be conducted to monitor student progress. These evaluations will be diagnostic, unit assessments, formative assessments, and state tests. Teachers will work together to add in programs, to analyze data, and to plan for optimal student learning. STAR assessments are used three times per year to monitor student progress in grades K-8.

TITLE I SERVICES FOR SPECIAL NEEDS STUDENTS

Currently, IEP children can be served with Title I services. Building staff are encouraged to coordinate Title I and Special Education services to provide an optimal learning environment for students.

CLASSROOM TEACHER AND TITLE I TEACHER COORDINATION

The following activities represent classroom teacher and Title I teacher coordination activities:

- Individual student's reading and math strengths and weaknesses are shared with the classroom teacher and an instructional level is noted.
- Classroom teachers are consulted regarding schedules.
- Weekly conferences are held regarding the stories and skills taught in the reading and in the math programs in grades one through five.
- Each year four parent-teacher conferences are held to discuss student progress.
- Informal meetings are held to discuss specific children's progress.
- All test scores are shared and decision making is data driven.
- Classroom teachers fill out a formal evaluation discussing the benefit of school-wide Title I services at the end of the year. Input as to suggestions for improvement is solicited.
- Suggestions for working effectively with parents are shared with classroom teachers and principals at the schools. Our goal is to build a partnership between home and school.
- Classroom teachers and Title I teachers share information about student progress based on formative and summative assessment and instruction.

PARENT INVOLVEMENT AT THE SCHOOL

Each school shall support and encourage parental involvement opportunities, as identified in a school parent involvement policy. The policy must be developed in cooperation with parents and should include the following:

1. A plan for effective two-way communication between parents and the school regarding the school's policies and rules, and an individual child's progress.
2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner.
3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment.
4. A description of the parents' responsibilities for supporting their children's learning such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.
5. A description of how the school will promote the value and utility of the contributions and involvement by parents to teachers and other personnel.
6. The availability of assistance in understanding the State's academic achievement and assessment standards to parents.
7. The availability of materials and training to help parents work with their children to improve their children's achievement.
8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum:
    a. Frequent reports to the parents on their children's progress.

b. Parent-teacher conferences to discuss the child's progress and placement and to describe the methods used to compliment the student's instruction.

c. Reasonable access to teachers and other educators, including the opportunity to observe program activities.

d. An annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend, to discuss and review the content and effectiveness of the school parent involvement policy.

9. The timely notice to parents of information about parent involvement programs.

10. Whenever possible, the coordination, cooperation and integration of parent involvement activities with community and other school groups.

11. In facilitating effective parent involvement, the Principal/Site Administrator may:

a. Provide regular meetings, at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children.

b. Ensure, as much as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English.

c. Adopt and implement model approaches to improving parental involvement.

d. Establish a parent advisory council to provide advice on all matters related to parent involvement activities and programs.

e. Whenever practical, parental involvement materials and information shall be provided in a language and format that parents understand.

PARENT COMPACT

The purpose of the Parent Compact is to build and foster the development of a school/parent partnership to help all children achieve the State's high standards. Parents, the child, and the teacher will share responsibility for improved student achievement.

Revised 10/29/14 – Title I Parent Advisory Committees

See insert, next page.

CHILLICOTHE
CITY SCHOOL DISTRICT

CHILLICOTHE CITY SCHOOLS - SCHOOL-PARENT COMPACT

The purpose of the SCHOOL – PARENT COMPACT is to build and to foster the development of a school-parent partnership to help all children achieve the state's high standards. **Responsibility for improved student achievement will be shared by the parents, the child, the school, and the teachers**.

COMMITMENT FROM THE SCHOOL:

We support this form of parent involvement. Therefore _____ will strive to do the following:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet Ohio's academic content standards and is taught by staff that meets Highly Qualified Standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.
3. Provide parents with frequent reports on their child's progress through interim and nine week grade reports.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and to participate in their child's class, and to observe classroom activities with parent involvement and family activity nights.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy and involve parents in the development of any school wide program plan.

COMMITMENT FROM STAFF/TEACHER

I, _____ agree to be responsible in the following ways:

- Provide a high quality curriculum that enables the child to meet state performance standards.
- Notify parents of changes affecting attendance, achievement, grades, or behavior.
- Provide open communications between parents and teachers.
- Provide opportunities for parents to volunteer, to participate, and/or to observe in my class.
- Participate in conferences.
- Report children's progress.
- Be available to staff and parents.
- Other_____

_____ _____

Signature of Classroom Teacher Date

COMMITMENT FROM PARENT/GUARDIAN

Communication between teachers and parents is important. As a parent or adult who has responsibility for the child, I will attend at least one parent-teacher conference during which this compact will be discussed as it relates to my child's achievement. I will read each progress report and talk to my child about the progress report. I understand that I will have reasonable access to my child's teachers along with opportunities to volunteer and to participate in my child's class and to observe classroom activities.

I, _____, agree to be responsible for supporting the learning of my child. Examples of ways I can help my child include:

▪ Establishing a time for homework	▪ Participating in conferences
▪ Establishing a place for study	▪ Monitoring attendance
▪ Ensuring that homework is completed	▪ Supporting the school in its efforts to maintain proper discipline
▪ Reading progress reports	▪ Respecting all school staff and the cultural differences of others
▪ Discussing progress reports	▪ Assisting my child in learning to resolve conflicts in positive ways
▪ Observing in the classroom	▪ Promoting positive use of my child's extracurricular time
▪ Volunteering in my child's class	▪ Monitoring television time
▪ Checking for home/school communications	▪ Other:

_____ _____

Signature of Parent/Guardian Date

COMMITMENT FROM STUDENT

I, _____agree to be responsible for improving my achievement in the following ways:

▪ Attending school regularly	▪ Asking for help when I need it
▪ Coming to class prepared	▪ Completing homework every day
▪ Respecting and cooperating with other students and adults	▪ Supporting and abiding by all school rules and codes of conduct
▪ Listening and participating in class	▪ Sleeping 8-10 hours each night
▪ Eating a nutritious breakfast	▪ Reading at least 15-minutes every day outside of school
▪ Giving my parents communications from school	▪ Other:

_____ _____

Signature of Student Date

CHILLICOTHE CITY SCHOOLS - TITLE I PARENT INVOLVEMENT POLICY

I. PUBLIC MEETING

Parents will be invited to an annual Title I fall meeting to discuss program requirements and all aspects of the Title I program. Parents will be informed of instructional objectives, programs, and methods available in the building. At the fall conference, the written Title I Parent Policy (developed after consultation with and reviewed by parents) will be made available. This meeting may be held in conjunction with other fall programs such as Open House or PTO meetings.

II. PARENT EDUCATIONAL OPPORTUNITIES

Parents will be advised of specific ways to work with their child at home during workshops, through conferences, with informal literature and web site resources.

III. PARENT INVOLVEMENT ACTIVITIES

Parents will be consulted through Title I parent meetings and a Spring evaluation survey as to educational program planning, design, and implementation. Opportunities for parent involvement include: workshops, Open Houses, conferences, PTO meetings, Family Literacy Night, etc. These ongoing means of consultation enable parents and school to work together in partnership to better each child's education.

IV. COMMUNICATION

Parents lacking literary skills or whose native language is not English will have information relayed to them in a different format (oral, written, or with the help of an interpreter if possible).

V. PARENT RECOMMENDATIONS

Parent recommendations will receive timely responses.

VI. REPORTING

A minimum of one parent/teacher conference will be scheduled each year. Other conferences may be requested by parents or teachers to discuss the child's progress, placement and instructional methodology. A progress report will be provided for every child each grading period. Parents will be invited to observe classrooms, and staff is accessible to parents. Parents have access to monitor students' academic performance on Progress Book.

ACTION PLAN FOR FAMILY INVOLVEMENT - CHILLICOTHE CITY SCHOOLS 2014-2015

Our goal is to provide meaningful and ongoing consultation and program activities resulting in increased and sustained parental and community involvement and to ease the movement of children and their families to the public educational setting, promoting student achievement.

Improvement Strategies and Actions:

(1) Ensure that the communication between home and school is timely, reciprocal, and purposeful.

a. Continue to invite families to open house, family literacy night, awards ceremonies, parent-teacher conferences, and various building specific events.

b. Continue to use report cards, agenda books, Progress Book, Home Connect and CCSD websites as means for two-way communication.

c. Assist parents who are second language learners with translation of school information.

d. Continue to provide Parent Institute newsletters for families via website.

e. Provide a Parent/Guardian webpage accessible from the CCSD website.

f. Provide information to parents during parent-teacher conferences.

(2) Engage families of all students as partners in the educational process and offer multiple ways to have parents actively involved in student learning.

a. Continue to provide one-on-one support to parents and families on personal, family, and academic issues.

b. Provide parents with coaching on how to make the most out of parent-teacher conferences.

c. Continue to encourage and support the work of the PTO.

d. Encourage parents to be actively involved in students learning at home through access of district resources.

e. Provide Right to Read activities and ideas for families to carry out in the home during the Right to Read Week May 11-15, 2015. Family Literacy Night will be held September 25, 2014.

(3) Continue to support family involvement programs that encourage student learning and focus on home-school communication.

a. Use School-Parent Compact as tangible evidence of partnership with parents.

b. Continue to provide family learning opportunities:

i. Open House School Information Night

ii. Family Literacy Night – September 26, 2014

iii. Family Orientation Meetings

c. Communicate with parents when issues arise in the classroom such as unsigned planners or incomplete homework.

(4) Develop and implement programs and activities that encourage and increase the number of parent volunteers in the school to enhance student learning.

a. Survey parents regarding availability, skills, and interest for volunteering at school.

b. Support parent learning by promoting adult education offerings for GED and for job training via website links to resources.

(5) Develop, implement, and evaluate school-level policies, activities and school-parent compacts designed to facilitate shared responsibility for student performance.

a. Invite parents to join the District Leadership Team, the Title I Parent Advisory Committee, and the PTO.

b. Continue to survey parents annually regarding relations between home and school, parents' interests, and needs.

c. Promote the completion of parent surveys.

d. Survey and interview parents/staff to make suggestions on revising the parent involvement policy if needed. This data will be used to evaluate, to revise, and to implement strategies that will encourage parent involvement to a greater degree.

e. Develop and revise the Parent Handbook as needed.

(6) Ensure that parents feel welcome in all buildings and are comfortable in communicating with all staff.

a. Establish a suggestion box at the entrance to each building for parents to voice concerns, questions, and compliments.

b. Provide resources with strategies for a welcoming building environment.