

## **Description of Title I Services**

The elementary Title I services are offered to all students who qualify for extra assistance in the core academic areas. Services are offered in both individual and small group settings and are taught by Highly Qualified teachers and Highly Qualified and trained support staff.

## **Birchview Elementary Parent Involvement Policy**

School Improvement Team Review  
July 2010

Parents of students attending the Birchview Elementary School are encouraged to participate in and be involved in their child's education. Parents can become involved through participation in the parent group organization, participating in many family activities planned throughout the school year and become supportive parents by attending your children's parent/teacher conferences that are held three times per year.

Parents that have students participating in the Title I program, that gives struggling students an extra boost, are asked to sign a home school compact that commits students, parents, teachers and administrators to providing the best education that allows the student to reach their full academic potential. This home / school / parent compact was, and will continued to be, reviewed by members of the school improvement team which include representation of administration, Title I teachers, Title I support staff, general education teachers and parents who have students in the Title I program. Parents are an essential and necessary element in the school improvement team and the school improvement process. Parents interested in serving in a capacity of a school improvement team member for either the school or district school improvement teams are encouraged to contact the building principal or superintendent and become involved by submitting a letter of interest.

All parents including those that have students participating in the Title I program are also encouraged to review their student's progress and academic needs by contacting their child's teacher, Title I instructor or building principal.

Parents can also be involved in their child's education by attending monthly School Board meetings and serving on other committees of interest.

**With this in mind the Birchview Elementary will do the following during the upcoming school year:**

\*During the First Day Activities- a parent session will be held explaining the Title I Program, qualifications for participation and Title I services that are offered in the school. A parent information sheet regarding the school Title I program will be distributed to all parents attending and made available to all.

\* During Parent/ Teacher conferences, held three times a year, (November, February and April) Title I staff and Administration will be available to parents of Title I students to review the Title I program, benchmark scores, DIBELS Testing and Progress Monitoring, available MEAP scores and the current academic status of all students. Teachers will also offer suggestions for improvement and provide parents with additional materials to help the student succeed at home and in the classroom upon request. Parents may also request to schedule a meeting concerning their child's academic needs with the classroom teacher, Title I teacher(s) and staff and administration.

\*All parents involved in the Title I program will be sent in the spring of the school year a quick survey allowing parents to share their experiences and concerns.

\*All parents of the Birchview Elementary school will also be asked to complete a more extensive survey involving, School Climate, Parent Involvement, Student Involvement, Home/School Connections, School Community and their child's Classroom Environment. The survey that will take place at the end of the school year will also include a section where the parent can voice a concern or offer encouragement and suggestions for improvement.

The results of the surveys will be compiled and presented to the parents at a planned meeting of the Birchview Parent Group in the fall of the following school year. The results will also be forwarded to the Birchview School Improvement team and the district Board of Education.

\*The Title I teachers will review/discuss a Title I parent /student/teacher/administrator compact with all qualifying students as they enter the Title I program and/or start the new school year. This compact requires students, parents, teachers and administration to be involved in the student's education.

## **Title I Parent Information Sheet**

The Ishpeming Elementary School has an active and professional Title I staff that currently includes two teachers that are considered to be, "Highly Qualified" and three paraprofessionals that are trained and "Highly Qualified," at the Birchview Elementary School.

### **Qualifications for the Title I Program**

All students upon entering the elementary school are screened for their social and academic knowledge. Before starting kindergarten all students are given the Dial 3 test for academic skills, social skills, and motor skill, and speech and language development. Students are also evaluated for hearing and vision screening by the Marquette County Health Department. After evaluating the students needs the teachers/evaluators place the students into programs that fit their individual needs. Students that seemed to struggle with the academic portion of the screening are then closely watched and evaluated.

Kindergarten students are also evaluated for Reading skills three times during their first year in school using the Dibels test. The Dibels test checks students for, Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency and Nonsense Word Fluency. Students that are considered "At Risk" or "Deficient" are then evaluated for need of Title I services. Kindergarten students are also evaluated in their math proficiency by using grade level benchmark tests, from their current textbook company, that are identified by the teachers, staff, and school improvement team. Again, those students that are lacking the skills necessary to be successful (less than 70% in identified benchmark test scores) are further evaluated by Title I staff.

During the first grade, and following grades up through the third grade level, students are tested three times a year using the Dibels Test. The test scores are evaluated using standard test scores from throughout the country. Students that are considered to be "At Risk" or "Deficient" are then referred to the Title I program for extra assistance. Also, in grades one through three, the students are monitored in math, reading and writing programs by using benchmark testing and writing rubrics. Students that continue falling below the 70% test score are recommended for Title I services.

Students at the third and fourth grade levels also are expected to take the MEAP test for their grade level and also take benchmark tests. Students that are considered not proficient or below the 70% test score are referred to the Title I program for extra assistance.

Students can either enter and exit the Title I program at any time. If students score poorly on their testing they can be admitted to the program. If they are successful in their remediation attempts, they can be exited from the program. Students that are exited from the program can return to the program if they again start to struggle and meet the testing requirements.

Prior to entering the program and at the beginning of every school year, parents are sent permission slips for their child to participate in the Title I program. Students that are given permission to participate in the program are asked to sit down with their parents and sign a student / parent /school compact. This compact ensures commitment from all parties that have a vested interest. Students that continue to have needs but are making progress toward their goals may continue in the program from year to year.

Students that continue to struggle but are not progressing in their planned program are recommended for review by the student assistance team. This team is made up of the current general education teacher, the Title Teacher and staff that have been supporting the student, an administrator, a special education teacher and the school psychologist. If the interventions are not being successful, testing may take place for assessment of special education needs.

### **How Can I Become Involved?**

- **Attend informational meetings regarding the Title I program.**
- **Agree to allow your child to participate in the Title I program if your student qualifies for services.**
- **Sit down with your child and go over the school/parent/student compact seriously. Make a concerted effort to make sure your student understands the commitment to the program. We promise to commit our help.**
- **Talk with your students teachers on a regular basis, making sure you understand what is expected of him or her. If you have difficulty understanding the expectations or the work, don't be afraid to come in and ask for assistance. We will gladly assist you and your student.**
- **Visit both your classroom teacher and your Title I teacher during parent teacher conferences.**
- **Volunteer your time to be a part of the school improvement team or volunteer to review documents that are presented to the school improvement team so you can give your input to the team members.**
- **Be an active parent in the parent group. Help them plan unique experiences that benefit your child's leaning.**
- **But most of all don't sit back and let your child struggle. Be a parent advocate for your child. Encourage them to try as hard as they can and support them in a positive fashion when they struggle and can't seem to find their way.**

# Birchview Elementary School

## Home/School Compact

### *A Learning Partnership between Home and School*

#### **Parent/Guardian Commitment:**

I want \_\_\_\_\_ to reach his/her full academic potential.  
Therefore, I will commit to do all of the following:\*

- Ensure that my child attends school each day.
- Send my child to school on time and ready to learn.
- Review homework assignments and offer assistance when needed.
- Show an interest in my child's well-being by attending school functions, supporting school activities, and making every effort to attend parent-teacher conferences.
- Personal goal(s) \_\_\_\_\_

Parent Signature: \_\_\_\_\_

\* If extenuating circumstances prevent me from a full commitment I will offer an explanation to the principal or my child's classroom teacher.

#### **Pupil Commitment:**

I want to be the best student I can be. Therefore, I will do my best to do all of the following:

- Arrive at school and attend class on time each day.
- Show respect at all times to everyone who is part of the school.
- Follow all of the classroom and school rules.
- Pay attention in class and participate in class discussions.
- Complete all classroom lessons and homework neatly and on time.
- Personal goal(s): \_\_\_\_\_

Pupil Signature: \_\_\_\_\_

#### **Teacher Commitment:**

I want \_\_\_\_\_ to reach his/her full academic potential.  
Therefore, I will commit to do all of the following:

- Set high instructional standards for myself that promote the development of the state's content standards and benchmarks.
- Teach effective learning strategies to suit the individual needs of each child.
- Notify the parent/guardian as soon as an attendance problem develops.
- Establish flexible scheduling and create a warm atmosphere for parents/guardians during classroom visits and participation in the activities.
- Personal goal(s): \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

#### **School Administration Commitment:**

We want all students to reach their full academic potential. Therefore, we commit to do all of the following:

- Consider accessing possible resources for all extenuating circumstances shared with appropriate staff by the parents/guardians to assist them in realizing their full commitment.
- Notify the parent/guardian as soon as an attendance problem develops.
- Maintain a safe and positive learning environment for all students.
- Other goals(s): \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

**PARENTAL INVOLVEMENT POLICY**  
**IMPROVING AMERICA'S SCHOOLS ACT OF 1994**  
Public Law 103-382, Section 1118  
Title I

**HIGHLIGHTS:**

School districts, with consultation of parents of participating Title I children, must implement parental involvement programs, activities and procedures. This parent component must be integrated into the school district's overall plan for achieving high standards for all students. (School districts with allocations of more than \$500,000 of Title I funds must reserve at least 1% for parental involvement activities.)

The Title I component for parental involvement must:

1. Describe how the school district will:
  - Involve parents in the development of a written parent involvement policy.
  - Evaluate the policy on an annual basis to determine its effectiveness and identify barriers to greater participation.
  - Revise the policy, if necessary, based on the annual evaluation.
  - Provide assistance to schools in planning and implementing strong parent involvement programs, activities, and procedures.
  - Coordinate parental involvement strategies with other educational programs that are focused on high achievement.
  
2. Describe how individual schools will:
  - Hold an annual meeting for parents of participating children.
  - Offer a flexible number of meetings (times and dates).
  - Provide parents information about the Title I program.
  - Provide school performance profiles and individual student results.
  - Describe school curriculum, assessments, and proficiency levels.
  - Allow parents to share experiences and make suggestions.
  - Provide timely responses to suggestions.
  - Jointly develop with parents a school-parent compact that outlines shared responsibility for improved student achievement.

To ensure effective parental involvement, school districts and the individual schools must provide:

- Training to help parents work with their children to improve their achievement.
- Training for personnel on how to work with parents.
- Appropriate roles for community-based organizations and businesses
- School information in the home language.

March 2000