

**Westlake City School District**

**Title I District & Building**

**Plans**

*2022-2023*

## **Westlake Board of Education**

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## **Superintendent**

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## PROGRAM GOALS

The Westlake City School District strives to provide a high-quality Title I program and will uphold the following goals:

- We will utilize best practices including small group or individual instruction to create a program that will meet the needs of identified Title I students.
- We will accurately identify, place, and provide services to help each student increase his/her proficiency in reading and mathematics.
- We will monitor support services throughout the school year to evaluate the progress towards proficiency in order to meet the exit criteria.
- In an effort to meet the legislation changes established in Every Student Succeeds Act (ESSA), effective December 2015, which replaced the No Child Left Behind Act (NCLB), we will refine school and district practices with regard to identifying and supporting Title I students.
- Per ESSA, we will promote and develop support strategies to increase parent, family, and community engagement.
- Per ESSA, we will assure Title I students will have equitable access to high-quality teachers and outstanding learning opportunities.
- We will conduct ongoing analysis to evaluate the effectiveness of the current service delivery model and the success of the Title I Program. We will utilize multiple data points in order to evaluate the effectiveness of the program. These will include:
  - Surveys completed by students, parents, and teachers
  - Accountability data from our annual State Report Card
  - Annual State testing and NWEA MAP results
  - Curriculum-based/criterion-referenced progress monitoring tools

## WCSD TITLE I DISTRICT PLAN

### **Program Overview**

Title I, Part A of the Elementary and Secondary Education Act provides financial assistance to schools with low-income students to help ensure all children meet challenging state academic content and student academic achievement standards. Annual funding for targeted assistance schools may change each year based on the percentage of students identified as low income based upon free and reduced lunch counts.

### **Title I Targeted Assistance Programs**

Title I schools with less than 40 percent low-income students offer a targeted assistance program in which the school identifies students who are failing, or most at risk of failing, to meet the state's challenging academic achievement standards. Westlake Elementary and Dover Intermediate Schools receive Title I funding to operate targeted assistance programs.

Targeted assistance programs are supplemental Title I services provided to a select group of academically eligible children who are identified by each school as failing or most at risk of failing to meet the state's reading and mathematics standards. Children must be ranked and served from highest to lowest risk using multiple educationally related criteria. Westlake City Schools use a variety of quantitative sources in grade K-6 to determine eligibility each semester. Schools are eligible to operate Title I programs if the school's poverty is above the district-wide poverty average. Targeted assistance programs must offer supplemental services beyond what is offered in the required curriculum. Typical services include additional instruction or tutoring provided by reading or math specialists; professional development on Title I programs to administrators, teachers and parents; additional books and other supplies; additional equipment and increased parental involvement activities. (Source: Ohio Department of Education, [Office of Federal Programs Resource Guide](#), September 2015)

### **Student Selection**

Students qualify for Title I services through a multi-criteria process. In other words, students must qualify based upon more than one assessment or criteria. Details regarding Title Qualifications can be found on page 11 for students at Westlake Elementary School and page 20 for students at Dover Intermediate School. The targeted assistance program must use supplemental (not supplanted or in place of) 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.

Each specialist reviews students' data, confers with support staff, and administrators to determine the best service model and the appropriate evidence-based interventions to support each child's unique learning needs. Our specialists monitor student progress to determine if interventions are working. This information is communicated to classroom teachers and other necessary personnel.

### **Service Model**

The Title I program is using a model that moves the student to another classroom setting for small group or individual instruction. This type of service model provides instruction to meet the supplemental, not supplantive approach which is required by law. This means your child's Title I teacher cannot re-teach the lesson previously taught in the regular classroom but must instruct students based upon educational need using research-based strategies and/or interventions.

Westlake Elementary Services: Reading Specialists provide supplemental instruction in small groups in Kindergarten through Fourth grade. Supplemental instruction may focus on vocabulary acquisition, reading fluency, phonics, or reading comprehension.

Dover Intermediate Services: Reading and Math Specialists provide supplemental instruction both in the classroom and in small groups. Supplemental instruction may focus on vocabulary acquisition, reading fluency, reading comprehension, math fluency, number sense, and foundational skills.

### **Parents Right To Know:**

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

- Whether the Ohio Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Ohio Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under the state regulations because of special circumstances.
- The teacher's college major, whether the teacher has any advanced degrees, and if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

Westlake City School District provides highly qualified specialists to support our young learners at WES and DIS. This information can be found on the Title I [webpage](#).



**Parent Involvement:** Our targeted assistance schools have a Parent Involvement Plan posted on our Academic Services website under Title I. Our District has a Title I Parent Advisory Committee which meets annually with the Associate Superintendent of Instruction and the district committee. Title I requires an annual public meeting be held to disseminate information about the program to families of both public and nonpublic participating in Title I services. Our district also provides opportunities for families to learn how student learning in literacy and mathematics can be supported at home through principal communication, building newsletters, and/or Title I Family Nights. These are all organized by each building principal and Title I teachers. 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.

**Parent Communication:**

Parents of Title I students are informed of their child's eligibility 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 express a verbal request which is documented or provide a written request that their child not participate in Title I, the student will not be enrolled in Title I.

**Shared Responsibility:**

A school-student-parent compact outlines how the staff, student 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 parent informed about student progress. Our school district is committed to two-way communication.

**State and Federal Grant Monies:**

The Westlake City School District applies for a variety of state and federal grants each year. These grants range from student programs to staff development. Part of the application process sometimes requires the schools to seek input from the school community. If you would like to submit ideas regarding Title I or other federal grants, please send them in writing to the Associate Superintendent of Instruction, Westlake City Schools, 24365 Hilliard Blvd., Westlake, Ohio 44145

**Board Policies for Title I Programs (links below; hard copies are located in Appendix A)**

[Title I Services Policy](#)

[Parent and Family Involvement in Education](#)

[Parent Participation in Title I Programs](#)

[Notice of Parents' Right to Know](#)

[School Improvement](#)

## WCSD TITLE I PARENT INVOLVEMENT POLICY

Westlake City Schools will involve parents in regular, two-way meaningful communication addressing student achievement and ensuring:

- Parents play an integral role in assisting their child's learning
- Parents are encouraged to be actively involved in their child's education
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees (Parent Advisory Council) to assist in the education of their child.

In compliance with Section 1118(a)(2), of the Every Student Succeeds Act (ESSA), Westlake City Schools agree to implement required statutory requirements to:

- Involve parents in the joint planning, development and review of the district's Title I plan
- Involve parents in an Annual Local Review of the Title I Program and use the results of the Annual Review to address any identified barriers to parental participation. The Annual Review will be conducted each spring and will include an analysis of state and local assessment data, a review of grade level needs and services provided, parent/teacher/and/or student survey data, and a summary analysis of the effectiveness of Title I Services.
- Involve parents in the development, implementation, and review of Parent-School Compacts.
- The school will provide reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- Build the schools' and parents' capacity for parent involvement by:
  - Providing parents with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with educators. Information is provided during an annual Title I information night, through quarterly progress notices, at parent-teacher conferences, and on the district website.
  - Providing materials, resources and training to help parents work with their children to improve academic achievement.
  - Communicating regularly with parents in clear and understandable terms and including opportunities for parents to participate in decision-making roles, volunteer





opportunities, annual Title I meetings, an annual parent survey, parent-school Compacts (see Appendix B), and parent-teacher conferences. Parent-teacher meetings can be scheduled at any time, as requested by parents.

This Parental Involvement Policy will be distributed to all parents of participating Title I children and can be found on the school website.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the review of and agreement of this document at the Parent Advisory Committee Meeting on March 9, 2022. This School Parental Involvement Policy will be reviewed in March of 2023.

*Update: This policy, along with the WES and DIS Parent Building Parent Involvement Policies, were reviewed and discussed at the Parent Advisory Council Meeting on March 9, 2022.*

# **WCSD Westlake Elementary Title I Building Plan**

## **I. Overview**

- A. The purpose of Title I Part A is to help ensure all children have the opportunity to obtain high quality education and reach proficiency on challenging academic standards and assessments. Westlake Elementary's Title I program serves students in grades K - 4 by providing supplemental reading services using evidence based instructional strategies, designed to help students achieve grade level standards. We utilize Title I funds to hire highly qualified educators, purchase materials to support student achievement, and increase parent engagement. Title I Teachers work collaboratively with classroom teachers to meet the needs of each Title I served student.

## **II. Eligibility**

- A. To be eligible for Title I reading services, students have to meet two data qualifiers:
1. First Qualifier for Grade K: Easy CBM
    - a) All students in Grade K are administered the Letter Naming EasyCBM assessment. Students who score less than the 25th percentile have now met the first data qualifier and move on to the next assessment for possible qualification.
  2. First Qualifier for Grade 1: Easy CBM
    - a) All students in Grade 1 are administered the Passage Reading Fluency (PRF) EasyCBM assessment. Students who score less than the 25th percentile have now met the first data qualifier and move on to the next assessment for possible qualification.
  3. First Qualifier for Grades 2 - 4: Measures of Academic Progress
    - a) All students at Westlake Elementary participate in the Measures of Academic Progress test three times per year: Fall, Winter, and Spring. Students in Grades 2 - 4 who score less than the 25th percentile have now met the first data qualifier and move on to the next assessment for possible qualification.
  4. Second Qualifier for Grade K: Easy CBM
    - a) All students who score less than the 25th percentile on the Letter Naming EasyCBM assessment are now administered the Letter Sound EasyCBM assessment. Students who score less than the 25th percentile have now met the second qualifier.
    - b) Please note, however, should a child be on an IEP with a Reading goal, they are not eligible for Title I Part A and will receive reading intervention services through their Intervention Specialist.
  5. Second Qualifier for Grade 1: MAP
    - a) All students in Grade 1 are administered the MAP assessment. Students who score below the 25th percentile on the MAP assessment and have scored less than the 25th percentile on the EASYCBM Passage Reading Fluency (PRF) assessment have now met

the two qualifiers. If a student has met one of the two qualifiers, Foundations assessments will be looked at and students who earn a 79% or below on  $\frac{2}{3}$  Foundations assessments will also meet the qualifiers for Title I.

- b) Please note, however, should a child be on an IEP with a Reading goal, they are not eligible for Title I Part A and will receive reading intervention services through their Intervention Specialist.
6. Second Qualifier for Grades 2 - 4: EasyCBM and TGRG
- a) Students in Grades 2 - 4 who scored below the 25th percentile on the Fall MAP assessment will be administered the Easy CBM Passage Reading Fluency assessment. Students who also score below the 25th percentile on this assessment will qualify for Title I services. If a student has met one of the two qualifiers, the EasyCBM Reading Comprehension assessment will be given. Should a student then score below the 25th percentile on this assessment, this will serve as their second qualifier.
  - b) For fourth grade only: students who did not pass the third grade reading guarantee serves as a third qualifier.
  - c) Please note, however, should a child be on an IEP with a Reading goal, they are not eligible for Title I Part A and will receive reading intervention services through their Intervention Specialist.
  - d) The chart below details the eligibility criteria for students at Westlake Elementary School:

### III. Service Model

#### A. Grade K

1. Students in Grade K who qualify for Title I services will receive pull-out, intensive reading intervention in a small group setting 4-5 times per week for 20 minutes. Title I teachers will utilize Foundations as the intervention resource.

#### B. Grade 1

1. Students in Grade 1 who qualify for Title I services will receive pull-out, intensive reading intervention in a small group setting daily for 20 minutes. Title I teachers will utilize Foundations as the intervention resource.

#### C. Grade 2

1. Students in Grade 2 who qualify for Title I services will receive pull-out, intensive reading intervention in a small group setting for 20-30 minutes daily utilizing Foundations or the Level Literacy Intervention program, depending on their individual skill level and academic need.

#### D. Grades 3 - 4

1. Students in Grades 3 - 4 who qualify for Title I services will receive pull-out, intensive reading intervention in a small group setting daily for 30 minutes. Title I teachers will utilize Leveled Literacy Intervention (LLI) as the intervention resource.

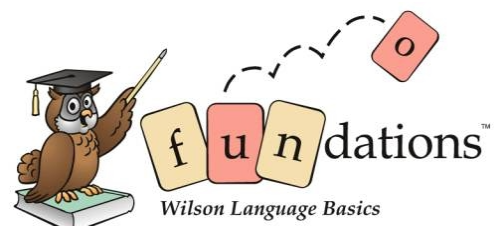
E. The chart below details the service summary for each grade level:

SERVICE SUMMARY			
Grade Level	Title I Services	Frequency	Notes
Grade K	Foundations	4-5x/week for 20 minutes	n/a
Grade 1	Foundations	5x/week for 20 minutes	n/a
Grade 2	Foundations and LLI	Foundations: 5x/week for 20 minutes; LLI: 5x/week for 30 minutes	Scores determine groupings (Foundations vs LLI)
Grade 3	LLI	LLI: 5x/week for 30 minutes	Foundations: ELL Students Only LLI for all other students
Grade 4	LLI	LLI: 5x/week for 30 minutes	Foundations: ELL Students Only LLI for all other students

### IV. Resources

#### A. Foundations

1. A multi-sensory, structured language program that explicitly and systematically teaches reading foundational skills emphasizing:
  - a) Phonemic Awareness
  - b) Phonics/Word study
  - c) High frequency word study
  - d) Vocabulary



- e) Handwriting
- f) Spelling
- g) Fluency

B. Leveled Literacy Intervention (LLI)

1. *The Fountas & Pinnell Leveled Literacy Intervention System (LLI)* is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The *LLI* systems are designed to:



- a) Advance the literacy learning of students not meeting grade-level expectations in reading
- b) Deepen and expand comprehension with close reading
- c) Elevate the expertise of teachers
- d) Increase reading volume by engaging students in large amounts of successful daily reading
- e) Increase student engagement with books that build knowledge
- f) Intervene with small groups of struggling readers to maximize growth
- g) Meet the needs of struggling readers
- h) Monitor student progress.

**V. Staff Qualifications**

- A. The Title I Teachers at Westlake Elementary School are all highly qualified in reading.
- B. Parents of children who attend schools that receive Title I, Part A funding have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts and mathematics.
  1. [Notice of Parents' Right to Know](#)
- C. Westlake Elementary School Title I Teaching Staff (hard copies of welcome letters are located in Appendix C):
  1. Nicole Tompkins
    - a) [Welcome Letter \(with qualifications embedded\)](#)
  2. Erika Nunnari
    - a) [Welcome Letter \(with qualifications embedded\)](#)
  3. Katelyn Chajon
    - a) [Welcome Letter \(with qualifications embedded\)](#)
  4. Alicia Shepard
    - a) [Welcome Letter \(with qualifications embedded\)](#)
  5. Marybeth Leitch

a) [Welcome Letter \(with qualifications embedded\)](#)

## **VI. Progress Monitoring**

- A. Most students are progress monitored on a bi-weekly basis
- B. Data is reviewed in 9 week cycles to determine students who meet targets and no longer require extra support services.
- C. Should your child meet the requirements to exit Title Services, your child's title I tutor will notify you of this change in writing.
- D. All students at Westlake Elementary School are progress monitored in the Fall and Winter to determine if any students are now eligible to receive Title I services.
- E. Progress Monitoring occurs through the use of EasyCBM, MAP, AimsWeb and/or LLI Benchmark Assessments.

## **VII. Building Parent Involvement Policy**

- A. Westlake Elementary School will follow the WCSD Parent Involvement Policy (pg. 7). Furthermore, in following the WCSD Parent Involvement Policy, Westlake Elementary School has added the following actions under each component of the plan:

### **1. Jointly Developed**

- a) Westlake Elementary will take the following actions to involve parents in an organized, ongoing and timely manner in the planning, review and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.

(1) ACTIONS: Parents/Guardians will be afforded the opportunity to provide timely and relevant feedback in regard to the planning, review, and improvement of Title I programs in the following manner:

- (a) Opportunities to complete parent/guardian surveys pertinent to the Title I program;
- (b) Direct feedback to the teacher(s)/principal during Parent/Teacher Conferences;
- (c) Attendance at the school's annual Title I Information Night
- (d) Involvement on the Title I Parent Advisory Committee

### **2. Annual Title I Meeting**

- a) Westlake Elementary will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program,

parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- (1) ACTIONS: As prescribed in the federal requirements for implementation and participation in Title I programs, Westlake Elementary School will conduct an annual Title I Informational Meeting during the school year to inform parents of the previously noted actions and to further engage families in the support of childhood literacy. Westlake Elementary School recognizes and values the input, cooperation, and collaborative nature of parents in the ongoing efforts to enhance student access and opportunity to Title I initiatives.

### 3. Communications

- a) Westlake Elementary will take the following actions to provide parents of participating children the following: (1) Timely information about the Title I programs; (2) Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement; and (3) Information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- (1) ACTIONS: Recognizing the importance of timely and effective communication to a diverse group of stakeholders, Westlake Elementary School shall make Title I information readily available using the following formats: 1. Information shall be provided in the native language of the parent/guardian; 2. Interpreters shall be available to assist families in understanding the content of such communication; 3. Various mediums, including print, verbal, and technology-driven formats, will be utilized to reach such stakeholders in a format that is most appropriate for them; 4. Parent/Guardians may seek direct support in understanding the nature of Title I programming by calling Greg Plantner, building principal, at 440-250-1200 or via email at [plantnerg@wlake.org](mailto:plantnerg@wlake.org).

### 4. School-Parent Compact

- a) Westlake Elementary will take the following actions to jointly develop with parents of participating children a school-parent



compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the state's high standards.

- (1) ACTIONS: Annually, the School/Parent Compact shall be made available to parents/guardians for suggested feedback, modifications, and/or revisions to the current agreement. The input of the family will drive the annual document.

5. Reservation of Funds

- a) Westlake Elementary will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- (1) ACTIONS: Westlake Elementary School shall share with parents/guardians its annual Title I budget along with the intent for purchases utilizing those funds. Families shall provide the opportunity to contribute to the decision-making process through direct feedback.

6. Coordination of Services

- a) Westlake Elementary will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- (1) ACTIONS: Westlake Elementary School shall share information and strategies to strengthen students' mathematics and reading skills at home through principal communication, Title I teacher correspondence, principal newsletters, and/or an annual Title I Family Night.

7. Building Capacity of Parents

- a) Westlake Elementary will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following: (1) When requested, provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student

progress and the achievement levels of the challenging state academic standards; (2) When requested, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement; and (3) Provide assistance to parents of participating children, as appropriate, in understanding topics such as Ohio's Learning Standards, state and local assessments, requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators to improve the achievement of their children.

(1) **ACTIONS:** Westlake Elementary School readily provides numerous resources to families that support parents in aiding and assisting their children in realizing their full potential. Such resources shall include access to the Ohio Academic Content Standards, various educational websites, hard copies of pertinent educational supports, access to state and local assessments as well as practice opportunities for those assessments. Additionally, the school shall conduct an annual opportunity for parents/guardians to grow in their understanding of how to determine their child(ren)'s academic growth and progress towards meeting those standards through Open House, parent-teacher conferences, and the Annual Title I Informational Meeting. . All of these events shall provide explanations and suggestions to develop strong family/school relationships.

8. Building Capacity of School Staff

a) Westlake Elementary will provide training to educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

(1) **ACTIONS:** The faculty and staff of Westlake Elementary School shall be provided yearly professional development, both intentional and embedded, in ways to appropriately engage with students and/or parents/guardians to build capacity, student self-efficacy and enhance the self-esteem of such children. The school has developed and implemented a PBIS model that supports learning for all students in a nurturing, caring environment where risk is

valued, mistakes are opportunities for growth, and a belief all students can learn.

**VIII. Links to available forms (hard copies are located in Appendix A)**

- A. [Title I Reading Permission to Serve Form \(English\)](#)
- B. [Title I Reading Permission to Serve Form \(Arabic\)](#)
- C. [Title I Reading Permission to Serve Form \(Spanish\)](#)
- D. [Title I Reading Compact \(English\)](#)
- E. [Title I Reading Compact \(Arabic\)](#)
- F. [Title I Reading Compact \(Spanish\)](#)
- G. [WES Parent Notification of Exiting Title I Services \(English\)](#)
- H. [WES Parent Notification of Exiting Title I Services \(Arabic\)](#)
- I. [WES Parent Notification of Exiting Title I Services \(Spanish\)](#)
- J. [Title I - Parents Right to Know](#)
- K. [Parents' Right to Know Information Request Form](#)
- L. [Parent Needs Assessment Survey \(English\)](#)
- M. [Parent Needs Assessment Survey \(Arabic\)](#)
- N. [Parent Needs Assessment Survey \(Spanish\)](#)
- O. [Staff Needs Assessment Survey](#)
- P. [Title I Welcome Letter \(English\)](#)
- Q. [Title I Welcome Letter \(Arabic\)](#)
- R. [Title I Welcome Letter \(Spanish\)](#)

# **WCSD Dover Intermediate Title I Building Plan**

## I. Overview

A. The purpose of Title I Part A is to help ensure all children have the opportunity to obtain high quality education and reach proficiency on challenging academic standards and assessments. Dover Intermediate's Title I program serves students in grades 5-6 by providing supplemental reading and math services using evidence-based instructional strategies, designed to help students achieve grade level standards. We utilize Title I funds to hire highly qualified educators, purchase materials that support student achievement, and to increase parent engagements. Title I Teachers work collaboratively with classroom teachers to meet the needs of each Title I served student.

## II. Eligibility

A. To be eligible for Title I reading or math services, students have to meet two data qualifiers:

1. First Qualifier: Measures of Academic Progress

a) All students at Dover Intermediate participate in the Measures of Academic Progress test three times per year: Fall, Winter and Spring. Students who score less than the 25th percentile have now met the first data qualifier and move on to the next assessment for possible qualification.

2. Second Qualifier: EasyCBM or MAP regression percentile/projected proficiency

a) Students who earn less than the 25th percentile on the MAP test then take an Easy CBM assessment. Students who score less than the 25th percentile on the EasyCBM assessment qualify for Title I services. Should students qualify by MAP but not by EasyCBM and a need is suspected, Title I teachers work in collaboration with classroom teachers to study the MAP Projected Proficiency on the AIR test and/or the MAP Regression shown from one test administration to the next. Please note, however, should a child be on an IEP with a Reading or Math goal, they are not eligible for Title I Part A and will receive intervention services through their Intervention Specialist.

b) The chart below details the eligibility criteria for students at Dover Intermediate School:

DATA QUALIFIERS			
Grade Level	Data Point 1	Data Point 2	Data Point 3 (if needed for priority rank)
Mathematics	<25%ile MAP	<25%ile Easy CBM	Regression %ile/Projected Proficiency
Reading	<25%ile MAP	<25%ile Easy CBM	Regression %ile/Projected Proficiency

### III. Service Model

#### A. Mathematics

1. Students in Grades 5 and 6 in the Title I Mathematics Program work in small groups, in a pull-out room or in the general education classroom, with the Title I teacher 2x/week for 35-50 minutes at each time. The teacher creates his own lessons, in conjunction with the classroom teacher, and uses the Skill of the Day and Problem of the Day to review important grade level concepts as well as to review concepts that students are struggling with identified through progress monitoring.

#### B. Reading

1. Students in grades 5 and 6 in the Title I Reading Program work in small groups, in a pull-out room or in the general education classroom, with the Title I teacher 2x/week for 35-50 minutes at each time. The teacher creates her own lessons, in conjunction with the classroom teacher, to review important concepts as well as to review concepts that students are struggling with identified through progress monitoring. The teacher also uses Leveled Literacy Intervention (LLI), Raz Kids and Pearson ReadyGEN to differentiate reading and comprehension material for each learner

C. The chart below details the service summary for each subject:

SERVICE SUMMARY			
Grade Level	Service	Frequency	Notes
<b>Mathematics</b>	Teacher created lessons, skill of the day & problem of the day	2x/week for 35-50 minutes each	Combination of pull-out/ push-in
<b>Reading</b>	Teacher created lessons, Raz Kids, & LLI	2x/week for 35-50 minutes each	Combination of pull-out/ push-in

### IV. Resources

#### A. Raz Kids

1. Raz Kids delivers hundreds of interactive, leveled eBooks spanning 29 levels.
2. Students can listen to books for modeled fluency, read books for practice, and record themselves reading so teachers can monitor progress.



3. Every leveled eBook has an accompanying eQuiz to test reading comprehension, providing teachers with skills reports for data-driven instruction.

B. EasyCBM

1. EasyCBM comprises over 1150 Benchmark and Progress Monitoring Assessments in Reading and Math.



2. At DIS, the EasyCBM Mathematics assessments used are Numbers and Operations & Numbers, Operations, and Algebra
3. At DIS, the EasyCBM Reading assessments used are: Multiple Choice Reading Comprehension & Passage Reading Fluency (when appropriate).

C. Leveled Literacy Intervention (LLI)

1. *The Fountas & Pinnell Leveled Literacy Intervention System (LLI)* is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The *LLI* systems are designed to:



- c) Advance the literacy learning of students not meeting grade-level expectations in reading
- d) Deepen and expand comprehension with close reading
- e) Elevate the expertise of teachers
- f) Increase reading volume by engaging students in large amounts of successful daily reading
- g) Increase student engagement with books that build knowledge
- h) Intervene with small groups of struggling readers to maximize growth
- i) Meet the needs of struggling readers
- j) Monitor student progress.

V. **Staff Qualifications**

- A. The Title I Teachers at Dover Intermediate School are all highly qualified in reading or math.
- B. Parents of children who attend schools that receive Title I, Part A funding have the right to request and receive information about the qualifications of the educators who teach their children core subjects—reading, English language arts and mathematics.
  - a. [Notice of Parents' Right to Know](#)

C. Dover Intermediate School Title I Teaching Staff (hard copies of welcome letters are located in Appendix C):

1. Samantha LaHoud - Reading
  - a. [Welcome Letter \(with qualifications embedded\)](#)
2. Jeff Short - Mathematics
  - a. [Welcome Letter \(with qualifications embedded\)](#)

## **VI. Progress Monitoring**

- A. Students participate in an EasyCBM and/or LLI progress monitoring assessment a minimum of 2x/quarter with formative assessments occurring weekly.
- B. Data is reviewed in 9 week cycles to determine students who meet targets and no longer require extra support services.
- C. Should your child meet the requirements to exit Title Services, your child's title 1 tutor will notify you of this change in writing.
- D. All students at Dover Intermediate School are progress monitored in the Fall and Winter to determine if any students are now eligible to receive Title I services.
- E. Progress Monitoring occurs through the use of EasyCBM, LLI and MAP.

## **VII. Building Parent Involvement Policy**

A. Dover Intermediate School will follow the WCSD Parent Involvement Policy (pg. 7). Furthermore, in following the WCSD Parent Involvement Policy, Dover Intermediate School has added the following actions under each component of the plan:

1. Jointly Developed
  - a. Dover Intermediate will take the following actions to involve parents in an organized, ongoing and timely manner in the planning, review and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.

(1) ACTIONS: Parents/Guardians will be afforded the opportunity to provide timely and relevant feedback in regard to the planning, review, and improvement of Title I programs in the following manner:

- (a) Opportunities to complete parent/guardian surveys pertinent to the Title I program;
    - (b) Direct feedback to the teacher(s)/principal during Parent/Teacher Conferences;
    - (c) Attendance at the school's annual Title I Information Night
    - (d) Participation in the Title I Parent Advisory Committee
2. Annual Title I Meeting



- a. Dover Intermediate will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- (1) **ACTIONS:** As prescribed in the federal requirements for implementation and participation in Title I programs, Dover Intermediate School will conduct an annual Title I Informational Meeting during the school year to inform parents of the previously noted actions and to further engage families in the support of their child. Dover Intermediate School recognizes and values the input, cooperation, and collaborative nature of parents in the ongoing efforts to enhance student access and opportunity to Title I initiatives.

3. Communications

- a) Dover Intermediate will take the following actions to provide parents of participating children the following: (1) Timely information about the Title I programs; (2) Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement; and (3) Information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- (1) **ACTIONS:** Recognizing the importance of timely and effective communication to a diverse group of stakeholders, Dover Intermediate School shall make Title I information readily available using the following formats: 1. Information shall be provided in the native language of the parent/guardian; 2. Interpreters shall be available to assist families in understanding the content of such communication; 3. Various mediums, including print, verbal, and technology-driven formats, will be utilized to reach such stakeholders in a format that is most appropriate for them; 4. Parent/Guardians may seek direct support in understanding the nature of Title I programming by calling Nicholas Miller,

building principal, at 440-835-5494 or via email at [millerni@wlake.org](mailto:millerni@wlake.org)

4. School-Parent Compact

- a) Dover Intermediate will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the state's high standards.

(1) ACTIONS: Annually, the School/Parent Compact shall be made available to parents/guardians for suggested feedback, modifications, and/or revisions to the current agreement. The input of the family will drive the annual document.

5. Reservation of Funds

- a) Dover Intermediate will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

(1) ACTIONS: Dover Intermediate School shall share with parents/guardians its annual Title I budget along with the intent for purchases utilizing those funds. Families shall provide the opportunity to contribute to the decision-making process through direct feedback.

6. Coordination of Services

- a) Dover Intermediate will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

(1) ACTIONS: Dover Intermediate School shall share information and strategies to strengthen students' mathematics and reading skills at home through principal communication, Title I teacher correspondence, principal newsletters, and/or an annual Title I Family Night.

7. Building Capacity of Parents

- a) Dover Intermediate will build the parents' capacity for strong parent and family engagement to ensure effective involvement of

parents and to support a partnership among the school and the community to improve student academic achievement through the following: (1) When requested, provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress and the achievement levels of the challenging state academic standards; (2) When requested, provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement; and (3) when requested, provide assistance to parents of participating children, as appropriate, in understanding topics such as Ohio's Learning Standards, state and local assessments, requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators to improve the achievement of their children.

- (1) **ACTIONS:** Dover Intermediate School readily provides numerous resources to families that support parents in aiding and assisting their children in realizing their full potential. Such resources shall include access to the Ohio Academic Content Standards, various educational websites, hard copies of pertinent educational supports, access to state and local assessments as well as practice opportunities for those assessments. Additionally, the school shall conduct an annual opportunity for parents/guardians to grow in their understanding of how to determine their child(ren)'s academic growth and progress towards meeting those standards through Open House, parent-teacher conferences, and the Annual Title I Informational Meeting. . All of these events shall provide explanations and suggestions to develop strong family/school relationships.

8. Building Capacity of School Staff

- a) Dover Intermediate will provide training to educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- (1) **ACTIONS:** The faculty and staff of Dover Intermediate School shall be provided yearly professional development, both

intentional and embedded, in ways to appropriately engage with students and/or parents/guardians to build capacity, student self-efficacy and enhance the self-esteem of such children. The school has developed and implemented a PBIS model that supports learning for all students in a nurturing, caring environment where risk is values, mistakes are opportunities for growth, and a belief all students can learn.

IX. Links to available forms (hard copies are located in Appendix A)

- A. [Title I Reading Permission to Serve Form \(English\)](#)
- B. [Title I Reading Permission to Serve Form \(Arabic\)](#)
- C. [Title I Reading Permission to Serve Form \(Spanish\)](#)
- D. [Title I Math Permission to Serve Form \(English\)](#)
- E. [Title I Math Permission to Serve Form \(Arabic\)](#)
- F. [Title I Math Permission to Serve Form \(Spanish\)](#)
- G. [Title I Reading Compact \(English\)](#)
- H. [Title I Reading Compact \(Arabic\)](#)
- I. [Title I Reading Compact \(Spanish\)](#)
- J. [Title I Math Compact \(English\)](#)
- K. [Title I Math Compact \(Arabic\)](#)
- L. [Title I Math Compact \(Spanish\)](#)
- M. [DIS Parent Notification of Exiting Title I Services\(English\)](#)
- N. [DIS Parent Notification of Exiting Title I Services \(Arabic\)](#)
- O. [DIS Parent Notification of Exit Title I Services \(Spanish\)](#)
- P. [Title I - Parents Right to Know](#)
- Q. [Parents Right To Know Information Request Form](#)
- R. [Parent Needs Assessment Survey \(English\)](#)
- S. [Parent Needs Assessment Survey \(Arabic\)](#)
- T. [Parent Needs Assessment Survey \(Spanish\)](#)
- U. [Staff Needs Assessment Survey](#)

# Appendix A

## WCSD Title I Board Policies



Book	Policy Manual
Section	2000 Program
Title	TITLE I SERVICES
Code	po2261
Status	Active
Legal	20 U.S.C. 6301 et seq. 34 C.F.R. Part 200, et seq.
Adopted	August 24, 2015

## **2261 - TITLE I SERVICES**

The Board of Education elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement Act of 1965.

The Superintendent shall prepare and present to the Ohio Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

### **A. Assessment**

The Board shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Ohio Department of Education as well as those determined by the District professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

### **B. Scope**

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School shall include the components required by law as well as those agreed upon by participating staff and parents.

### **C. Participation**

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

### **D. Comparability of Services**

Title I funds will be used only to supplement, not to supplant, State and local funds. The Superintendent shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in an equitable manner throughout the District.

**E. Professional Development**

The Superintendent shall develop administrative guidelines whereby members of the professional staff shall participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

1. involve parents in the training, when appropriate;
2. combine and consolidate other available Federal and District funds;
3. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;
4. allocate part of the staff development to the following types of strategies:
  - a. performance-based student assessment
  - b. use of technology
  - c. working effectively with parents
  - d. early childhood education
  - e. meeting children's special needs
  - f. fostering gender-equitable education

**F. Simultaneous Services**

In accordance with law, a school offering Title I services may also serve other students with similar needs.

Book	Policy Manual
Section	2000 Program
Title	PARENT PARTICIPATION IN TITLE I PROGRAMS
Code	po2261.01
Status	Active
Legal	20 U.S.C. 6318 et seq. 34 C.F.R. Part 200 et seq.
Adopted	August 24, 2015

### **2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS**

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents of the students being served.

Each year the Superintendent shall work with parents of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent involvement policy to establish expectations for the involvement of such parents in the education of their children. The proposed policy shall be reviewed and approved annually by the Board of Education and distributed to parents of children receiving Title I services. The proposed policy must describe how the School District will:

- A. involve parents in the development of the School District's Title I plans and in the process of school review and improvement, if necessary;
- B. provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student achievement and school performance;
- C. build the schools' and parents' capacity for strong parental involvement;
- D. coordinate and integrate parent involvement strategies with parent involvement strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents and Teachers, and Home Instruction for Preschool Youngsters;
- E. in consultation with parents, annually evaluate the content and effectiveness of the parent involvement policy in improving the academic quality of schools, including:
  - 1. identifying barriers to greater parent participation;
  - 2. designing strategies for more effective parental involvement; and,
  - 3. revising the parental involvement policy if necessary;
- F. involve parents of children receiving Title I services in deciding how Title I funds reserved for parent involvement activities will be allocated;
- G. provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in a



format, and to the extent practicable in a language, such parents can understand;

- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Superintendent must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parental involvement plan.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities.
- D. Parents of participating students must be provided with:
  - 1. timely information about the Title I program and the school's parent involvement policy;
  - 2. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels expected;
  - 3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably

- E. As a component of the school parental involvement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents which outlines how the school staff, the parents, and the student will share responsibility for academic improvement and the means by which the school and parents will build and develop a partnership to help students achieve State standards. The compact must:
  - 1. describe the school's responsibility to provide a high quality curriculum and instruction in a supportive, effective learning environment;
  - 2. describe the parent's responsibility to support their child's learning environment such as monitoring attendance, homework, extra-curricular activities and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children;
  - 3. address the importance of parent/teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents on their child's progress; and reasonable access to the staff and to observe and participate in classroom activities.
- F. Parents of children receiving Title I services must be notified about school parent involvement policies in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- G. School parent involvement policies must be evaluated periodically to consider whether they meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving students achievement, the Superintendent and building principals must include provisions in the School District and school parent involvement policies regarding:

- A. assisting parents of children served under Title I in understanding the State's academic content and assessment standards, and in understanding how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement;
- C. educating teachers, pupil services personnel, and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal programs;
- E. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the Superintendent and building principals may also:



- A. involve parents in the development of training for teachers and administrators to improve the effectiveness of such training;
- B. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
- C. train parents to enhance the involvement of other parents;
- D. adopt and implement model approaches to improving parental involvement;
- E. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
- F. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

Book	Policy Manual
Section	2000 Program
Title	TITLE I - PARENTS' RIGHT TO KNOW
Code	po2261.02
Status	Active
Legal	20 U.S.C. 6311 34 C.F.R. Part 200 et seq.
Adopted	August 24, 2015

#### 2261.02 - **TITLE I – PARENTS' RIGHT TO KNOW**

In accordance with the requirement of Federal law, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the Board will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade levels and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents **shall** be provided:
  - 1. information on the level of achievement of their child(ren) on the required State academic assessments;
  - 2. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.

Book	Policy Manual
Section	2000 Program
Title	PARENT AND FAMILY INVOLVEMENT
Code	po2111
Status	Active
Legal	R.C. 3313.472
Adopted	August 24, 2015
Last Revised	November 23, 2020

#### **2111 - PARENT AND FAMILY INVOLVEMENT**

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

In accordance with statute and the State Board of Education Parent and Family Involvement Policy, use of the term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

In cultivating partnerships with families and communities, the Board is committed to the following:

##### **A. Relationships with Families**

1. cultivating school environments that are welcoming, supportive, and student-centered; 4
2. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; 2,3
3. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities. 3

##### **B. Effective Communication**

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities; 2,3, 4
3. promoting regular and open communication between school personnel and students' family members; 1, 4

4. communicating with families in a format and language that is understandable, to the extent practicable; 2,3
5. providing information and involving families in monitoring student progress; 3
6. providing families with timely and meaningful information regarding Ohio's academic standards, State and local assessments, and pertinent legal provisions; 2,3,4
7. preparing families to be involved in meaningful discussions and meetings with school staff. 2,3,4

**C. Volunteer Opportunities**

1. providing volunteer opportunities for families to support their children's school activities; 1,3

**D. Learning at Home**

1. working with families to establish learning goals and help their children accomplish these goals; 1
2. helping families to provide a school and home environment that encourages learning and extends learning at home. 1,2,4

**E. Involving Families in Decision Making and Advocacy**

1. involving families as partners in the process of school review and continuous improvement planning; 3,4
2. involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. 2,3,4
3. Involving families in Title I programming as part of Family Engagement Committee

**F. Collaborating with the Community**

1. building constructive partnerships and connecting families with community-based programs and other community resources; 2,3,4
2. coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development. 2,3,4

**Implementation**

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

<sup>1</sup>Indicates R.C. 3312.472 State Requirements

<sup>2</sup>Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

<sup>3</sup>Indicates Title I Section 1118 parent involvement requirements

<sup>4</sup>Indicates State Board Parent and Family Involvement Policy recommendations

Book	Policy Manual
Section	2000 Program
Title	SCHOOL IMPROVEMENT
Code	po2120
Status	Active
Legal	Goals 2000 - Educate America Act The Ohio Improvement Process (OIP)
Adopted	August 24, 2015

#### 2120 - SCHOOL IMPROVEMENT

The Board of Education supports the concept of school improvement as established by the State Board of Education and will seek to create and/or maintain effective schools as defined by State guidelines.

In addition to adopting a Mission Statement and Educational Philosophy for the District, the Board shall create, as needed, policies which support the School Improvement Process.

District and school-level/building leadership teams are responsible for quality planning, implementation, and ongoing monitoring and reporting for all components for improving instructional practice and student performance.

The Superintendent shall provide leadership to District staff in the improvement process in the following core areas:

- A. data and the decision-making process
- B. focused goal setting process
- C. instruction and the learning process
- D. community engagement process
- E. resource management process
- F. Board development and governance process

The Improvement Process shall consist of the following stages:

- A. use data to identify areas of greatest need
- B. develop a plan to address those areas of need that is built around a limited number of focused goals and strategies to significantly improve instructional practice and student performance
- C. implement the plan with integrity, and
- D. monitor and evaluate the effectiveness of the improvement process in changing instructional practice and impacting student performance



The District shall utilize guidance, technical assistance, and resources provided by ODE as may be appropriate and available.

In order to enhance school improvement, the Superintendent is authorized to waive any policy that has been enacted in order to comply with the following Federal statutes/regulations and to request waivers from these laws/regulations from the Superintendent of Public Instruction:

Titles I, II, IV, VI, and Part C of Title VII of the ESEA Act of 1965

The Carl Perkins Vocational and Applied Technology Education Act

The General Education Provisions Act

Parts of Education Department General Administrative Regulations

In requesting such waivers, the Superintendent is to abide by the procedures established by the State Department of Education.

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# Appendix B

## WCSD Title I Forms

## Westlake City Schools

### *Title 1 Reading Intervention Program*

Hello Families!

Welcome to Westlake City Schools Reading Intervention Program. Your child and I are going to be working together to develop and build their reading skills. I am pleased to have the opportunity to be a part of your child's reading development and learning experience. My overall goal is to not only develop, guide and build your child's reading abilities, but to create a love for reading and learning that will span their lifetime. The ability to learn, read and grow is a lifelong journey that I hope they will embrace with confidence and enjoyment. I look forward to you and I partnering to create an atmosphere in which they will become successful not only in reading, but in life.

Your child has been identified for my level of intervention based on a number of reading assessments. This could include: State Testing, MAP (Measure of Academic Progress), and EasyCBM: (assesses oral reading fluency and comprehension). The instruction provided to your child will be individualized based on their needs as indicated by these assessments.

We look forward to working with your child this year!

Sincerely,

Title 1 Reading Team

Mrs. Nicole Tompkins  
Miss Erika Nunnari  
Mrs. Katelyn Chajon  
Mrs. Alicia Shepard  
Miss Marybeth Leitch

## Westlake Elementary School

*aleunwan 1 barnamaj altadakhul fi al qira'at*

marhaban aleayilat!

marhaban bikum fi barnamaj al tadakhul fi al qira'at bimadrasat wistalik alaibtidayiyati. sanaamal 'ana watiflak means letatwin wabina' maharat al qira'at la deyhim. yuseiduni 'an tutah li alfursat li'akun jz'an min tatwir alqira'at litiflik watajribat altaealumi. hadafay aleam lays faqat tatwir watawjihi wabina' qudrat al qira'at ladaa tiflik , walakin aydan khalq hubin lilqira'at walt sealum yamtadu tawal hayaatihi. alqudrat ealaa altaealum walqira'at walnumui hi rihlat madaa al hayaat wamal 'an yahtadinaha bikuli thiqat wamuteatin. 'innani 'atatalae 'iilaa alshirakat bayni wa baynak em lil khalqi jawin yanjahu fih lays faqat fi al qiraat , walakin fi hayati.

laqad tama tahdid tiflik limustawaa tadakhuli bna'an ealaa eadad min taqyim qiraati. yumkin 'an yashmal dhalika: iktibar al halat , MAP (miqyas al taqadum al akadimi) , w EasyCBM: (yuqin talaqat al qira'at al shafawati walfahm). sayatimu takhsis al taelimat al muqaddimat litiflik bna'an ealaa aihtiajatihim kama hu muadih fi hadhih altaqyimat.

natalie 'iilaa aleamal mae tiflik hadha aleami!

Bi'ikhlasi,

aleunwan 1 fariq alqira'a

Miss Nicole Dulzer  
Miss Erika Nunnari  
Miss Katelyn Martin  
Mrs. Alicia Shepard  
Ms. Marybeth Leitch

## Westlake Elementary School

### *Programa de intervención de lectura del Título 1*

Hola familias!

Bienvenidos al Programa de Intervención de Lectura de la Escuela Primaria Westlake. Su hijo y yo trabajaremos juntos para desarrollar y desarrollar sus habilidades de lectura. Me complace tener la oportunidad de ser parte del desarrollo de la lectura y la experiencia de aprendizaje de su hijo. Mi objetivo general es no solo desarrollar, guiar y desarrollar las habilidades de lectura de su hijo, sino también crear un amor por la lectura y el aprendizaje que abarque toda su vida. La capacidad de aprender, leer y crecer es un viaje de toda la vida que espero que abracen con confianza y disfrute. Espero que usted y yo nos asociemos para crear una atmósfera en la que tengan éxito no solo en la lectura, sino también en la vida.

Su hijo ha sido identificado para mi nivel de intervención basado en una serie de evaluaciones de lectura. Esto podría incluir: Pruebas estatales, MAP (Medida de progreso académico), y EasyCBM: (evalúa la fluidez y la comprensión de la lectura oral). La instrucción que se le proporcione a su hijo se individualiza en función de sus necesidades, según lo indicado por estas evaluaciones.

¡Esperamos trabajar con su hijo este año!

Atentamente,

Equipo de lectura de Título 1

Miss Nicole Dulzer  
Miss Erika Nunnari  
Miss Katelyn Martin  
Mrs. Alicia Shepard  
Ms. Marybeth Leitch



### Title I Reading Intervention Program Permission to Serve

To the Parent(s) or Guardian(s) of \_\_\_\_\_ Date \_\_\_\_\_

Based on your student's recent MAP assessment scores, individually administered assessments, and classroom performance, your child has qualified for reading intervention assistance. We are recommending that your child receive intervention from the reading specialist to help develop early literacy skills necessary for a strong foundation in reading. The Westlake reading program emphasizes research based instruction. The reading specialist plans closely with classroom teachers to review, reinforce, and supplement the Common Core State Standards in reading. Your child is being taught by a Highly Qualified Teacher as defined by the state of Ohio. If you would like to request information regarding the professional qualifications of your child's reading specialist, please contact Amanda Musselman, Associate Superintendent, at 440-250-1269 or [musselmana@wlake.org](mailto:musselmana@wlake.org).

Throughout the school year, there will be opportunities to discuss your child's progress and to learn how you can support him/her at home. Quarterly progress reports, parent/teacher conferences, and on-going parent/teacher communication are vital elements of the program.

We look forward to working with your child and you this year. If you have any questions, concerns, or comments, please contact me. Please sign and return the form below as quickly as possible to confirm your agreement for reading intervention service.

Sincerely,  
**Amanda Musselman**  
*Associate Superintendent of Instruction*

I give permission for my child, \_\_\_\_\_, to participate in the Title I Reading Intervention Program.

Parent or Guardian Name (Please print) \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_



**Title I Reading Intervention Program Permission to Serve**  
aleunwan al'awal al'iidhn bialkhiidmat fi qira'at barnamaj altadakhul

To the Parent(s) or Guardian(s) of \_\_\_\_\_ Date \_\_\_\_\_  
'iilaa walii 'amr 'aw wasiin tarikh

Based on your student's recent MAP assessment scores, individually administered assessments, and classroom performance, your child has qualified for reading intervention assistance. We are recommending that your child receive intervention from the reading specialist to help develop early literacy skills necessary for a strong foundation in reading. The Westlake reading program emphasizes research based instruction. The reading specialist plans closely with classroom teachers to review, reinforce, and supplement the Common Core State Standards in reading. Your child is being taught by a Highly Qualified Teacher as defined by the state of Ohio. If you would like to request information regarding the professional qualifications of your child's reading specialist, please contact Amanda Musselman, Associate Superintendent, at 440-250-1269 or musselmana@wlake.org.

**bnā'an ealaa natayij taqyim MAP al'akhirat litalibik , waltaqyimat al mudart bishakl fardiin , wal'ada' fi alfasl aldirasii , fa'iin tflak muhil lilhusul ealaa musaeadat fi tadkhul alqara'ati. nusi bi'an yatalaqaa tflak tdkhlaan min aikhtisasi alqira'at lilmusaeadat fi tatwir maharat alqira'at walkitabat almubakirat allazimat li'asas qawiin fi alqara'ati. yurakiz barnamaj alqira'at Westlake ealaa altaelim alqayim ealaa albuht. yukhatit 'akhsayiya alqira'at bishakl wathiq mae muelami alfasl aldirasii limurajaat maeayir aldawlat al'asasiat almushtarakat fi alqira'at wataeziziha watakмилиha. ytm tadris tifik min qibal mudaris muahil lilghayat kama hu muhadad min qibal wilayat 'uwhayw. 'iidha kunt targhab fi talab maelumat bishan almuahalat almihniat li'akhsayiyi alqira'at litafak , fiurjaa alaitisal ba'amanda musilaman , madirat alkhadamat al'akadimiati ealaa 440-250-1269 'aw musselmana@wlake.org.**

Throughout the school year, there will be opportunities to discuss your child's progress and to learn how you can support him/her at home. Quarterly progress reports, parent/teacher conferences, and on-going parent/teacher communication are vital elements of the program.

tawal aleam aldirasii , satakun hunak furas limunaqashat taqadam tifiak  
 wamaerifat kayf yumkinuk daemah / daemiha fi almanzil. tueadu taqarir altaqadum  
 alfisliat , wamutamarat alaba' / almuealimin , waltawasul almustamiru bayn alwalidayn  
 / almuealimin eanasir hayawiat fi albarnamaj.

We look forward to working with your child and you this year. If you have any questions,  
 concerns, or comments, please contact me. Please sign and return the form below as  
 quickly as possible to confirm your agreement for reading intervention service.

natatalae 'iilaa aleamal mae tifiak wamaeak hadha aleami. 'iidha kan ladayk  
 'ayu 'asyilat 'aw makhawif 'aw taeliqat , yurjaa alaitisal by. yurjaa altawqie ealaa  
 alnamudhaj 'adnah wa'ieadatuh fi 'asrae waqt mumkin litakid muafaqatik ealaa qira'at  
 khidmat altadakhuli.

Sincerely,  
**Amanda Musselman**  
*Associate Superintendent of Instruction*  
 mudir alkhadamat al'akadimiya ma qabl

I give permission for my child, \_\_\_\_\_, to  
 participate in the Title I Reading Intervention Program.

'ueti al'iidhn litifli, \_\_\_\_\_, lilmusharakat  
 fi barnamaj altadakhul fi alqira'at bieunwan I.

Parent or Guardian Name (Please print) \_\_\_\_\_  
 asm walii al'amr 'aw alwasii (min fadlik atabae)

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_  
 tawqie walii al'amr 'aw alwasii tarikh

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_  
 raqm alhatif barid alalkitrunii



**Title I Reading Intervention Program Permission to Serve**  
Programa de intervención de lectura Título I Permiso para servir

To the Parent(s) or Guardian(s) of \_\_\_\_\_ Date \_\_\_\_\_  
**A la madre o tutor** **Fecha**  
**Al padre o tutor**

Based on your student's recent MAP assessment scores, individually administered assessments, and classroom performance, your child has qualified for reading intervention assistance. We are recommending that your child receive intervention from the reading specialist to help develop early literacy skills necessary for a strong foundation in reading. The Westlake reading program emphasizes research based instruction. The reading specialist plans closely with classroom teachers to review, reinforce, and supplement the Common Core State Standards in reading. Your child is being taught by a Highly Qualified Teacher as defined by the state of Ohio. If you would like to request information regarding the professional qualifications of your child's reading specialist, please contact Amanda Musselman, Associate Superintendent, at 440-250-1269 or [musselmana@wlake.org](mailto:musselmana@wlake.org).

Con base en los puntajes recientes de las evaluaciones MAP de su estudiante, las evaluaciones administradas individualmente y el desempeño en el aula, su hijo ha calificado para recibir asistencia de intervención en lectura. Recomendamos que su hijo reciba la intervención del especialista en lectura para ayudarlo a desarrollar las habilidades de alfabetización temprana necesarias para una base sólida en la lectura. El programa de lectura de Westlake enfatiza la instrucción basada en la investigación. El especialista en lectura planea en estrecha colaboración con los maestros del salón de clases para revisar, reforzar y complementar los Estándares Estatales Básicos Comunes en lectura. Su hijo está siendo enseñado por un maestro altamente calificado según lo define el estado de Ohio. Si desea solicitar información sobre las calificaciones profesionales del especialista en lectura de su hijo, comuníquese con Amanda Musselman, Directora de Servicios Académicos al 440-250-1269 o [musselmana@wlake.org](mailto:musselmana@wlake.org).

Throughout the school year, there will be opportunities to discuss your child's progress and to learn how you can support him/her at home. Quarterly progress reports, parent/teacher conferences, and on-going parent/teacher communication are vital elements of the program.



We look forward to working with your child and you this year. If you have any questions, concerns, or comments, please contact me. Please sign and return the form below as quickly as possible to confirm your agreement for reading intervention service.

A lo largo del año escolar, habrá oportunidades para discutir el progreso de su hijo y aprender cómo puede apoyarlo en casa. Los informes de progreso trimestrales, las conferencias de padres y maestros y la comunicación continua entre padres y maestros son elementos vitales del programa.

Esperamos trabajar con usted y su hijo este año. Si tiene alguna pregunta, inquietud o comentario, comuníquese conmigo. Firme y devuelva el formulario a continuación lo antes posible para confirmar su aceptación del servicio de intervención en lectura.

Sincerely,

**Amanda Musselman**

*Associate Superintendent of Instruction*

**Superintendente Asociada de Instrucción**

I give permission for my child, \_\_\_\_\_, to participate in the Title I Reading Intervention Program.

Doy permiso para que mi hijo, \_\_\_\_\_, participe en el Programa de Intervención de Lectura del Título I.

Parent or Guardian Name (Please print) \_\_\_\_\_  
**Nombre del padre o tutor (en letra de imprenta)**

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_  
**Firma de la madre o tutor** **Fecha**  
**Firma del padre o tutor**

Phone Number \_\_\_\_\_ Email \_\_\_\_\_  
**Número de teléfono** **Correo electrónico**



### Title I Math Intervention Program Permission to Serve

To the Parent(s) or Guardian(s) of \_\_\_\_\_ Date \_\_\_\_\_

Based on your student's recent MAP assessment scores, individually administered assessments, and classroom performance, your child has qualified for math intervention assistance. We are recommending that your child receive intervention from the math specialist to help develop literacy skills necessary for a strong foundation in math. The Westlake reading and math program emphasizes research based instruction. The reading or math specialist plans closely with classroom teachers to review, reinforce, and supplement the Common Core State Standards in reading or math. Your child is being taught by a Highly Qualified Teacher as defined by the state of Ohio. If you would like to request information regarding the professional qualifications of your child's reading or math specialist, please contact Amanda Musselman, Associate Superintendent, at 440-250-1269 or [musselmana@wlake.org](mailto:musselmana@wlake.org).

Throughout the school year, there will be opportunities to discuss your child's progress and to learn how you can support him/her at home. Quarterly progress reports, parent/teacher conferences, and on-going parent/teacher communication are vital elements of the program.

We look forward to working with your child and you this year. If you have any questions, concerns, or comments, please contact me. Please sign and return the form below as quickly as possible to confirm your agreement for reading intervention service.

Sincerely,  
**Amanda Musselman**  
*Associate Superintendent of Instruction*

I give permission for my child, \_\_\_\_\_, to participate in the Title I Intervention Program.

Parent or Guardian Name (Please print) \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

**Title I Math Intervention Program Permission to Serve**  
**al'iidhn bialkhiidmat min barnamaj altadakhul fi alriyadiaat min Title I**

To the Parent(s) or Guardian(s) of \_\_\_\_\_ Date \_\_\_\_\_  
 'iilaa alwalid (alwalidin) 'aw alwasii (al'awsia'i) ealaa \_\_\_\_\_ tarikh \_\_\_\_\_

Based on your student's recent MAP assessment scores, individually administered assessments, and classroom performance, your child has qualified for math intervention assistance. We are recommending that your child receive intervention from the math specialist to help develop literacy skills necessary for a strong foundation in math. The Westlake reading and math program emphasizes research based instruction. The reading or math specialist plans closely with classroom teachers to review, reinforce, and supplement the Common Core State Standards in reading or math. Your child is being taught by a Highly Qualified Teacher as defined by the state of Ohio. If you would like to request information regarding the professional qualifications of your child's reading or math specialist, please contact Amanda Musselman, Associate Superintendent, at 440-250-1269 or [musselmana@wlake.org](mailto:musselmana@wlake.org).

astnadan 'iilaa natayij taqyim MAP al'akhirat litalibak , waltaqyimat alati tatimu 'iidaratuha bishakl fardiin , wa'ada' alfasl aldirasii , faqad ta'ahal tfluk lilhusul ealaa almusaeadat fi altadakhul fi alriyadiaati. nusi bi'an yatalaqaa tflak tdkhlaan min 'akhisaayiy alriyadiaat lilmusaeadat fi tatwir maharat alqira'at walkitabat allaazimat li'asas qawiin fi alriyadiaati. yurakiz barnamaj Westlake lilqira'at walriyadiaat ealaa altaelim alqayim ealaa albahtha. yukhatit mutakhasis alqira'at 'aw alriyadiaat bishakl wathiq mae muealimi alfasl aldirasii limurajaeat maeayir aldawlat al'asasiat almushtarakat wataeziziha watakмилиha fi alqira'at 'aw alriyadiaati. yatimu tadrис tiflik min qibal mudaris muahal lilghayat kama hu muhadad min qibal wilayat 'uwhayu. 'iidha kunt targhab fi talab maelumat bishan almuahilat almihniat li'akhisaayiy alqira'at 'aw alriyadiaat litiflik , fayurjaa alaitisal bi'amanda muslman , mudirat alkhadamat al'akadimiat ealaa 440-250-1269 'aw [musselmana@wlake.org](mailto:musselmana@wlake.org).

Throughout the school year, there will be opportunities to discuss your child's progress and to learn how you can support him/her at home. Quarterly progress reports, parent/teacher conferences, and on-going parent/teacher communication are vital elements of the program.

tawal aleam aldirasii , satakun hunak furas limunaqashat taqadum tiflik wamaerifat kayf yumkinuk daemuh / daemuha fi almanzili. tueadu taqarir altaqadum alfasliat , wamutamarat alaba' / almuealimin , waltawasul almustamira bayn alwalidayn / almuealimin eanasir hayawiat fi albarnamaji.

We look forward to working with your child and you this year. If you have any questions, concerns, or comments, please contact me. Please sign and return the form below as quickly as possible to confirm your agreement for reading intervention service.

natatalae 'iilaa aleamal mae tiflik wamaeak hadha aleami. 'iidha kan ladayk 'ayu 'asyilat 'aw makhawif 'aw taeliqat , yurjaa alaitisal by. yurjaa altawqie ealaa alnamudhaj 'adnah wa'ieadatuh fi 'asrae waqt mumkin litakid muafaqatik ealaa qira'at khidmat altadakhuli.

Sincerely,  
Amanda Musselman  
*Associate Superintendent of Instruction*  
mudir alkhidmat al'akadimiat ma qabl

I give permission for my child, \_\_\_\_\_, to participate in the Title I Intervention Program.

'ueti al'iidhn litifli , \_\_\_\_\_ , lilmusharakat fi barnamaj altadakhul min albab al'uwl.

Parent or Guardian Name (Please print) \_\_\_\_\_  
asm walii al'amr 'aw alwasii (yurjaa tibaeatuhu)

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_  
tawqie walii al'amr 'aw alwasii \_\_\_\_\_ tarikh

Phone Number \_\_\_\_\_ Email \_\_\_\_\_  
raqm alhatif \_\_\_\_\_ barid alalkitrunii

**Title I Math Intervention Program Permission to Serve**

Programa de intervención en matemáticas del Título I Permiso para prestar servicios

To the Parent(s) or Guardian(s) of \_\_\_\_\_ Date \_\_\_\_\_

A la madre o tutora de

Fecha

A la madre o tutor de

Based on your student's recent MAP assessment scores, individually administered assessments, and classroom performance, your child has qualified for math intervention assistance. We are recommending that your child receive intervention from the math specialist to help develop literacy skills necessary for a strong foundation in math. The Westlake reading and math program emphasizes research based instruction. The reading or math specialist plans closely with classroom teachers to review, reinforce, and supplement the Common Core State Standards in reading or math. Your child is being taught by a Highly Qualified Teacher as defined by the state of Ohio. If you would like to request information regarding the professional qualifications of your child's reading or math specialist, please contact Amanda Musselman, Associate Superintendent of Instruction, at 440-250-1269 or [musselmana@wlake.org](mailto:musselmana@wlake.org).

Según los puntajes recientes de las evaluaciones MAP de su estudiante, las evaluaciones administradas individualmente y el desempeño en el aula, su hijo ha calificado para recibir asistencia de intervención matemática. Recomendamos que su hijo reciba la intervención del especialista en matemáticas para ayudarlo a desarrollar las habilidades de alfabetización necesarias para una base sólida en matemáticas. El programa de lectura y matemáticas de Westlake enfatiza la instrucción basada en la investigación. El especialista en lectura o matemáticas planea en estrecha colaboración con los maestros del salón de clases para revisar, reforzar y complementar los Estándares Estatales Básicos Comunes en lectura o matemáticas. Su hijo está siendo enseñado por un maestro altamente calificado según lo define el estado de Ohio. Si desea solicitar información sobre las calificaciones profesionales del especialista en lectura o matemáticas de su hijo, comuníquese con Amanda Musselman, Superintendente Asociada de Instrucción, al 440-250-1269 o [musselmana@wlake.org](mailto:musselmana@wlake.org)

Throughout the school year, there will be opportunities to discuss your child's progress and to learn how you can support him/her at home. Quarterly progress reports, parent/teacher conferences, and on-going parent/teacher communication are vital elements of the program.

**A lo largo del año escolar, habrá oportunidades para discutir el progreso de su hijo y aprender cómo puede apoyarlo en casa. Los informes de progreso trimestrales, las conferencias de padres y maestros y la comunicación continua entre padres y maestros son elementos vitales del programa.**

We look forward to working with your child and you this year. If you have any questions, concerns, or comments, please contact me. Please sign and return the form below as quickly as possible to confirm your agreement for reading intervention service.

**Esperamos trabajar con usted y su hijo este año. Si tiene alguna pregunta, inquietud o comentario, comuníquese conmigo. Firme y devuelva el formulario a continuación lo antes posible para confirmar su aceptación del servicio de intervención en lectura.**

Sincerely,

**Amanda Musselman**

*Associate Superintendent of Instruction*

**Superintendente Asociada de Instrucción**

I give permission for my child, \_\_\_\_\_, to participate in the Title I Intervention Program.

**Doy permiso para mi hija/hijo, \_\_\_\_\_, para participar en el Programa de Intervención del Título I.**

Parent or Guardian Name (Please print) \_\_\_\_\_

**Nombre de la madre o tutor (Por favor imprimir)**

**Nombre del padre o tutor (Por favor imprimir)**

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

**Firma de la madre o tutor**

**Fecha**

**Firma del padre o tutor**

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

**Número de teléfono**

**Correo electrónico**

## **Title I Reading Services Teacher/Parent/Student Compact**

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### **Teacher Activities**

1. I will respect each child as an individual - each with his or her unique talents and abilities.
2. I will encourage students to view reading as an enjoyable and rewarding lifetime experience.
3. I will communicate academic progress with parents as needed.

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

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### **Parent Activities**

1. I will continue to read with my child on a daily basis.
2. I will continue to provide my child with a quiet, comfortable place to read and study.
3. I will encourage my child to develop a personal library and will contribute to it regularly.
4. I have talked to my child about his/her responsibility in class.

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_

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### **Student Activities**

1. I will read at home every day for at least 15-20 minutes.
2. I will come to class prepared with the materials I need for learning.
3. I will show respect for the teacher and other students by listening and participating during class.
4. I will be a good listener and follow directions.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_



## **Title I Reading Services**

### **Teacher/Parent/Student Compact**

aleunwan al'awal khidmat alqira'a  
muealim/al'abawayn/aitifaaq altaalib

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### **Teacher Activities**

'anshitat almuealim

1. I will respect each child as an individual - each with his or her unique talents and abilities.
2. I will encourage students to view reading as an enjoyable and rewarding lifetime experience.
3. I will communicate academic progress with parents as needed.

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

1. sa'ahtarim kula tifi kafard - likuli tifi mawahibuh waquduratuh alfaridatu.
2. sa'ushajie altulaab ealaa aetibar alqira'at tajribatan mumtiazatan wamujziatan madaa alhayati.
3. sawf 'anqul altaqadum al'akadimia mae 'awlia' al'umur hasab alhajati.

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### **Parent Activities**

ainshitat almaealim

1. I will continue to read with my child on a daily basis.
2. I will continue to provide my child with a quiet, comfortable place to read and study.
3. I will encourage my child to develop a personal library and will contribute to it regularly.
4. I have talked to my child about his/her responsibility in class.

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_



1. sa'astamiru fi alqira'at mae tifi ywmyan
2. sa'astamiru fi tawfir makan hadi wamurih litifi lilqira'at waldirasati.
3. sa'ushajie tifi ealaa tatwir maktabat shakhsiat wasawf 'asahim fiha biantizami.
4. laqad tahadatht mae tifi ean maswuwliatih fi alfasli.

muafaqat walii alamir \_\_\_\_\_ tarikh \_\_\_\_\_

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## Student Activities

al'anshitat altulaabia

1. I will read at home every day for at least 15-20 minutes.
2. I will come to class prepared with the materials I need for learning.
3. I will show respect for the teacher and other students by listening and participating during class.
4. I will be a good listener and follow directions.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

1. sa'aqra fi almanzil kula yawm limudat 15-20 daqiqatan ealaa al'aqala.
2. sa'ahdur 'iilaa alfasl mujhzan bialmawadi alati 'ahtajuha liltaealumi.
3. s'uzhr aliahtiram lilmudaris waltulaab alakharin min khilal aliastimae walmusharakat 'athna' alfasli.
4. sa'akun mstmean jydan wa'atabie altaelimati.

tawqie altaalib \_\_\_\_\_ tarikh \_\_\_\_\_

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## **Title I Reading Services**

### **Teacher/Parent/Student Compact**

Servicios de lectura de Título I  
Maestra/Madre/Pacto estudiantil  
Maestro/Padre/Pacto estudiantil

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### **Teacher Activities**

Actividades del maestro

1. I will respect each child as an individual - each with his or her unique talents and abilities.
2. I will encourage students to view reading as an enjoyable and rewarding lifetime experience.
3. I will communicate academic progress with parents as needed.

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

1. Respetaré a cada niño como individuo, cada uno con sus talentos y habilidades únicos.
2. Animaré a los estudiantes a que vean la lectura como una experiencia placentera y gratificante para toda la vida.
3. Comunicaré el progreso académico a los padres según sea necesario.

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### **Parent Activities**

Actividades para padres

1. I will continue to read with my child on a daily basis.
2. I will continue to provide my child with a quiet, comfortable place to read and study.
3. I will encourage my child to develop a personal library and will contribute to it regularly.
4. I have talked to my child about his/her responsibility in class.

Signature of Parent \_\_\_\_\_ Date \_\_\_\_\_

1. Continuaré leyendo con mi hijo a diario.
2. Continuaré proporcionando a mi hijo un lugar tranquilo y cómodo para leer y estudiar.
3. Animaré a mi hijo a desarrollar una biblioteca personal y contribuiré a ella con regularidad.
4. He hablado con mi hijo sobre su responsabilidad en clase.

Firma del padre \_\_\_\_\_

Fecha \_\_\_\_\_

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## Student Activities

### Actividades estudiantiles

1. I will read at home every day for at least 15-20 minutes.
2. I will come to class prepared with the materials I need for learning.
3. I will show respect for the teacher and other students by listening and participating during class.
4. I will be a good listener and follow directions.

Signature of Student \_\_\_\_\_

Date \_\_\_\_\_

1. Leeré en casa todos los días durante al menos 15-20 minutos.
2. Vendré a clase preparado con los materiales que necesito para aprender.
3. Mostraré respeto por el maestro y otros estudiantes escuchando y participando durante la clase.
4. Seré un buen oyente y seguiré las instrucciones.

Firma del estudiante \_\_\_\_\_

Fecha \_\_\_\_\_



**Title I Math Services**  
**Teacher/Parent/Student Compact**

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**Teacher Activities**

1. I will respect each child as an individual - each with his or her unique talents and abilities.
2. I will encourage students to view math as an enjoyable and rewarding lifetime experience.
3. I will communicate academic progress with parents as needed.

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

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**Parent Activities**

1. I will continue to work on math with my child on a daily basis.
2. I will continue to provide my child with a quiet, comfortable place to practice and study.
3. I have talked to my child about his/her responsibility in class.

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

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**Student Activities**

1. I will practice math facts every day for at least ten minutes.
2. I will come to class prepared with the materials I need for learning.
3. I will show respect for the teacher and other students by listening and participating during class.
4. I will be a good listener and follow directions.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_



## Title I Math Services

### Teacher/Parent/Student Compact

aleunwan al'awal khidmat alriyadiaat  
muealim/al'abawayn/aitifaq altaalib

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### Teacher Activities

'anshita al mualim

1. I will respect each child as an individual - each with his or her unique talents and abilities.
2. I will encourage students to view math as an enjoyable and rewarding lifetime experience.
3. I will communicate academic progress with parents as needed.

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

1. sa'ah tarim kula tifi kafard - likulli tifi mawahibuh waqduratuh alfaridatu.
2. sa'ushajie altulaab ealaa alnazar 'iilaa alriyadiaat ealaa 'anaha tajribat hayaat mumtiat wamujziatin.
3. sawf 'angul al taqaddum al akadimia mae 'awlia' al umur hasab al hajati.

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### Parent Activities

'anshita al walidayn

1. I will continue to work on math with my child on a daily basis.
2. I will continue to provide my child with a quiet, comfortable place to practice and study.
3. I have talked to my child about his/her responsibility in class.

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

1. sa'astamiru fi aleamal ealaa alriyadiaat mae tifi ywmyan.
2. sa'astamiru fi tawfir makan hadi wamurih litiifi liltadarub waldirasati.
3. laqad tahadatht mae tifi ean maswuwliatih fi alfasli.

tawqie al mualim: \_\_\_\_\_ tarikh: \_\_\_\_\_

---

## Student Activities

### al'anshitat altulaabia

1. I will practice math facts every day for at least ten minutes.
2. I will come to class prepared with the materials I need for learning.
3. I will show respect for the teacher and other students by listening and participating during class.
4. I will be a good listener and follow directions.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

1. sawf 'umaris haqayiq alriyadiaat kula yawm limudat eashr daqayiq ealaa al'aaqala.
2. sa'ahdur 'iilaa alfasl mujhzan bialmawadi alati 'ahtauha liltaealumi.
3. s'uzhr aliahtiram lilmudaris waltulaab alakharin min khilal aliastimae walmusharakat 'athna' alfasli.
4. sa'akun mstmean jydan wa'atabie altaelimati.

tawqie altaalib \_\_\_\_\_ tarikh \_\_\_\_\_

---



## **Title I Math Services**

### **Teacher/Parent/Student Compact**

Servicios de Matemáticas de Título I  
Maestra/Madre/Pacto estudiantil  
Maestro/Padre/Pacto estudiantil

---

### **Teacher Activities**

Actividades del maestro

1. I will respect each child as an individual - each with his or her unique talents and abilities.
2. I will encourage students to view math as an enjoyable and rewarding lifetime experience.
3. I will communicate academic progress with parents as needed.

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

1. Respetaré a cada niño como individuo, cada uno con sus talentos y habilidades únicos.
2. Animaré a los estudiantes a que vean las matemáticas como una experiencia agradable y gratificante para toda la vida.
3. Comunicaré el progreso académico a los padres según sea necesario.

---

### **Parent Activities**

Actividades para padres

1. I will continue to work on math with my child on a daily basis.
2. I will continue to provide my child with a quiet, comfortable place to practice and study.
3. I have talked to my child about his/her responsibility in class.

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

1. Continuaré trabajando en matemáticas con mi hijo a diario.

2. Continuaré brindando a mi hijo un lugar tranquilo y cómodo para practicar y estudiar.
3. Le he hablado a mi hijo sobre su responsabilidad en clase.

Firma de la madre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Firma del padre: \_\_\_\_\_

---

## Student Activities

### Actividades estudiantiles

1. I will practice math facts every day for at least ten minutes.
2. I will come to class prepared with the materials I need for learning.
3. I will show respect for the teacher and other students by listening and participating during class.
4. I will be a good listener and follow directions.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

1. Practicaré operaciones matemáticas todos los días durante al menos diez minutos.
2. Vendré a clase preparado con los materiales que necesito para aprender.
3. Mostraré respeto por el maestro y otros estudiantes al escuchar y participar durante la clase.
4. Seré un buen oyente y seguiré las instrucciones.

Firma del estudiante \_\_\_\_\_ Fecha \_\_\_\_\_

---





## Westlake Elementary School

27555 Center Ridge Road

Westlake, OH 44145

Phone: 440-250-1200

Website: [www.wlake.org](http://www.wlake.org)

Twitter: @elementary\_wes

### Parent Notification Letter of Exiting Title Interventions

[Insert Date]

Dear Parents and Families:

[Student's name] has been receiving Title 1 Reading Interventions this school year. [He/she] has had the opportunity to receive additional intervention(s) from [Insert Title Teacher's Name] in the area(s) [insert are of focus] at school during the regular school day.

Based on [student's name]'s performance on ongoing assessments as well as on the targeted assessments listed below, your child has reached their reading goal(s)! Therefore, [he/she] does not qualify for Title 1 Reading Intervention and is ready to transition to the regular classroom without Title 1 Intervention support. Your child's progress will be monitored during the rest of the school year by [his/her] teacher.

EasyCBM Comprehension: [Insert Score and attach graph]

EasyCBM Fluency: [Insert Score and attach graph]

MAP: [Insert Score -use only Winter or Spring]

AIMSweb Cloze: [Insert Score and attach graph]

[Student's name] should be applauded for the effort displayed to increase [his/her] skills. Your encouragement and support played a vital role in the progress of your child. If you should have any questions, do not hesitate to contact me, your child's teacher or lead principal, Beth Dagostino.

Sincerely,

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Title Intervention Teacher

\_\_\_\_\_  
Classroom Teacher

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Comments: \_\_\_\_\_

## Parent Notification Letter of Exiting Title Interventions

[Insert Date]

'awlia' al'umur wal'usr al'aeizaa';

**[Student's name]** tama astilam aleunwan 1 qira'a tadakhulat hadha aleam aldirasii.

**[hu/hi]** 'utihat lah alfursat litalaqiy tadakhul 'iidafiin min eind **[Insert Title Teacher's Name]** fi almintaqa **[insert are of focus]** fi almadrasat khilal alyawm aldirasii aleadii.

murtakiz ealaa **[student's name]'s** al'ada' fi altaqyimat almustamirat wakadhalik fi

altaqyimat almustahdifat almudrajat 'adnah , faqad wasal tifik 'iilaa hadaf alqira'at

alkhasi bih! wabialtaali, **[hu/hi]** ghayr muahal lilhusul ealaa aleunwan 1 qira'a

altadakhul wajahiz liliantiqal 'iilaa alfasl aldirasii aleadi bidun daem Title 1 Intervention.

satatimu muraqabat taqadum tifik khilal baqiat aleam aldirasii bihulul **[hu/hi]** muealim.

**EasyCBM Comprehension: [Insert Score and attach graph]**

**EasyCBM Fluency: [Insert Score and attach graph]**

**MAP: [Insert Score -use only Winter or Spring]**

**AIMSweb Cloze: [Insert Score and attach graph]**

**[Student's name]** yajib althana' ealaa aljuhud almabdhulat liziada **[lah/laha]** maharat.  
 laeib tashjieak wadaemak dwran hywyan fi taqadum tiflik. 'iidha kan ladayk 'ayu  
 'asyilat, fala tataradad fi alaitisal bi 'aw bimuealim tiflik 'aw mudir almadrasat alrayiysii,  
 Nick Miller.

bi'ikhlās,

Principal	Title Intervention Teacher	Classroom Teacher
Almalik	mudaris tadakhul aleunwan	muealim alsafi

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
**tawqie al'ahl** **tarikh**

Parent Comments: \_\_\_\_\_  
**taeliqat alwalidayn**



**Westlake Elementary School**  
27555 Center Ridge Road  
Westlake, OH 44145  
Phone: 440-250-1200  
Website: [www.wlake.org](http://www.wlake.org)  
Twitter: @elementary\_wes

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## Carta de notificación a los padres de las intervenciones de título de salida

[Insert Date]

Estimados padres y familias;

**[Student's name]** ha estado recibiendo el Título 1 Leer Intervenciones este año escolar. **[Él/ella]** ha tenido la oportunidad de recibir una intervención adicional de **[Insert Title Teacher's Name]** en el área **[insert are of focus]** en la escuela durante el día escolar regular.

Residencia en **[Student's name]'s** desempeño en las evaluaciones en curso, así como en las evaluaciones específicas que se enumeran a continuación, su hijo ha alcanzado su meta de lectura! Por lo tanto, **[Él/ella]** no califica para el Título 1 Leer Intervención y está listo para la transición al aula regular sin el apoyo de intervención del Título 1.

El progreso de su hijo será monitoreado durante el resto del año escolar por **[su/ella]** profesora/profesor.

**EasyCBM Comprehension: [Insert Score and attach graph]**

**EasyCBM Fluency: [Insert Score and attach graph]**

**MAP: [Insert Score -use only Winter or Spring]**

**AIMSweb Cloze: [Insert Score and attach graph]**

**[Student's name]** debe ser aplaudido por el esfuerzo desplegado para incrementar [su/ella] habilidades. Su aliento y apoyo jugaron un papel vital en el progreso de su hijo. Si tiene alguna pregunta, no dude en contactarme, La maestra o directora principal de su hijo, Beth Dagostino.

Atentamente,

_____	_____	_____
Principal	Title Intervention Teacher	Classroom Teacher
Principal	Maestro de intervención de título	Profesora de aula Profesor de aula
_____		

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
**Firma de los padres** **Fecha**

Parent Comments: \_\_\_\_\_  
**Comentarios de los padres**

**Dover Intermediate School**

2240 Dover Center Rd

Westlake, OH 44145

Phone: 440-835-5494

Website: [www.wlake.org](http://www.wlake.org)

Twitter: @DISWestlake

**Parent Notification Letter of Exiting Title Interventions**

[Date]

Dear Parents and Families;

[Student name] has been receiving Title 1 Reading Interventions this school year. He has had the opportunity to receive additional intervention(s) from [Title I teacher] in the area(s) of [reading and/or math] comprehension at school during the regular school day.

Based on [student]'s performance on ongoing assessments as well as on the targeted assessments listed below, your child has reached their [reading and/or math] goals! Therefore, [he/she] does not qualify for Title 1 [Reading and/or Math] Intervention and is ready to transition to the regular classroom without Title 1 Intervention support. Your child's progress will be monitored during the rest of the school year by [his/her] teacher.

EasyCBM Comprehension: [score]

MAP: 199 [score]

[Student] should be applauded for the effort displayed to increase [his/her] skills. Your encouragement and support played a vital role in the progress of your child. If you have any questions, do not hesitate to contact me, your child's teacher or lead principal, Nick Miller.

Sincerely,

Mr. Nick Miller

Miss Samantha Lahoud

[ELA or Math Teacher Name]

Principal

Title Intervention Teacher

Classroom Teacher

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Comments: \_\_\_\_\_

## Parent Notification Letter of Exiting Title Interventions

[Insert Date]

'awlia' al'umur wal'usr al'aeizaa';

**[Student's name]** tama astilam aleunwan 1 \_\_\_\_\_ (**qira'a Or riadiaat**)  
tadakhulat hadha aleam aldirasii. **[hu/hi]** 'utihat lah alfursat litalaqiy tadakhul 'iidafiin  
min eind **[Insert Title Teacher's Name]** fi almintaqa **[insert are of focus]** fi almadrasat  
khilal alyawm aldirasii aleadii.

murtakiz ealaa **[student's name]'s** al'ada' fi altaqyimat almustamirat wakadhalik fi  
altaqyimat almustahdifat almudrajat 'adnah , faqad wasal tifuluk 'iilaa hadaf alqira'at  
alkhasi bih! wabialtaali, **[hu/hi]** ghayr muahal lilhusul ealaa aleunwan 1 \_\_\_\_\_  
(**qira'a Or riadiaat**) altadakhul wajahiz liliantiqal 'iilaa alfasl aldirasii aleadi bidun daem  
Title 1 Intervention. satatimu muraqabat taqadum tiflik khilal baqiat aleam aldirasii  
bihulul **[hu/hi]** muealim.

**EasyCBM Comprehension: [Insert Score and attach graph]**

**EasyCBM Fluency: [Insert Score and attach graph]**

**MAP: [Insert Score -use only Winter or Spring]**

**AIMSweb Cloze: [Insert Score and attach graph]**

**[Student's name]** yajib althana' ealaa aljuhud almabdhulat liziada **[lah/laha]** maharat. laeib tashjieak wadaemak dwwan hywyan fi taqadum tiflik. 'iidha kan ladayk 'ayu 'asyilat, fala tataradad fi alaitisal bi 'aw bimuealim tiflik 'aw mudir almadrasat alrayiysii, Nick Miller.

bi'ikhlas,

_____	_____	_____
<b>Principal</b>	<b>Title Intervention Teacher</b>	<b>Classroom Teacher</b>
Almalik	mudaris tadakhul aleunwan	muealim alsafi

Parent Signature: _____	Date: _____
<b>tawqie al'ahl</b>	<b>tarikh</b>

Parent Comments: \_\_\_\_\_

**taeliqat alwalidayn**





**Dover Intermediate School**

2240 Dover Center Rd

Westlake, OH 44145

Phone: 440-835-5494

Website: [www.wlake.org](http://www.wlake.org)

Twitter: @DISWestlake

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**Carta de notificación a los padres de las intervenciones de título de salida**

[Insert Date]

Estimados padres y familias;

**[Student's name]** ha estado recibiendo el Título 1 \_\_\_\_\_ (**Leer or Matemáticas**) Intervenciones este año escolar. **[Él/ella]** ha tenido la oportunidad de recibir una intervención adicional de **[Insert Title Teacher's Name]** en el área **[insert are of focus]** en la escuela durante el día escolar regular.

Residencia en **[Student's name]'s** desempeño en las evaluaciones en curso, así como en las evaluaciones específicas que se enumeran a continuación, su hijo ha alcanzado su meta de lectura! Por lo tanto, **[Él/ella]** no califica para el Título 1 \_\_\_\_\_ (**Leer or Matemáticas**) Intervención y está listo para la transición al aula regular sin el apoyo de intervención del Título 1.

El progreso de su hijo será monitoreado durante el resto del año escolar por **[su/ella]** profesora/profesor.

**EasyCBM Comprehension: [Insert Score and attach graph]**

**EasyCBM Fluency: [Insert Score and attach graph]**

**MAP: [Insert Score -use only Winter or Spring]**

**AIMSweb Cloze: [Insert Score and attach graph]**

**[Student's name]** debe ser aplaudido por el esfuerzo desplegado para incrementar [su/ella] habilidades. Su aliento y apoyo jugaron un papel vital en el progreso de su hijo. Si tiene alguna pregunta, no dude en contactarme, El maestro o director principal de su hijo, Nick Miller.

Atentamente,

\_\_\_\_\_  
 Principal

Principal

\_\_\_\_\_  
 Title Intervention Teacher

Maestro de intervención de título

\_\_\_\_\_  
 Classroom Teacher

Profesora de aula  
 Profesor de aula

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Firma de los padres

Fecha

Parent Comments: \_\_\_\_\_

Comentarios de los padres

Notice of Parents Right-to-Know

RE: Every Student Succeeds Act (Public Law 114-95), Section 1112 (e)(1)(A)

Dear Parent/Guardian:

You have the right to know about the teaching qualifications of your student's classroom teacher in a school receiving Title I funds. The federal Every Student Succeeds Act (ESSA) requires that any school district receiving Title I funds must notify parents of each student attending any school receiving Title I funds that they may request, and the district will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- I. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- II. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- III. Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- IV. Whether your child is provided services by a paraprofessional and, if so, their qualifications.

You may ask for the information by submitting a request to Amanda Musselman, Associate Superintendent of Instruction, at [musselmana@wlake.org](mailto:musselmana@wlake.org).

Please include the following information with your request:

Child's full name: \_\_\_\_\_

Parent/Guardian Full name: \_\_\_\_\_

Address: \_\_\_\_\_



**Title I Reading Intervention Program  
Professional Staff Needs Assessment Survey**

May 2023

As the effectiveness of our Title I Reading Program is reviewed and plans for next year are developed, your ideas and comments are welcomed. To accomplish this, please take a few minutes to complete this form and return it to the reading interventionist by May 12, 2023. Your input and cooperation are appreciated!

1. Would you rate Title services as a high priority need in your district?

\_\_\_\_ Yes                      \_\_\_\_ No

2. Do you see a need for the Title I Program in your school?

\_\_\_\_ Yes                      \_\_\_\_ No

3. Please rank in order of importance, the following curriculum areas Title I should serve (#1 receives the highest priority).

\_\_\_\_ Reading              \_\_\_\_ Language Arts              \_\_\_\_ Math

4. Do you have any suggestions for changes or improvements we might make to enhance the effectiveness of Westlake's Title I Program?

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### **Title I Reading Intervention Program Parent Needs Assessment Survey**

May 2023

Each spring we review the effectiveness of our Title I Program and plan for next year. Parental input is important in this process. To accomplish this, please take a few minutes to complete this form and return to your child's math specialist no later than May 12, 2023. Thank you for your suggestions and cooperation!

1. Is there a need for the Title I Intervention Program in your child's school?

\_\_\_\_ Yes                      \_\_\_\_ No

2. Please check all grades that you feel should be high priority for intervention.

\_\_\_\_K    \_\_\_\_1    \_\_\_\_2    \_\_\_\_3    \_\_\_\_4    \_\_\_\_5    \_\_\_\_6

3. Is the Title I Program meeting your needs for information about the program?

\_\_\_\_ Yes                      \_\_\_\_ No

4. Is the Title I Program providing you multiple opportunities to contact the teacher through conferences, emails, phone calls and quarterly progress reports?

\_\_\_\_ Yes                      \_\_\_\_ No

5. Do you have any suggestions for improving Title One services?

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6. Which activities have you been involved in throughout this school year?

\_\_\_\_ Open House                      \_\_\_\_ Conferences                      \_\_\_\_ Parent meetings

7. Are there any additional services that you would like to see offered?

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**Title I Reading Intervention Program  
Parent Needs Assessment Survey**

aleunwan al'awal barnamaj altadakhul fi alqira'a  
astibyaan taqyim ahtiyat al walidayn

May 2023

Each spring we review the effectiveness of our Title I Program and plan for next year. Parental input is important in this process. To accomplish this, please take a few minutes to complete this form and return to your child's math specialist no later than May 12, 2023. Thank you for your suggestions and cooperation!

fi kuli rabie , nurajie faeaaaliatan barnamaj al unwan al awal ladayna wakhutatana lileam almuqbila. almadkhalat al'abawiat muhimat fi hadhih aleamaliati. li'injaz dhalik , urjaa qada' bide daqayiq li'ikmal hadha al namudhaj wale awdat 'iilaa aikhtisarii alriyadiaat alkhasi bitiflik fi maweid 'aqsa 13 mayu 2022. shkran lak ealaa aqitirahatik wataeawunik!

1. Is there a need for the Title 1 Intervention Program in your child's school?  
hal hunak hajat barnamaj tadakhul Title 1 fi madrasat tifliki?  
  
\_\_\_\_ Yes (naeam)      \_\_\_\_ No (la)
2. Please check all grades that you feel should be high priority for intervention.  
yurjaa altahaquq min jami al darajat alati tasheur 'anaha yajib 'an takun dhat 'awlawiyat eilat litadakhuli.  
  
\_\_\_\_K    \_\_\_\_1    \_\_\_\_2    \_\_\_\_3    \_\_\_\_4    \_\_\_\_5    \_\_\_\_6
3. Is the Title I Program meeting your needs for information about the program?  
Hal yulabi barnamaj Title I aihtiajatik lilhusul ealaa maklumat hawl albarnamaji?  
  
\_\_\_\_ Yes (naeam)      \_\_\_\_ No (la)
4. Is the Title I Program providing you multiple opportunities to contact the teacher through conferences, emails, phone calls and quarterly progress reports?  
hal yuafir lak barnamaj Title I aleadid min alfuras lilaitisal bialmudaris min khilal almutamarat warasayil al barid al elektriniai walmukalamat alhatifat wataqarir al taqadum ruby alsanawiat?  
  
\_\_\_\_ Yes (naeam)      \_\_\_\_ No (la)
5. Do you have any suggestions for improving Title One services?  
hal ladayk 'ayu aqitirahat lifahsin khadmat aleunwan al'awwli?



6. Which activities have you been involved in throughout this school year?  
ma hi al'anshitat alati sharakat fiha tawal hadha alean aldirasi?

\_\_\_\_\_ Open House  
(bayt maffuh)

\_\_\_\_\_ Conferences  
(almutamarat)

\_\_\_\_\_ Parent meetings  
(ijtima 3yat 'awlia' al umur)

7. Are there any additional services that you would like to see offered?  
hal hunaka 'ayu khadmat 'iida fiat tawadu 'an taraha maerudatan?

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**Title I Reading Intervention Program  
Parent Needs Assessment Survey**

Programa de intervención de lectura del Título I  
Encuesta de evaluación de las necesidades de los padres

May 2023

Each spring we review the effectiveness of our Title I Program and plan for next year. Parental input is important in this process. To accomplish this, please take a few minutes to complete this form and return to your child's math specialist no later than May 12, 2023. Thank you for your suggestions and cooperation!

Cada primavera revisamos la efectividad de nuestro Programa de Título I y planificamos para el próximo año. La opinión de los padres es importante en este proceso. Para lograr esto, tómese unos minutos para completar este formulario y devuélvalo al especialista en matemáticas de su hijo a más tardar el 13 de mayo de 2023. ¡Gracias por sus sugerencias y cooperación!

1. Is there a need for the Title I Intervention Program in your child's school?  
¿Es necesario el programa de intervención del Título I en la escuela de su hijo?

\_\_\_\_ Yes (sí)      \_\_\_\_ No

2. Please check all grades that you feel should be high priority for intervention.

\_\_\_\_K    \_\_\_\_1    \_\_\_\_2    \_\_\_\_3    \_\_\_\_4    \_\_\_\_5    \_\_\_\_6

3. Is the Title I Program meeting your needs for information about the program?  
Marque todas las calificaciones que considere que deben ser de alta prioridad para la intervención.

\_\_\_\_ Yes (sí)      \_\_\_\_ No

4. Is the Title I Program providing you multiple opportunities to contact the teacher through conferences, emails, phone calls and quarterly progress reports?  
¿El Programa de Título I le brinda múltiples oportunidades para comunicarse con el maestro a través de conferencias, correos electrónicos, llamadas telefónicas e informes de progreso trimestrales?

\_\_\_\_ Yes (sí)      \_\_\_\_ No



5. Do you have any suggestions for improving Title One services?  
¿Tiene alguna sugerencia para mejorar los servicios del Título Uno?

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6. Which activities have you been involved in throughout this school year?  
¿En qué actividades ha estado involucrado durante este año escolar?

_____ Open House	_____ Conferences	_____ Parent meetings
(Casa abierta)	(Conferencias)	(Reuniones de padres)

7. Are there any additional services that you would like to see offered?  
¿Hay algún servicio adicional que le gustaría que se ofreciera?

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# Appendix C

## **Title I Teaching Staff Welcome Letters/Qualifications**

**Hi!**

Mrs. Tompkins



Dear Parents and Guardians,

I'm very excited to be able to work with you and your young reader this year. I have been a reading specialist with Westlake Elementary since the fall of 2018. I'm looking forward to having a wonderful year that will be full of **engaging and active learning experiences!**

To tell you a little about myself, I recently got married to my beloved husband Keith and moved to Brunswick, OH in July of 2022. In the same year, I graduated from *Akron University* with my Masters in Curriculum and Instruction. I now currently hold a Masters degree and a bachelor's degree in education and am highly qualified to teach at-risk readers and English Language Learners.

This will be my fifth year teaching at Westlake as a reading specialist. I started my first year at Bassett Elementary and have been working at Westlake Elementary since 2019. These past few years have brought me so much joy! One of my favorite aspects of my job are the relationships that I build with my students, parents, and colleagues. I also am always thrilled and honored to see my students become passionate and confident readers and learners.

I welcome the opportunity to meet you and your young reader this year! Please contact me with any questions or concerns at [Tompkinsn@mywlake.org](mailto:Tompkinsn@mywlake.org) or call me at 440-250-1200 Ext. 2264.

Sincerely,  
Mrs. Tompkins



### A few OF MY favorites:



COLOR: Pink!  
SEASON: Summer  
FOOD: Steak  
DRINK: Water  
SONG: Fly Me to the Moon  
BOOK: The Book with No Pictures  
SPORT: Volleyball



# MEET THE Teacher





I am very excited to work with you and your reader this school year! This will be my second year at Westlake City Schools as a Reading Specialist and I am eager to see what our year has in store! We are going to have an exciting and productive year, filled with many engaging learning activities and lessons.

I am a proud graduate of Westlake City schools. I attended Cleveland State University and received my Bachelors degree in Early Childhood Education in May 2020.



I continued my education through Notre Dame of Ohio and received my Reading Endorsement, certifying me for grades K-12.

I look forward to working with you and your student this school year! Please feel free to contact me with any questions or concerns.

## MY FAVORITES

-  Color: Sage Green
-  Subject: Reading
-  Food: Pasta
-  Movie: Finding Nemo
-  Sport: Football
-  Book: Bad Seed

## CONTACT

-  [nunnarie@wlake.org](mailto:nunnarie@wlake.org)
-  Phone: 440-899-3075  
Ext.2212

Dear Parents and Guardians,

Hello! My name is Alicia Shepard and I am so happy to be your child's Title I Reading teacher! I am very much looking forward to working with your child by supporting their reading development while fostering a love for reading.



I would like to share with you my educational background and qualifications. I attended the University of Akron for my bachelor's degree and teaching license in K-12 Visual Art Education. Afterwards, I attended Ursuline College where I earned my master's degree and PreK-3 Elementary teaching license as well as the Ohio K-12 Reading Endorsement. This is my third year teaching in the Westlake City School District where I have taught both Title I Reading and K-4 Art.

I am very excited for all of the engaging learning activities and experiences the students and I will share together during this upcoming school year! Please feel free to contact me if you have any questions.

Kindly,

Mrs. Alicia Shepard  
sheparda@wlake.org  
#440-250-1200 (Ext. 2182)



September 2022

Dear Families,

Hello! My name is Katelyn Chajon and I will be your child's Title I Reading Teacher this year. I have been in Westlake schools for 2 years. I am a graduate of Kent State University with a Bachelor of Science degree in Early Childhood Education, along with the K-12 Reading Endorsement and the TESOL endorsement. I am currently working on a master's project to receive my master's degree through the University of Akron in spring of 2023.



The goal of the Title I Reading Program is to give your child additional literacy instruction during the school day, to support growth in their reading skills. Our Title I Google Classroom contains resources for you to view online with your child at home. These posts may include poetry, reading passages, trick words, and more for additional practice. Please read each night for 15-20 minutes with your child. Reading daily promotes growth of your child's fluency and comprehension skills.

A reading log is also included on Google Classroom to keep a record of the books your student has read. Please do the following:

- o Ask your child 1-3 comprehension questions after reading the story together. (ie. characters, setting, plot, etc.)
- o After your child has read, write the title of the book, the date, the number of minutes, and your signature on the reading log.

You may write any poems or texts you read together at home on this reading log. You may contact me by email: [chajonk@mywlake.org](mailto:chajonk@mywlake.org) You may also call me at (440) 250-1200 ext. 1200.

I am looking forward to working with you and your child this year. Thank you!

Sincerely,

*Mrs. Katelyn Chajon*





# MEET THE TEACHER

Dear Families,

I am very excited to work with your child this year! This is my first year teaching at Westlake City Schools and I cannot be more grateful to join this district and community. I have taught preschool as an Intervention Specialist and Kindergarten for South-Western City Schools. In 2019 I traveled across the world to teach English to young learners in Seoul, South Korea. After returning to the states, I worked for two years as a Kindergarten teacher for Kenston Local Schools.

I graduated from the University of Mount Union with a bachelor's degree in Early Childhood Education and Special Education (PreK-3). I also have teaching endorsements in Reading (K-12), as well as, 4th and 5th grade. I played basketball for the Purple Raiders and am thrilled to coach volleyball and basketball at Westlake High School this year.

Your child's learning and academic achievement will be a team effort this year. We are a TEAM! Let's build a positive partnership between home and school to help your child have a successful year! Always feel free to reach out with questions, concerns or celebrations!!

I am looking forward to having a wonderful year that will be full of fun and engaging learning activities. Let's get reading!

Thank you,  
Marybeth Leitch



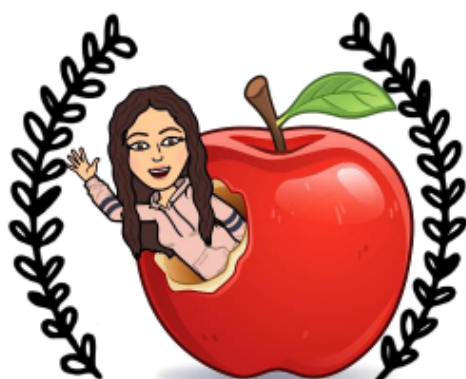
## A little about me.....

- I love to hike, golf and play pickleball.
- I enjoy Chipotle and Chick-Fil-A.
- My favorite movie is Mulan.
- My favorite song is Defy Gravity from Wicked the Broadway Musical.
- I absolutely love traveling and hanging with my two nieces and two nephews.

## CONTACT

leitchm@wlake.org

(440) 250-1200 ext. 2927



# MEET

## Miss Lahoud

Hello families!

My name is Samantha Lahoud and I am so excited to be your child's Title 1 Reading Teacher! This is my second year at Dover Intermediate School, and I am thrilled to get to know all of you (and reconnect with some!) I am looking forward to working with your child by supporting their reading development and being an advocate for their success.







I would like to share a little bit about my background with you. I graduated from Cleveland State University in December 2020. I received my licensure in Math and English Language Arts grades 4-9. I am currently working on getting my Masters in Classroom Technology from Bowling Green University. I am fluent in speaking Arabic and have tutored many ELL students in reading, writing, and math.

In Google Classroom, you will find resources that can be used at home with your child. These can be used for extra practice and give you ideas on what is happening in the classroom as well. I will communicate with you via email, phone, and google classroom. I cannot wait to share materials and experiences with your child. I believe every student deserves equal opportunity to learn and succeed and will do my best to make sure that happens! Feel free to contact me in any form if you have any questions.



Sincerely,

Samantha Lahoud

### MY FAVORITES

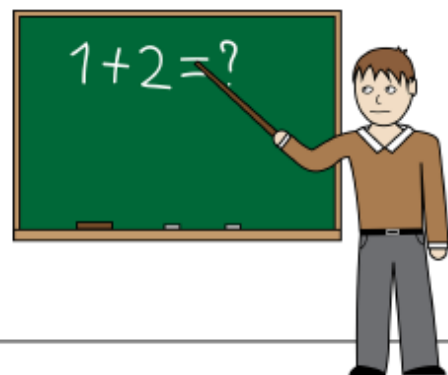
-  Color: Blue
-  Subject: READING
-  Food: Pasta & Fries
-  Movie: Aladdin
-  Sport: Football (Go Browns!!)
-  Book Genre: Mystery

### CONTACT

-  Email: [LahoudS@wlake.org](mailto:LahoudS@wlake.org)
-  Phone: (440) 899-3075 ext. 2265







**School:** DIS

**Teacher:** Mr. Short

**Course(s):** Title 1 Math Teacher

August 31, 2022

Dear Parents,

### **My Background**

My name is Mr. Jeff Short. I was a 6th grade math teacher for 33 years in the Westlake School System. This is my 4th year as a Title 1 math teacher. I was born and raised in Archbold, Oh, a small town in northwest Ohio. My graduating class was 97 students! I received my undergraduate degree at the University of Toledo. I continued my education at Cleveland State where I obtained my master's degree. I have been married for 29 years and we are blessed to have a 12-year-old son, Jason. He keeps me young. I was also fortunate to coach baseball at WHS for 25 years. I am a huge Cleveland sports fan and love attending games. In my spare time I love golfing with my son and selling golf balls. We live in Avon, Oh.

I still love my job and being around kids. My hope is to make learning fun for your children.

### **Learning Opportunity/ My Role**

Each week, I will hold two in-person sessions with each child that will be between 30 and 45 minutes long. Student to teacher ratio will be at most 5:1. An additional session will be available to each child (if needed). My role is to work with the children on the skills/content they are currently learning in their regular math class. My hope for each child is they improve their math skills and gain more confidence. During these sessions, I will also be able to help them with their daily homework. There will also be days when I join their regular education math teacher, helping them out in the classroom.

**Assessment of Learning:**

Students will be progress monitored twice a quarter on number sense and operations through CBM assessments. Receiving feedback from their classroom teachers will allow me to intervene with other skills that are also needed. Progress reports will be sent home at the end of each quarter.

**Contact Information:**

Email : [Short@wlake.org](mailto:Short@wlake.org)

I will make every effort to get back to you within 2 hours during the school day. I realize many of you work during the day, so I will make every effort to return your emails after the school day when possible.

Sincerely,

Mr. Jeff Short