



Title I Handbook



A Guide to Title I Programs Floyd County Public Schools

The purpose of this document is to provide explanations of the elements of Title I for use by parents and school-base personnel in their work with and for students and their families.

Title I Staff

Tammy Hubbard
*Director of Federal Programs, Assessment, and Literacy Programs
Central Office*

Tara McGrady
*District Math Specialist
Itinerant*

Vickie Williams, *Title I Reading Specialist*
Jodie Slusher, *Title I Reading Specialist*
Kristen Harrod, *Title I Reading Specialist*
Floyd Elementary School

Sandra Nolen, *Title I Reading Specialist*
Check Elementary School

Alicia Smith, *Title I Reading Specialist*
Willis Elementary School

Mendy Spence, *Title I Reading Specialist*
Indian Valley Elementary School


Title I

Title I is a federally funded program designed to target the academic achievement of disadvantaged students in order to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education. School divisions target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Schools enrolling at least 40 percent of students from low-income families are eligible to use Title I funds for schoolwide programs that are designed to upgrade their entire educational programs for all students, particularly the lowest-achieving students.

Floyd County Schools values the importance of literacy development and allocates the majority of Title I funds to supplemental reading services. These supplemental reading services are delivered by highly qualified reading specialists in a small group and/or one-on-one setting. All four elementary schools in Floyd County are schoolwide Title I schools; all students in grades K-7 are eligible for Title I reading services at these schools.

EVERY STUDENT SUCCEEDS ACT

Overview

The [Every Student Succeeds Act of 2015 \(ESSA\)](#)  (PDF) was signed into law on December 10, 2015. ESSA amends the Elementary and Secondary Education Act and replaces No Child Left Behind. The Board of Education approved its plan to implement ESSA at its July 2017 business meeting. The final version was approved by the U.S. Department of Education in May, 2018.

Federal Accountability Indicators

Under ESSA, schools will be identified for support and improvement based on multiple performance indicators:

- Reading Performance: The percent of students who pass the SOL or VAAP tests in reading.
- Mathematics Performance: The percent of students who pass the SOL or VAAP tests in mathematics.
- Growth in English Reading and Mathematics: A rate that includes students who passed the state assessment or demonstrated growth (applies to elementary and middle schools).
- English Learner (EL) Progress: The percent of EL students who demonstrated growth on the ACCESS for ELLs 2.0 English Language Proficiency assessment from the previous year.
- Chronic Absenteeism: The percent of students in a school who are absent 10% or more of their enrolled days.

- Federal Graduation Indicator (FGI) 4-Year Rate: A high school graduation rate that accounts for the percent of students who graduated within four years of entering high school.
- State Accreditation Rating
- English Reading Participation; Mathematics Participation: The percent of students who participate in state assessments: Standards of Learning (SOL) tests or Virginia Alternate Assessment Program (VAAP) tests.
- Science Performance and Science Participation

Comprehensive Support and Improvement

The lowest five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent, are identified for comprehensive support and improvement based on the performance of all students. Schools are identified every three years. The lowest performing 5% of Title I schools that meet the criteria in all three steps below are identified as Comprehensive Support and Improvement Schools.

- Step One: Identify Title I schools that did not meet the interim measure of progress for reading, mathematics, and FGI and are in the lowest two quartiles for academic growth in reading or mathematics.
- Step Two: Of those schools identified in Step One, identify schools that did not meet the interim measure for EL progress and are in the lowest two quartiles for EL progress.
- Step Three: Of those schools identified in Step One through Two, identify schools that did not meet the interim measure of progress for chronic absenteeism and have not accredited using the most recent school year data
- PLUS: Identify any high school with an FGI below 67 percent.

Targeted Support and Improvement

Schools with low-performing student groups are identified for targeted support and improvement annually. Title I schools and non-Title I schools are identified. Schools that meet the criteria in all three steps below may be identified as Targeted Support and Improvement Schools.

- Step One: Identify student groups that did not meet the interim measure of progress *for two consecutive years* in one or more student groups for reading and mathematics and FGI and are in the lowest two quartiles for academic growth in reading or mathematics.
- Step Two: If the EI student group is identified above, did not meet the interim measure for EL progress and are in the lowest two quartiles for EL progress.
- Step Three: Did not meet the interim measure of progress for chronic absenteeism and not Accredited using the most recent school year data. .

Additional Targeted Support and Improvement

Additional targeted support and improvement schools are identified every three years. From among schools identified for targeted support and improvement, any school with one or more student groups performing below the level of the highest performing comprehensive support and improvement school is identified.

Long Term Goals and Interim Measures of Progress

In accordance with ESSA requirements, long term goals and interim measures of progress (“targets”) are established for Reading Performance, Mathematics Performance, Chronic Absenteeism, the Federal Graduation Index (FGI), and English Reading Participation, Mathematics Participation, and English Learner (EL) Progress.

Science Participation, Science Performance, Growth in Reading, and Growth in Mathematics do not have long term goals or measures of interim progress. Measures of interim progress have been adjusted (targets for accountability year 2020-2021 have been “shifted forward” to 2022-2023 in order to account for the two waived accountability years in 2020-2021 and 2021-2022) for Chronic Absenteeism, EL Progress, Mathematics Performance, English Reading Performance, and FGI.

If fewer than thirty students are present in a student group for an indicator, the student group's performance is not reported and is excluded from the federal accountability calculation for the school.

Exit Criteria

A CSI school identified for being in the lowest performing 5% of Title I schools may exit when the school is no longer in the lowest performing 5% of Title I schools and shows improvement in the achievement rates for reading and mathematics and FGI for the All Students group, from when it was first identified. May exit after two years with a required additional one year sustainability plan.

A CSI school identified for low Federal Graduation Indicator (FGI) performance may exit when the school has a four-year adjusted cohort graduation rate of 67 percent or higher. May exit after one year.

A CSI school identified for not exiting additional targeted support (ATSI) status may exit when it meets the interim measures of progress (“targets”) for the student group(s) for which it was identified. May exit after one year.

Additional Targeted Support and Improvement Schools (ATSI)

An ATSI identified school must meet the interim measures of progress (“targets”) in reading and mathematics for the student group(s) for which it was identified. May exit after one year.

Targeted Support and Improvement Schools (TSI)

A TSI identified school must meet the interim measures of progress (“targets”) in reading and mathematics for the student group(s) for which it was identified. May exit after one year.

[Virginia's School Quality Profiles](#)

School Quality Profiles are a new way to look at the performance of Virginia's public schools. School Quality Profiles were developed by the state Board of Education in response to the 2015 Virginia General Assembly, which directed the board to redesign online reports for schools and school divisions to more effectively communicate to parents and the public about the status and achievements of Virginia's public schools. School Quality Profiles are available for all schools, school divisions, and for the state.

Links to our School Quality profiles can be found on the Floyd County Public Schools website, each school's website, and on the FCPS Title I website. Student report cards and SOL reports are sent home at the end of the school year. Parents have the right to request our SOL testing policies. At any time the report cards may be printed and sent home at the request of a parent (or guardian). www.floyd.k12.va.us

Roles in the Title I Program

Coordinator of Federal Programs

The Coordinator of Federal Programs shall be responsible for administration and supervision of all phases of the approved Title I program. He/She will attend the Virginia Department of Education Federal Program administrator's institute each year to keep current on regulations and responsibilities. He/she will continuously monitor federal and state information concerning Title I and ensure program compliance. The coordinator will keep the superintendent and board informed in regard to the Title I program in the division.

He/She will compile all required information in order to write the Title I application each year in collaboration with the division Assistant Superintendent of Innovation. The grant will be presented to the Board for approval and be submitted before the July 1 deadline. Any necessary revisions and/or amendments will be completed in a timely manner. The Coordinator will also track the funding and reconcile all expenditures each month in order to accurately submit reimbursement requests to the Virginia Department of Education. In addition, he/she will monitor the funds as needed and create amendments and/or budget transfers to ensure funds are spent down effectively.

He/she will maintain effective communication with the principals, Title I staff and parents. He/she will assist principals with the creation or revision of Schoolwide plans annually, submit all required reports, as well as coordinate and integrate federal, state, and local services and programs. She will also coordinate and oversee parental involvement events for the division and provide technical assistance to the schools in providing events at the school level. The coordinator will update the Parent Involvement Plan and the Title I Handbook annually. He/she will update the Title I website throughout the school year as needed.

Division Reading Specialist

The division reading specialist will observe, model, and coach classroom teachers with reading, word study, and writing. He/she is to provide valuable feedback to teachers that will enhance instruction. He/She will provide professional development opportunities in the areas of reading, writing, and word study that are needed within the division. He/she will attend professional development to continue their professional growth and stay abreast on current educational trends. At times the division specialist may need to provide instruction to students. Additionally, he/she may provide assessments and may analyze assessments with the classroom teacher in order to identify and assist struggling readers. The division reading specialist may also maintain the role of the Division PALS Representative. He/she oversees the PALS program, the PALS reading tutors, and the data.

Division Math Specialist

The division math specialist will observe, model, and coach classroom teachers in the area of math. He/she is to provide valuable feedback to teachers that will enhance their instruction. The math specialist will provide workshops that are needed within the division on math based on need. He/she will analyze assessment data, SOL Student Performance by Question, and provide workshops for teachers on analyzing to enhance the quality of math instruction. He/she will attend professional development in the area of math to continue their professional growth. The Math Specialist will read professional resources and suggest the resource needs for classrooms and/or book studies. At times the specialist may need to provide instruction to students. The Math Specialist may provide assessments and may analyze assessments with the classroom teacher in trying to identify certain struggles with students.

Principal of a Title I School

The principal has a major role in implementing the Title I Program in his/her building. In consultation with the Title I teacher(s) and under the established federal guidelines, the principal facilitates the role in collaboration with the Federal Programs Coordinator of the Title I teacher(s) within the total education program.

The principal will:

1. Provide support for the Title I Program regarding
 - Integration of the Title I Program in the total school curriculum
 - Community relations
 - Appropriate working area, equipment and materials
 - Released time for professional growth of Title I teachers
 - o To attend professional development, conferences and professional meetings that meet the program requirements of being intensive, high-quality, and sustained over time
 - o To observe other programs and to exchange ideas with colleagues about new strategies and materials
 - o To allow Title I teachers to provide workshops/in-services needed within the building
 - Hiring highly qualified teachers and paraprofessionals
2. Assist Title I teacher(s) in monitoring the progress and placement of Title I students
3. Observe and evaluate the Title I teacher, Title I Program, and Title I paraprofessionals
4. Collaborate with the Title I teacher(s) in communicating with parents, staff, and community as well establishing parent involvement events within the building

Role of the Title I Teacher

The Title I teacher coordinates the Title I Program within the school, provides **supplemental** instruction to students, directs the support work of the Title I paraprofessional, and provides support to classroom teachers as needed. The Title I paraprofessional works under the direct supervision of a highly qualified teacher, with small groups of students, to assist them in learning strategies that will enhance their targeted skills.

The Title I teacher:

- Is a member of the faculty and assumes the responsibility of a full-time teacher
- Provides **supplemental** instruction to identified students
- Coordinates Title I services within the school
- Works with administrators, teachers, other professionals, and parents to improve and coordinate the total supplemental program of the school
- Assigns students and activities and gives on-going direction to the Title I paraprofessional in his/her daily work
- Attends high quality professional growth opportunities and best practices in instructional strategies
- Turns in paperwork and prepared reports to the Title I Coordinator in a timely manner
- Attends and participates in regularly scheduled Title I meetings with the coordinator of the program to discuss the program as a whole with a view toward improvements throughout the year
- Adheres to policies and procedures as outlined in Floyd County Public School Division Policy Manual and Title I Handbook

A Title I teacher serves a school by:

- Conferencing/Collaborating with individual classroom teachers, groups of teachers, administrators, parents, and students
- Working with teachers in improving the Title I program including the use of diagnostic reading assessments
- Surveying, evaluating, recommending, ordering, and demonstrating appropriate materials and techniques for teaching individual students
- Maintaining a current inventory of materials and supplies
- Gathering and interpreting assessment data with teachers, administrators, students, and parents
- Assisting teachers and/or administrators in planning presentations and/or events concerning the Title I program for parents and the community
- Communicating progress of students to the classroom teacher and parents through Title I reports and/or conferencing the 2nd, 4th, and 6th grading period
- Promoting Parent Involvement of Title I families by developing a Parent Involvement Plan, administering an annual parent involvement survey and the School-Parent Compact (posted on the Title I website)
<https://sites.google.com/a/floyd.k12.va.us/floyd-county-title-i/title-i-parent-involvement>
- Analyzing assessment data to affect program improvement based on student progress
- Identifying students with observed or potential difficulties in achievement by

- Evaluating assessment data based on Floyd County Public School criteria for identification and placement in Title I and reporting results to appropriate personnel
- Observing students in the classroom and coordinating the use of instructional strategies with the classroom teacher and/or parents
- Teaching individual students or small groups of students within various appropriate settings
- Contributing information for referrals to RTI and/or Child Study

The role of the Title I teacher excludes evaluating staff, substituting for classroom teachers, and performing the duties of a paraprofessional. Title I teachers do not maintain a homeroom.

Role of the Title I Paraprofessional

A Title I Paraprofessional:

- Collaborates and works closely with the building principal and reading specialist(s) in order to create a schedule and identify required responsibilities
- Supports the Title I teacher in implementing the Title I program by providing instruction under the direct supervision of a highly qualified teacher
- May assist with classroom management, such as organizing instructional and other materials
- May conduct parent involvement activities

Role of the Regular Classroom Teacher

The regular classroom teacher is an integral part of the Title I Program. Services to the students are enhanced as the classroom teacher, Title I teacher, and Title I paraprofessional work in collaboration with each other to ensure a high quality instructional program and continuing student growth.

The classroom teacher:

- Provides daily instruction in reading that will be supplemented by the Title I Teacher if needed.
- Provides daily instruction in math
- Effectively adjusts instruction for those students enrolled in the Title I Program
- Administer on-going formal and informal assessments
- Complete appropriate referrals
- Coordinate scheduling with Title I teachers
- Inform the Title I teacher of plans for special activities
- Will be available for conferences/meetings with administrators, resource teachers, parents, and students regarding individual needs and correlation of instruction
- Will be responsible for the management component of the core reading program and share results with the Title I teacher

Professionalism and Communication

The Title I Teacher's unique position in the instructional program requires that she/he establish effective rapport with administrators, teachers, students, parents, and the community. The following suggestions may be helpful for the Title I teacher:

To effectively interact with **Principals**, Title I teachers should

- Meet with the principal(s) prior to the opening of school, or as soon after as possible, to discuss their job responsibilities and look at assessments from the previous spring and make a list of possible students to start the year with
- Establish a means of communication such as formal meeting dates, informal meeting dates, and memos
- Keep the principal informed of the ongoing program and individual students' progress
- Always be open to suggestions and changes

To effectively interact with the **Classroom Teachers**, Title I teachers should

- Consider him/her a colleague of the classroom teacher; work as a partner but never replace the classroom teacher (the Title I teacher is not an evaluator of the classroom teacher)
- Emphasize the "we" concept and establish a feeling of sharing
- Model methods/strategies and share materials/resources with teachers
- Be available to teachers for assistance in conferences with administrators, other teachers, parents, and students regarding the Title I program or individual Title I student needs
- Support the classroom teacher by seeking assistance from other resource personnel

To effectively interact with the **Students**, Title I teachers should

- Create an atmosphere that encourages the student to accept and respect you as a member of the school and relate to your instruction

To effectively interact with **Parents**, Title I teachers should

- Be available to take part in conferences involving parents, teachers, administrators, and/or other personnel
- Be flexible in planning meetings/events with parents
- Interact with the community through PTA/PTO by presenting and representing the supplemental Title I program
- Implement a high quality Parent Involvement Plan
- Update the Title I webpage frequently to include pertinent information such as literacy nights, parent workshops, PAC meetings, and annual meetings
- Send home communication regarding special events or news from Title I three times a year (fall, winter, spring/summer)

Operational Procedures

Student Selection Process:

The student selection process for Title I is initiated in May of each school year to identify students to be served the following school year.

Title I teachers give first through sixth grade teachers a **Referral Form** in the spring to list any students they want to refer to Title I for the following school year. The first and second grade teacher completing the referral form must include the students' DRA level, spring PALS score, retention information, special education information, and ELL information. The third through sixth grade teacher completing the referral form must include the students' DRA level, spring SOL reading score, retention information, special education information, and ELL information.

At the beginning of the new school year the Title I teacher assesses and gathers PALS and SOL test scores for each referred student for Title I. She must complete a **Referral Score sheet** (included in appendix) on each student. The components which are included in the students' referral score are:

First through Third Grade:

- Fall PALS Score
- UFLI Progress Monitoring Data
- Writing Sample (Scored from CIP rubric)
- Current Student Data (Benchmarks, retained last school year, report cards, receiving speech services, receiving ESL services)

Fourth through Seventh Grade:

- RI Online Reading Inventory
- Spring SOL Reading Score
- Writing Sample (Scored from CIP rubric)
- Current Student Data (Benchmarks, retained last school year, report cards, growth assessment data, receiving speech services, receiving ESL services)

Total Points – The Title I teachers total points from the RI, PALS Score/SOL score, Writing Sample and Current Student Data for each referred student. Students are listed and prioritized by total points on the **Student Selection Form** for each grade level from highest to lowest with the highest being those most in need.

Title I teachers then select students based on most need from the student selection form. Groups of no more than six students are formed (groups of 3-5 are recommended). All students determined to be in need of intervention services are served either through Title I, Reading Recovery, PALS, or Special Education.

Title I Procedures:

The following are procedures for entering/exiting students in the Title I Program:

1. If a student is removed from the program during the school year, the teacher must exit the student from the program in PowerTeacher.

Please note reasons for Title I exit:

- Dismissed by Teacher
- End of School Year
- Parent Request
- Transferred Out of School
- Recommended for Another Service

Please note reasons for Reading Recovery exit:

- Discontinued
- Incomplete (Not a full 20 weeks)
- Parent Request
- Transferred Out of School
- Recommended

Students may be removed from the program at a parent's request. A statement signed by the parent documenting this request is to be included in the student's Title I folder.

Teacher's requesting Title I services to be dismissed for a student must document reasons for the request on a permission letter to the parents, and a copy of this letter must be filed in the student's Title I folder.

Special Education

Students identified for Special Education with IEP's for language arts may receive Title I services. The decision for services is made in collaboration by the Title I teachers, the classroom teacher, the Special Education teacher, and the parents. If the committee feels the student will be best served through Title I, careful consideration to ensure that the student's instructional day is not too fragmented should be taken into account.

Referral Process

All students served in Title I are referred for services based on criteria mentioned previously. Students may be referred at any time during the school year. In Schoolwide Title I schools students may be served without a signed permission form.

Title I Services

The Title I teacher should coordinate the scheduling of Title I services within the classroom teacher's schedule and school master schedule to achieve minimum interruption of each student's schedule. The school principal reviews and approves the final schedule. Title I services should begin as soon as possible in the fall. Starting dates will be determined in conjunction with the principal, reading resource teacher and classroom teachers, however Title I services are typically suspended the final three weeks of school to assist teachers with the completion of student assessments.

Title I services will be delivered in a pull-out, push-in or collaborative format. Students in a pull-out work in small groups (suggested group size--3-5 students) with the Title I teacher or Title I paraprofessional five times a week within the classroom or in a pull-out location. Instruction that is provided in Title I groups will be based on each student's needs assessment/testing results. Students will be placed in small groups with others who have similar needs, to the greatest extent possible. Research-based materials and strategies will be used in the instruction.

Evaluation of Progress

The elementary classroom teacher is responsible for grading but should confer with the Title I teacher regarding the student's progress. The Title I teacher will communicate student progress to the classroom teacher and the student's parents/guardians through progress reports. At the end of the school year each Title I teacher creates an **Assessment of Yearly Progress** report. After assessing each student the report is completed to see the progress the students have made from the beginning of the year to the end of the year. Assessments used for this report are: DRA/QRI, PALs spelling inventory, and a writing sample.

Professional Development

Attendance is required at all meetings for the Title I teachers. (usually three meetings per year)

Meetings will be held at the Central Office and will be used for the following purposes:

- To communicate information concerning the operation of the program
- To hear new information presented by resource people
- To share instructional ideas and prepare instructional materials

Meetings shall be scheduled in each school with the principal, classroom teachers, resource teachers and supervisory personnel for the following purposes:

- Explanation of program, professional development, and referral process
- Discussion of any concerns

Title I teachers and paraprofessionals are encouraged to attend high quality, intensive professional conferences and workshops related to reading and/or math instruction. Professional Leave forms must be approved and signed by the building level principal.

Parental Involvement

Research overwhelmingly demonstrates the positive effect that parent involvement has on their child's academic achievement. A goal of the Floyd County Public Schools' Title I program is to promote and develop meaningful parental involvement. Below are six guidelines that demonstrate a school's efforts to build parent capacity for becoming full partners in their child's education:

1. Academic Standards

Schools are required to provide parents with information about state academic standards, curriculum and assessments, as well as methods and strategies for monitoring student progress. This information is shared with parents through memos, report cards, newsletters, Division and Title I websites, workshops, and school-parent conferences.

2. Parent Training

Schools must provide materials and workshops to help parents work with their children to improve achievement in areas such as literacy, mathematics, at-home learning support, etc... Schools will present a minimum of two parent workshops per school year, while the division will present a minimum of two district-wide parent workshops.

3. Professional Development

Schools are required to provide professional development opportunities to instructional staff. Parents should be consulted and included in discussions about the value and utility of parents' contributions; how to reach out to, communicate with, and work with parents as equal partners, and how to best implement and coordinate strategies and programs that build ties between parents, schools, and the community. Parents are included in revision of the Title I Schoolwide Plan and the School Parent Involvement Policy.

4. Community Connections

Schools should coordinate and integrate family-focused, community-based agencies, programs and activities that support families and encourage family involvement in the educational lives of children. Floyd County Public schools conduct an annual Service Fair in collaboration with the Floyd County Autism Team. Many community-based agencies are invited to set up vendor booths at the fair as well as financially help support the service fair.

5. Parent and Community Communications

Throughout the year, notices will be sent to parents of children attending Title I schools. Information must be in a form and language that parents can understand. In addition,

information will be made available to the community regarding progress that each school and the district are making toward achieving high academic standards. If at any time there are questions regarding these notices of information, please contact the school or central office for clarification or assistance. Active participation is important and encouraged. Floyd County Public Schools fund a translator and interpreter through Title I funds to support the ELL families.

6. Full Opportunities for Diverse Populations

Schools are required to provide full opportunities for the participation of parents and caregivers of students who are English Language Learners/Limited-English Proficient, students with disabilities, and/or migrant children, as applicable to the school's student population. Floyd County Public schools provide translators/interpreters through Title I to help parents communicate. We also coordinate with Title III to provide a class for our ELL parents titled "Parents as Educational Partners" PEP.

The District Parent Involvement Policy (included in appendix, Division website <http://www.floyd.k12.va.us/Home/our-district/policy-manual>, and Title I website <https://sites.google.com/a/floyd.k12.va.us/floyd-county-title-i/title-i-parent-involvement>)

Title I is required by ESSA to create a district Parent Involvement Policy. This policy must communicate the meetings Title I will hold, what we plan to do to promote parent involvement, and must include the School-Parent Compact.

Annual Fall Parent Meeting

Title I schools are required to conduct an annual meeting in the fall to inform, explain and discuss the Title I program. Title I schools must also present the Parent Involvement Policy and have the parents complete the annual Parent Involvement Survey. Parents must be informed of their rights and responsibilities to determine how dedicated parent involvement funds can be spent at the district and school level. These decisions are discussed at the school and district Parent Involvement Committee meetings.

Parent Advisory Committee Meetings

At the Annual Meeting held in the fall, parents are asked to sign up to be a representative on the Parent Advisory Committee (PAC). The parent(s) can sign up to participate with the school PAC, or the school and Division PAC. Each school must hold a PAC meeting in the fall and spring. The division holds two meetings a year as well, usually in October and March. At these meetings parents and Title I teachers analyze the Parent Involvement Survey results and the school and division level and must determine the types of Title I parental involvement activities to be held.

Additional Resources

Web Sites

- www.ed.gov U.S. Department of Education
- www.titlei.org National Title I Association
- www.doe.virginia.gov/ Virginia State Department of Education
- www.doe.virginia.gov/support/school_improvement/index.shtml School Improvement in Virginia
- www.sedl.org/connections/ The SEDL National Center for Family and Community Connections with Schools
- www.peatc.org/peatc.cgim?template=about PEATC Parent Educational Advocacy Training Center
- www.floyd.k12.va.us Floyd County Public Schools

Bibliography

- Sattler, Cheryl L, Ph.D. *Let's Talk Title I: Everything You Need to Know and Do as an Administrator* (2010), Horsham Pennsylvania, LRP Publications

Appendix

FLOYD COUNTY PUBLIC SCHOOLS
140 Harris Hart Road NE
Floyd, VA 24091

Telephone: (540) 745-9400 FAX: (540) 745-9496



Parent Notification Letter

Right to Request Information on Teacher Qualifications

As Required Under the *No Child Left Behind Act of 2001*

Date

Dear Parent(s) or Guardian(s):

On January 8, 2002, the *No Child Left Behind Act of 2001* (NCLB) was signed into law. Section 1111(h)(6)(A) states that as a parent of a student in a Title I school, receiving Title I funds, has the right to know the professional qualifications of the classroom teachers instructing your child. Federal law requires the school division to provide you this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact Tammy Hubbard, Title I Coordinator, at (540)745-9400.

Sincerely,

Floyd County Public Schools

An Equal Opportunity Employer

The Floyd County School Board does not discriminate on the basis of race, color, religion, national origin, political affiliation, gender, age, marital status, or disability in its educational programs, admission to any program, or employment.



FLOYD COUNTY PUBLIC SCHOOLS

140 Harris Hart Road NE

Floyd, VA 24091

Telephone: (540) 745-9400 FAX: (540) 745-9496

Date

Dear Parents/Guardians,

On January 8, 2002, the *No Child Left Behind (NCLB) Act of 2001* was signed into law. Section 1111(h)(6)(B)(ii) of the law states that any school that receives Title I funds must inform parents if their child is assigned a teacher for four or more consecutive weeks who is not "highly qualified" under NCLB.

According to the *No Child Left Behind* law, a "highly qualified" teacher is one who:

1. Has obtained a Bachelor's degree or higher;
2. Has obtained full State certification; and
3. Has demonstrated competency in the core academic subject area(s) that he/she teaches by passing a content area test or enough hours to be equivalent to a major. The core academic subjects are English; reading or language arts; mathematics; science; foreign languages; social studies (Civics, Government, Economics, History, Geography), and the arts (visual arts, music).

As of 08/13/13, your child's teacher (*insert teacher's name*) has met the Bachelor's degree

Requirement and State certification requirement, but has not completed the subject matter competence requirement in the (*insert subject area*). He/she is currently working to meet the necessary requirements.

If you have any questions regarding (*insert teacher's name*) qualifications, please feel free to contact (*insert Principal's name*) at (*insert contact information*).

Sincerely,

Floyd County Public Schools

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Floyd County Public Schools

Title I Referral Scoring Form--Grade 2

Year

Homeroom Teacher Name:

Student Name:

DRA

- ☐ 8 or below-----5 points
- ☐ 10-14-----4 points
- ☐ 16-----3 points
- ☐ 18-----2 points
- ☐ 20 and up-----1 point

PALS

- ☐ Identified (34 or less)-----5 points
- ☐ At Risk (35-39)-----4 points
- ☐ (40-43)-----3 points
- ☐ (44-47)-----2 points
- ☐ (48 and up)-----1 point

Writing Traits Rubric Score

- ☐ 7-----5 points
- ☐ 8-14-----4 points
- ☐ 15-21-----3 points
- ☐ 22-28-----2 points
- ☐ 29-35-----1 point

Current Student Data

- ☐ Student was retained last school year----1 point
- ☐ Student is receiving speech services-----1 point
- ☐ Student is receiving ELL services-----1 point

PALS

Writing Traits

Current Student Data

Total Score

June, 2010



**Floyd County Public Schools
Title I Referral Scoring Form--Grade 3**

Homeroom Teacher:

Year

Student Name:

DRA/QRI (Use correlation chart if using QRI)

- ☐ 18 or below-----5 points
- ☐ 20-----4 points
- ☐ 24-----3 points
- ☐ 28-----2 points
- ☐ 30 and up-----1 point

Current Student Data

Student was retained last school
year----1 point

Student is receiving speech
services-----1 point

Student is receiving ELL
services-----1 point

PALS

- ☐ Identified (53 or less)-----5 points
- ☐ At Risk (54-58)-----4 points
- ☐ (59-62)-----3 points
- ☐ (63-66)-----2 points
- ☐ (67 and up)-----1 point

Writing Traits Rubric Score

- ☐ 7-----5 points
- ☐ 8-14-----4 points
- ☐ 15-21-----3 points
- ☐ 22-28-----2 points
- ☐ 29-35-----1 point

PALS

Writing Traits

Current Student Data

Total Score

June 2010



Floyd County Public Schools

Title I Referral Scoring Form--Grade 4-7

Homeroom Teacher:

Date:

Student Name:

DRA/QRI (Use correlation chart if using QRI)

- ☐ 28 or below-----5 points
- ☐ 30-----4 points
- ☐ 34-----3 points
- ☐ 38-----2 points
- ☐ 40 and up-----1 point

Writing Traits Rubric Score

- ☐ 7-----5 points
- ☐ 8-14-----4 points
- ☐ 15-21-----3 points
- ☐ 22-28-----2 points
- ☐ 29-35-----1 point

SOL Reading Test

- ☐ Failed (399 or less)-----5 points
- ☐ Pass Proficient (400-449)---4 points
- ☐ Pass Proficient (450-499)---3 points
- ☐ Pass Advanced (500-549)---2 points

- ☐ Pass Advanced (550-600)---1 point

Current Student Data

Student was retained last school year----1 point

Student is receiving speech services-----1 point

Student is receiving ELL services-----1 point

SOL Reading Score

Writing Traits

Current Student Data

Total Score

FLOYD COUNTY PUBLIC SCHOOLS

140 Harris Hart Road, NE

Floyd, Virginia 24091

Telephone: (540) 745-9400 Fax: (540) 745-9496

Date:



Dear Parents,

has been selected to participate in the Title I Reading program at

for the school year

. The purpose of this program is to provide each student extra instruction to supplement and reinforce the regular classroom curriculum. Emphasis will be placed on the Standards of Learning for reading as mandated by the State Department of Education.

I will be working both in class and in small groups in the Title I Lab utilizing the technology and the vast resources provided by the Title I Program. My goal is always to make reading an exciting and successful experience so that your child might become a lifelong reader. If you have any questions regarding the Title I Program, please contact me.

To grant permission for your child to participate in the Title I program and receive additional reading instruction, please sign and return this letter to me as soon as possible. I look forward to working with

you and

Sincerely,

Title I/Reading Recovery

I give permission for my child,

, to participate this school year in the Title I reading program.

Parent's Signature _____ Date _____

An Equal Opportunity Employer

The Floyd County School Board does not discriminate on the basis of race, color, religion, national origin, political affiliation, gender, age, marital status, or disability in its educational programs, admission to any program, or employment.



Floyd County Public Schools
Title I
1-3 PERSONALIZED EDUCATION PLAN

School Year:

I. STUDENT INFORMATION

STUDENT:

BIRTHDATE:

LAST

FIRST

MIDDLE

GRADE:

CLASSROOM TEACHER:

IEP

☐

ELL

☐

II. ASSESSMENT DATA

ASSESSMENT TOOL

DATE

PERFORMANCE

PALS

SPRING

PALS

FALL

PALS

SPRING

RUNNING RECORDS

FALL

READING LEVEL

MID YEAR

READING LEVEL

SPRING

READING LEVEL

WRITING AND SPELLING INVENTORY (SEE ATTACHED)

III. LONG TERM GOALS

READING:

- Rereads and self-corrects when necessary.
- Uses strategies to read a variety of printed material.
- Comprehends fiction and non-fiction texts.
- Reads with fluency on grade appropriate text.
- Reads on or above grade level.

WRITING:

- Uses correct punctuation and capitalization.
- Uses correct and grade appropriate sentence structure.
- Stays on topic; has a beginning, middle and end.

IV. INTERVENTION STRATEGIES

- Teach using strategies from “Strategies That Work.”
 - Teach writing skills consistent with “6 + 1 Writing Traits.”
 - Small group instruction.
 - Book check-out.
 - Writing workshops.
 - Guided reading.
 - Consistent word work.
 - Read a variety of fiction and non-fiction text on appropriate level.
 - Reading and writing conferences.
-

This Personalized Educational Plan for was reviewed and discussed by the student’s parent/caregiver and the Title I Teacher on .

Teacher: _____

Parent/Caregiver: _____



Floyd County Public Schools
Title I 4-7 PERSONALIZED EDUCATION PLAN

I. STUDENT INFORMATION

STUDENT: BIRTHDATE:
LAST FIRST MIDDLE
GRADE: CLASSROOM TEACHER: IEP ☐ ELL ☐

II. ASSESSMENT DATA

<u>ASSESSMENT TOOL</u>	<u>DATE</u>	<u>PERFORMANCE</u>
SOL	SPRING <input type="text"/>	<input type="text"/>
Benchmark Assessments	FALL <input type="text"/>	<input type="text"/>
Benchmark Assessments	MID YEAR	<input type="text"/>
Benchmark Assessments	SPRING <input type="text"/>	<input type="text"/>
SOL	SPRING <input type="text"/>	<input type="text"/>
RUNNING RECORDS	FALL <input type="text"/>	READING LEVEL <input type="text"/>
	MID YEAR	READING LEVEL <input type="text"/>
	SPRING <input type="text"/>	READING LEVEL <input type="text"/>

WRITING SAMPLE (See Attached)

III. LONG TERM GOALS

READING:

- Rereads and self-corrects when necessary.
- Uses strategies to read a variety of printed material.
- Comprehends fiction and non-fiction texts.
 - o Making Connections
 - o Questioning
 - o Visualizing
 - o Inferring

- o Determining Importance
- o synthesizing
- Reads with fluency on grade appropriate text.
- Reads on or above grade level.

WRITING:

- ☐ (Composing: focuses on central idea, strong organization
- ☐ (Written Expression: good word choice, voice (catches the reader's attention, is memorable)
- ☐ (Usage/Mechanics: correct use of capitalization, punctuation, sentence structure, and spelling

IV. INTERVENTION STRATEGIES

- Teach using strategies from "Strategies That Work."
 - Teach writing skills consistent with "6 + 1 Writing Traits."
 - Small group instruction.
 - Book check-out.
 - Writing workshops.
 - Guided reading.
 - Consistent word work.
 - Read a variety of fiction and non-fiction text on appropriate level.
 - Reading and writing conferences.
-

This Personalized Educational Plan for was reviewed and discussed by the student's parent/caregiver and the Title I Teacher on .

Teacher: _____

Parent/Caregiver: _____



Floyd County Public Schools Title I Student Report Grades 1-7



Name: Grade: Dater:
School: Title I Teacher:

Dear Parents,

Our goal is to help your child develop the necessary skills and strategies to become a successful life-long reader and writer. The following is a report of the skills the students have been working on.

Appropriate DRA Levels by Reporting Period

		2 nd	3 th	4 th
<input type="checkbox"/> 1 st Grade	Child's Current DRA Level: <input type="text"/>	6-8	12-14	16-18
<input type="checkbox"/> 2 nd Grade	Child's Current DRA Level: <input type="text"/>	20	24	28
<input type="checkbox"/> 3 rd Grade	Child's Current DRA Level: <input type="text"/>	30	34	38
<input type="checkbox"/> 4 th Grade	Child's Current DRA Level: <input type="text"/>	38	38-40	40
<input type="checkbox"/> 5 th Grade	Child's Current DRA Level: <input type="text"/>	40	40-50	50
<input type="checkbox"/> 6 th Grade	Child's Current DRA Level: <input type="text"/>	50	50-60	60
<input type="checkbox"/> 7 th Grade	Child's Current DRA Level: <input type="text"/>	60	60-70	70

Comments:

Please sign and return.

Parent Signature: _____ Date: _____



Floyd County Public Schools Title I Kindergarten Report

Name: _____ Grade: _____ Year: _____

School: _____ Title I Teacher: _____

Dear Parents,

Our goal is to help your child develop the necessary skills and strategies to become a successful life-long reader and writer. The following is a report of the skills the students have been working on.

Literacy Skills

PALS Fall Score: _____ (Benchmark: 28)

	Rhyme (10)	Beginning Sound (10)	Letters	Letter Sounds	Spelling	Concept of Word
PALS Fall						
2 nd grading Period						
4 th grading Period						
PALS Spring						

Comments (parents or teacher):

Please sign and return.

Parent Signature: _____ Date: _____

File: IGBC

FLOYD COUNTY SCHOOL DIVISION
PARENTAL INVOLVEMENT POLICY

Generally

The Floyd County School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Floyd County School Board endorses the parental involvement goals of Title I (20 U.S.C. § 6318) and Title III (20 U.S.C. § 7012(e)) and encourages the regular participation by parents of all children including those eligible for the Title I and Limited English Proficiency (LEP) programs in all aspects of those programs.

In keeping with these beliefs, it is the intention of the Floyd County School Board to cultivate and support active parental involvement in student learning. The Floyd County School Board will:

- provide activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups, the Head Start program, VPI, Parents as Educational Partners, Parent Workshops program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development
- implement strategies to involve parents in the educational process, including:
 - keeping families informed of opportunities for involvement and encouraging participation in various programs
 - providing access to educational resources for parents and families to use with their children
 - keeping families informed of the objectives of division educational programs as well as of their child's participation and progress with these programs
- enable families to participate in the education of their children through a variety of roles. For example, family members may provide input into division policies or volunteer time within the classroom and school program
- provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies
- perform regular evaluations of parent involvement at each school and in the division
- provide access, upon request, to any instructional material used as part of the educational curriculum
- if practicable, provide information in a language understandable to parents

In addition, for parents of students eligible for LEP programs, the School Board will inform such parents of how they can be active participants in assisting their children

- to learn English;

FLOYD COUNTY SCHOOL DIVISION Continued

- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

Parental Involvement in Title I Plan

The Floyd County School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the Board's Title I plan. Parents may participate by becoming actively involved in their child's learning and success. An annual orientation will be held in September so that parents may become familiar and comfortable with Title I. Multiple opportunities will be provided for parents to attend the annual meeting. The first session will be held one hour prior to the PTA/PTO meeting (or during the PTA/PTO meeting if it is a School-Wide Title I school) and the others will be earlier sessions during the day. Curriculum information will be made available to all parents at the annual meeting as well as an explanation of Title I, either Targeted Assistance or School-Wide. If it is a Targeted Assistance Title I school the student identification or eligibility process is explained. The parent involvement policy is shared and the teachers, parents, and child sign the parent/child/school compact signifying they will be responsible for the child's education in specific ways. Also, the parents will complete a survey at the beginning of the school year to indicate needs for workshops, events, and to determine the most appropriate times to meet. Each school must establish a Parent Advisory Committee (PAC). One or two of the members will serve on the division committee. The school PAC will meet a minimum of two times during the school year beginning in September. The school PAC is responsible for reviewing, planning and improving the Title I program at the school. The division must establish a PAC team to discuss, evaluate, and plan division-wide events that will better support and facilitate active parent involvement. The division PAC will meet a minimum of two times during the school year beginning in October. The parents are encouraged to participate in the title I Parent Advisory Committee at the school level and at the district level. The Title I District PAC will reconvene in October and begin planning for the year. Objectives will be to help parents understand what a critical role they play in their child's learning, to give suggestions for and model how to support children's learning, reviewing the outcome of the Title I parent survey, planning for the year's parent involvement events, and to ultimately build a family of learners. Parents will be kept informed of the student progress through Personal Education Plans, conferences, progress reports (sent home the 2nd, 4th, and 6th six weeks), personal phone calls or notes, and open classroom visitation. At the end of the year, parent surveys will be administered providing feedback for assessing the strengths and weaknesses of our program and providing insight as to how to make the program more effective Parental Involvement in School Review and Improvement The Floyd County School Division encourages parents of children eligible to participate in Title I, Part A, and LEP programs to participate in the process of school review and, if applicable, school

FLOYD COUNTY SCHOOL DIVISION Continued...

improvement as implemented by 20 U.S.C. § 2316. Parents may participate by serving on the school-level school improvement committee and/or participating in developing the School Improvement Plan. Parents may also participate by serving on the School-Wide Title I committee. Parents will be given the opportunity to review available data with school staff and provide input that will assist schools in modifying and updating School Improvement Plans. Parents will serve on the district-level committee to develop or review the Comprehensive Plan.

Division Responsibilities

The Floyd County School Division, and each school which receives Title I, Part A, funds **WILL**:

- provide assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's academic content standards and student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, VPI, Parents as Educational Partners, Parent Workshops, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
- ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand
- provide such other reasonable support for parental involvement activities as parents may request

The Floyd County School Division, and each school which receives Title I, Part A, funds, **MAY**:

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training

- provide necessary literacy training from Title I funds if the division has exhausted all other reasonable available sources of funding from such training
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- train parents to enhance the involvement of other parents
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation
- adopt and implement model approaches to improving parental involvement
- establish a division-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section,
- develop appropriate roles for community-based organizations and businesses in parental involvement activities

School Parental Involvement Policies

Each school served under Title I, Part A, shall jointly develop with and distribute to parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the following:

- Convening an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved
- Offering a flexible number of meetings, such as meetings in the morning or evening. Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement
- Involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under 20 U.S.C. § 6312(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
- Providing parents of participating children:
 - timely information about Title I, Part A, programs;

- o a description and explanation of the curriculum in use at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to meet; and
- o if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible
- If the school-wide program plan under 20 U.S.C. § 6312(b)(2) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the School Board

Parental Involvement in Allocation of Funding

Parents of children receiving services under Title I, Part A, shall be involved in the decisions regarding how funds provided under Title I, Part A, are allotted for parental involvement activities.

Policy Review

The content and effectiveness of this policy will be evaluated annually with regard to improving the academic quality of the schools receiving Title I, Part A, or LEP funds. This evaluation will identify barriers to greater participation by parents (particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of that evaluation to design strategies for more effective parental involvement, and to revise, if necessary, this policy.

Adopted: 03/12/91

Revised: 02/14/94; 12/12/94; 12/09/96; 09/16/97; 06/25/02; 04/14/03; 05/21/07;
07/22/13

Legal Ref.: 20 U.S.C. §§ 6312, 6316, 6318.

Code of Virginia, 1950, as amended, Section 22.1-78.

Cross Ref.: AD Educational Philosophy
BCF Advisory Committees to the School Board
IAA Notification of Learning Objectives
IKA Parental Assistance with Instruction

FLOYD COUNTY SCHOOL DIVISION