



Title I Handbook

Providing service to

Saint Edward Elementary School

Blessed Maria Assunta Pallotta Middle School

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Dear Parents,

The Cedar Valley Catholic Schools welcome you and your child to the Cedar Valley Catholic School's Title I program. We are excited to work with you on this important partnership of learning. This handbook is provided to help you better understand the Title I program currently operating in our school system. The Table of Contents organizes the information by topic and is intended to be a quick reference for finding information. Title I English/ Language Arts (ELA) is provided at Saint Edward Elementary School and Blessed Maria Assunta Pallotta Middle School. I encourage you to consider participating in a building level Parent Involvement Committee. Committee members provide input about our Title I program and give us ideas for Title I Family Nights. If you would like to be involved, please contact me. We value your input! On behalf of the Cedar Valley Catholic Schools and staff, I wish you and your child a successful year of learning. We thank you for your support and engagement in our Title I program.

Sincerely,

Aaron Becker, Saint Edward Elementary School Principal

Aaron Ferris, Blessed Maria Assunta Pallotta Middle School Principal

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TITLE I: AN OVERVIEW

Purpose:

Title I is a federally funded program designed to help qualified students achieve proficiency on Iowa's Core Literacy Standards challenging academic achievement standards. Our district offers a "targeted assistance program" for students who are identified for service. Cedar Valley Catholic Schools Title I Equitable Share for targeted assistance schools is determined by the percentage of students identified as low income based upon free and reduced lunch counts.

Student Selection:

Students are identified for Title I services through a multi-criteria process, qualifying based upon more than one assessment or criteria (See Multi-Criteria Qualification Chart). Students who have not reached a proficient level on state standards or who are at most risk of not meeting the state's achievement standards are ranked from greatest to least need and are serviced in that order. The targeted assistance program must use supplemental instructional strategies based on scientifically based research. Title services are in addition to the regular instructional program students receive. Under Title I, local educational agencies (LEAs) are required to provide services for eligible public and private school students.

Service Model:

The Title I program is a combination of pull-out and push-in. Push-in means that the students participating in the Title I program remain in the general education classroom; the Title I teacher goes into the classroom to provide extra support. Pull-out is moving the student to another classroom setting for small group or individual instruction. As previously stated, in both settings the instruction must be supplemental, not supplantive methods/materials. This means that your child's Title I teacher cannot re-teach the lesson that was taught in the regular classroom. The Title I teacher must instruct students based upon educational need using research-based strategies and/or interventions. Title I services are provided on-site, on-site and remotely or remotely only, depending on if school is On-Site, Hybrid or Required Continuous Learning respectively.

Staff:

You have the right to know the professional qualifications of the Title I teachers who instruct your child:

- Whether the Iowa Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.

If you would like to receive any of this information, please call the Human Resources Director: Tanya Cutsforth 319-232-1422. All of our Title I Teachers are highly qualified.

Parent and Family Engagement:

Each targeted assistance school has developed its own Parent and Family Engagement Policy that is posted on our district website under Title I. Each school has a Parent and Family Engagement Committee. Title I requires that an annual public meeting be held to disseminate information about the program. Our district also plans Title I Family Events to provide an opportunity for families to learn how student learning in literacy can be supported at home. Each year, we ask parents to complete a survey and return it to school before the end of the school year. This survey helps us identify the strengths and weaknesses of our current Title I program and make revisions as needed for the next year. Parents of Title I students are informed that their child is eligible to receive services by Title I staff. Parents are given opportunities to be involved in the decision making and planning of their child's participation in the program. If parents provide a written request that their child not participate in Title I, a meeting will take place with an administrator to determine if the child will not be enrolled in Title I. Family events such as conferences and literacy information meetings take place on-site, on-site and remotely or remotely only, depending on if school is On-Site, Hybrid or Required Continuous Learning respectively.

Shared Responsibility:

A school-parent compact outlines how the staff and parent share the responsibility for student achievement when a child is enrolled in the Title I program. Ongoing communication between parents and the school, such as parent-teacher conferences, progress reports and phone calls/emails will keep the school and parents informed about student progress. Our school district is committed to two-way communication.

MULTI-CRITERIA OPTIONS FOR TITLE I QUALIFICATION

The following is a list of assessments used to qualify students for service in Title I English Language Arts.

- **Iowa Statewide Assessment of Student Progress (ISASP)** is a computerized English Language Arts assessment administered at Grades 3-6.
- **Benchmark Assessment System (BAS)**: Student reads silently and orally to the teacher 1-1 and the student answers comprehension questions orally.
- **Early Reading English Screener (K-1)**, developed by FastBridge Learning, assesses student progress on Iowa Core foundational literacy standards.
CBMReading English Screener (2-6), developed by FastBridge Learning, is an oral reading fluency measure that provides an indicator of grade level reading success.
- **Center for Collaborative Classroom (CCC) Reading Set Level Assessment (K-2)** determines the student's current foundational skills level.
- **CBMReading with Comprehension (7th Grade)** is designed to assess a student's comprehension of a grade-level reading passage.

Grade Level	Reading
KINDERGARTEN	<ul style="list-style-type: none"> ● Center for Collaborative Classroom Reading Set Level ● FASTBridge earlyReading Assessment ● Fountas and Pinnell Benchmark Assessment
GRADE 1	<ul style="list-style-type: none"> ● Center for Collaborative Classroom Reading Set Level ● FASTBridge earlyReading Assessment ● Fountas and Pinnell Benchmark Assessment
GRADE 2	<ul style="list-style-type: none"> ● Center for Collaborative Classroom Reading Set Level ● FASTBridge CBMreading Assessment ● Fountas and Pinnell Benchmark Assessment
GRADE 3	<ul style="list-style-type: none"> ● FASTBridge CBMreading Assessment ● Fountas and Pinnell Benchmark Assessment ● ISASP (Reading achievement level)
GRADE 4	<ul style="list-style-type: none"> ● FASTBridge CBMreading Assessment ● Fountas and Pinnell Benchmark Assessment ● ISASP (Reading achievement level)
GRADE 5	<ul style="list-style-type: none"> ● FASTBridge CBMreading Assessment ● Fountas and Pinnell Benchmark Assessment ● ISASP (Reading achievement level)
GRADE 6	<ul style="list-style-type: none"> ● FASTBridge AUTOreading & aReading Assessments ● Fountas and Pinnell Benchmark Assessment ● ISASP (Reading achievement level)
GRADE 7	<ul style="list-style-type: none"> ● CBM Reading Passages with Comprehension ● ISASP (Reading achievement level)

School-Parent Compact

Cedar Valley Catholic Schools School-Parent Compact

English

School-Parent Compact

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

We value what you do to help your child succeed in school. One part of our school's parent and family engagement policy is this school-parent compact.

School's Responsibility:

- We will provide high quality curriculum and instruction in a supportive and effective learning environment
- We will provide you with assistance in understanding academic achievement standards and tests, how to track your child's progress, and how to establish a successful homework setting and routine
- We will provide opportunities for regular communication between you and teachers through:
 - parent-teacher conferences,
 - frequent reports about your child's progress,
 - opportunities to talk with staff, volunteer in class, and observe classroom activities,
 - ensuring regular communication between family members and school staff to the extent possible, in a language that family members can understand

Parent's Responsibility:

- Encourage your child to attend school regularly
- Encourage your child to use positive school behavior
- Set regular times for homework and support effort, completion, and correctness
- Set limits on the amount of time your child spends in front of a screen such as a television, smartphone, or computer and encourage positive use of your child's additional time
- Volunteer in your child's school and classroom if time or schedule permits
- Attend parent-teacher conferences and when it is appropriate, participate in decisions about the education of your child.

Please review this School-Parent Compact with your child. This School-Parent Compact may be discussed with you during a parent-teacher conference as it relates to your child's progress in school.

Thank you for your support and involvement in your child's education. Please contact the person listed below for more information:

Name: _____ Title: _____

Telephone Number: _____ Email Address: _____

OFFICE USE ONLY				
Student ID #	Student Name	Date Distributed	Faculty Name	Faculty ID #

TITLE I CORE INSTRUCTIONAL PROGRAM FOR ENGLISH LANGUAGE ARTS

Our Title I teachers use the Leveled Literacy Intervention program and *Systematic Instruction in Phonological Awareness, Phonics, and Sight Words* (SIPPS) as the foundation for their work with our students. In addition, our Title I teachers implement interventions to address identified learning gaps, based on students' needs.

An overview of Leveled Literacy Intervention, a high-quality, research based program is provided below.

Leveled Literacy Intervention:

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Lessons across the seven systems progress from level A (beginning reading in kindergarten) through level Z (represents competencies at the middle and secondary school level) on the F&P Text Level Gradient™. LLI is designed to be used with small groups of students who need intensive support to achieve grade-level competency.

Each Level of LLI provides:

- Combination of reading, writing and phonics/word study.
- Emphasis on teaching for comprehending strategies.
- Explicit attention to genre and to the features of nonfiction and fiction texts.
- Special attention to disciplinary reading, literature inquiry and writing about reading.
- Specific work on sounds, letters and words in activities designed to help students notice the details of written language and learn how words “work.”
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.
- Explicit teaching for fluent and phrased reading.
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.

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An overview of *Systematic Instruction in Phonological Awareness, Phonics, and Sight Words* (SIPPS), a high-quality, research based program is provided below.

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading.

- Phonological awareness activities appear in every lesson in SIPPS Beginning, Extension, and Plus. These activities begin with segmenting and blending, include rhyme, and increase in complexity to dropping and substituting phonemes.
- Spelling-sounds are explicitly taught throughout the program. Sounds are taught in order of utility, which allows students to quickly begin to read connected text with mastery of only a few phonemes. Students learn and apply new sounds to words in isolation and in books. SIPPS Beginning addresses the alphabetic stage of reading development; Extension and Plus address the spelling-pattern phase; and Challenge addresses the polysyllabic/morphemic stage.
- Students begin reading two-syllable words as soon as they learn inflectional endings in SIPPS Extension and Plus. Consonant -le syllables are introduced in Extension and Plus. All six syllable types are introduced, reviewed, and applied in Challenge.
- SIPPS Challenge includes morphology (base words and affixes) as part of the regular instruction. Students develop strategies to decode polysyllabic words, including seeing the whole word, recognizing known parts, and assembling parts to see the whole word.
- As students write sentences in SIPPS Beginning, Extension, and Plus, they learn how sentences are constructed, including capitalization and punctuation.
- The purpose of teaching foundational skills is to facilitate comprehension. As students become more automatic in their reading, they are able to pay increasing attention to understanding what they read. SIPPS develops accurate and fluent word recognition, which leads to comprehension. All the reading selections provided with the program are accompanied by comprehension questions that confirm the students' understanding of what they read.

Cedar Valley Catholic Schools

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Blessed Sacrament Early Childhood Center

St. Edward Elementary School

Blessed Maria Assunta Pallotta Middle School

Columbus Catholic High School

Mission: To Provide an exceptional Catholic education to every student, built on the foundation of faith, discipline, knowledge and service.