Cleveland Public School

Inpire, learn, grow, achieve...
A community where students and relationships matter.

2017-18
School District #391
Elementary and Secondary Education Act
(ESEA)
Title 1 Plan

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10/10/17
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Appendix: To be determined per ESEA MDE Title 1-A and Title 11-A Compliance Guide 2014-15
A Compliance Review for our Title I, Part A and Title II, Part A was conducted on April 12, 13, 14, 2016.

I. Purpose

In Accordance with 2014-2015 ESEA Title I-A and Title II-A and to meet the Minnesota Department of Education Compliance Guide and Federal Regulations and Guidelines:

II. Criteria for Selecting Title I Students

A. Preschool-Grade 3

1. Preschool

Preschool students who reside within the school attendance area are automatically eligible as the result of being homeless, enrolled in a program for neglected or delinquent children, or at any time in the preceding two years, enrolled in Head Start, Early Reading First or Migrant Education services. Title I preschool students are identified using multiple criteria free and/or reduced priced lunch count and assessment. Cleveland’s Little Clipper Preschool Mid-Year and Final Year Assessments in reading, language and mathematics have been developed and deemed acceptable Title I assessments.

Multiple-objective criteria, such as participation in individual and/or small group settings, observations and ongoing assessments in the development of independence, self-control and social skills, age appropriate cognitive skills in communication, literacy, numeracy and/or problem solving, is used to limit or prioritize services to preschool children who are most at risk of not being ready to meet state academic standards in elementary school.

Highly Qualified Title I teachers, classroom teachers, and paraprofessionals work to reinforce the academic objectives set by the curriculum and classroom teacher. Students may receive support within the classroom setting or in a separate location outside of the room. Student support may be individual or in a small group setting.

2. Pre-Kindergarten

Students who are 4 years of age by August 31st of their Pre-Kindergarten year are eligible for services. Screening should include multiple criteria (developmental screening, parent observation and teacher observation). This program is designed to provide quality educational experiences for 4-year old children that will help them prepare for successfully kindergarten.

Children must meet “at risk” criteria as defined by the state of Minnesota. The criterion includes applicants who are or will be eligible for free & reduced lunch.

3. Kindergarten-Grade 3

As part of a three year plan, we will be surveying our school’s data as we are moving to a new testing system, FASTbridge testing. We will begin looking at the aReading scores and identifying risk on that test. Once we have more than one piece of data to do comparisons, we will begin analyzing the data on our fluency based FAST tests (CBMreading, earlyReading subtests) along with our aReading results. Kindergarten- 6th grade students scoring at or below 25% on either the aReading/BLMreading/earlyReading/aMath subtests will be eligible for services. Additionally, students between 25-30% will be considered as Title II students and placed on a “watch” list per teacher recommendation. For new students, the previous year's achievement scores will be used. If scores are not available, Title I staff will administer an appropriate achievement test.
The Title 1 long term goal will be to prepare Preschool-3rd grade students in the educational areas of (1) School Readiness (2) 3rd Grade Literacy and (3) Closing the Achievement Gap which meets the Cleveland Public School ISD #391 World’s Best Workforce Plan (WBW).

B. Referral Form
Title I Referral Form will be completed for each eligible student. This should be completed cooperatively between the Title I teacher and the classroom teacher.

C. Greatest Educational Need
All students eligible for Title I services (as determined by A & B above) will be served according to “greatest educational need.”

D. Ranked Order
A ranked order/priority list will then be established for each school. The Title I Principal and Title I teacher will each have a copy of this list.

1. Selection Procedure Using Multiple Criteria

Combination Simultaneous/Sequential Selection Procedure Using Multiple Criteria

The selection for participation in the Title I program is based on the following criteria.

<table>
<thead>
<tr>
<th>Types of Data</th>
<th>Cutoff Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standard or Informal Test Scores</td>
<td>Multiple Criteria</td>
</tr>
<tr>
<td>Preschool</td>
<td>Reside within the school attendance</td>
</tr>
<tr>
<td>Pre-Kindergarten (meets age requirement)</td>
<td>Enrolled in a program for neglected children</td>
</tr>
<tr>
<td>Fall, Winter or Spring Test: aReading, earlyReading, CBMreading K-6, aMath</td>
<td>Preceding two years, enrolled in “at risk” services</td>
</tr>
<tr>
<td></td>
<td>Children must meet “at risk” criteria</td>
</tr>
<tr>
<td></td>
<td>A percentile of 25 or below</td>
</tr>
</tbody>
</table>

2. Current or Previous Teacher’s Recommendation

Significant areas of concern

3. Additional Unrecorded Pertinent Information

Any pertinent information which supports placement of the child.

4. Title I Teacher Recommendation

A positive recommendation for placement in the program based on significantly low academic grade level performance on report card.

E. Waiting List

If there are more students needing Title I services than class slots available, a waiting list will be established. The waiting list will also be based on “greatest educational need” using the priority ranking.

F. Final Decision

Students enrolling during the year who need Title I services (as determined by B above) should be added to the priority list. Decisions will be based on the Title I Teacher and Principal’s professional judgment.
III. Dual Services
A. Students who meet the criteria to receive Title I services and who have an Individualized Education Plan (IEP) can receive Title I services in the area that they are not currently receiving Special Education services.

IV. Scheduling of Students
A. Educational Needs
Students will be served and scheduled according to the student's educational needs with supplemental instruction and strategies from the Title I teacher.

B. Length of class
   Options Available:
   Depending on the circumstances of space available/number of students in group/needs of students, pullout and inclusion will both be utilized with groups. Groups that meet during the intervention time typically will be the students that need the most time and will receive 30 minutes/5 days each week. Other intervention times have been created and are based on need/kids per group/activities and lessons they are working on. These times vary from 15-20 minutes in length, but are also a 1:1 or 1:2 teacher to student ratio, and meet 4 times each week.

C. Hours of Service
The Title I teacher will teach the same amount of hours as the regular classroom teacher in the school building.

D. Planning Time
The Title I teacher is entitled to planning time that is comparable in length to that of the classroom teacher.

IV. Class Size
A. Educational Needs
The educational needs of students (some students may need individual instruction) should be taken into consideration when determining the size of the Title I class.

B. Class Size
Class size can range from 1-6 students (pull out) but are flexible based on student needs. Decisions should be based on the Title I Teacher and Principal’s professional judgment.

V. Exit Criteria
A. Title I Program Guidelines:
   Students may be dismissed from the Title I program for the following reasons:
   1. Students successfully function in the classroom without Title I support as determined by:
      a. Student must score on or above current grade level on appropriate standardized test and/or meets report card expectations
      b. Scoring the “At Level/Average” on the aReading/earlyReading/CBMreading/aMath test AND/OR
      c. Both the Title I teacher and classroom teacher agree that the child can be dismissed from the program.
   2. Parent(s) request that the child returns to the regular classroom.
   3. Excessive absenteeism as defined as 30 days or more per semester due to truancy,
continued suspension or expulsion.

We want to support our students for as long as they require supplemental reading and math support. But, we want them to also become successful learners without the additional support of Title I. To that end, when a child meets specific exit criteria and parents and teachers are in agreement, the child will no longer need to attend Title I class.

B. Procedure
Parents will be notified in writing when the student is released from the program. One of the following statements needs to be included in the exit letter:
   a. subjects for which teaching and learning was achieved and is documented and/or
   b. specific academic needs and priorities of the student demonstrated proficiency for the state’s academic standards.

VI. Sustained Effects
Reading and/or Math Spring Achievement Scores of students exiting Title I classes when they are successfully functioning at grade level or when they have completed third grade, are kept for the following three years. Records are also maintained for students who are no longer receiving Title I services because they are low on the prioritized list. This data is used to determine if these students are maintaining grade level achievement.

VII. Minnesota State Plan for Program Improvement: Title I, ESEA

A. Purpose
LEAs (Local Education Agency) are now required to use evaluation results for program improvement purposes. The LEAs must annually identify any school building where the achievement of Title I children has shown inadequate improvement. To assure that existing and expanded services are effective, the law specifies that schools where Title I services are not resulting in gains are to be identified. Aggregate or comprehensive student achievement levels will receive technical assistance until such gains occur and are sustained.

B. Determination of Schools in Need of Improvement
LEAs shall conduct an annual review of the effectiveness of its Title I project in improving student performances in skills as measured by aggregate performance and the desired outcomes described in the school district’s application. Post-test scores of Title I participants are compared with pretest scores. Gains should be positive and large enough to be meaningful when compared to state and national gains.

C. Program Improvement Plan
School districts shall develop and implement a plan of program improvement for subject area(s), identified as the primary focus in each school building, that show no improvement or decline in aggregate performance of participating children for a twelve-month period, as evidenced by the following:

1. The gain in aggregate performance as measured in percentiles for participating children in an individual school building between annual testing dates; or

2. Using individual student data, the evaluation results show gains in the percentile score of the participating children between annual testing dates; or

3. The aggregate scores by grade level in an individual school building show a gain in the percentile scores of participating children in more than one-third of the grade levels between annual testing dates. Children who
move into the district during the school year will be selected using the same criteria, along with the possibility of using testing scores from their previous district.

D. Parent Notification
In order to promote positive parent-school relationships, the parents or guardians of students receiving Title I services must be informed of the services and should be involved in the planning of these services. Parent permission is not required for a student to be enrolled in a Title I class, but parents or guardians must be notified of their child’s enrollment in a Title I class by the classroom teacher. If parents refuse services, no Title I programming will occur for that child.

E. Parent Policy
Cleveland Elementary School is committed to the goal of providing a quality education for every child in the district. Therefore, we want to establish a partnership with parents and with our community. Everyone gains if the school and home are working together to promote high achievement for our children. Both parents and teachers, along with the students, have a critical role in every child’s successful development.

F. Parent Involvement Plan (PIP)
Cleveland School District will ensure that parents are involved in planning, design, and implementation of the Title I program through at least the following activities:

a. Fall Review and Spring Meeting will be held to review and plan for the application for the following year.
b. Upon parent and/or teacher request, individual parent meetings will be scheduled each year to discuss each student’s program and progress.
c. Parents will be notified of student progress at parent conferences or upon request of the parent.
d. Annual workshops held to equip Title I parents with activities to use at home with their children.
e. Parent surveys for Title I evaluation.

G. Building Curriculum Goals
We believe that good schools focus on learning. In effective schools, the school climate of a “learning environment” puts academics first. Principals and teachers believe they can make a difference in what students learn. Teachers and students believe each student is capable of making significant academic progress. Students understand and agree that their first priority is to learn.

The specific skills required for reading come from direct experience with written language, at school, and at home; the more reading the better.

Children must learn the relationship between letters and sounds and to “break the code” that links the words they hear with the words they see in print. Reading achievement is directly related to the amount of reading children do in school and outside. Independent reading increases both vocabulary and reading fluency. Reading books gives children practice in the “whole act” of reading, that is, both in discovering the meanings of individual words and in grasping the meaning of an entire passage.

A good way to teach children simple arithmetic is to build on the formal knowledge. Young children are comfortable with numbers. Early counting activities can set the stage for later, more formal exposure to arithmetic. As children learn the facts of arithmetic, they also learn to combine those facts by using more sophisticated strategies.
When teachers begin by using children’s informal knowledge, then proceed to more complex operations, children learn more readily and enjoy it.

The cognitive development of children and their ability to understand ordinarily moves from concrete to the abstract. Learning from real objects takes advantage of this fact and provides a firm foundation for the later development of skills and concepts in mathematics.

**Cleveland School District Title 1** literacy program currently uses a researched based curriculum, Benchmark Education Reading which was implemented during the 2014-15 school year. It is a research-based, explicit, and systematic approach to teaching the phonics skills student’s needs when learning to read. Depending on where students needs are, the lessons contain the following: instructional sequence for students who need instruction or review in phonological and letter awareness, letter discrimination, phonemic awareness, spelling words, sight words, and reading decodable texts. Multiple assessments may include the Oral Reading Records(ORR) and Quick Phonics Assessment (QIK) tool along with using testing information from the most recent preschool assessment or FAST assessments.

The Title 1 Mathematics components include working with children individually or in small groups by providing appropriate mathematics interventions and strategies developmentally appropriate to the student(s) Common Core State Standards for Mathematics and consistent with Title 1 provisions. The emphasis is on addition, subtraction, multiplication and division facts, word problems, number & operations, time & measurement and data analysis of charts and graphs.

Our goal is for Title 1 reading and math students to assist students to achieve success and proficiency through an accountability system. This plan includes an intervention of 30 min 4-5 times a week. This time frame is considered best practices for identifying specific strands, substrands or benchmarks. Each student has learning goals in an Academic Success Data Binders for reading and math which meets or exceeds the standards and/or above grade level by year's end.

**A Multi-tiered system of support will be utilized to meet the needs of all learners**

I. Tier I will include students at a low risk for reading and math difficulties with a consistent amount of daily instruction in the core program.

II. Tier II will include those students who are at a moderate risk for reading and math difficulties. Those students will receive the core program component and extra instructional support each day to accelerate progress.

III. Title III will include students who are at high risk for reading and difficulties. These students may require preteaching/reteaching and a supplemental core reading program.

When needed, additional diagnostic assessments will be completed to identify an appropriate instructional match for student intervention.

H. Comparability Policy

Title I teachers are positioned and move on the district salary schedule as do all other teachers in the Cleveland School District. They receive no more extra duties than any other teacher. There will be equivalencies in providing and funding of curriculum material supplies & equipment. They will teach the same amount of hours.
as the regular classroom teacher in the school building. The Title I teacher is entitled to planning time that is comparable in length to that of the classroom teacher.

VII. Title I Staff Job Description

A. Teacher Qualifications
Under the supervision of the Superintendent and Principal, the Title I Lead teacher and classroom teachers will provide individualized instruction for all students in the Title I compensatory activities.

They will administer tests, keep accurate records of same, hold formal and informal parent-teacher conferences as requested, participate annually in professional development activities (including regional and local workshops), and perform all other necessary duties in teaching students and helping to evaluate the Title I program.

Title I Lead teacher along with the classroom teachers will also participate in data driven decisions regarding the enrollment of students and make recommendations for returning students to regular classes when their progress so warrants.

Title I teacher will maintain close communication with regular classroom teachers regarding the progress and any issues of Title I students. Title I teachers will attend and participate in regularly scheduled Title I meetings with the Principal of the program to discuss the program as a whole with a view toward improvements throughout the year.

The paraprofessionals will be facilitating small groups within the classroom of students that are above the 30% Title qualifications, while the classroom teacher works with the Title students that are on the Tier II list.

B. Paraprofessional Qualification
Title I Part A of the Elementary and Secondary Education Act (ESEA) recommends that Targeted Assistance Title I programs utilize highly qualified staff for providing instruction to Title I students. The law’s intent is to provide a district’s most academically needy students with consistent, high quality supplementary instruction.

C. Programmatic Requirements
While the preference for utilizing highly qualified teachers is clear, Title I services may be delivered by qualified paraprofessionals.

§1119(g)(3)(A). While “direct supervision” is not defined in the law it is generally interpreted to mean that the highly qualified teacher
• Plans the Title I activities for eligible students
• Evaluates the Title I students’ work and assesses them for entry and exit into the Title I program
• is accessible to Title I students
• is in close proximity to the Title I paraprofessional working with Title I student

Because paraprofessionals provide instructional support, they should not be providing planned direct instruction or introduce new skills, concepts, or academic content to students. Paraprofessionals cannot carry student caseloads. Each Title I Teacher shall be responsible for maintaining Title I pupil records as indicated by the Principal. All teachers and paraprofessionals employed in Cleveland School District #391 meet federal requirements and are highly qualified. Parents may request to see
the qualifications of their child’s Teacher/Paraprofessionals upon request. They may contact our Superintendent, Brian Phillips, for the following information:

- whether the teacher is licensed for the grades and subjects assigned
- whether the teacher is teaching with a special permission
- the academic credentials or preparation of the teacher
- whether their child is provided services by a paraprofessional and his/her qualifications

D. IV. Administration
The LEA Administration shall be responsible for the administration and supervision of all phases of the approved Title I project.

1. Superintendent:

The Title I Superintendent shall be responsible for keeping accurate financial records and submitting financial reports. The Superintendent will approve and support Title I parent advisory councils. The Superintendent shall be responsible for keeping accurate financial records and submitting financial reports. The Superintendent will approve and set up proper parent advisory councils, submit a complete project, and keep the school board informed in regard to the Title I program in the district.

2. Principal

The Title I Principal shall be aware of all administration and supervision of the approved Title I project. Aside from implementing and coordinating all phases of the project with the Title I team, the Principal shall maintain effective communication with the staff and parents.

E. Professional Growth

Title 1 Professionals will need to attend training each year to keep current with the MDE Compliance Guidelines. They will be expected to attend the Title 1 State Workshops each year to keep current on the responsibilities. This also includes participating in local meetings and state workshops while following all district procedures for off-campus professional activities.
F. Best Practices

Cleveland Public School District

1. Reading Strategies and Interventions

Best Practices in Supporting Students Struggling in Reading Concepts

Intervention Skills available to Title 1 students in the areas of:

- Comprehension
- Higher-level-thinking questions
- Vocabulary
- Listening
- Communicating through written forms
- Fluency and phrasing

2. Math Strategies and Intervention

Best Practices in Supporting Students Struggling in Math Concepts

Intervention Skills available to Title 1 students in the areas of:

- Number Identification and
- Number Sense and Operations
- Patterns and Function
- Measurement
- Problem Solving

The Title 1 Team would like to thank all the parents, staff and administration in supporting this working document. Their questions and comments have been welcomed in completing this ESEA Title 1 Guide.
Our Title I Cleveland’s Litter Clipper Preschool emphasizes learning through play, and encourages intentional opportunities for children to develop their vocabulary, understanding and ability to think about the world around them. Literacy is an integral part of everything that goes on in a Title I preschool program. Throughout the year, the Title I and classroom teacher will meet monthly to monitor children’s academic, social, and emotional development in a variety of ways. Through progress and benchmark monitoring, teachers are better able to plan specific instruction and ensure that children’s needs are being met. The goal of the Title I preschool is to provide additional opportunities for children to progress in academic and social activities. These may include:

- Learning the letters of the alphabet.
- Learning to hear the individual sounds in words.
- Learning to rhyme.
- Learning to break words apart into their separate sounds (segmenting).
- Learning to put sounds together to make words (blending).
- Learning new words and how to use them.
- Learning early writing skills.
- Learning to use language by asking and answering questions
- Learning to participate in discussions and engaging in conversations.
- Learning about written language by looking at books.
- Learning about written language and by listening to stories read to them every day.
- Becoming familiar with math and science.
- Receiving language development and appropriate pre-literacy experiences.
- Engaged in gross and fine motor activities.
- Developing social and emotional competencies through interactions with peers and adults.
- Developing creative thinking through music, dance, dramatic play, and art activities.
- Participating in a balance of small group, large group, and individual activities.

Thank you for participating in our Title 1 Preschool Program.

If you have any questions, please feel free to contact the following teachers,

Mrs. Rohlfing 507-484-1324, Preschool/ECSE  rohlfing.lynnel@cleveland.k12.mn.us
Mrs. Lindsay 507 484-1353, Preschool  lindsay.jesse@cleveland.k12.mn.us
or Mrs. Gibbs, Title 1, 507-484-1358  gibbs.alissa@cleveland.k12.mn.us