



Westlake City School District

Title I District & Building

Plans

2025-2026



Westlake Board of Education

Mr. Joseph Kraft

Mrs. Liz Pirnat

Mrs. Barb Leszynski

Mr. John Finucane

Mr. Brad Lamb

Superintendent

Dr. Scott Goggin

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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 and parents
 - Accountability data from our annual State Report Card
 - Annual State testing and NWEA MAP results
 - RIMP Off-Track/On-Track Progress
 - DIBELs Data
 - 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 21 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 supplant 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 26, 2025. This School Parental Involvement Policy will be reviewed in March of 2026.

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 26, 2025.

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. Students meeting these two qualifiers will then be priority ranked to determine our Title I identified students/groups for intervention:
1. First Qualifier for Grades K: DIBELS Composite
 - a) All students in Grade K-1 are administered the DIBELS assessment. Students who score less than the 40th percentile on the DIBELS Composite score have now met the first data qualifier and move on to the next assessment for possible qualification.
 2. First Qualifier for Grades 1 - 2: DIBELS Composite
 - a) All students in Grades 1- 2 are administered the DIBELS assessment. Students who score less than the 35th percentile on the DIBELS Composite score have now met the first data qualifier and move on to the next assessment for possible qualification.
 3. First Qualifier for Grade 3: DIBELS Nonsense Word Fluency (Words Recoded Correctly)
 - a) All students in Grade 3 are administered the DIBELS assessment. Students who score less than the 40th percentile on the subtest of DIBELS: Nonsense Word Fluency (Words Recoded Correctly) have now met the first data qualifier and move on to the next assessment for possible qualification.
 4. First Qualifier for Grade 4: DIBELS Nonsense Word Fluency Progress Monitoring Probe (3rd Grade Norms) Words Recoded Correctly
 - a) All students in Grade 4 at Westlake Elementary participate in the DIBELS assessment. Students who score less than the 45th percentile on the DIBELS Nonsense Word Fluency Progress Monitoring Probe Words Recoded Correctly, utilizing 3rd grade norms, have now met the first data qualifier and move on to the next assessment for possible qualification.
 5. Second Qualifier for Grade K - 2: Teacher Recommendation
 - a) Teacher Recommendation

- 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 Grade 3: DIBELS Nonsense Word Fluency (Correct Letter Sounds)
 - a) All students in Grade 3 are administered the DIBELS assessment. Students who score less than the 45th percentile on the subtest DIBELS Nonsense Word Fluency (Correct Letter Sounds) have now met the two qualifiers. If a student has met one of the two qualifiers, students who score less than the 45th percentile on the DIBELS subtest Oral Reading Fluency, will have 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.
- 7. Second Qualifier for Grade 4: DIBELS and ELA AIR Proficiency
 - a) All students in Grade 4 are administered the DIBELS assessment. Students who score less than the 50th percentile composite score on the DIBELS assessment have now met the two qualifiers. If a student has met one of the two qualifiers, students who did not achieve a proficient score of 700 on the Spring 2025 3rd grade ELA AIR Assessment can serve as an alternate 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.
- 8. The chart below details the eligibility criteria for students at Westlake Elementary School:

Title One Qualifiers 2025-26			
Grade Level	Data Point 1	Data Point 2	Data Point 3
Grade K	<40th Percentile DIBELS Composite	Teacher Recommendation	<i>N/A: priority rank</i>
Grade 1	<35th Percentile DIBELS Composite	Teacher Recommendation	<i>N/A: priority rank</i>
Grade 2	<35th Percentile DIBELS Composite	Teacher Recommendation	<i>N/A: priority rank</i>
Grade 3	<40th Percentile DIBELS: Nonsense Word Fluency (Words Recoded Correctly)	<45th Percentile DIBELS: Nonsense Word Fluency (Correct Letter Sounds)	<45th Percentile DIBELS: Oral Reading Fluency
Grade 4	<45th Percentile DIBELS NWF Progress Monitoring Probe (3rd grade norms) (WRC)	<50th Percentile DIBELS Composite: BOY Benchmark (4th grade norms)	3rd grade ELA Spring OST assessment (below 700)

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 - 30 minutes. Title I teachers will utilize Heggerty, Foundations and Geodes, Amplify CKLA, and teacher-determined resources as the intervention resources.

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 4-5 times per week for 20 - 30 minutes. Title I teachers will utilize Heggerty, Foundations, CKLA, Geodes, and teacher-determined resources as the intervention resources.

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 4-5 times per week for 20-30 minutes. Title I teachers will utilize Heggerty, Foundations, CKLA and teacher-determined comprehension materials such as Geodes 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 4-5 times per week for 20-30 minutes. Title I teachers will utilize Heggerty, Foundations, CKLA, teacher-determined comprehension materials such as Geodes or the Level Literacy Intervention program, and research based fluency strategies depending on their individual skill level and academic need.

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

SERVICE SUMMARY		
Grade Level	Title I Services	Frequency
Grade K	CKLA, Heggerty, Teacher Determined Materials (Decodables)	Total recommendation: minimum 4x/week for 20-30 minutes
Grade 1	Foundations, CKLA, Heggerty, Geodes, Teacher Determined Materials	Total recommendation: minimum 4x/week for 20-30 minutes
Grade 2	Foundations, CKLA, Heggerty, Teacher Determined Comprehension Materials (Geodes)	Total recommendation: minimum 4x/week for 20-30 minutes
Grade 3	Foundations, CKLA, Heggerty, Teacher Determined Comprehension Materials (Geodes, LLI), Research Based Fluency Strategies	Total recommendation: minimum 4x/week for 20-30 minutes
Grade 4	Foundations, CKLA, Heggerty, Teacher Determined Comprehension Materials (Geodes, LLI), Research Based Fluency Strategies	Total recommendation: minimum 4x/week for 20-30 minutes

IV. Resources

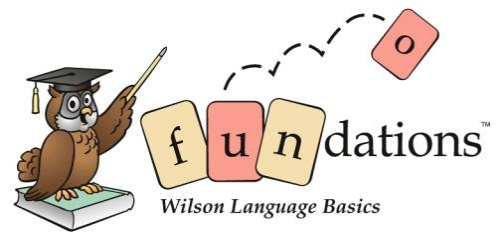
A. Amplify CKLA

1. Amplify CKLA is based on research that shows the importance of background knowledge and foundational skills for reading comprehension. In Grades K - 2, students have a Skills Strand lesson focusing on foundational reading skills and a Knowledge strand lesson focusing on background knowledge. CKLA contains:
 - a) Cross-curricular lessons/units;
 - b) Explicit Instruction;
 - c) High focus on vocabulary;
 - d) Research based instruction in phonological and phonemic awareness

AmplifyCKLA

B. 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



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:
 - 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.

D. Heggerty

- 1. Heggerty is a phonemic awareness curriculum suitable for children ages PreK through Grade 5.



- a) The curriculum incorporates research-based strategies such as explicit and systematic instruction, multisensory activities, and ongoing assessment to support students in developing strong phonemic awareness skills.
- b) It also includes explicit phoneme-grapheme connections, gradual release (I do, We do, You do), sequential instruction, connected text practice, articulation awareness, and cumulative practice strategies.

- 2. Aligned to Ohio's standards

E. Geodes

- 1. Geodes is a collection of accessible, knowledge-building books for emerging and developing readers.
- 2. Students practice applying taught skills and concepts while learning about important ideas in science, history, and the arts.
- 3. Geodes are “readable texts” because, with specific decoding strategies coupled with explicit instruction in vocabulary and content knowledge, they are accessible to students with emerging reading skills.
- 4. Geodes are organized in grade-level appropriate sets, with each set building a “mental shelf”.
- 5. Decodable words include previously taught and newly taught phonetic concepts that align with Foundations.
- 6. Recognizable words include previously taught and newly taught Foundations Trick Words.
- 7. Pre-selected content words related to the topic are taught for sight recognition. Including these, the decodability of the text is greater than 80% making them “readable” and accessible.



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. Alicia Shepard
 - a) [Welcome Letter](#) (with qualifications embedded)
 - 2. Taylor Baird
 - a) [Welcome Letter](#) (with qualifications embedded)
 - 3. Emily Matejcik
 - a) [Welcome Letter](#) (with qualifications embedded)
 - 4. Madeleine Lucius
 - 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 1 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 Heggerty, MAP, DIBELs 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.

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

- 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 due to IEP](#)
- H. [WES Parent Notification of Exiting Title I Services Grades K - 1](#)
- I. [WES Parent Notification of Exiting Title I Services Grade 2](#)
- J. [WES Parent Notification of Exiting Title I Services Grades 3-4](#)
- K. [Title I - Parents Right to Know](#)
- L. [Parents' Right to Know Information Request Form](#)
- M. [Title I Welcome Letter \(English\)](#)
- N. [Title I Welcome Letter \(Arabic\)](#)
- O. [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 a minimum of 2x/week for 30-50 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 a minimum of 2x/week for 30-50 minutes at each time. The teacher will utilize Phonics for Reading as her primary resource however, she will also create 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 MClass Intervention, Leveled Literacy Intervention (LLI), Raz Kids and Amplify CKLA to differentiate reading and comprehension material for each learner.

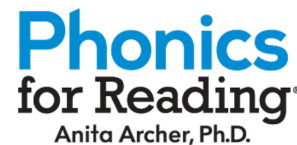
C. The chart below details the service summary for each subject:

SERVICE SUMMARY			
Grade Level	Service	Frequency	Notes
Mathematics	Teacher created lessons, skill of the day & problem of the day	minimum of 2x/week for 30-50 minutes each	Combination of pull-out/push-in
Reading	Phonics for Reading, MClass Intervention, Teacher Created Comprehension and Phonics Lessons, Raz Kids, Amplify CKLA	minimum of 2x/week for 30-50 minutes each	Combination of pull-out/push-in

IV. Resources

A. Phonics for Reading

- a. Phonics for Reading was designed for intermediate and middle school students struggling to read.
- b. Designed for students with identified needs in foundational skills—including students with dyslexia and English Learners—the program uses research-backed instruction to deliver effective and efficient intervention. Engaging, age-appropriate lessons



build student motivation and stamina to meet the demands of grade-level content.

B. Amplify CKLA

- a. Amplify CKLA is based on research that shows the importance of background knowledge and foundational skills for reading comprehension. In Grades K - 2, students have a Skills Strand lesson focusing on foundational reading skills and a Knowledge strand lesson focusing on background knowledge. CKLA contains:
- i. Cross-curricular lessons/units;
 - ii. Explicit Instruction;
 - iii. High focus on vocabulary;
 - iv. Research based instruction in phonological and phonemic awareness



C. 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. Mikala Eckert - Reading
 - a. [Welcome Letter](#) (with qualifications embedded)
 - 2. Jeff Short - Mathematics
 - a. [Welcome Letter](#) (with qualifications embedded)

VI. Progress Monitoring

- A. Students participate in a Phonics for Reading or EasyCBM 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 Phonics for Reading, EasyCBM, 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

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

- IX. Links to available forms
- 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](#)
 - N. [Title I - Parents Right to Know](#)
 - O. [Parents Right To Know Information Request Form](#)