



# **Madeira City Schools Title I Overview**

**Madeira City Schools**

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## **Title I Program Information**

### **What is Title I?**

Title I is a federal program that provides additional reading and/or math instruction to enhance student achievement and growth. Students who qualify for Title I services have not been identified with a learning disability. They just need extra help with reading and/or math.

### **What are the goals of Title I?**

The Title I program strives to provide an environment that:

- Promotes a positive attitude toward reading and/or math.
- Improves student achievement and growth in reading and/or math
- Builds students' self-esteem and confidence
- Enables parents to be reading and math partners with their child

### **How does a student qualify for Title I?**

There is a multi-criteria process used to qualify a student for Title I services. Although norm-referenced standardized test scores must be used for students in kindergarten through eighth grades, other criteria are used in addition.

### **Will my child always be in the program?**

The Title I teacher will work closely with the classroom teacher to monitor student progress. When a student's reading and/or math achievement reaches their appropriate grade level, the student is "exited" from the program if the Title I teacher and the classroom teacher determine that the student no longer needs the extra support.

### **Title I Requirements**

When reading intervention teachers are partially or fully funded using Title I funds, the teachers must follow all requirements established by Title I. These include:

- Following all procedures for identifying and serving students with the most significant needs.
- Maintaining a caseload that follows Title I requirements.
- Begin services to students in a timely manner.
- Completing all paperwork associated with Title I. The reading intervention teacher's schedule fulfills the requirement for a time/effort log. Schedules must be filled quarterly with the building principal and the Department of Teaching and Learning.
- Meet with parents to complete educational plans including the home/school compact and discuss student progress.
- Attend Title I before or after school parent programs.

## **Madeira Title I Personnel Information**

### **Parents Right to Know**

At the beginning of each school year, a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that the parents/guardians may request, and the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers.

### **Qualifications of Title I Teachers**

School districts must ensure that all teachers are highly qualified. Staff qualifications for Title I programs:

- All Title I teachers must have a baccalaureate degree and an Ohio teacher's certificate for the grade level(s) to which assigned
- Title I reading teachers must have Reading Specialist certification or a Master's Degree in Reading
- Language arts and math teachers, or those providing tutoring, must have appropriate grade level certification

**All Madeira City Schools Title I Employees meet or exceed the above listed federal requirements.**

### **Who are the Title I Personnel?**

Dave Bergan            Program Administrator

Maggie Sibia            Reading and Math, Grades 5 – 8 (Targeted Assistance at Madeira Middle School)

# Parent Involvement

- Reading Ideas for Parents
- Math Ideas for Parents
- Parent – Student – Teacher Compact

## Reading Ideas

1. Have your child read every day and make it fun! Reading related activities should never be used as punishment.
2. Show interest in your child's reading. Help them select appropriate reading material (but respect your child's reading choices within the bounds of reason).
3. Make sure your child sees you enjoying a wide variety of reading materials such as newspapers, books, magazines, etc.
4. Check your child's comprehension of the story by asking questions.
  - a. Fact questions: What were the characters' names?

Where did the story take place?

- b. Sequence questions: What came first, second, etc. in the story?
- c. Critical questions: How did you like the story?

What do you think happened after the story ended?

Would you have liked to be one of the characters in the story? Why?

5. Encourage your child to ask questions about the reading they are doing.
6. Give your child opportunities to read many different kinds of print: grocery lists, road signs, restaurant menus, maps, etc.
7. Encourage word-play activities such as rhyming words, words that begin or end the same, words that mean the same or opposite, words that fit in the same categories, etc.
8. Go to the library. Let your child participate in the Summer Reading Program at Jewett Norris Library.
9. Make a special effort to praise your child for improvement no matter how small the gain. (Each individual has unique abilities and interests.)
10. Read aloud to your child each day even if they are able to read themselves. (You can select materials that interest them but are written at a slightly higher reading level than they are currently reading.)

## **Math Ideas**

Try to make math fun for your child. If you can make math practice into a game, it will be more enjoyable for everyone.

Here are a few basic skills for you to work on with your child.

1. Addition and subtraction facts. Use flash cards if you have them. Use a deck of playing cards – draw 2 or 3 cards and add the values of them. Take turns with your child. Set a goal number and whoever reaches it first wins. You will probably come up with other ideas yourself.
2. Practice counting by 2's, 3's, 4's, 5's, and 10's to 100.
3. Practice adding 1 more, 2 more, subtracting 1 less, 2 less in your head. Start out with easy numbers and work up to harder ones.
4. Practice adding and subtracting with 10 or more in your head. Again start out with easy problems and work up to more difficult ones.
5. Practice counting money. Figure how much snacks will cost. Figure change coming back. Practice counting back change.
6. Practice telling time (on a digital and a non-digital clock).
7. Get a tape measure, yardstick, meter stick, ruler, or anything that is marked for measuring length. Measure items outside. See how far your child can throw a ball, etc. Make it a game or contest.
8. Get out a recipe and have your child help you cook. See if he/she can double a recipe or divide it in half.
9. If you are traveling, predict how long it will take to reach your destination.

# PARENT – TEACHER COMPACT

Madeira City Schools

Title I Program

**Student Name:**

Madeira City Schools is committed to providing each student the opportunity to achieve the highest level of success. We believe this can only be accomplished through a partnership between the school, parents, and students. We invite you to join us by signing the following compact. Please return it to your child's Title I teacher as soon as possible.

**Parent/Guardian Pledge - I will encourage my child by:**

- Supervising the completion of my child's homework.
- Establishing a time for learning activities, homework, and/or review, which is uninterrupted.
- Staying aware of what my child is learning, being available for questions, encouraging my child's efforts, and maintaining communication with the school about my child's progress.
- Seeing that my child is punctual and attends school regularly.
- Participate in activities (e.g., Book Fair, Field Trips, Parent/Teacher Conferences...)

**Please let us know how we can help you with your child's learning or your concerns you are having:**

**Parent Signature:**

**Date:**

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**Teacher Pledge— I will do my personal best to:**

- Provide a safe and caring environment
- Follow the curriculum.
- Keep you informed of your student's progress on a regular basis.
- Schedule parent/teacher conferences when appropriate.
- Use special activities to make learning enjoyable.
- Teach all levels of ability.
- Assign necessary work/homework for mastery of skills.
- Help your child learn and follow school and classroom rules.

**Teacher Signature:**

**Date:**