

TITLE I
READING PROGRAM



2014-2015 HANDBOOK

BLOOMSBURG AREA SCHOOL DISTRICT
728 E. Fifth St.
Bloomsburg, PA 17815

Dear Parents/Guardians,

This booklet was written to inform parents, teachers and interested citizens of the community about the Schoolwide Title I Reading program offered in the Bloomsburg Area School District.

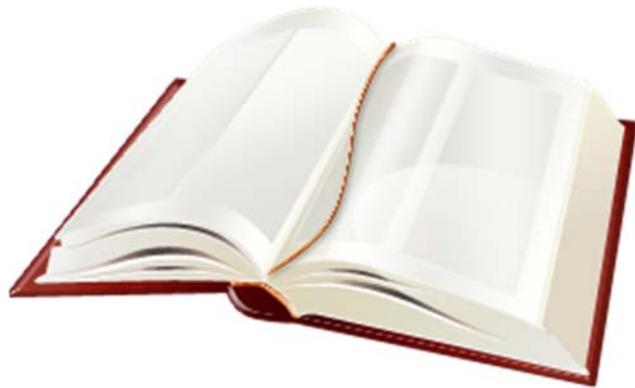
Further questions may be directed to the principals or reading specialists in each of the schools, as well as the Director of Elementary and Secondary Education.

Sincerely,

Ryan K. Moran

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Director of Elementary and Secondary Education



STAFF AND SCHOOLS

District Office 784-5000

Superintendent, Cosmas C. Curry

Director of Elementary and Secondary Education, Ryan K. Moran

Beaver Main Elementary 784-0309

Interim Principal, Mr. Ryan K. Moran

Reading Specialist, Mrs. Jane Endress

Memorial Elementary 784-7885

Principal, Mr. Trevor Palmatier

Reading Specialist, Dr. Lou Jean Beishline

Instructional Aide, Dawn Harvey

Reading Specialist, Mrs. Sheila Freese

Instructional Aide, Angela Burns

Reading Specialist, Mrs. Christine Ulrich

Instructional Aide, Mrs. Leah Sosnoski

W.W. Evans Elementary School 784-3167

Interim Principal, Mr. Ryan K. Moran

Reading Specialist, Mrs. Jennifer Casella

Reading Specialist, Miss Ashley Gregory

Bloomsburg Middle School 784-9100

Principal, Mr. Marc Freeman

Reading Specialist, Ms. Amy Wilson

The classroom teachers and reading specialists work together in teaching reading skills in the classroom. This is referred to as an In-class Program. Some pullout sessions are scheduled for more individualized work. The reading specialist works on improving reading skills in a pull-out program.



Schoolwide TITLE I – An Overview

What is it?

Title I is a federally funded program that allows students to receive additional help in reading and math. Formerly called the Elementary and Secondary Education Act (ESEA) it was passed by Congress in 1965 to improve education in our schools, specifically the basic skills of reading and math. From 1981 to 1987, the program became the Education Consolidation and Improvement Act (ECIA) and provided funds to state and local agencies to finance supplemental compensatory education services for the educationally disadvantaged. In 1988 the Act was called the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Amendments of 1988, P.L. 100-297. This is referred to as Title I.

Where does the money come from?

Federal tax dollars are provided to the state which in turn distributes them to the local school districts and to non-public schools that qualify.

Who decides how much money a school receives?

It is decided by the number of low-income families residing in the school district. This information comes from the most recent U.S. Census.

Does a child have to be from a low-income family to be in a Schoolwide Title I program?

No. If a child has the educational need for the service, he or she is eligible. Low-income families help determine how much money a school district will receive, not who will receive the service.

How is a child eligible for the Schoolwide Title I program?

Children who participate in the program are those who are recommended by their classroom teacher and reading specialist. Scores on classroom assessments and/or standardized tests help in determining eligibility. Students who score below basic or in the lower range of basic on their PSSA reading test are given an individualized reading test. If they score below grade-level on this test, they will receive supplemental instruction. Teacher recommendation is also taken into consideration for Title I supplemental instruction.

Who decides what will be done with the money?

A plan is developed by the district's administrators and reading specialists along with parents and community members who choose to be involved. You may discuss the program at any time with the Title I teachers or the Principal at your child's school. The state then approves the plan.

Why must parents be involved?

First, your input is very important to us as we make decisions about our programs. Also, Congress mandates that parents be involved to help insure that they have input into the basic skills curriculum and knowledge of how tax dollars are being spent.

What grade levels does the Schoolwide Title I Program serve?

This is determined by the school district through a needs assessment. At Bloomsburg Area School District, children in grades Kindergarten through eight are eligible for the extra services of this program. Research has shown the need for an early reading intervention program.



PROGRAM GUIDELINES

Any federally funded project that has standard guidelines which are followed by every school in our country operating a federal program. Some of the guidelines that pertain directly to our Schoolwide Title I Reading Program are:

- Through assessment and teacher evaluation of the student, it is determined that a student needs additional support.
- How long the student remains in the program.
- Parents will be notified if their child receives additional support of reading specialist.
- Students meet with the reading specialist in various ways, depending on the numbers of students enrolled in the program, and instructional strategies that team the specialist with the classroom teacher.
- Students in the program do not miss the classroom reading instruction.

THE READING PROGRAM

What happens after a child is admitted into the Schoolwide Title I Program?

Any student who receives Schoolwide Title I Reading services, will be instructed using a diagnostic-prescriptive teaching approach. Each student is placed on an individualized program based on his/her strengths and needs. A student file/portfolio is maintained for each student.

Student achievement will be measured through a variety of ways throughout the school year including diagnostic testing, informal reading inventories, and teacher observations. From this evaluation system programs are established to improve reading skills. This is followed by another student evaluation in the spring of the following year to determine skill mastery.

Reading Specialists work with classroom teachers to help meet the student's individual needs and attain success in the classroom.

Motivational techniques and praise are stressed with all students in the Schoolwide Title I Reading Program.

Reading skills materials may be different than those used by the regular classroom teacher. Some of the materials are geared toward the particular student's needs. Personalized instruction is given as much as possible.

Instructional aides who work under the direction of the elementary reading specialists help provide for a more individualized program. An aide can work one-on-one with a particular student on a specific task, work with reinforcing a lesson with a small group of students, or assist with written work, freeing the teacher to work with other students.

SUGGESTIONS TO PARENTS

Studies show that reading with your children fifteen minutes per day will improve their reading ability.

DO build up your child's self-respect and morale by praising successful skills, such as swimming, drawing, making friends, etc. Give your child plenty of opportunities to feel good and develop the confidence needed to tackle his/her reading problem instead of being overwhelmed by it.

DO make a home bookshelf with your child. Watch it grow! Children develop a sense of pride and accomplishment in having their very own library.

DO listen to what he/she says!

DO let your child see you enjoy reading so he/she will know that reading is important to you. Children imitate, and you are the role model they will follow.

DO read nursery rhymes and other poetry. Children love rhymes and jingles.

DO give your child plenty of ways to use his/her reading ability. Let your child read the rules of a new game, even if you have to say most of the words, or ask for help in reading a recipe while you cook.

DO keep up the habit of going to the library. As soon as he/she is old enough, make it a regular visit.

DO let your child select books that are appealing. If the words and concepts are too hard, read to him/her. What they read is not as important as establishing the lifelong habit of reading for pleasure.

DO continue to show your support by being kind, relaxed and understanding.

Remember that children typically learn to talk without being "taught." Speaking is a much more complicated feat than learning to read. When children's minds, muscles, emotions and interests have all reached the necessary stage of development, children learn to read, given the necessary encouragement they deserve!



CLOSING COMMENTS

The Schoolwide Title I Reading Program is a vital part of our children's instruction for improving reading skills. The extra-specialized attention is valuable to students and helps us meet our goal of all students becoming proficient in the task of reading.

Meetings

Parent Awareness Conference

Each year a limited number of parents are given an opportunity to attend a conference. The selection of parents is on a first-come/first-served basis. Please contact Mr. Ryan K. Moran, Director of Elementary and Secondary Education, for more information.

Parent Involvement

1. During the fall, we hold a parents' information session. Parents are invited to their local school to learn about Schoolwide Title I and the services available for their child.
2. During the spring, we hold a parents' feedback meeting. Parents will be invited to their local school to provide feedback regarding their child's program. We will be asking for parent input relevant to the Schoolwide Title I programs.
3. The district holds an annual fun filled Literacy Night to provide families an opportunity to share reading strategies. Families can use these strategies to improve reading skills while spending quality time with each other.
4. Each school offers a Parent Resource Library where books, reading games and strategy information are available to borrow. Speak with your child's reading specialist to check out this great resource!

