

Title I  
Procedural Handbook  
For  
Principals, Teachers,  
& Paraprofessionals

*Prince George County Public Schools  
Prince George, VA*

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Part I  
Introduction  
to  
Title I

*Prince George County Public Schools  
Title I  
Elementary and Secondary Education Act (ESEA)'s  
Every Student Succeeds Act of 2015 (ESSA)*

*Title I, Part A: Improving Academic Achievement of the  
Disadvantaged*

Introduction to Title I

**History and Purpose**

Title I is a continuation of the oldest of the federal aid to education programs. The fact that there have been few substantial changes in the overall format is evidence of the sound foundation upon which it is based. All of the guidelines are merely assurances that Title I funds will be used to meet the needs of a specific group of children.

Title I targets “educational equity” by providing educational services to those students who are most at-risk of failing to pass the state’s challenging academic standards in reading. The state, district, and school receive funding based on poverty measures. The program serves students regardless of the family’s income level based on achievement measures.

Each school and each school division enjoys a great deal of flexibility in identifying the needs of the children as well as in the planning and implementing programs to meet their needs. The law focuses on standards, achievement, and accountability. Each state has adopted a multiple measure assessment system aligned with state standards and established criteria for adequate yearly progress.

In addition, the law requires: that Title I personnel believe that *all* children can succeed in mastering higher level thinking skills; that the division provides professional development that prepares teachers to teach a high quality, research based, curriculum; and that Title I schools involve families in ways that will help the students achieve in school. It is the responsibility of each school division to utilize all the information and enable identified students to meet the state’s challenging academic standards.

## **Summary of Services**

Prince George operates a Targeted Assistance Program in all eligible elementary schools. The purpose of the program is to accelerate the progress of identified Title I students in the area of reading.

School planning committees, school Parent Advisory Committees (PAC) and a Division Advisory Committee (DAC), all contribute ideas and suggestions to the overall Title I plan. Prince George's Targeted Assistance Programs offer a combination of pull-out, semi-inclusive, and/or one-on-one instruction sessions.

## **Program Characteristics**

Characteristics of effective Title I Programs have been identified on a national scale. Prince George County makes every effort to observe these factors in planning local services for children:

1. Effective coordination between Title I and regular school programs;
2. High quality research based curriculum derived from student needs, county objectives, and Virginia Standards of Learning;
3. Clear, concise, measurable objectives with the evaluation techniques clearly identified;
4. Systematic planning which involves input by teachers, administrators, parents, and students;
5. Intensity of services which gives reasonable assurance that the program will be adequate to meet the needs;
6. Attention to individual needs of children;
7. Flexibility of grouping with constant attention to various alternatives and weighing the results of selected alternatives;
8. Good personnel management which fosters the total involvement of all personnel in all aspects of the program;
9. Sufficient structure to assure optimum performance of all participants;
10. Maximum parental involvement;
11. Staff influence on the curriculum;
12. Strong leadership.

Part II  
Guidelines  
for  
Operation

## Guidelines for Operation

### Selection of Students

#### ***Who Selects Students***

Selection of students who participate in the Title I program is the joint responsibility of the principal and reading specialists. Regular classroom teachers, the director of elementary education and the Title I director serve as consultants in the selection. This is done through the agreed upon county-wide screening criteria process.

#### ***Priorities for Selection***

##### Highest Priority

- *Pupils* with severe reading deficits.
- Homeless students are in a special category. They are considered economically deprived and must be placed in the Title I program as soon as they register for school. If the principal, the classroom teacher and the Title I teacher determine that such services are not needed they can be removed from the program with permission of the parents. Parents must be kept aware of their needs and status.

#### ***Definitions of important selection terminology***

**Initial Screening** means that all students at a certain grade level are reviewed by their classroom teacher for their need for Title I reading services. Those that are determined to need the services are then referred.

**Referred** means that a principal, teacher, guidance counselor or parent formally fills out a Title I referral form on a child after the initial screening of all children.

**Eligibility Screening** means that a Title I teacher administers the necessary screening devices and/or collects the data already available on the student's reading performance. The data is awarded points and those students with the lowest number of points are viewed as the students most in need of Title I services.

**Identified** means a student qualifies for Title I services and that a permission letter for participation is sent home to the parents.

**Active** means that the student's parents have signed the permission slip and the student may participate in Title I sessions.

#### ***Initial Screening devices used by the classroom teacher***

- Classroom performance on skills listed on Title I Referral Form
- Classroom diagnostic testing
- Teacher observations
- *PALS (Phonemic Awareness and Literacy Screening) Screening (K-2), Other indicators of progress in reading e.g. AR, STAR, IA and/or Early Literacy scores and SOL Results (3-5)*

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***Referral Process***

- Referrals are accepted throughout the year. Referrals are actively sought both in the fall and in the spring.
- A referral form is filled out by the teacher, parent, guidance counselor or principal and submitted to the Title I teacher.
- Parents are notified and give their written permission for Title I eligibility screening.
- All active Title I students must be referred at the end of the year with the exception of students in the highest grade level served. At that grade level only the Title I students who are being retained must be referred.

***Eligibility Screening***

1. Data is collected on all referred students.

Grade	Date
K(fall& spring) – 1 (fall):	Referral points + PALS score points
1 (spring) – 5 (fall and spring):	Referral points + Next Step Guided Reading Assessment points

2. A priority list is created.  
The points earned are totaled and run as a priority list. Those students who earned the fewest reading achievement points are considered to be the most at risk of failing to meet the state’s challenging achievement standards. They become the identified Title I students. A 5:1 student/teacher ratio is encouraged in grades 1-5. A 3:1 student/teacher ratio is encouraged in grade K. Students who need services but have more points remain on a waiting list.
3. Students are invited to participate
  - Permission forms are sent home to the parents of identified students.
  - A formal orientation meeting is held for the parents. Parents may deny or accept placement for the child in the Title I program. If permission is given instruction begins in a timely manner.
4. *Results are reported: Class Rosters and Priority Reports*
  - *A priority report must be given to the principal and the director clearly showing the active students and how they were chosen.*
  - *A copy of the Title I class roster must be sent to the School Board Office once names have been marked in Tyler SYS system. Title I teachers at each school will be responsible for entry.*
  - *Any changes resulting from withdrawing or entering students must be entered into the Tyler SIS system by the Title I Teacher on a monthly basis so that records are up-to-date in the central office and at the state department.*

## **Types of Delivery Options**

*Traditional Pull-out Programs* Students are pulled-out of their classes for 4 to 5 days a week for intensive reading instruction with the Title I personnel in a lab setting.

*Modified Pull-out/Inclusion Program* Students are pulled out of their classes a minimum of 2 days in a 4 day week or 3 days in a 5 day week for intensive reading instruction with the Title I personnel in a lab setting. On the other 2 days Title I personnel co-teach in regular classrooms.

*Combination of Pull-out and Demonstration Shared Lessons (DSL'S)* The traditional pull-out program format is followed; however each classroom having Title I students is visited periodically by the Title I *reading specialist* for the purpose of demonstrating strategic reading techniques for the classroom teacher, the Title I students and other students present in the class. The strategies selected are those that are most needed by the active Title I students.

*One-on-one instruction* Students considered most at risk of not passing the SOLs are given one-on-one instruction by a Title I reading specialist or a paraprofessional. This one-on-one instruction may be the only instructional option delivered by Title I and involve instruction as often as 4 days a week. Or it may be delivered in addition to the other services offered by Title I and span only a brief period of time or unit of instruction.

Note: *Incidental inclusion* results when a non-identified student receives instruction from a Title I teacher. This may occur only when: the instruction is designed to meet the special needs of the identified Title I students and is focused on those children; when the inclusion of non-Title I children does not: decrease the amount, duration, or quality of Title I services for Title I children nor increase the cost of providing the services; or result in the exclusion of children who would otherwise receive Title I.

## Scheduling and Case Load

### Length of Class Period

In pull-out programs in grade 1-5 a minimum of 30 to 40 minutes should be allowed for instruction in the reading *lab*. This must be in addition to regular classroom reading instruction. Kindergarten instruction will allow for 30 minutes.

### Teacher/Pupil Ratio

Research supports the practice of maintaining a low teacher/pupil ratio as essential to accelerating the progress of indentified Title I students. In grades 1-5 a ratio of 5:1 (students to educator) is encouraged. Reading specialists who work with a paraprofessional in these grades should have between eight to ten pupils in each class. Case load for teachers with paraprofessionals should range between 48 and 70 pupils. Case load for teachers without a paraprofessional should range between 28 and 35. Kindergarten Title I reading specialists and paraprofessionals should have no more than 3 to 5 pupils per session and should have a case load of between 27 to 32 students. Paraprofessionals working one on one with pupils should have serve no less than 7 students. The principal must request in writing any exceptions to these guidelines. It is important that neither too few nor too many students be served.

### Schedules

Should reflect:

- A **minimum** of 270 minutes (4 ½ hours) of instruction required for all teachers and paraprofessionals. (Itinerant personnel's schedules will need to be adjusted for travel.)
- A minimum of 30 minutes planning time per day.
- \*A minimum of 30 minutes coordinating time per day.
- 5 minutes between classes so that the entire block of scheduled time is used for instruction.
- A 30 minute time period daily (or weekly) for one-on-one instruction.

Additional Options to Consider when Scheduling

- \*It is possible for a Title I educator to teach an additional class on 4 days and schedule all her collaboration time for one day of the week. This model gives the Title I educator a block of time: to meet with more classroom teachers, to screen newly referred students, to assess Title I students' needs individually, to plan and deliver parent involvement workshops, and to offer emergency one-on-one instruction.
- Schedules may also reflect a class period set aside for one-on-one. This period is inserted in order to guarantee the teacher time to offer some one on one intervention for a short time to active Title I students who are failing to make continuous progress on certain skills or strategies in reading.

### **Scheduling and Inclusive Instruction**

- Due to the intensity of services and additional planning requirements a Title I reading specialist/paraprofessional can participate in inclusive instruction with no more than three classroom teachers.
- Weekly co-planning is a requirement. Inclusive instruction in Title I cannot take place without documentation of weekly co-planning sessions.

### **Staff Development and Scheduling**

Staff development sessions are required for project implementation. Every effort will be made to minimize interruption to teaching. Sessions will be scheduled well in advance with written notices provided to administrators at target schools.

## Use of Title I Personnel

### All Personnel

1. Must be highly qualified according to State standards. In addition locally the local school board requires all Title I teachers to have a reading specialist's degree.
2. Must be exposed to high quality staff development.
3. Must be an integral part of the school program. To promote integration of Title I staff and participant in the regular school program and overall school planning Title I personnel may:
  - Assume limited duties that are assigned to similar personnel paid with other funds, including duties beyond classroom instruction or that do not benefit Title I participants, as long as the amount of time on the limited duties is the same proportion of total work time as that for similar personnel at the same school. (Must be documented.)
  - Participate in general professional development and school planning activities.
  - Collaboratively teach with up to three (3) regular classroom teachers if the collaborative program directly benefits participating Title I children and all best practices are followed including co-planning.
  - Title I classes may not be cancelled so that Title 1 personnel can be used as substitute teachers.

### Title I Reading Specialists

1. Must work with administrators, paraprofessionals, parents and students.
2. Invite the Parent Coordinator to Orientation and PAC meetings.
3. Meet with the Parent Coordinator at least once each fall.
4. Collaborate with the Parent Coordinator in the planning and delivery of a minimum of 3 workshops for the parents of Title I students.
5. Supervise assigned instructional paraprofessionals as indicated below under Instructional Paraprofessionals.

### Paraprofessionals and Tutors (If applicable)

#### Instructional Paraprofessionals

1. Must work under the direct supervision of a Title I reading specialist.  
**Direct supervision** means that:
  - The Title I reading specialists supplies the lesson plans that the paraprofessional carries out.
  - The Title I reading specialist evaluates the achievement of the students with whom the paraprofessional is working.
  - The Title I instructional paraprofessional works in close proximity to the reading specialist for the purpose of continuous observation of best practices. (Exception: Title I instructional paraprofessional working one-on-one with students may work in an area that is physically apart from their supervising teacher.)
  - The Title I reading specialist insures that the Title I instructional paraprofessional assists with assessment only in objective (as opposed to subjective) areas of assessment.

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2. The Title I program must provide high-quality staff development for its Title I instructional paraprofessionals as well as its reading specialists. All Title I personnel should attend a minimum of one staff development session each year. Monthly staff development sessions are recommended.
3. Areas of Responsibility
  - All Title I Instructional paraprofessionals are to use the majority of their time to work with students. A monthly monitoring form must be completed by the Title I instructional paraprofessional and signed by the supervising teacher to verify this.
  - Title I instructional paraprofessional may use a small part of their time for:
    - Receiving, marking, and organizing materials and equipment; reporting damages or loss.
    - Recording scores, maintaining pupil files, obtaining materials for use in the reading labs, assisting pupils in locating materials.
    - General assistance with bulletin boards, worksheets, and teacher made materials, and classroom management.
4. Effective Use of Title I Instructional Paraprofessional and Tutor ( if employed)
  - Title I instructional paraprofessionals and tutors (if employed) are assistants for children, not teachers. They must not be used for routine clerical work, or grading papers for classroom teachers. The Title I instructional paraprofessional must spend her time working with identified Title I children on specific reading skills.
  - A daily schedule will be developed for the Title I instructional paraprofessional and tutor ( if employed). Included in the schedule should be time for coordination and planning with the Title I reading specialist who is the supervising teacher.
  - Every effort will be made to provide sufficient materials so that the Title I instructional paraprofessionals and tutors does not spend endless hours making instructional materials. The materials in the Title I reading lab should be considered a readily available resource.
  - The Title I instructional paraprofessional and tutor should be familiar with all available materials.
  - There should be communication between the Title I teacher and paraprofessional and the classroom teacher and the paraprofessional. The tutor receives directives from the Title I teachers.
  - The reading specialist must specify times for mutual planning and clearly define assignments that the paraprofessional and tutor is expected to implement.
  - Communication with the classroom teacher is the responsibility of the reading specialist.
  - The Title I instructional paraprofessional and tutor must keep accurate records of services provided, progress made, materials used, and techniques which were or were not effective.
    - At the discretion of the principal and reading specialist, some time may be allowed for the Title I instructional paraprofessional to observe the children working with the reading specialist or the classroom teacher in the area of reading.
    - Title I instructional paraprofessionals and tutors are not reading

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specialists. The ultimate responsibility belongs with the Title I teacher. This factor may seem too obvious to need stressing, but it must be clearly understood by everyone involved, including parents.

Title I Parent Coordinator

1. The locality requires that a highly qualified paraprofessional holds this position.
2. Collaborates with the Title I director, principals and Title I reading specialists to create parent involvement opportunities for all Title I parents.
3. Works paraprofessional hours and days on a regular basis but may keep flexible hours, if approved by the director, in order to participate in evening workshops throughout the Title I schools on a frequent basis.
4. Responsibilities include:
  - Making every effort to attend all fall orientation meetings planned for Title I parents.
  - Attendance at monthly coordinating meetings with the director
  - Scheduling at least one annual meeting with each Title I school principal.
  - Scheduling at least one annual meeting with each Title I reading specialist.
  - Attendance and assistance with the planning of all DAC meetings.
  - Attendance and participation in Title I staff development sessions.
  - Attendance at as many PAC meetings as feasible.
  - Creation of multiple ways to communicate with and to meet with Title I parents, including but not limited to newsletters, email, face to face meetings, flyers and phone calls. Home visits are not required.
  - Facilitation of multiple workshops for parents based on their needs. Each Title I school should have access to a minimum of 3 Title I parent workshops annually.
  - Liaison with the pre-school parent coordinator in order to assure a smooth transition from the state pre-school initiative program into the Title I program. This includes but is not limited to the parent coordinator obtaining a list of the previous year's pre-school students and sharing that list with every school's Title I reading specialist each fall.
  - Formation of partnerships with community organization so that information can be shared with the parents of Title I families.
  - Maintenance of materials for check-out for Title I parents based upon their needs.
  - Maintenance of an inventory of Title I materials.
  - Seeks the support of the director when necessary.

## **Title I and Coordination with Other School Programs**

Title I services are coordinated with several other programs in various schools. Directors of programs participate in monthly sessions and create a collaborative NCLB proposal to assure stakeholders that duplication of services does not take place. Opportunities for coordination and integration are explored.

**BEFORE AND AFTER SCHOOL TUTORING** – This intervention provides teachers to tutor students identified as at risk educationally. The tutoring takes place before or after school. Title I students may receive these services in addition to Title I services. School Child Study Committees and classroom teachers make recommendations.

**INDIVIDUAL SCHOOL AT-RISK PROGRAMS** – Many schools do special things for at-risk learners. Classroom teachers, library media specialists and volunteers enable students to access these programs. If students participate in any programs beyond Title I, scheduling is done carefully so that fragmentation of instruction does not occur.

**MUST PROGRAM** – This program was designed for students in the bottom quartile. These services take place within the regular classroom. Title I students often benefit from this instruction too.

**ESL PROGRAM** – Some students can benefit from ESL tutoring and Title I instruction simultaneously, others need ESL before Title I or instead of Title I instruction. This decision is made on a case by case basis by the principal, classroom teacher, Title I reading specialist and elementary director.

**SPECIAL EDUCATION PROGRAM** – As a general rule services are not duplicated. Services are coordinated so that instruction needed by students is provided by the program that best meets the student's educational needs. Exceptions can be made.

**VIRGINIA PRE-SCHOOL INITIATIVE FOR AT RISK 4 YEAR OLDS** – Outside of special education this is the only pre-school program in Prince George. A list of pre-school students is provided to the Title I reading specialist by the parent coordinator of Title I. If the school's Title 1 program serves kindergarten, the Title 1 reading specialist must contact the kindergarten teacher of each child and encourage a referral to Title I. An annual meeting is held between the pre-school parent coordinator and the Title I parent coordinator to discuss the needs of the children and alert Title I personnel for smooth transition.

**EARLY INTERVENTION READING INITIATIVE (EIRI)** *also known locally as PALS* - Phonemic Awareness and Literacy Screening (PALS) is used to identify students for tutoring services in grades K-3. Students who do not meet the benchmark at their grade level will receive tutoring. As a general rule PALS students do not receive Title I services. There are several exceptions made each year based on data.

**SUMMER SCHOOL LEAP PROGRAM** – Title I students who are in need of continued instruction during the summer are recommended by classroom teachers for the county's free summer school program.

**ADULT EDUCATION** – An effort will be made to familiarize Title I teachers with this program so they can assist parents with GED or other educational needs. There is a strong link between Adult Education and the Pre-School Initiative Program.

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**INTERVENTIONS FOR HOMELESS STUDENTS** - The needs of homeless students are addressed through the ESSA grant. This is not a formal program. Homeless students are identified, enrolled, and receive the prescribed services based on specific criteria used to determine homeless eligibility within the grant. Homeless students are immediately enrolled in Title I when entering a Title I school. These students do not need to be screened for Title 1. Title I pre-assessment may result in a recommendation that Title I instruction is not needed. At that point parents may refuse instruction.

**MIGRANT, NEGLECTED OR DELINQUENT** - Currently there are no migrant, neglected or delinquent programs in Prince George. The Title I director works with the Special Education director to complete the data reports on neglected and delinquent students that are required by the state department. The number of students residing in a facility for neglected or delinquent students, located in Prince George, is reported to the Department of Education annually.

## Planning

### 1. **ESEA/ESSA Collaborative Grant Planning.**

*The comprehensive Local Consolidated Grant is written each summer under the direction of the assistant superintendent in charge of instruction. The directors of elementary, secondary, special education, and Title I co-author the comprehensive grant document. The Title I section of the document is based on input from the Title I School Committees, the Title I reading specialists and paraprofessionals and the Title I District Advisory Board.*

### 2. **The School Title I Plan**

**Title I School Committees** are formed at each Title I school. These committees are made up of, minimally, the principal, a Title I reading specialist, a classroom teacher and a parent. They **recommend the best delivery system** for their school to the director no later than June each year. They may meet as an independent Title I committee or as part of a larger committee e.g. the school's 6-year planning committee or the school's School Improvement Committee. How a school plans on using its Title I personnel should be **reflected in the school's improvement plan** that is presented to the Superintendent annually and must be based on data driven decision making. The school is free to create a separate School Title I Plan but it is recommended that the use of Title I instruction be included in their larger vision for the entire school.

### 3. **District and School Parent Involvement Plans:** *The division and each Title I school create a School Parent Involvement Plan that is reviewed annually by its Title I Advisory Committee.*

### 4. **Teacher Title I Instructional Plans for Students**

- *Title I Pre-Mid-Post Assessment Reports are an important part of Title I planning. These reports are compiled and analyzed in the fall, mid-year, and the spring. The purpose of the Title I program is to accelerate the progress of the student and to guarantee that all children will be exposed to the State's challenging academic standards. Student achievement is analyzed and serves as the basis of the students' instructional plans. (K Title I teachers are required to complete only pre and post assessment.) This component of planning has been emphasized since 2005.*
- **Specific Group Plan (SGP) is** required for each Title I instructional group in grades K-5. This is a long-range plan for the year which includes a goal for the students that reflects either reading on grade level by the end of the year or over a year's growth. Although made for a group it may contain individual differences in a comments section. This plan is written by the Title I teacher based on fall assessments administered, along with the input of the classroom teacher, and personal observations. The plan is updated minimally after the mid-year assessment and again after the post assessment if the student remains in the program. A copy of this plan is kept in the student's folder and is available for parents review. Note: Title I is committed to enhancing all reading skills and strategies including phonemic awareness, phonics, fluency, vocabulary, writing and comprehension but has a special emphasis on comprehension skills. It is strongly recommended that all Title I interventionists spend no less than 20% of instructional time in the teaching and learning of the higher order thinking skills needed for comprehension.

- An ***Individual Student Plan (ISP)*** is required for each child who is in Title I for a second year who did not make adequate yearly progress the previous year. This plan is more detailed and intensive than the GSP. In Title I **adequate yearly progress** is determined by at least one of the following: The student is reading on grade level according to his GE Star spring assessment administered by his classroom teacher (for example a first grade student scores at the 1.9 level); or the student passed the English SOL test for his/her grade level; or the student made **over** a year's growth as determined by the spring GE star score (e.g. a third grade student started the year at a 1.0 GE and end the year at a 2.5 level. He made over a year's growth even though he is not yet reading on grade level.). In K, adequate yearly progress is determined is by the **judgment of the Title I reading specialist** and is based on end of the year date including: PALS scores and Title I post assessment in phonics/phonemic awareness, oral comprehension, and concept of Word.
- ***Progress Reports to Parents***  
After approximately 12 weeks of instruction each individual Title I student should be evaluated for progress. Their progress or lack of progress should be shared with the parent. If a student is failing to make adequate progress his/her SGP and/or IPP should be revised. In grades 1-5 parents should receive 3 assessment reports, one at the beginning of the year, one at mid-year and one at the end of the year. In grade K parents should receive 2 reports, one following pre-assessment and one following the post-assessment. These assessment reports may be verbal or written and should be data driven. The SGP or IPP may again be revised after input from the parent.

## 5. Collaborative Planning

### ***Purpose***

Research has shown that the most effective Title I programs are those with close cooperative planning between classroom teachers and Title I personnel. Cooperative planning should concentrate on the needs of identified Title I students. Student strengths as well as their weaknesses should be discussed. Teaching/learning strategies should be scrutinized for effectiveness and modified as needed.

### ***For Modified Pull-Out/Inclusive Model***

When the inclusive model is used classroom teachers and the Title I teachers/paraprofessionals **must** co-plan for a minimum of twenty minutes a week as documented by the completed planning form. Copies of these forms are forwarded to the director monthly.

### ***For Traditional Pull-Out Sessions***

When the pull-out sessions are the sole means of delivery for a group of children collaboration must take place a minimum of once every 9 weeks. All assessment results (formal and informal) should be shared in writing for diagnostic prescriptive purposes, in a timely fashion, both from the classroom to the Title I personnel and from the Title I personnel to the classroom teacher.

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***For Demonstrated Shared Lessons (DSL's)***

The Title I teacher may be invited into the classroom in the school in which there are Title I students to model a research based instructional strategy in the area of reading. This lesson is called a Demonstration Shared Lesson or a DSL. The lesson must target a strategy that is needed by the identified Title I students. A form in the handbook requires that the Title I teacher outlines objectives and how he/she will assess the effectiveness of the lesson on the classroom instruction. Both Title I students and other students in that classroom may participate; however it is the instructional needs of the Title I students that govern the choice of strategies demonstrated. The DSL forms are sent to the director once each semester.

***With Parents***

Title I reading specialists encourage the active participation of parents.

- The Title I parent coordinator is available to parents of Title I students and provides another link between home and the 5 elementary schools within the county.
- Title I compacts are offered to each Title I parent and help home and school plan together.
- Parents are invited to come to the school to discuss progress and ways they can support their child's achievement in reading.
- Parents are invited to participate in the Division Advisory Committee and school's Parent Advisory Committee.
- Folders containing work, diagnostic assessments, and/or running records are on file and should be reviewed with parents.
- Conferences with parents of students taught by Title I paraprofessionals should be attended by Title I supervising teacher. The classroom teacher and the Title I paraprofessional may also be present.
- At least once a year parents of Title I are invited into the Title I classroom to observe their child's Title I class.
- A minimum of 3 times a year Title I parents are invited to Title I workshops designed to improve their child's achievement in the area of reading.
- Annually parents receive a copy of both the district and the school Parent Involvement Plan.

## Materials and Equipment

- Title I materials and equipment can be purchased for specific use with identified pupils participating in the instructional program. Please do not request these things for general school use.
- All materials and equipment purchased with Title I funds must be kept in each target school and must be available upon request.
- Loss or damage should be reported to the Title I coordinator in writing as soon as possible. Request for repair should be made using the same procedures as used by other teachers in the school. An email should be sent to the director to notify her of this action. This email should contain the department it was sent to for repair, the serial number of the item and a description of the problem. No equipment, listed on the Title I Inventory, is to be discarded, traded, or otherwise deposited of except by the project director who is responsible for obtaining appropriate authorization.

## Professional Development

Professional Development sessions, lasting no less than two and one-half hours, will be held monthly for all Title I personnel. Title I (teachers) reading specialists and (assistants) paraprofessionals can be asked to present similar sessions to their faculties.

Topics for professional development are suggested annually by administrators and teachers. These sessions help teachers to enable their students to meet state standards. They keep reading specialists and paraprofessionals up-to-date on research on teaching and learning including meeting the special needs of at-risk students and gender-equity issues. They should contribute to the continuous improvement of the program, the school and each individual student involved.

In addition to the monthly professional development sessions referred to above Title I reading specialists and paraprofessionals are encouraged to attend reading conferences if funds are available.

## Parent Involvement

**Federal ESSA regulations** stress the need for extensive parent involvement in all phases of the Title I program; therefore, each parent will be extended the following opportunities to participate in the following ways:

- Parents receive notice that the child has been referred for services and must give written permission for screening. The only exception to the rule is a homeless child. A homeless child is admitted immediately and given pre-assessments.
- Parents receive a notice informing them of their child's identification for the program and again return a signed permission form.
- Parents receive an invitation to join school personnel in forming a learning compact with the individual child.
- Parents receive an invitation to serve on parent advisory councils, both at the district and school level.
- Parents are invited to school to review the results of the student's pre, mid and post assessments and to discuss the relevance of the results to instruction for their child.
- Individual parent conferences with the Title I reading specialists by appointment are encouraged.
- Parents receive an invitation to attend an open house in which they can observe or participate in their child's Title I class.
- Parents of students in grades 1-5 are provided at least three progress reports from the Title I reading specialists. Kindergarten parents may receive only two. These reports may be the results of the assessments or may be prepared as a separate report card.
- Parents will receive fliers, newsletters and/or emails from Title I informing them of reading strategies or opportunities that will enhance their child's reading achievement.
- Parents will be encouraged to attend a Title I orientation meeting defining purpose and goals of the Title I program.
- Parents will receive invitations to attend at least three workshops.
- Parents will receive copies of both the district and school Parent Involvement Plans.

### Parent Advisory Councils

Each school will identify one PAC (Parent Advisory Council) Member and an alternate to serve on the Division Council which will meet at least three times each year to participate in the needs assessment, planning, and evaluating. Parents serving on DAC's (Division Advisory Council) will be given copies of local parent involvement plans and guidelines which pertain to the operations of a Title I program.

### Other Parent Activities

Each school must develop its own special activities related to Title I services. Some possibilities are suggested below:

- Brief presentations about Title I at PTA or similar meetings.
- Parent visitations to Title I labs during other scheduled parent activities.
- Workshops on how parents can help children at home.
- Workshops related to "parenting skills."
- Use of parent volunteers at schools.
- Send home Title I Parent Involvement plans for the district and their own school.

As in all Title I services, a well rounded program of parent involvement should be developed through the collaborative efforts of the principal, the reading specialist, the parents, and members of the school's faculty.

## Dissemination of Information

### Policy

All personnel involved in planning and implementing educational programs under Title I shall engage in continuous efforts to provide meaningful and accurate information to staff members, school personnel, parents, community agencies, the general public, and appropriate State and Federal agencies.

### Purpose

The purpose for all dissemination of information activities is to inform individuals and groups about services available and regulations pertaining to Title I; to stimulate interest in the program, thereby encouraging more active participation of the larger community; to provide a communication chain whereby ideas and opinions can contribute to the refinement and improvement of the Title I program.

### Activities

- Articles and announcement through internet, newspapers, television
- Fliers and notices to parents
- Feature articles in local school publications
- Presentations at Parent/Teacher meetings
- Orientation meetings
- Open House and school visitations by parents
- Preparation and distribution of a local handbook for Title I
- Providing information to Advisory Council (includes parent training)
- In-service training activities with teachers and administrators
- Meeting with community agencies such as health, social services, and juvenile court representatives for information and idea exchanges
- Distribution of information about successful project activities either developed locally or in other parts of the state and nation
- Prepare and submit annual evaluation report of local project
- Meeting with pre-school personnel
- Annual cooperation meeting with selected federal programs

### Types of information

Legislation

Rules and guidelines

Project application

Project evaluation

Descriptions of project activities and services available

Notices of classes, TV programs, articles of special interest

Descriptions of successful programs at local, state, national levels

# Part III

# Monitoring Process

## Monitoring Process

### Purpose

Regular monitoring of process and instructional objectives, including Curriculum and Instruction; Student Assessments and Program Evaluation; Teacher Qualifications and Professional Development; and Parent and Community Involvement, is required by federal and state guidelines. This process is necessary to determine the extent to which Prince George is implementing services to meet the needs of its children. Report forms provide a quick, detailed record of all aspects of project implementation.

## Curriculum and Instruction

### Monitoring Reports

1. **School Planning Committee Members** - This is a list of all persons serving on the school planning committee that makes recommendations to the principal for implementation of Title I in the school. It must consist of the principal or his/her designee, the Title I reading specialist, a classroom teacher and a Title I parent. It may be a separate committee or it may operate within another committee e.g. the school's 6 year planning committee. It may include the Title I paraprofessionals.
2. **School Planning Committee Report** – This is a report indicating the manner in which the school will implement its Targeted Assistant Program for the following year. The School Planning Committee members review the data from the previous year and make recommendations for service delivery. It is submitted each spring prior to the completion of the ESSA grant proposal but can be revised based on the analysis of the outcome of the SOL test results. The final decisions should be made to later than August 15 each year.
3. **Monthly Roster Updates** – This lists each child by name and indicates who has moved and/or who has been added. This will be keyed in by the Title I Teacher via Tyler SIS during a predetermined time windows
4. **Priority Report** - Each fall and spring students are screened for eligibility for the Title I program using diagnostic testing. This report ranks the referred students in order of greatest need. The Title I reading specialist and principal determine the number of students to be served at each grade level using data and Title I guidelines. Title I teachers print the list, drawing a line below the active students. Students below that line are on the waiting list or are determined to be not in need of services. If there are any exceptions they are clearly noted with a rationale as to why a student was skipped or why a student was included. The priority list clearly shows who is active, who is on the waiting list (Priority 2 students) and those not in need of services (Priority 3).
5. **Schedule** – Each Title I reading specialist and Title I paraprofessional has a written schedule which reflects daily activities. A copy of this schedule should be turned into the Title I director and principal as soon as fall scheduling is completed. If it is revised a new copy should be forwarded to the principal and director immediately.
6. **Student folders** - Contain permission to be screened and permission to be in the program as well as the results of the screening, Pre-Mid-Post assessment and long range plans.

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7. **Excel data is also submitted electronically in a locked file** - In addition to the hard copy of reports each Title I reading specialist sends the director a backup copy of their data information each fall and each spring. This can be sent by jump drive or by email. If sent by email it the file must be locked and the password shared in a separate email or by phone.
8. **Pre-Mid-Post Assessment Reports** - are collected in order to guide instruction as well as assess effectiveness. Copies of the excel reports are sent to the Title I director. Results are analyzed and compiled by the Title I director.
9. **Specific Group Plans** - are long range plans written based on the results of the assessments. Although written for each small group they are tailored to the needs of the individuals within the group based on their assessment data. These are filed for review at the school.
10. **Individual Student Plans** - These more extensive long range plans are written for students who are in the Title I program for a second year and who failed to make adequate yearly progress the first year. Adequate Yearly Progress is defined by over one year's growth in reading or reading on grade level. These are filed for review at the school.
11. **Lesson Plans** - Title I teachers keep up-to-date weekly lesson plans that guide their instruction. They also provide the lesson plans used by their Title I paraprofessionals.
12. **Instructional Paraprofessional Monitoring Reports** – This form is submitted by the paraprofessional monthly through the supervising Title I reading specialist. It reflects the actual amount of time spent in direct services to children, clerical duties, and other activities as well as compensatory time accrued and spent.
13. **Classroom Teacher Planning Form** – This form is submitted annually by each classroom teacher who has Title I students in his/her classroom. It reflects what is happening instructionally in the classroom when students are pulled out for resource instruction. Classroom teachers make a copy to keep and then Title I teachers send copies to the principal and the Title I director.
14. **Coordination Report** – This form is turned in four times a year to documenting the coordination of the Title I reading specialist with the classroom teachers. This coordination is required in order to provide quality instruction based on the needs of the students. A copy is sent to the director
15. **Attestation Report** – This information is gathered twice a year, in January and in June. Both the principal and the Title I employees attest that their time has been used to instruct identified Title I students or to work with the parents of these student.
16. **Staff Development Sessions** – Agendas and sign in sheets are kept on file documenting the staff development sessions held for the Title I personnel. Sessions take place monthly or at least every other month, averaging from six to eight staff development sessions per year and usually focusing on one topic e.g. vocabulary or comprehension for the entire year.

### **Instructional Monitoring Visits**

1. Principals follow the same procedure for classroom visitation and evaluation of instruction as they use for regular classes teachers and paraprofessionals in their building. The same forms will be used in both cases. In addition, Title I reading specialists are reminded that the principal is responsible for all activities in the building. Every Title I activity must be discussed with the principal in advance for approval. This would include parent conferences, open house activities, workshops, etc.
2. Facilitators from the State Department of Education may visit the reading labs from time to time. Local directors should also be considered helpful resources.
3. The Title I director also visits Title I classrooms for the purpose of identifying problem areas in planning and implementing services to children. This is vital in writing future projects. In addition, the Title I director will provide technical assistance related to materials and equipment, adherence to guidelines, and educational planning. Any reading specialist or principal may request assistance by calling the office between visits.

### **Record Keeping**

Availability of Records – Records related to individual student diagnostic evaluation and plans for the child’s educational program should be kept up-to-date and in good form. These should be available for review by persons making monitoring visits. Planning must be done in terms of specific short and long term goals based on intensive diagnostic evaluation. It requires being specific rather than general in discussing needs of children.

## **Student Assessment and Program Evaluation**

**Student Evaluation Data** – Upon completion of Pre-Mid-Post Assessments the data is sent to the Title I Director. The post-assessment report is often referred to as the End of Year or EOY Evaluation Report. Results are analyzed and compiled by the Title I director. This data is used to assess the effectiveness of the program and the instructional strategies and skills.

**Parent Evaluations** – The effectiveness of the Title I program is discussed at each PAC and DAC meeting. Written comments are solicited at the end of each meeting. Formal spring evaluations are sent to each parent at the end of the school year and the results are used to improve the program and instruction.

**All Reports** – It is the responsibility of the principal and director as well as the Title I reading specialist to review the information collected in all the above mentioned reports and analyze it with an eye to improving the achievement of the Title I students.

## **Teacher and Paraprofessional Qualifications**

All **Title I teachers** must be highly qualified according to Every Student Succeeds Act standards. In addition, Prince George requires all Title I teachers to be reading specialists. The superintendent in charge of personnel, in consultation with the Title I director, hires individuals with these requirements and keeps record of their qualifications at the central office.

All **Title I instructional paraprofessionals** also must be highly qualified according to Every Student Succeeds Act. This means that they must have no less than 2 years of college or must pass the state's rigorous test for paraprofessionals. Title I instructional paraprofessionals spend the majority of their time in instructional activities. The superintendent in charge of personnel, in consultation with the Title I director, hires individuals with these requirements and keeps record of their qualifications at the central office.

The **Title I Paraprofessional who work as the parent coordinator** must have outstanding organizational and communication skills. Prince George County also requires that this individual be a highly qualified paraprofessional. The superintendent in charge of personnel, in consultation with the Title I director, hires individuals with these requirements and keeps record of their qualifications at the central office.

## **Parent and Community Involvement**

### **Parent Involvement Activity Reports**

These reports must be completed and copies sent to the director. They must be completed at the end of each parent involvement activity. Attached must be evidence of dissemination and parent attendance as well response of the attendees.

Minimally each school must show evidence of the following:

- One required Orientation Meeting.

- At least one classroom observation days (two are preferred.)

- Between two and four PAC meetings.

- Between one and three parent workshops.

The director must hold between one and three DAC meetings each year with three preferred. Evaluations are collected at the end of each meeting.

### **Compact Report**

Each parent must be offered the opportunity to enter into a compact with the Title I teacher/paraprofessional and their child. A report defining the number of compacts offered and the number of compacts received is submitted to the central office in December of each year.

### **Annual Spring Parent Evaluations**

Each spring every Title I parent is asked to complete a brief survey evaluating their Title I program. Suggestions for improvement are also sought at that time. Copies of all completed surveys are shared with the director and the principal.

## **Fiscal Monitoring**

All fiscal records are kept at the central office by the Title I director and/or her designee and are available for review at any time. All Title I funds are used to improve the achievement of the Targeted Assistance Students and in line with all Every Student Succeeds Act regulations.

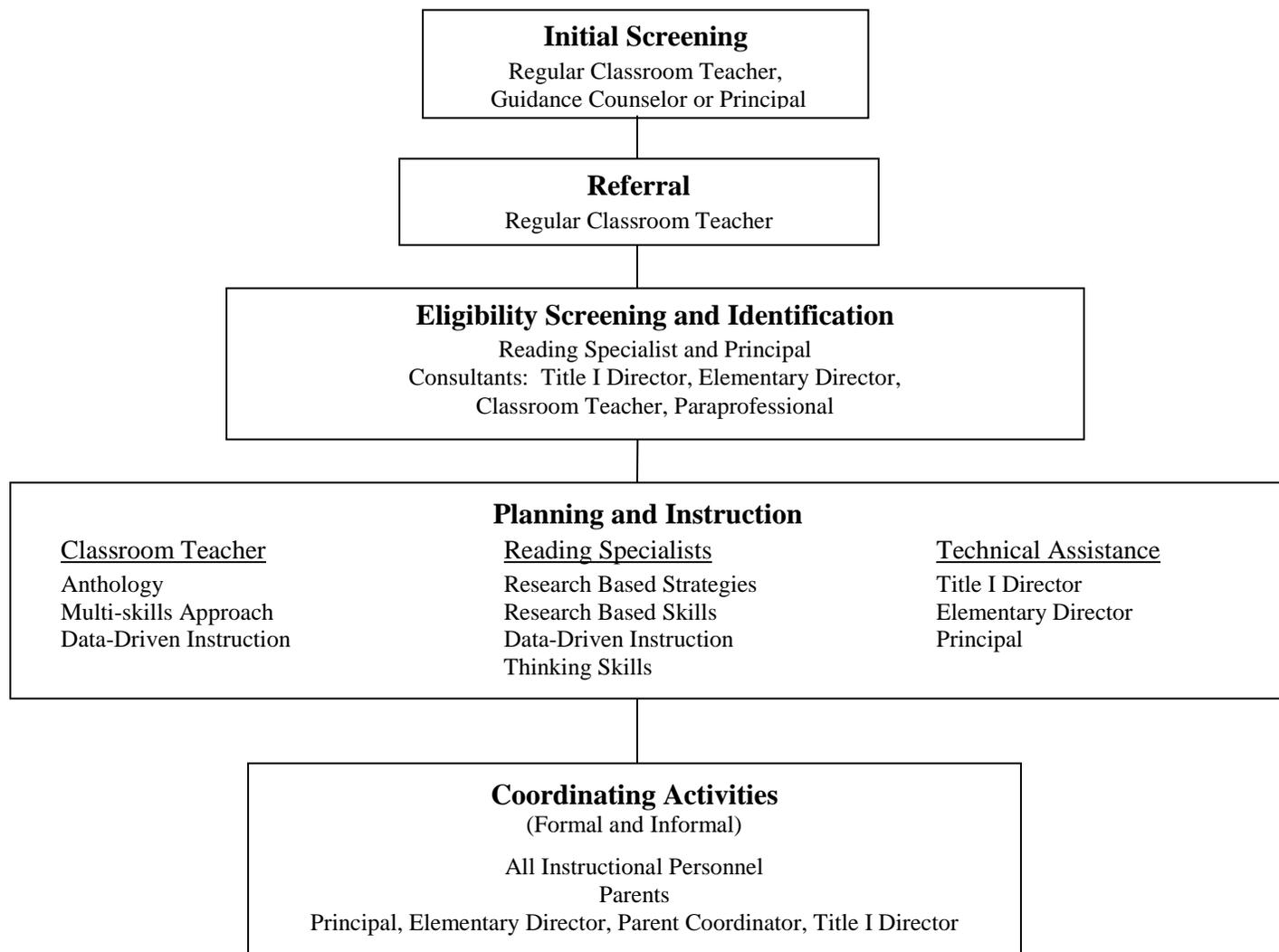
### **Inventory**

All schools submit copies of their inventories, with verification sheet, in the spring and the fall. The inventories list all materials worth \$500 or more bought with Title I funds. Title I personnel are instructed to mark all materials purchased with Title I funds clearly and assure the director that they are used with the identified students only.

# Part IV

## Overview of Screening, Referral, and Identification

## Overview of Screening, Referral, & Identification



### Students are identified as eligible for Title I services in the following way:

- Step 1:** Classroom teachers fill out a referral sheet based on needs they perceive in the classroom or at a parent or guidance counselors request. Students receive points for areas of strength. Parents are asked for written permission for screening.
- Step 2:** Title I reading specialists/paraprofessionals administer developmentally appropriate screening checklists or tests. Students receive points for areas of strength.
- Step 3:** Referral and screening points are added together and students with the lowest number of points are considered to be the most at-risk of failing to meet state standards. They are eligible for Title I services. Professional judgment is allowed and respected but must be clearly documented and based on data. Criteria applied to one child must be applied to all children.
- Step 4:** Parents are notified and invited to school for a Title I group orientation meeting and are encouraged to arrange a one-on-one conference to sign a compact and go over the child's individual needs. Parents may refuse to have their students participate in the Title I program.

## Screening, Referral and Selection Grades K – 5

### Initial Screening

All teachers, in the grades served by Title I, are informed about the referral process as well as the school's procedure for obtaining referral forms. The principal and the guidance staff as well as classroom teachers are encouraged to refer all students at risk in the area of reading. They are reminded the homeless students are to be placed into the program immediately upon registration at the school and then administered the pre-assessments while receiving services.

### Eligibility Screening

#### 1. Spring Referrals

- Reading specialists and paraprofessionals receive referral forms for all children currently identified for Title I services as well as for other children who should be screened for eligibility. Numerical values are assigned to each area of interest on the referral form.
- Diagnostic tests are administered individually or in small groups and/or assessment data is gathered to determine each child's strengths and weaknesses. The types of tests given are determined by the child's current grade level and include either the PALS assessment given by the classroom teacher or the *Next Step Guided Reading Assessment* screening which assesses book level, words in context and comprehension.

#### 2. Fall Referrals

- Kindergarten children are referred in the fall. Classroom teachers fill out a referral form.
- In grades 1-5, Children new to the division may be referred in the fall by classroom teachers, principals or counselors.
- All data processed for spring referrals is gathered for children referred in the fall.

### Selection Criteria

Pupils with the greatest need are identified on the basis of reading inadequacy according to a sum of the numerical scores determined by the diagnostic assessment and the referral.

### Special Consideration

Since all children who are below grade level may not be able to be served, the following general guidelines help identify children in greatest need:

- A. Students currently in the Title I program who continue to demonstrate reading difficulties should be given priority over those with borderline reading problems.
- B. Students falling into an at-risk subgroup as defined by AYP can be given priority over those with borderline reading problems.
- C. Title I reading specialists can decide not to provide services to a student on the priority list based on data presented by other stakeholders indicating the student in question is performing up to standards without extra support. This student will be carefully monitored by the classroom teacher throughout the year and will remain a priority 2 in the Title I teacher's database.

## Length of Services

Once a pupil has been identified for Title I services, he/she should remain in the program for the entire school year. In rare cases it may be found that the child's progress does not justify this requirement. However, only when the child meets all desired outcomes and with the agreement of the classroom teacher and the parent should services be terminated. Therefore, no child will leave the program until such mastery has been demonstrated.

Children new to the division or those who are found to be in need of services after the program is in operation will be placed on a waiting list and may enter the program if another child moves or "graduates."

## **Referral and Screening Points Grades K-5 Process at a Glance**

Title I serves the students who are referred and who are at the greatest risk of not passing the SOL assessments. In an attempt to identify these students fairly, the following point system will be used by all Title I teachers.

Referral Points + Screening Points = Total Points

These points are then arranged from the least to the most with the least points being assigned to students in the greatest need of Title I instruction.

### **Referral Points** – As Designed by LEA (Local Education Agency)

Referral points are obtained from the referral form filled out by the classroom teacher. Since pinpointing a child's current instructional level and improving that level by a year or more is our goal, it is essential that we obtain information assessing student achievement in the regular classroom.

Points are assigned for the following reasons:

Five areas of interest including:

#### **Fall Kindergarten**

- 1) Participates in oral language activities
- 2) Child's extent of speaking vocabulary
- 3) The student expresses him/herself in a meaningful sequence.
- 4) The student can follow 2-3 step oral directions.
- 5) The student's ability to hold paper and pencil correctly when they attempt to write.

#### **Spring Kindergarten**

- 1) Knowledge of sight words
- 2) Child's extent of speaking vocabulary
- 3) The student expresses him/herself in a meaningful sequence.
- 4) The student can follow 3-4 step oral directions.
- 5) The student draws pictures and uses letters and phonetically spelled words to write about experiences.

#### **Grades Spring 1<sup>st</sup> - 5**

- 1) Knowledge of sight words
- 2) The ability to comprehend stated main ideas and details
- 3) Ability to express complex ideas orally
- 4) Student reads for meaning instead of just calling out words.
- 5) Student is able to transfer ideas to paper in a meaningful way.

Teachers rate each area of interest using a scale of 1=poor, 2=needs improvement, and 3=satisfactory.

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**Screening Points**

Fall Kindergarten

Screening points will be taken from the Fall Kindergarten PALS Score. Title I will take students falling at or above the PALS benchmark with a score ranging from 28-48.

Spring Kindergarten/ Fall First Grade

Screening points will be taken from the Spring Kindergarten PALS Score. Title I will take students falling at or above at the PALS benchmark with a score ranging from 81-101.

Spring First Grade – Spring Fifth Grade

Screening points will be taken from the *Next Step Guided Reading Assessment* screening test administered by the Title I reading specialist. The student will receive points for book level, words in context and comprehension.

Recommended screening devices:

Other screening devices may be substituted with the approval of the director.

## **ELIGIBILITY**

### **Eligibility Definition**

Title I, Part A, Section 1115 (B) Targeted Assistance Schools defines eligible children as those identified by the school as failing or most at risk of failing to meet the State's challenging student performance standards. This judgment is made on the basis of multiple, educationally related, objective criteria established by the school division and supplemented by the school. This implies that the school division establishes the criteria using multiple measures, and that measures may be added by individual schools. Division-wide criteria cannot be deleted without written permission of the director. Students in Pre-K through Grade 2 are to be selected for participation solely on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures.

### **Title I Priority Definitions**

- Active (ACT): Students being served
- Priority 2 (P2): Students on waiting list
- Priority 3 (P3): Student whose needs can be met in the regular classroom

### **Eligibility School Input**

Students who score the lowest number of points are active students:

- Schools may supplement local criteria with additional objective school criteria. If it does so, it must apply the criteria uniformly to all students at a grade level.
- Title I teachers must record the supplemental criteria used and submit a narrative justification to the director.
- In the rare case when permission is granted for a pilot program using substitute criteria, a written report must be prepared. It must contain information on the criteria and how the proposed criteria relate to the criteria already in place. The change must be approved by the director and on file at the school and the central office.

# Part V

# Effective Educational Planning

## **Effective Educational Planning**

### **Purpose**

#### **Specific Group Plan (SGP)**

Title I guidelines require that an individualized plan be written for each child receiving services. The purpose of this requirement is to assure that services rendered are based on clearly established needs of children and that those services are planned to meet each child's specific needs. A plan is written for each small group but individual differences are noted in the comments section in order to assure that the students' specific needs are met. Instructional decisions must be data driven.

### **Parent and Student Involvement in Planning**

#### **Information and Input**

Parents and students are made aware of the plan for their child. They are allowed to have significant input into the planning in terms of making known the needs as they see them.

#### **Methods of Involving Parents/Students**

Parent/Teacher conference times are encouraged throughout the school year but specifically arranged following the pre, mid, and post assessment. Beyond this, Title I teachers make every effort to let parents know that they are available for conferences before or after school and during planning periods.

Notices and permission slips are sent to parents informing them of the fact that their child has been referred and identified. No services are rendered without parent permission. In compliance with Every Student Succeeds Act an exception to this rule is made for homeless students who are immediately accepted into Title I upon enrollment in the school.

Efforts to involve the parent should be recorded in the student's reading folder. Title I teachers will attempt to establish contact with all parents using multiple methods (phone, letter, notices) and by availing themselves of the services of the Title I parent coordinator.

#### **Student Responsibility for Achievement**

Students need to know that they are responsible for learning. This can be accomplished by letting them discuss reading skills, by signing compacts or contracts, by teaching them to plot the progress of skills mastered, etc. It is especially important that older students are involved in planning how to meet their English SOL [Standards of Learning] educational objectives.

#### **Foundation for Planning (Specific Group Plans)**

1. Results of pre, mid, and post assessments
2. Screening results
3. The Standards of Learning (SOL), the pacing guide and SOL and PALS results
4. The goal desired: What will it take to achieve success as defined by reading on or above grade level and/or passing the SOLs? How can I teach so that these students will make over a year's worth of progress in reading achievement?

## **Forms for Planning**

1. The Specific Group Plan Form
2. The Individual Pupil Student Plan Form
3. Compacts
4. Lesson Plans (either hard copy or on-line as specified by school)

## **Research Based Instruction**

No Child Left Behind requires all Title I instructional personnel to use only the programs, methods, strategies and skills that research has proven to be most effective.

### **Guideline: “Take the student where he/she is at and move him/her on”**

Regardless of a (pupil’s) grade placement, his/her reading instruction should begin at the appropriate entry level as determined by diagnostic evaluation and prior records. All evaluations should be kept in the student’s Title I folder, dated, to certify mastery and/or growth.

## **Record Keeping Hint**

It is suggested that the records for each small group be kept together in a folder during the school year. This way they will be constantly available for planning and monitoring progress. At the end of the year, all assessment forms and long range plans should be filed in each individual student’s Title I reading folder.

Students should be aware of the information being recorded on the forms so they, too, can monitor their own progress. This is especially important in the upper elementary grades. They need to own the research based reading strategies and skills that work for them so that they can apply them independently and across content areas.

## **Individual Student Plans for Improvement**

1. Must be written for all students who have been served for one program year and have not shown adequate yearly progress thus indicating the Specific Group Planning approach was not sufficient.
2. Must be significantly different. This plan must modify the program from the previous year.
3. Must include and reflect a thorough assessment of the educational needs of the students.
4. Must document strategies and progress.
5. Should involve input by all stake-holders including but not limited to classroom teachers, parents and the student him/herself.

All plans, both group and individual, may be reviewed during monitoring visits.

## **Required Collaboration between Title I teachers and Classroom teachers.**

### **Purpose**

An earmark of a distinguished Title I program is collaboration between the Title I staff and the classroom teachers. In an effort to offer the best services possible, within each school the principal, Title I reading specialists /paraprofessionals, and classroom teachers should develop a plan for coordinating their efforts. Roles and responsibilities should be clearly defined. Each school needs to establish a routine form of communication and report on their collaborative planning no less than once per report card period.

### **Guidelines for Pull-out Model Collaborative Planning**

1. Title I teachers/paraprofessionals and classroom teachers should have one planned meeting each 9 weeks as documented by an agenda. This may be done individually or in small groups.
2. This face to face meeting may be supplemented with written updates, suggestions and assessment results on a much more frequent basis.

### **Guidelines for the Pull-out/Inclusive Model Collaborative Planning**

1. Weekly planning meetings must be attended by both the Title I teacher/paraprofessional and the inclusive classroom teacher. These meetings are documented by the completed planning form.
2. No inclusive instruction may take place unless collaborative planning time is provided by the principal.

### **Guidelines for the Demonstration Shared Lessons Collaborative Planning**

1. The Title I and classroom teacher meet prior to the lesson to set a goal.
2. The Title I teacher provides the classroom teacher with a copy of the lesson plan.
3. The Title I teacher and classroom teacher meet after the lesson to debrief.

### **Some questions to consider when designing the collaboration plan best for the school are:**

1. What are the roles of the reading teacher/paraprofessional and classroom teacher in:
  - Identifying individual student strengths and weaknesses
  - Developing a plan for remediation and acceleration of progress
  - Communicating with each other
  - Communicating plans and progress to parents
2. What is the establishing communications system both formal and informal?
  - Formal: How does the school communicate? For example, how do they use their referral forms, progress reports, assessment results, At Risk and Child Study Meetings, etc.
  - Informal: How are achievements and awards shared, when do short *chats* with classroom teachers occur? What are the expectations of both the classroom teacher and the Title I teacher?
  - How does the Title I teacher coordinate supplemental reading instruction with anthology and the SOL's?

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- Title I reading specialists should be aware of what English SOL strategies and skills are being emphasized in the regular classroom and how the child is progressing.
- Reading specialists should provide experiences and individualized instruction which is different from those used in the regular classroom while working on many of the same English SOL skill areas.

NOTE: The object of collaborative assessment and planning is not to increase the amount of paperwork. It is rather, to improve communication between the teachers involved. Teachers should try achieving the objective with as little paperwork as possible.

### **Progress Monitoring is Required**

1. Systematic recording of assessment results such as running records is essential for determining student progress as well as for planning to meet individual needs. All Title I teachers and paraprofessionals are expected to monitor the progress of their students. Showing progress in a graphing format is highly motivational.
2. It is essential that evaluation and diagnostic information be available in a form which is easily interpreted by anyone who needs the information for diagnostic work or planning.
3. Students will be given pre, mid, and post assessments. This evaluation data will be stored in the students Title I folder. Other tests may include running records, inventories, worksheets, etc.
4. The analysis of the data should be reflected in teaching and learning strategies written into the group or individual plan.
5. Some evaluation tools that are available
  - Phonemic Awareness Inventory [K-1]
  - Primary Spelling Inventory [K-3]
  - Elementary Spelling Inventory[4-5]
  - ABC/Phonics Inventory [K-1] or PALS
  - Running Records
  - QRI-Vocabulary Word Lists [2-5]
  - Concept of Word [K]
  - QRI- Comprehension Stories [2-5]
  - Listening Inventory [K-1]
  - Writing Prompts [K-5]
  - Early Literacy Computer Test [1-2]
  - Pals Tests [Pre and Post]
  - Star Management Computer Test [1-5]
  - Solar Testing [2-5]
  - English SOL Test [3-5]
  - Next Step Guided Reading Assessment
  - Accelerated Reader Computer Tests [1-5]
  - Leveled Literacy Intervention ( LLI)
  - Various models for informal tests are available in resource books. Most are easily constructed and very useful. Teachers are encouraged to implement such ideas.