
Title I Parent Handbook

Cochrane-Fountain City
School District



2016-2017

Title I Program

Welcome to the Title I Program! In the school district of C-FC, Title I is a family affair. The school district supports the belief that teachers plus parents working together equals success for students! The purpose of this handbook is to help you understand the program provided in our district through Title I federal funds. We want to emphasize the role we hope you-as a parent or guardian-will play. We want to work with you to provide the best possible learning experience for your child.

GOALS

- To help children succeed in the regular school program.
- To help children attain grade-level proficiency.
- To help children improve achievement in literacy skills.
- To enhance community, home and school learning environments through parent-school partnerships.

THE PROGRAM

The Cochrane - Fountain City School District receives federal funds to support a supplemental reading program. Students eligible for the program are in grades Kindergarten through Sixth Grade in elementary building that qualify for Title I funding.

The purpose of the program is to provide supplementary education in areas in which children may be experiencing difficulty. Administrators, teachers, and parents believe that early academic assistance will prevent learning problems in later years. The Title I program goal is to help each child succeed in every aspect of school.

STUDENT SELECTION

Title I students are pupils who need more individual help than class size allows the regular classroom teacher to provide. The referral of these children does not mean that a serious problem exists. The early identification and intervention provided by the Title I program is intended to eliminate minor problems before they become major obstacles to learning.

All available information on each child is reviewed before any student is referred for Title I help. Referrals are based on the previous school year's classroom common assessments, developmental screeners, and the classroom teacher's recommendation. If there is concern or the student scores low in 2 of 3 of these categories, the student will be referred for Title I testing. According to Title I regulations, students with the highest level of need will be served first. When a student exits the program, the next eligible student will be served.

TITLE I INSTRUCTION

Title I teachers will mainly be using Leveled Literacy Intervention (LLI) curriculum. LLI is a comprehensive intervention program, which includes structured lessons that include phonics/word study, writing, and the reading of leveled texts. Daily instruction includes:

- 30-minute lesson for a small group of children.
- Combines reading, writing, and specific work on sounds, letters, and words.
- Gives explicit attention to the features of nonfiction & fiction texts.
- Provides explicit teaching of effective strategies for writing and uses writing to extend understanding of texts and of words.
- Emphasizes teaching of comprehension strategies.
- Provides explicit teaching of effective and efficient strategies for expanding vocabulary.
- An intensive progress monitoring system.

All students have different needs. If LLI does not fit their needs, another program will be used.

A small group of students will be taken to a different classroom to receive additional instruction and/or to practice specific skills. The program includes an at home component where children will be reading books and answering comprehension questions found at the back of the take home books. It is important that parents listen to their child read these books and encourage their reading progress.

DISMISSAL FROM PROGRAM

If a child is meeting grade level expectations at semester and/or end of the school year, the Title I teacher may initiate dismissal if the child is able to recognize the expected number of grade level sight words and is reading independently at the expected text level.

PROGRAM EVALUATION

Monitoring student progress will be ongoing. Each student will be evaluated on an individual basis using LLI's built in assessment component. Teacher observations will also be used to assist with student progress and instruction. Student data will be tracked and analyzed to determine the program's effectiveness.

PARENTAL INVOLVEMENT GUIDELINES

1. Parents of children selected for Title I services will be notified in writing.
2. Title I teachers will be available at parent teacher conferences twice each year to discuss individual student progress. These will be held at the same time as district-wide conferences and in cooperation with the classroom teacher, if possible. If the parent or Title I teacher is unable to attend conferences, a summary report will be provided to the parent.
3. The Title I Handbook will be given to each family at the beginning of the new school year.
4. Parents will be encouraged to complete the "Partnership Pledge". (Parent-Teacher-Student-Administrator Compact)
5. Parents will support and encourage students to read outside of class.

Literacy Staff

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|-------------------|---------------------------------|-------------------------------------|--|
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