

Title I



High School Program Handbook

REVISED January 2016

About this document...

During the 2015-16 school year, the following Saginaw Public School District (SPSD) representatives came together to collaborate and share their Written Processes to meet Federal Guidelines:

Latoya Summey	Director, State and Federal Programs
Rebecca Wilkins	Instructional Coach, Math
Chris Klein	Instructional Coach, Math
Jennifer Nichols	Instructional Coach, ELA
Amanda Kitterman-Miller	Instructional Coach, ELA
Joshua Little	Instructional Coach, Science
Terri Oginsky	Instructional PLC Coach
Janice Davis	High School Principal
Martha Fordham	High School MTSS Specialist
Bobbi Wheatley	High School MTSS Specialist

DRAFT Revised January 2016

Note: In order to effectively respond to student needs, this handbook is intended to serve as guidance and will be revised as needed.

Purpose

No Child Left Behind Title I - Improving the Academic Achievement of the Disadvantaged is the largest single program of federal aid for elementary and secondary education. Decisions on the use of Title I funds are focused on needs at the school level within general guidelines from the state and district level. The critical element of the law is accountability which requires educators to show results for their efforts as well as compliance with program rules.

The purpose of this handbook is to assist stakeholders in the understanding of the NCLB law. Title I is dedicated to improving the educational opportunities for all students by helping them:

- succeed in the regular program.
- attain grade-level proficiency.
- improve academic achievement.

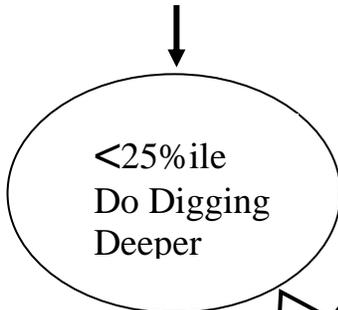
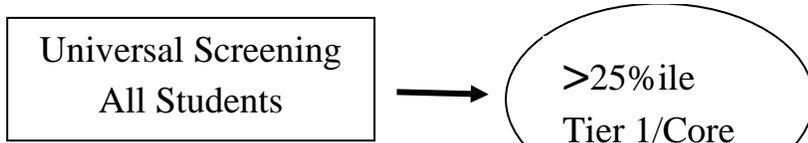
The No Child Left Behind (NCLB) Act of 2001 represents the most significant expansion of the federal role in K-12 education since Congress mandated access to education for all handicapped students in 1975. In fact, in terms of scope, the NCLB could be compared to the 1964-65 "Great Society" legislation that desegregated America's schools and authorized the first significant federal aid for K-12 education.

The federal government:

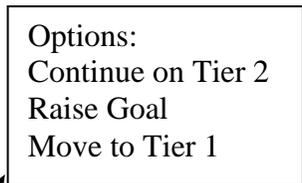
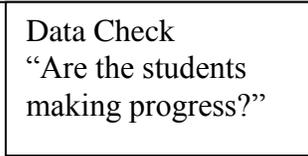
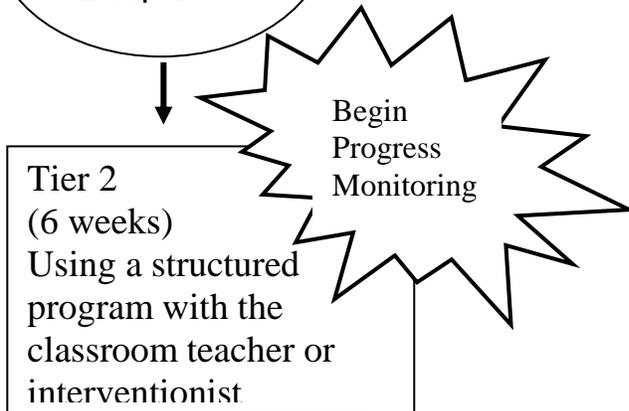
- Has set minimum qualifications for teachers in all the nation's public schools - whether or not the schools receive federal funding.
- Set minimum qualifications for all paraprofessionals in Title I schools.
- Has established a mandatory national deadline for all public schools to bring all their students to an achievement level deemed "proficient" by the state with a penalty of restructuring for Title I schools missing the deadline.
- authorizes use of federal funds for extra tutoring for students in Title I schools.
- Mandates the use of curricula and techniques grounded in "evidence-based research" for federally funded programs.
- Has made provisions to make teacher credentials a matter of public record (Parents' Right to Know).

MTSS FLOW CHART

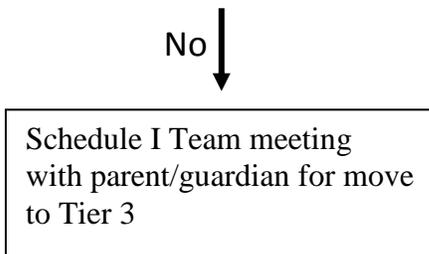
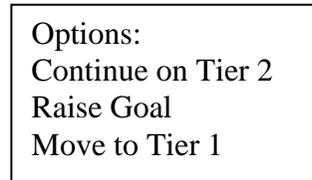
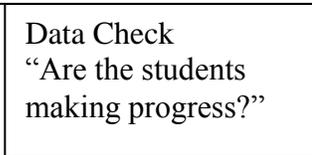
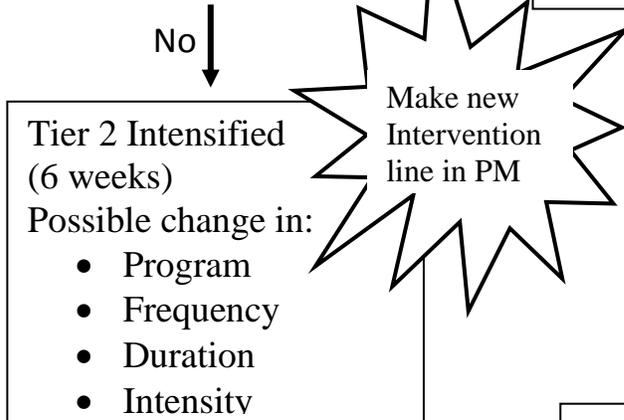
DRAFT
NEED TO UPDATE TO FIT
THE HIGH SCHOOL
PROGRAMMING



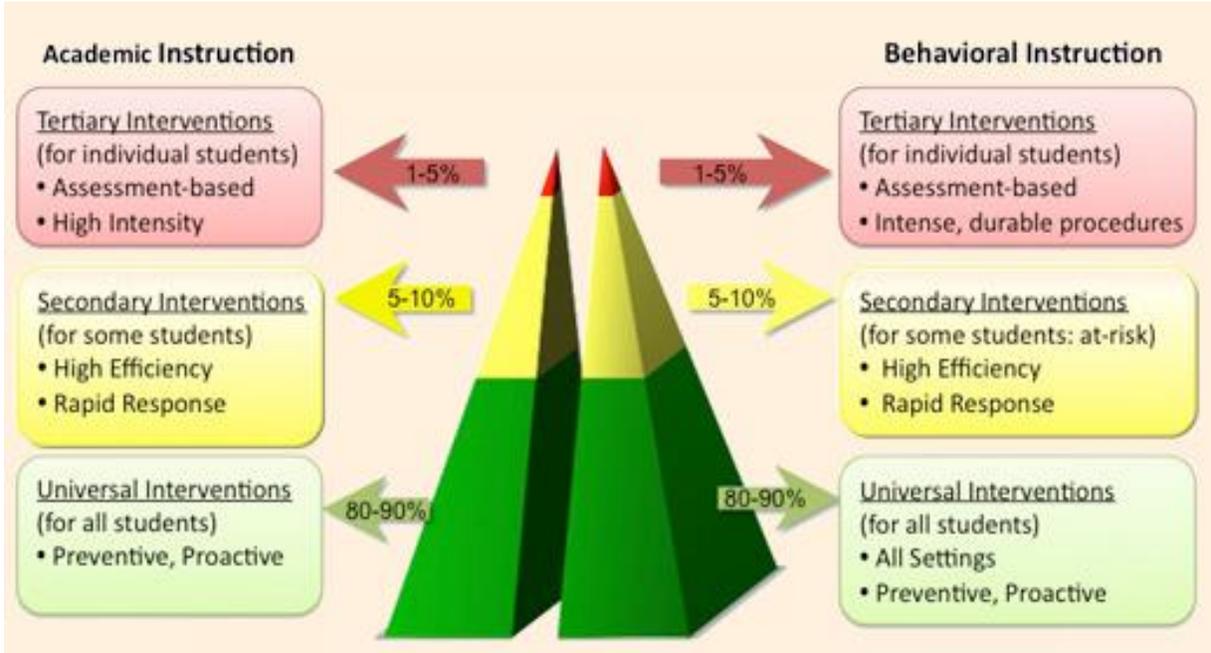
Meetings should be held about who will be in Tier 2:
(Building level decision on who will be at this meeting)
Will it be during I-team, PLC, Grade level meetings, or principal



Meet again with team, PLC, or Principal to Problem solve changes for new intervention.



District MTSS Program Design



In Accordance with New Federal Regulations and Guidelines:

I. Criteria for Selecting Students that will receive Title I support (Tier II and Tier III)

- A. Using the state-adopted Multi-Tier System of Support (MTSS), decisions regarding support for students will be based on the following criteria:
 1. District data will be reviewed (PLATO Test Pack, state and local assessments).
 2. Using the triangulated data mentioned above, students performing below grade level will take PLATO Accucess to identify specific skill deficits.
 3. Students will be identified for additional support based on their academic needs (typically students performing more than one grade below grade level on Accucess, state, and local assessments. A Tier II Intervention Summary will be completed and monitored by the classroom teacher (see Appendix HS-A).
 4. A rank and serve list, based on the four data sources available (PLATO Test Pack, state assessments, local assessments, and PLATO Accucess) will be developed to prioritize students needing additional Tier II support.
 5. Students needing intervention will begin with Tier II support from the classroom teacher during the Academic Intervention period.
 6. Students will receive instruction both on grade level content and prerequisite skills during Tier II intervention. Examples of on-level content

may include specific work on standards, district developed intervention lessons, Khan Academy prescription, Study Island prescription, Test Pack prescription, core program support, or other research-based program/instructional strategies. Examples of prerequisite skills support include Plato Accucess.

7. Tier II Interventions will be delivered for 8-9 weeks, with student progress monitoring data analyzed monthly by the classroom teacher to make ongoing instructional decisions.
 8. If the student is not experiencing success that is closing the achievement gap, a second round of Tier II intervention (8-9 weeks) should be provided.
 - a. Interventions can be changed by:
 - i. Increasing the frequency
 - Additional Accucess sessions
 - Additional Prerequisite lessons
 - Structured tutorial sessions
 - ii. Changing the instructional strategies
 - iii. Changing the instructional materials
 9. After two rounds of Tier II intervention that is not closing the achievement gap for students, the student will be referred to the Intervention Team (IT) for Tier III interventions or additional Tier II interventions.
- B. An Intervention Team (IT) Referral Form and IT Meeting Checklist must be completed for each eligible student. This should be completed cooperatively between the Title I counselor and the referring teacher, which may include the core classroom teacher or the Tier II intervention teacher (see Appendix HS-B).
- C. An IT meeting will be scheduled and recommendations will be made accordingly. Intervention forms are to be completed during IT meeting (see Appendix HS-C).
- D. All students eligible for Title I services (as determined by A and B above) will be served according to “greatest educational need.”
- E. A ranked order/priority list for Tier III will then be established for each school. Ninth and tenth grade students will receive priority consideration for the rank and serve list. The Title I Director and MTSS Specialist will each have a copy of this list.
- F. If there are more students needing Title I services than class slots available (see Section IV(B) below), a waiting list will be established. The waiting list will also be based on “greatest educational need” using the priority ranking.

- G. Students enrolling during the year who need Title I services (as determined by B above) should be added to the priority list.
- H. Decisions will be based on the MTSS Specialist's professional judgment as it relates to compliance with the district written processes as outlined in the High School Title I handbook.
- I. Once a student is placed in a Tier III classroom, the MTSS specialist will notify the parent in writing (see Appendix HS-D).
- J. The Title I interventionist is given time for completing time and effort logs as part of the building intervention design.
- K. The building intervention design will take into consideration time for interventionist collaboration with the teacher.

II. Dual Services

- A. Students who meet criteria to receive Title I services and who have an Individualized Educational Plan (IEP) can receive Title I services in areas that are not being serviced by an IEP.
- B. Students that receive special education services are able to access all of the extra supports provided in the general education classroom.
- C. Tier II and Tier III services are allowed for ELL students, but not required. Decisions regarding support will be based on student data and district written processes. Refer to the ELL Program Handbook for additional clarification.

III. Scheduling of Tier III Students

- A. Students will be served and scheduled according to the students' educational needs with supplemental instruction from the Title I teachers and Academic Interventionists.
- B. Length of class:
 - High School: 1 class period per day, 5 days per week
 - Extended Day: 45-60 minutes (structured tutorial)
- C. The Title I teacher will work the same amount of contractual hours as the regular classroom teacher in the school building.
- D. The Title I teacher is entitled to planning time that is comparable in length to that of the classroom teacher.

IV. Class Size

- A. Tier II group sizes are flexible and can range from whole class to individual support within the class.
- B. Tier III class size should be no more than 21 students, and are based on the recommendations of the instructional program (i.e., Read 180 accommodates 15-21 students).
- C. Decisions should be based on collaboration among the building principal, MTSS Specialist and Title I Director as it relates to compliance with the district written processes as outlined in the High School Title I handbook.

V. Exit Criteria

- A. Criteria for “exiting” Title I program:
 - 1. Students are able to successfully function in the classroom without Title I support determined by the following:
 - a. Students must score at or above 1000 on Plato Accucess or within one year of grade level.
 - b. The Intervention Team (IT team) agrees that the child can be dismissed from the program.
 - 2. Parent(s) request that the child returns to the regular classroom. Parent must sign the Title I Program Services Form (see Appendix HS-E).
 - 3. Excessive absenteeism as defined by 10-15 strategic class periods per semester due to truancy, continued suspension, or expulsion.
- B. Procedure

Parents will be notified when the student is released from the program (see Appendix HS-E for District form).

VI. Sustained Effects

The parent of each student receiving Tier II and Tier III services will be provided with a course syllabus and updated on student performance through progress reports, report cards, and program reports. Tier II students will receive updates on student performance from the general education teacher, and Tier III students will receive performance updates from the Title I teacher.

To assist with scheduling ninth grade students, the MTSS End of the Year Transition Data Form from the middle school will be received by the high school MTSS Specialist before the end of the academic year. (See Appendix HS-F for District form)

Reading and/or Math Achievement Scores of students exiting Title I classes (as determined by exit criteria) are kept until graduation/withdrawal from the district.

Records are also maintained for students who are no longer receiving Title I services because they are low on the prioritized list. This data is used to determine if these students are maintaining grade level achievement.

VII. Program Improvement

A. PURPOSE

LEAs (Local Education Agencies) are now required to use evaluation results for program improvement purposes. The LEAs must annually identify any school building where the achievement of Title I children has shown inadequate improvement. To assure that existing and expanded services are effective, the law specifies that schools where Title I services are not resulting in gains are to be identified. Aggregate student achievement levels will receive technical assistance until gains occur and are sustained.

B. DETERMINATION OF SCHOOLS IN NEED OF IMPROVEMENT

LEAs shall conduct an annual review of the effectiveness of its Title I project in improving student performances in skills as measured by aggregate performance and the MDE Evaluation Tool. Post-test scores of Title I participants are compared with pre-test scores. Gains should be positive and large enough to be meaningful when compared to state and national gains.

C. PROGRAM IMPROVEMENT PLAN

School districts shall develop and implement a plan of program improvement for subject area(s) identified as the primary focus in each school building that show no improvement or decline in aggregate performance of participating children for a twelve-month period, as evidenced by the following:

1. The gain in aggregate performance as measured in percentiles for participating children in an individual school building between annual testing dates; or
2. Using individual student data, the evaluation results show gains in the percentile score of the participating children between annual testing dates.

COMBINATION SIMULTANEOUS/SEQUENTIAL SELECTION PROCEDURE USING MULTIPLE CRITERIA

The selection for participation in the Title I program is based on the following criteria. (Children who move into the district during the school year will be selected using the same criteria.)

<u>Types of Data</u>	<u>Cut-off Criterion</u>
1. State and Local assessments or Informal Test scores	1. Below grade level
2. Fall, Winter, and Spring Plato Test Pack assessments	2. Below grade level
3. Progress Monitoring through Plato Accucess	3. More than one year below grade level
4. Additional Pertinent Information	4. Any pertinent information supporting program placement
5. Title I Referral Form	5. A positive recommendation for placement in the program

PARENT NOTIFICATION OF STUDENTS FOR TITLE I

In order to promote positive parent-school relationships, the parents or guardians of students receiving Title I services must be informed of the services and should be involved in the planning of these services (see Appendix HS-C). Parent permission is not required for a student to be enrolled in a Title I class, but parents or guardians must be notified of their child's enrollment in a Title I class. (See Appendix HS-D)

TITLE I PARENTS' POLICY

SPSD will ensure that parents are involved in the Title I program through at least one or more of the following activities:

- General meeting held every spring to review and plan the application for the following year;
- Formal individual parent meetings to discuss each student's program and progress annually, or upon parent and/or teacher request;
- Parents will be notified of student progress at the end of each quarter or upon request of the parent;
- Annual workshops held to equip the Title I parents with activities to use at home with their children;
- Parents will bring their needs to the principal and school improvement team to ensure that the parent involvement set aside funds are responsive to the student needs as identified by parents;
- Parent surveys for Title I evaluation will be administered annually.

TITLE I COMPARABILITY POLICY

Title I teachers are positioned and move on the district salary schedule as all other teachers in the district do. They receive no more extra duties than any other teacher.

There will be equivalencies between schools in the provision of curriculum material supplies and equipment.

Title I teachers have planning periods comparable to all other teachers in the district.

TEACHERS AND TEACHER QUALIFICATIONS

Under the supervision of the Superintendent, Title I Director, and building Principal, the teaching team will provide individualized instruction for all students in the Title I compensatory activities. They will administer tests, keep accurate records of same, hold formal and informal parent-teacher conferences, participate annually in professional development activities (including regional and local workshops), and perform all other necessary duties in teaching students and helping to evaluate the Title I program. Title I staff will also participate in decision regarding the enrollment of students and make recommendations for returning students to regular classes when their progress so warrants.

Title I teachers will maintain close communications with regular classroom teachers regarding the progress and problems of Title I students. Title I teachers will attend and participate in regularly scheduled Title I meetings with the Director of the program to discuss the program as a whole with a view toward improvements throughout the year.

Each Title I teacher shall keep a daily schedule (logs). These logs must be submitted to the Title I office bi-weekly. Title I teachers may be required to submit other forms and data as requested by the Director. Each teacher shall be responsible for maintaining Title I pupil records as indicated by the Director.

All teachers and interventionists employed by SPSD must meet federal requirements and be highly qualified. Parents may request to see the qualifications of their child's teacher/interventionist upon request.

DIRECTOR

The Title I Director shall be responsible for the administration and supervision of all phases of the approved Title I project. This person may attend the Program Directors' Workshop each year to keep current on their responsibilities.

Aside from implementing and coordinating all phases of the project with the Title I team, the Director shall be responsible for keeping accurate financial records and submitting financial reports. The Director shall maintain effective communication with the staff and parents, set up proper parent advisory councils, submit a complete project, and keep the Superintendent and Board informed in regards to the district's Title I program.

APPENDIX

TITLE I FORMS

For

TITLE I HIGH SCHOOLS

Saginaw Public Schools Intervention Summary Form

School Year: _____

School Name: _____

Group: (see attached class roster)

Intervention delivered by: _____

	Tier II Intervention
	Tier III Intervention

DEFICIT AREA	
	Reading
	Mathematics
	Behavior
	Other:

Targeted Skill(s): _____

Progress Monitoring Tool: Accucess Reports & Intervention Notebook Pre/Post tests

<p>Intervention: (Describe weekly plan below)</p> <p>PLATO Accucess Prescription – 1 day a week to provide instruction on prerequisite skills and deficit areas.</p> <p>Intervention Notebook – 2 days per week to provide teacher direct instruction in grade level content.</p> <p>Khan Academy (PSAT & SAT Prescription) – 2 days per week to reinforce grade level content and College & Career Readiness skills.</p> <p>Other – Based on individual student data.</p>			
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<p>Duration: Circle term</p> <p style="text-align: center;">1 2 3 4</p>	<p>Frequency:</p> <p style="text-align: center;">Daily during Intervention Hour</p>	<p>Session Length:</p> <p style="text-align: center;">_____ minutes</p>	<p>Intensity:</p> <p style="text-align: center;">Combination of Individual, Small Group, and whole class lessons.</p>

Request to the School Intervention Team

First Referral: Y N <small>(circle one)</small>	Repeat: Y N <small>(circle one)</small>	Student ID Number:
Student Name:		Grade:
Teacher:		School:
Person Requesting Referral:		

TO: Intervention Team Chair

I request that the above named student be reviewed by the intervention team to assist in providing interventions in an effort to improve his/her overall performance.

I have observed problems that interfere with his/her educational progress in the following areas:
(check all that apply)

Academic performance, low or failing grades

Behavior and/or discipline

Speech, articulation

Language

Medical

Other, specify _____

	Initial	Date
✓ Intervention Team Chair to initial and date receipt of referral		
✓ Referring teacher to initial receipt of the Student Data Form		
Date for student to be brought to Intervention Team		

IT Meeting Checklist

(To be completed by referring staff)

	Item	Notes
<input type="checkbox"/>	Completed Request to the School Intervention Team	
<input type="checkbox"/>	Date and method of parent contact and summarize discussion in the Notes section.	
<input type="checkbox"/>	Completed Intervention Summary Form	
<input type="checkbox"/>	Student work, results from any placement assessments from the selected intervention	
<input type="checkbox"/>	Progress monitoring data documenting Tier II performance at least monthly	
<input type="checkbox"/>	Assessment data	
<input type="checkbox"/>	Attendance data	
<input type="checkbox"/>	Behavior data (if applicable)	

Please bring the following items to the meeting with you:

- 1. Student's CA-60**
- 2. Example of student work**
- 3. Any other information that will help the Intervention Team in assisting the student.**

Intervention Team Meeting Form

STUDENT _____ SCHOOL _____

GRADE _____ MEETING DATE _____

Team Member (signature)	Position

PROBLEM IDENTIFIED and PRESENT LEVEL OF PERFORMANCE			
Goal	Intervention Described <small>(include programs/materials/activities)</small>	Frequency/Duration	Person(s) Responsible
Method of Measurement	Frequency of Measurement	Person Responsible	

Plan review date _____

Note: Measurement data must be attached to the plan (all copies) at the time of the Review.

Parent Notice Provision: Phone Contact Personal Contact Letter

Contacted by _____ Date _____

Date _____

Re: Title I Parent Notification of Services

Dear Parent(s)/Guardian(s),

Your student, _____, has been selected to receive Tier III services.

He/she will receive small group instruction from the Title I teacher in the area of Reading

Math.

If you have any questions, please contact me at _____.

Sincerely,

MTSS Specialist

Date: _____

Re: Title I Parent Notification for Discontinuation of Services

Dear Parent(s)/Guardian(s),

A thorough assessment of _____, grade _____, has been conducted in the area of **reading / math** (circle one). **Based on the attached data**, it is our recommendation that this student (select all that apply):

____ Move to Tier II due to accelerated progress in reading/math

____ Receive consideration for the special education referral process

____ Return to Tier II due to parental wishes

____ Receive a plan for behavioral intervention

____ Discontinue Tier III due to excessive absenteeism

Additional information/data that impacted this decision:

I acknowledge the change in services as outlined above for this student.

Parent Signature: _____ Date: _____

MTSS Specialist Signature: _____ Date: _____

