

TITLE I STAFF DIRECTORY

TITLE I COORDINATOR

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STEPNEY ELEMENTARY SCHOOL

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TITLE I

In this district, Title I is a federally funded program designed to supplement the instructional program for children in grades one through four who have been identified as in educational need.

Their identification is based upon academic tests administered at the schools and the recommendations of their classroom teachers. The parents of children selected for the program must be notified and informed of the special, instructional objectives for their children.

FUNDING SOURCES

Federal Title I Budget

\$84,183

SELECTION OF CHILDREN FOR REMEDIAL SERVICES

BASIC SKILLS PROJECT

LANGUAGE ARTS (Reading/Writing) AND MATHEMATICS

- A. Title I projects serve those children in the school district who are in need of academic support based on objective measures of basic skills. These students include those who do not meet locally established test score criteria or state determined criterion-referenced test score criteria on the Connecticut State Mastery Test.
- B. Other procedures used for selection include: academic tests, teacher judgment, school grades, and curriculum-based tests. Principals, classroom teachers, and Title I staff are participants in the selection process.
- C. Children who are placed into special education for service in an academic area of weakness are not eligible to receive Title I service in that area.
- D. Children served in previous years will continue to receive service based upon evidence that they have not mastered the skills necessary for successful performance at their grade level.

TITLE I SERVICE DELIVERY

1. WHAT IS THE GOAL OF THE TITLE I TUTORIAL PROGRAM?

Our ultimate goal is to have each child score on grade level in the subject area needing service.

2. HOW IS THE TITLE I SERVICE DELIVERED?

Title I staff provide tutorial instruction under the supervision of the classroom teachers as well as the reading and the mathematics consultant.

3. WHERE IS THE TUTORIAL INSTRUCTION PROVIDED?

The instructional staff go into the classrooms under the direct supervision of the classroom teachers in order to provide Title I service to the students. In addition, there may be times when students work in a lab setting with the Title I teacher using computers or supplemental materials.

4. DOES MY CHILD MISS ANY DIRECT INSTRUCTION FROM THE CLASSROOM TEACHERS?

No, Title I service is designed to *supplement* regular classroom instruction.

5. IN WHAT SUBJECTS IS THE TUTORIAL SERVICE PROVIDED?

Service is provided in language arts and in mathematics.

6. CAN MY CHILD BE SERVICED IN MORE THAN ONE SUBJECT?

Yes.

7. HOW MUCH TUTORIAL SERVICE TIME IS PROVIDED?

Service varies depending upon the needs of the student and the staff available.

8. HOW LARGE ARE THE TUTORIAL INSTRUCTIONAL GROUPS?

One-on-one or small group instruction is provided.

9. HOW ARE THE TITLE I STAFF IN COMMUNICATION WITH PARENTS?

The staff meet with the parents at a general meeting and further communicate through teacher/parent conferences. Parents are encouraged to call the school if there are any immediate concerns.

PARENT INVOLVEMENT PROCEDURES

- A. Parents will be notified by letter to inform them that their child has been selected for remedial services in language arts and/or mathematics. Students who no longer need to receive services in these areas will receive a letter of dismissal any time during the school year.

- B. The parents of Title I students will be communicated with in multiple ways i.e. a fall parent meeting, report card conferences, and parent support programs.

- C. Parents will be given a Title I Parent Handbook that outlines the program, selection process, types of services, objectives of the service, policies and procedures.

- D. Title I certified staff will participate in teacher/parent conferences at the conclusion of the first and second marking period.

- E. A survey of the program is given to Title I parents in June and evaluated by the Title I staff.

TITLE I PARENT SCHOOL COMPACT

The Title I staff promises to:

1. Notify parents that their child has been selected for Title I services and the reason for that decision.
2. Communicate with parents concerning the instructional objectives for their child.
3. Report to parents on their child's progress.
4. Establish conferences between individual parents and their child's teacher when necessary.
5. Provide parents with materials and suggestions to help them promote the education of their children at home.
6. Solicit parents' suggestions in the planning, development, and operation of the program.
7. Have timely response to parents' concerns
8. Facilitate parent volunteers in school activities.

EXIT CRITERIA AND PROCEDURES

- A. The same procedure used for Title I selection will be used for program exit.

- B. Teacher judgment based upon daily grades and scores on academic tests are used in exit decisions. The Connecticut Mastery Test is also used as evidence for exit data.

- C. These procedures will determine if students have reached appropriate levels of skill mastery and whether success in skill achievement can be sustained without additional supplementary support. There are provisions for periodic follow-up monitoring of these students.

Monroe Public Schools School-Parent Compact

The school and parents working co-operatively to provide for the successful education of the children agree:

The Parent / Guardian agrees	The School agrees
<ul style="list-style-type: none">• to provide a positive and healthy environment at home.• to read with children in the primary grades (K – 2) at least 20 minutes a day.• to encourage children in grades 3 and 4 to read at least 30 minutes a day.• to monitor our child's / children's attendance at school, homework, television watching.• to share the responsibility for improved student achievement.• to communicate with our child / children's teachers about their educational needs.	<ul style="list-style-type: none">• to hold high expectations for all students.• to convene an annual meeting for Title I parents and to inform them of their right to be involved.• to provide high quality curricula and instruction.• to communicate with parents through:<ul style="list-style-type: none">- parent-teacher conferences- progress reports• to encourage parents to attend family literacy events during the school year.

Title I

Parent Handbook

2005 - 2006

Title I Parent Handbook

Purpose:

To inform parents of Title I students of the new federal legislation concerning Title I policies.

Committee Members:

Richard Canfield	Assistant Superintendent
Linda Finocchi	Language Arts Coordinator
Deborah Walls	Reading Consultant, Stepney Elementary
Sharon McCauley	Reading Consultant, Monroe Elementary
Mary Ellen Pelley	Reading Consultant, Fawn Hollow
Diane DiCamillo	Parent
Ann Marie Maini	Parent
Enza Martino	Parent

Approved by the Monroe Board of Education and submitted to Connecticut State Department of Education Fall, 2003.