

MADISON LOCAL SCHOOL DISTRICT

2023-24 Title I Parent Handbook

ADMINISTRATIVE OFFICE

1379 Grace Street Mansfield, OH 44905
Telephone: 419-589-2600 Fax: 419-589-3653

EASTVIEW ELEMENTARY SCHOOL

1262 Eastview Drive Mansfield, OH 44905
Telephone: 419-589-7335 Fax: 419-589-3031

MIFFLIN ELEMENTARY SCHOOL

441 Reed Road Mansfield, OH 44905
Telephone: 419-589-6517 Fax: 419-589-6659

SOUTH ELEMENTARY SCHOOL

700 South Illinois Road Mansfield, OH 44905
Telephone: 419-522-4319 Fax: 419-526-2911

DISTRICT WEBSITE: WWW.MLSD.NET

Building our community

Creating endless opportunities

Ram Pride!

Madison Local School District Title I Program

Mission: *Helping all students get the services they need on their journey to being successful readers.*

The Madison Local School District has adopted various Tier II intervention systems for meeting the specific needs of students who struggle with accessing written material.

The Leveled Literacy Intervention (LLI) System: Leveled Literacy Intervention (LLI), published by Heinemann's Publishing, is a short-term individual or small group, supplementary intervention program developed by Irene Fountas and Gay Su Pinnell. LLI is designed to serve struggling readers in grades 2-4 and is built around a text reading gradient design. This system designates leveled texts from A (easiest) to Z (most difficult). The objective of LLI is to help students reduce the gap between their current instructional reading level and their expected instructional reading level. LLI includes reading, writing, and word study, each used together and systematically across increasingly difficult levels of texts. The LLI systems are designed to provide 10 to 18 weeks of intensive extra reading lessons, in addition to their classroom work, that should accelerate the student's reading progress.

Fundations: Fundations is a more intense Tier II reading program used with K-1 students who have not progressed with LLI. Parental support of the program is also key in helping the child improve his or her reading performance.

After the intended term of instruction, the students are released from the program if appropriate grade level expectations are met. Students who have made progress but have not yet met expected instructional reading levels for grade and time will be re-evaluated using LLI assessment measures for reading fluency and comprehension. The evaluation may suggest more time in reading intervention or alternative models such as moving from small group to individual tutoring.

Tools for Reading/Sound Walls: Title Teachers were trained in using Sound Walls and Tools for Reading Resources to help support Tier 1 learning taking place in the classroom. It is not an expectation that Title Teachers use this program. Title Teachers are welcome to use specific resources from this program when they feel it is appropriate to help their students.

Bridge the Gap: Title Teachers were trained on Bridge the Gap to help support students in Grades 2-4 who are still struggling with phonemic awareness. Intervention Specialists should take the lead on this Tier 2 Intervention, but there may be strategies and/or resources that are appropriate to help students in the Title Program.

PAST and CORE Assessments: These assessments can be given by Title Teachers and Intervention Specialists to help identify the specific point of instruction for students and to help monitor their progress. As goals are met and gaps closed, students are exited from Title I Reading.

Please note that as a district we are putting resources in place to align with the Science of Reading and preparing for the upcoming Dyslexia Standards. We are moving towards more skill based interventions. As Title Teachers, our hope is that collaborating with classroom teachers and intervention specialists, we all work in unison to make the students of Madison better readers.

Title I Parent Handbook

Annual Planning

This parent handbook is provided to acquaint parents with the Title I program in Madison Local Schools. The Title I programs at the individual elementary schools are developed through the efforts of parents, teachers, administrators, and Title I resource staff. Programs are planned through a series of steps. First, a needs assessment is conducted through input from parents, teachers, and staff. Parents are invited to contact Title I staff or the program director at any time during the year. Second, teachers, staff, and parents plan how to best meet the needs shown in these assessments. Next, teachers receive training on how to best serve these needs and implement the plan that is developed. Resources are gathered that are needed to implement the plan. Finally, a yearly review is conducted to examine results and re-evaluate needs.

What is Title I?

Title I is a federally funded education program that is designed 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. The Title I funds that schools receive are based upon the number of low-income families in the district. Madison Local is able to allocate these funds for services for eligible students in the following schools:

- Eastview Elementary
- Mifflin Elementary
- South Elementary
- Middle School & High School – tutoring only

Sometimes children need assistance to meet the educational standards that Ohio has set for all children. This includes children who:

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

What Help does Title I Schoolwide provide?

Title I provides assistance in one or more academic areas. Extra help could include:

- Additional Reading certified teachers to work with small groups or individuals
- Before and after school tutoring
- Additional training for staff
- A variety of instructional strategies and materials
- Smaller classes for eligible students
- Kindergarten Camp

How is a school chosen to provide a Schoolwide Title I program?

Individual schools with poverty rates above 40% may use Title I funds, along with other funds, to operate a “schoolwide program” to upgrade the instructional program for the entire school. During the 2011-12 school year, all four Madison elementary schools piloted the schoolwide program with the three remaining schools (Eastview, Mifflin, and South) fully implementing the program.

What does being a Schoolwide Title I program involve?

There are specific guidelines for all Title I schools that operate schoolwide programs. Each schoolwide program has implemented a comprehensive school improvement plan which addresses ten (10) required elements:

1. A comprehensive needs assessment of the entire school using data analysis
2. Schoolwide reform strategies with emphasis on improved achievement of the lowest achieving students
3. Instruction by highly qualified staff as addressed in Every Student Succeeds Act (ESSA)
4. High quality and ongoing professional development activities
5. Strategies to attract highly qualified teachers
6. Strategies to increase effective parental involvement
7. Plans for assisting preschool children from early childhood programs to elementary school programs
8. Measures to include teachers in assessment decisions regarding the use of assessments in improving student performance and instructional programs
9. Strategies for providing timely additional assistance to students who are experiencing difficulties in mastering standards
10. Coordination and integration of federal, state, and local services/programs.

Remote Learning

- Should the governor or Richland County Health Department close the buildings, your child’s Title Reading teacher will continue to provide services online using any of the following resources: online books, meetings, assignments in Google Classroom, Zoom, Google Meets, an online curriculum called Moby Max, and/or iReady.
- There will be multiple ways of communicating between home and school as per building: Zoom, Remind, DoJo, Google Meet, and email.
- Any online curriculum will have already been used in the Title classroom to make the transition seamless.

As parents, please keep in mind...

You influence your child’s education more than any teacher or the school. By taking an active role in the school, you will show your child

- How important they are to you
- How important education is to you
- That you and the school are a team

Parents are a vital part of the Schoolwide Title I program. Ideas, support, and presence of parents are essential for an effective school program.

- Parent meetings, for all parents, are held annually in the fall for each Title I school. At this meeting, information pertaining to the Title I program is presented and parent questions and concerns are addressed by staff.
- Through Final Forms, each Title I school develops and distributes to parents a Title I parent-student-school compact to be signed and returned.
- Parents are encouraged to attend parent-teacher conferences. These meetings provide parents with a report on their child's progress and for the opportunity to review the parent-school compact.
- Each Title I school has a parental involvement plan.
- Materials for helping your child at home will be provided.
- Parents will be asked to complete a questionnaire in May of each year about the Title I program. This information will be used to help plan the program for the upcoming year.
- Parents may observe their child participating in the Title I program as scheduled by the teacher and approved by the Building Principal.
- Parents are invited and encouraged to participate in the development and review of the Title I Schoolwide plan as explained in this handbook.
- Parents have the right to request highly qualified teacher information.

How to help your child...

- Share information about your child's interests and abilities with teachers.
- Update your child's teacher and school about changes at home and your child's health.
- Find out what your child is being taught.
- Become a volunteer.
- Share a love for learning.
- Learn about your school and programs.
- Monitor your child's progress by reviewing homework, tests, progress reports, and other school assessment results.

Parent involvement pays off with...

- Higher grades, test scores, and graduation rates
- Better school attendance
- Increased motivation and self-esteem
- Lower rates of suspension
- Decreased drug and alcohol use
- Fewer behavior incidents
- Greater chance of going on to trade school, college, or other post-secondary education programs