

*TITLE I HANDBOOK*  
*OGLESBY PUBLIC SCHOOLS*  
*DISTRICT #125*

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## **Introduction**

Oglesby Public Schools continues to provide Title I services to students residing in the District. Students from both the public and parochial schools may participate. Services are currently provided for students in Kindergarten through grade 5. *Students are serviced at Lincoln School. Students from Holy Family School who participate in Title I services do so through Lincoln School and are monitored in conjunction with the two schools to ensure services provided use comparable methodology.*

Records and proposals for the Title I Program are housed at either Lincoln or Washington School in the principal's office. The Title I instructors are responsible for maintaining proper records on each of the students serviced. In accordance to requirements for the Title I, Oglesby Schools maintains the program as a supplementary provision for students identified as needing additional assistance in the area of reading.

The Title I instructors may conduct pre and post assessments for all students enrolled in the program. This task is performed in order to gather data indicating the student progress realized, due in part, to his/her participation in Title I programming. In addition, there is continual communication with the regular division instructors in order to provide appropriate support for the primary programming within the District.

## **Assurances**

Oglesby's Title I Project has been designed and implemented in accordance to all requirements. The programming for Oglesby Public Schools is coordinated by the Title I instructors and director. Additionally, the instructors consult with the regular division classroom instructors on a consistent basis in order to insure a coordinated effort exists between the two programs.

## **Attendance Centers**

Attendance centers are selected based on District Policy. The following factors are considered by the local district: enrollment of each possible attendance center, (2 schools), number of students participating in free/reduced hot lunch program, and other low income statistical data which is appropriate. All pertinent demographic information is housed at Lincoln School.

## **Comparability of Services**

The required comparability documents are housed at Lincoln School office. These documents include: comparability report, the district wide salary schedule, board policy on salary, and material equivalence among schools. Oglesby Public Schools pays its Title I Instructors according to his/her position on the negotiated salary schedule. At this time, Lincoln School is the only school that has Title programming so comparability isn't a factor.

## **Allowable Costs Requirement**

Information pertaining to allowable costs is housed at the Lincoln School Office. Documents may

include the following: class schedules, purchase orders, teachers' schedules, excess program cost calculations, and teacher contracts.

### **Needs Assessment**

Oglesby Public Schools completes a Title I needs assessment the spring of each school year. This survey is based primarily on student performance within the classroom and standardized test scores when available. In the primary grades AIMSweb will be utilized as part of the student assessment in the spring of each year. Student performance on the ISAT will be a primary tool for identification for students in grades 3 thru 5. Additionally, information from parent surveys and teacher surveys is considered valuable screening information. All information necessary for completing the needs assessment report is housed at each school.

### **Student Selection Criteria**

Students Selection may be based on any or all of the following multiple criteria: student characteristics, current student data, previous participation in Title programming, additional pertinent information such as teacher recommendation or standardized test scores, or a parental request based on student performance in the classroom. Copies or samples of these documents are housed at Lincoln School.

With children in Kindergarten, pre-school screening data and/or previous pre-school evaluation material may aid in the student selection process. In grades K through 5, special attention may/will be given to teacher and parental referrals in conjunction with student performance on AIMSweb, classroom assessments, and ISAT scores of the student recommended for services. Teacher referrals and behavioral characteristics may be utilized as criteria for student inclusion in Title I Programming when no test scores are available.

### **Parental Involvement**

In conjunction with the Title I programming, Oglesby Schools has the expectation of parental involvement and support for the instruction provided. Attendance at parent meetings, individual conferences, notes, phone contacts, aiding students in completing homework and class assignments and providing quiet time at home for studies are examples of some of the ways in which Oglesby personnel count on parents for support in their efforts. Oglesby staff will put forth consistent effort to foster meaningful communication between home and school. Parents are expected to participate in their child's education. This Handbook acts as a guide and a resource for both parents and teachers.

Appropriate parent meetings will be scheduled at least twice a year to inform and educate parents about the Title I Program and its guidelines. Additionally, parents will be informed of children's progress through written quarterly reports, conferences with teachers, and phone conversations. Copies of students' records of performance will be housed at the appropriate school. Copies of newsletters, newspaper articles, and other data disseminating information will be provided to encourage parental awareness of Title I Program. Copies of these will be housed at

each school. Oglesby administration will oversee the parental component of Title I program as it is carried out by the instructors. If the need arises, copies of all Chapter reports and articles will be provided in an alternate language. (i.e. Spanish)

Assessment surveys will provide feedback regarding the progress and success of the Title I Program from both parent and teachers. Sample copies and reports of the surveys conducted will be housed at Lincoln School.

### **Program Improvement and Evaluation (local)**

Local evaluation of Title I programming is an ongoing process. The Title I instructors may conduct pre and post assessments on individual students. (Most often student progress is measured from year to year... spring to spring.) The assessment/evaluation of Title students in Kindergarten will be a combination of observations, screening, and students' knowledge of letters and sounds. These people are also responsible for gathering all information pertinent to effective evaluation of student progress while enrolled in the program. Instruments such as AIMSweb will assist in assessing decoding skills, fluency, and comprehension.

In addition, the sustained effects study on student progress is ongoing, providing further information pertaining to continued improvement activities within the local District.

AIMSweb Early Literacy Assessment (which assesses letter naming fluency, letter sound fluency, nonsense word fluency, and phoneme segmentation fluency) will be administered three times a year in grades K through 5. AIMSweb assessments which target comprehension and fluency will also be administered three times during the school year to aid in tracking student growth in grades K-5

### **Program Quality**

Oglesby Schools makes every effort to provide documentation of the quality of this Title I Program. Examples of this documentation may include any of the following:

- 1) Journal of minutes for planning meetings with teachers, parents, and administration are kept and housed in the Title I classrooms.
- 2) Notes and records from conferences attended by those associated with Title I Program will be kept and housed in the instructor's classrooms.
- 3) Desired outcomes as outlined on the Title I application under program goals and objectives, represent broad program goals. Specific goals and objectives for students enrolled in Title I Programming can be found outlined in the teacher's lesson plans.
- 4) Title I instructors maintain individual student progress folders which are housed in the Title I classrooms. Additional evidence of students' progress toward achieving desired outcomes may be reflected in regular classroom progress reports. (report card)

5) Spring referrals are filled out by teachers in order to identify potential students for the coming school year.

### Local School District Equity Plan

Describe the procedures that ensure minority and low-income students in your school district are not being taught at a higher rate by not highly qualified or inexperienced (3 years experience or less) teachers than are other students.

Check all that apply	STRATEGIES	SCHOOL (S)	TIMEFRAME	
			From (date)	To (date)
<input checked="" type="checkbox"/>	Recruitment programs to increase the number of experienced highly qualified teachers	Lincoln School; Washington School	2010	2011
<input checked="" type="checkbox"/>	Reassignment of teachers to ensure equity	Lincoln School; Washington School	2010	2011
<input checked="" type="checkbox"/>	Improvement of school climate to make hard-to-staff schools more desirable	Lincoln School; Washington School	2010	2011
	Provision of financial incentives to entice experienced and highly qualified teachers.			
	Provision of other incentives to entice experienced and highly qualified teachers.			
	Other. (Provide Details Below)			