

# Title I



# Middle School Program Handbook

CREATED FEBRUARY 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:

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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:

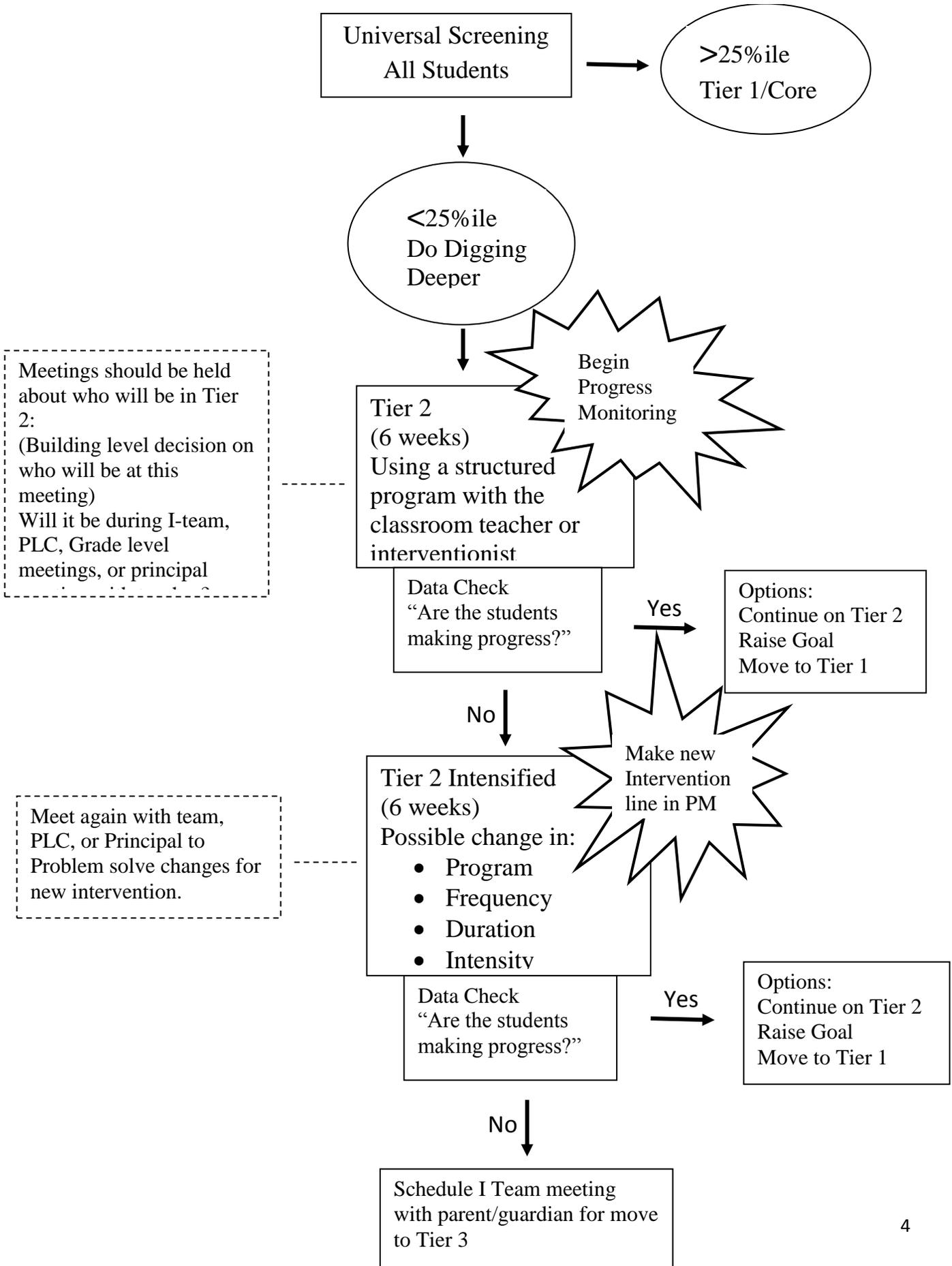
- succeed in the regular program.
- attain grade-level proficiency.
- improve academic achievement.

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.

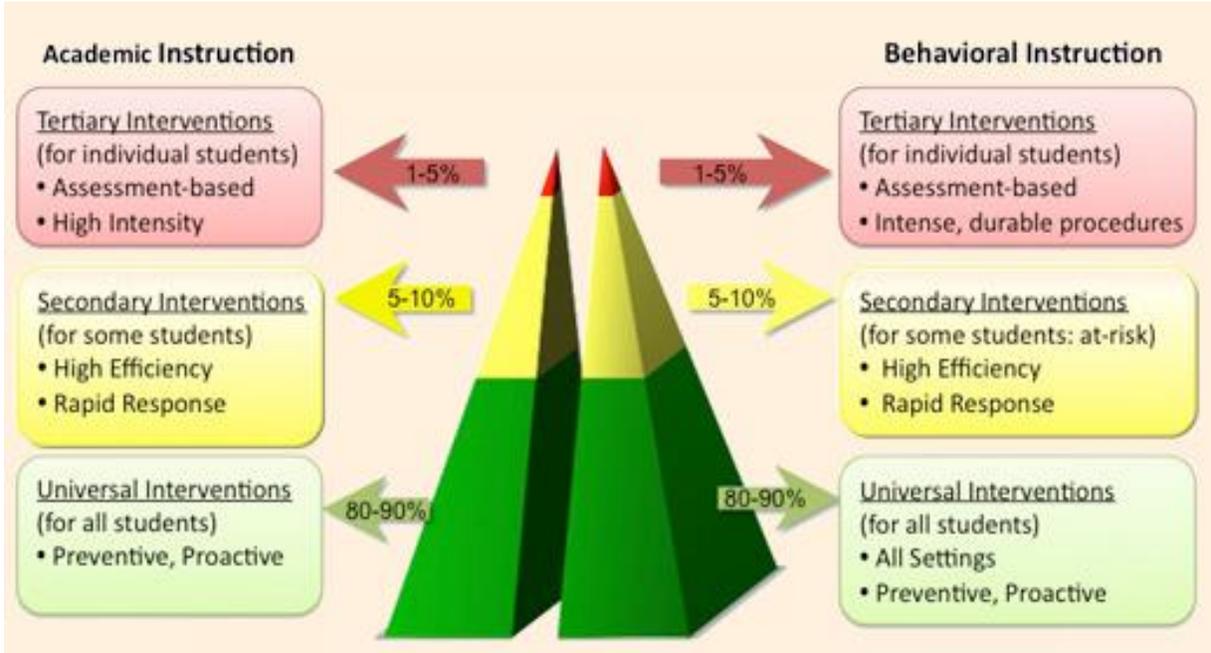
The federal government:

- 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



## 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 (AIMSweb state and local assessments).
  2. Students will be identified for additional support based on their academic needs (typically students performing at or below the 25<sup>th</sup> percentile on AIMSweb assessments and below grade level on state and local assessments). A Tier II Intervention Summary will be completed and monitored by the classroom teacher (see Appendix MS-A).
  3. Students needing intervention will begin with Tier II support either from the classroom teacher, the Title I teacher, or the academic interventionist.
  4. A rank and serve list, based on the data sources available (AIMSweb, state assessments, local assessments) will be developed to prioritize students needing additional Tier II support.
  5. Tier II Interventions will be delivered for 4-6 weeks, with student progress monitoring data administered weekly by the classroom teacher, the Title I teacher, and/or the academic interventionist to make ongoing instructional decisions (see Appendix MS-B).

6. If the student is not experiencing success that is closing the achievement gap, a second round of Tier II intervention should be provided.
    - a. Interventions can be changed by:
      - i. Increasing the frequency (more sessions)
      - ii. Increasing the duration (more minutes each session)
      - iii. Reducing the group size
      - iv. Changing the instructional strategies
      - v. Changing the instructional materials
  7. 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 by the referring personnel which may include the core classroom teacher, Title I teacher, school counselors, social worker, administrators, etc. (see Appendix MS-C).
  - C. An IT meeting will be scheduled and recommendations will be made accordingly. Intervention forms are to be completed during IT meeting (see Appendix MS-D).
  - D. All students eligible for Title I services (as determined by A & B above) will be served according to “greatest educational need.”
  - E. A ranked order/priority list will then be established for each school. The Title I Director and Title I teacher will each have a copy of this list.
  - F. If there are more students needing Title I services than class slots available, 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 Administrator, Title I Counselor and Title I Teacher’s professional judgment.
  - I. Once a student is placed in a Tier III classroom, the Title I teacher will notify the parent in writing (see Appendix MS-E).
  - 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.
- B. Length of class:
  - Middle 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, Title I Teacher and Title I Director as it relates to compliance with the district written processes as outlined in the Middle School Title I handbook.

## **V. Exit Criteria**

A. Criteria for “exiting” Title I program:

1. The Intervention Team (IT team) agrees that the child can successfully function in the classroom without Title I support as determined by two or more of the following:
  - AIMSweb data
    - Benchmark testing at or above the 25%
    - Four Progress Monitoring data points at or above the 25%
      - M-Comp
      - MAZE
  - Scholastic Reading Inventory
    - Lexile level - 7th grade 850 - 1100
    - Lexile level - 8th grade 900 - 1150
  - M-STEP data
    - Score of a 1 or 2
  - Digits Readiness Assessment
    - 70% or higher
2. Parent(s) request that the child returns to the regular classroom. Parent must sign the Title I Program Services Form (see Appendix MS-F).
3. Excessive absenteeism as defined by 10-15 days 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 MS-F for District form).

**VI. Sustained Effects**

The parent of each student receiving Tier II and Tier III services will be 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 Title I teacher, and Tier III students will receive performance updates from the Title I teacher.

To assist with scheduling sixth grade students, the MTSS End of the Year Transition Data Form from all elementary schools will be received by the middle school before the end of the academic year. (See Appendix MS-G for District form)

Title I teachers and the Title I counselor will complete the MTSS End of Year Transition Data Form for students transitioning from middle school to high school (see Appendix MS-G). The Transition Data form should be submitted to the Title I office by the last week of school.

Reading and/or Math Achievement Scores of students exiting Title I classes (as determined by exit criteria) are kept for five years.

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; or
3. The aggregate scores by grade level in an individual school building show a gain in the percentile scores of participating children in more than one-third of the grade levels 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.

<u>Types of Data</u>	<u>Cut-off Criterion</u>
1. State and Local assessments or Informal Test scores	Below grade level
Fall, Winter, and Spring AIMSweb Benchmark assessments	At or below the 25 <sup>th</sup> percentile
AIMSweb Progress Monitoring assessments	At or below the 25 <sup>th</sup> percentile
2. Additional Pertinent Information	Any pertinent information supporting placement of the child into the program
3. Title I Referral Form	A positive recommendation for placement in the program

Children who move into the district during the school year will be selected using the same criteria.

### **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 MS- D). 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 MS-E)

### **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

**Saginaw Public Schools**  
**Intervention Summary Form**

School Year: \_\_\_\_\_

School Name: \_\_\_\_\_

Group: \_\_\_\_\_

Intervention delivered by: \_\_\_\_\_

	Tier II Intervention
	Tier III Intervention

DEFICIT AREA	
	Reading
	Mathematics
	Behavior
	Other:

Targeted Skill(s): \_\_\_\_\_

Progress Monitoring Tool: \_\_\_\_\_

Intervention: (Describe below)			
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 10px;"/>			
Duration	Frequency	Session Length	Intensity
	Number of sessions per week	Check One	(Check)
Begin Date:   End Date:	____ x per week	<input type="checkbox"/> ____ Minutes  <input type="checkbox"/> ____ Class Period(s)	<input type="checkbox"/> Small Group (4-6 Tier II, 1-3 Tier III)  <input type="checkbox"/> Whole Class  <input type="checkbox"/> Individual

## Saginaw Public Schools Student Intervention Form

Name: \_\_\_\_\_

Progress Monitored By: \_\_\_\_\_

Current Grade Level: \_\_\_\_\_

Progress Monitoring Grade Level: \_\_\_\_\_

Intervention Start Date: \_\_\_\_\_

Attendance Codes			
X	Intervention delivered	T	Teacher/Interventionist unavailable
A	Student absent	S	School event (no intervention)
O	Intervention not scheduled	N	No school

Sample				
Week of: 10/6/14				
M	T	W	T	F
X	O	X	O	A
PROBE #: 26				
SCORE: 5				

Week of:																																		
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
PROBE #:					PROBE #:					PROBE #:					PROBE #:																			
SCORE:					SCORE:					SCORE:					SCORE:																			

Notes:

Week of:																																		
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Notes:

## Request to the School Intervention Team

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

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)

	<b>Item</b>	<b>Notes</b>
<input type="checkbox"/>	Completed Request to the School Intervention Team	
<input type="checkbox"/>	Date and method of parent contact	
<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 graph documenting Tier II performance with at least 8-12 data points	
<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

<b>PROBLEM IDENTIFIED and PRESENT LEVEL OF PERFORMANCE</b>			
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

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 \_\_\_\_\_ at \_\_\_\_\_.

Sincerely,

Title I Teacher

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: \_\_\_\_\_

Title I Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

