



IRON MOUNTAIN

TITLE 1

A PARENT'S GUIDE TO TITLE I SERVICES

MEET THE TITLE 1 STAFF

Administration

- Jerome Sardina, Superintendent
- Amy Ryan, 5-12 Principal
- Andy Mendini, North Elementary Principal and Title I Coordinator

East Elementary (5-6)

- Elizabeth Bray, Title I Instructor
- Josh Chevalier, Title I Assistant
- Gloria Melchor, Title I Assistant

Bishop Baraga Catholic School (K-6)

- Maria Basanese-Hill, Title I Instructor

North Elementary (K-4)


- Maria Basanese-Hill, Title I Instructor
- Elizabeth Bray, Title I Instructor
- Jackie Geneva-Saldana, Title I Assistant
- Jennifer Geneva, Title I Assistant
- Stacey Pickett, Title I Assistant
- Jessica Doers, Title I Assistant
- Dawn Hazelwood, Title I Assistant

WHAT IS TITLE I?

Title I is a federally funded program designed to provide identified students with supplemental assistance. Iron Mountain Public Schools follow the Targeted Title I program design offering additional support to students who are failing to meet our core academic standards in the areas of language arts and/or math. Title I placement does not indicate that a student is learning disabled; it is temporary assistance aimed at helping a struggling student reach grade level.

PROGRAM GOALS

- ❖ Improve student achievement
- ❖ Build self-esteem & confidence
- ❖ Promote lifelong learning
- ❖ Create a partnership with families



ELIGIBILITY REQUIREMENTS

Several different criteria are used to qualify a student. Benchmark screening tools provide staff with scores which indicate additional assistance may be needed. Teachers may also provide a referral which, in combination with a lower score, may also allow placement in the program. Students are serviced on a priority basis depending on academic need and program availability. Students may qualify for small group interventions (pull-out) or in-class support (push-in) depending on the level of interventions needed.

Measures Used for Screening

- NWEA Benchmark testing in reading and mathematics
- SAVVAS Grade Level Test in Math
- aimsWeb Plus in ELA
- SuccessMaker
- Teacher referral

“Whether you think you can or think you can’t, you’re right.”

-HENRY FORD

Supplemental instruction is provided by highly-qualified teachers and educational assistants.

They provide:

- ❖ Small group instruction
- ❖ In-class support
- ❖ Skill building
- ❖ Research-based supplemental materials
- ❖ Progress monitoring
- ❖ Homework assistance
- ❖ Summer school

COMMON MISCONCEPTIONS ABOUT TITLE 1

- *Misconception:* Title I students have a learning disability.
- **Fact:** Title I students only receive interventions in the area that they are below grade level. It is not a permanent placement.
- *Misconception:* All students will be pulled out.
- **Fact:** Pull-out programs are limited to a certain number of students, and only those who demonstrate the most need will be pulled out.
- *Misconception:* Title I teachers and assistants may assist all students during Title I classroom time.
- **Fact:** Title I teachers and assistants may assist qualified Title I students **ONLY** during classroom time and designated pull-out times.
- *Misconception:* Title I provides basic instruction for certain students.
- **Fact:** Title I is supplemental. Students should not miss direct instruction while receiving Title I support, nor should they be penalized for time spent out of the classroom.

How does the Iron Mountain Public School district spend the Title I allocation?

- ❖ Highly qualified instructors and educational assistants
- ❖ Supplemental curriculum
- ❖ Classroom materials such as math manipulatives, and hands-on interactive equipment
- ❖ Additional resources and training

CURRICULUM AND RESOURCES

Language Arts:

- SuccessMaker – intervention curriculum based on our ELA curriculum
- Phonics Mastery Program
- Heggerty: Phonemic Awareness
- SAVVAS Realize Intervention Program

Mathematics:

- SuccessMaker – intervention curriculum based on our Math curriculum
- SAVVAS Envision Math Intervention Program
- Moving with Math Learning Systems



SCHOOL IMPROVEMENT PLAN

The data from our benchmark testing is used to develop the goals and strategies for our School Improvement Plan. Professional development opportunities are provided based on the student achievement data gathered during the school year.

COMMUNICATION BETWEEN SCHOOL AND HOME

Parents/Guardians of qualifying Title I students will receive an email or letter three times a year that shows them their students' benchmark scores. They will also receive additional information about other criteria which may have qualified them to receive assistance. Letters with scores and information will also be sent when a child has tested out of the Title program.

Progress monitoring is a very important part of the Title I program. It helps guide the instructors as to exactly what areas each individual needs assistance. Reports will be sent home with Title I students bi-monthly so families can see their student's progress.

PowerSchool can also be used daily to track student progress in their regular classroom work. Parents/Guardians are encouraged to attend our annual Parent/Teacher conferences each fall. Phone calls and emails will be used to communicate with parents in-between the various reports. Parents are always welcome to reach out to all IMPS staff through phone calls and emails.

WHAT IS THE FAMILY/SCHOOL COMPACT?

The family/school compact is sent home to all families at the beginning of each school year. It lists the responsibilities of the family, educational staff, and students. The compact is signed by the teacher, parent/guardian, and student. By signing the compact each person agrees to fulfill their part of their responsibilities which are set in place for successful academic achievement of students.

PARENTS/GUARDIAN RIGHTS

- Parents/guardians have the right to request and receive information regarding the professional qualifications of their children's teachers and educational assistants.
- Parents/guardians should be provided with their child(ren)'s results on the State academic assessments.
- Information must be in a language the parent/guardian can understand.

**“A KIND WORD FROM A
TEACHER CAN ECHO IN A
STUDENT’S MIND FOR LIFE.”
-ANONYMOUS**

Contact information:

School website:

www.imschools.org

Amy Ryan (5-12 principal)

ryana@imschools.org

Andy Mendini(K-4 principal)

mendinia@imschools.org

TITLE 1 EDUCATIONAL ASSISTANT REQUIREMENTS

Educational assistants in Title must meet one of the following requirements:

- Complete at least two years of study at an institution of higher education (Equal to 60 semester hours); or
- Obtain an associate's degree (or higher); or
- Meet a rigorous standard of quality and demonstrate, through passage of an approved formal state academic assessment in the following areas:
 - Knowledge of, and the ability to assist in, instructing reading, writing, and mathematics; or
 - Knowledge of, and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

The State Board of Education approved the following formal assessments by which a paraprofessional may choose to demonstrate this knowledge:

- A Basic Skills Examination with a passing score on the score Basic Skills Test MTTC
- A passing score of at least 480 on the evidence-based reading and writing section of the SAT and 530 on the mathematics section in lieu of the Basic Skills Test or Professional Readiness Exam
- Other basic skills examination options

FAMILY INVOLVEMENT PLAN

Iron Mountain Public School is committed to providing every child the highest quality education. We recognize the importance of establishing partnerships with families and the community to achieve this goal. We believe students will achieve more if school and home work together. Parents are children's first teacher and their support for their children and for the school is critical to their children's success. We are committed to establishing a partnership between the family and the school to optimize the success of each student.

Our staff recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. We would like to include families in all aspects of the school's Title I program.

FAMILY INVOLVEMENT PLAN

An annual Title I meeting is held each year. During this event parents are provided with information about the Title I program and the services available to their children. Parents will be asked to provide comments, feedback, and input to improve our program. They can also go to the Title I link on the school website for more information about Title I services.

All parents of participating children are invited and encouraged to attend Parent Advisory Committee meetings which will be held twice yearly.

Thank you!

Please fill out your comment sheet with any questions, comments, or concerns. Please fill it out completely so that we can follow-up with any necessary responses.