

# Title One

## ... A New Way of Thinking What is a Title I?

Title One is a Federally funded program whose goal it is to ensure that all children receive a fair, equitable, and significant opportunity to obtain a high-quality education and to reach, at a minimum, proficiency on challenging state academic achievement standards as demonstrated on the PARCC Test. Some of the purposes of Title I are:

- To ensure high quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials aligned with challenging state academic achievement standards. In this manner all students and schools will be measured against common expectations for student academic achievement.
- To meet the educational needs of low-achieving students in Illinois' highest poverty schools, limited English proficient students, migratory students, children with disabilities, neglected or delinquent children, and young children in need of reading assistance.
- To close the achievement gap between high and low-performing students, especially the achievement gaps between minority and non-minority students, and between economically disadvantaged children and their more advantaged peers.

## How Does A Child Qualify For Title One Assistance?

Selection of Title One students is based on any one or more of the following:

- Teacher and/or principal referral
- Parent recommendation
- Previous report card grades
- The classroom language arts level
- Informal test scores
- PARCC Scores
- AIMSWeb Scores

Students are arranged according to their individual needs. Those with the greatest needs are selected to receive help first.



**Gale Elementary** 9:00am-3:30pm  
**Ms. Jennifer Crock, Principal**  
**1131 W. Dayton St., (309) 973-2011**

**King Elementary** 8:45am-3:15pm  
**Mrs. Joan Hoschek, Principal**  
**1018 S. Farnham St. (309) 973-2012**

**Nielson Elementary** 8:45am-3:15pm  
**Mr. Matthew LeClere, Principal**  
**547 N. Farnham St. (309) 973-2014**

**Silas Willard Elementary** 9:00am-3:30pm  
**Mrs. Tiffany Springer, Principal**  
**460 Fifer St. (309) 973-2015**

**Steele Elementary** 8:45am-3:15pm  
**Mr. Matt Lingafelter, Principal**  
**1480 W. Main St. (309) 973-2016**

**Lombard Junior High** 8:05am-2:55pm  
**Mr. Nick Sutton, Principal**  
**1220 E. Knox (309) 973-2004**

**Churchill Junior High** 8:00am-2:50pm  
**Mr. Tom Hawkins, Principal**  
**905 Maple (309) 973-2002**

**GHS High School** 7:45am-2:40pm  
**Mr. Roy VanMeter, Principal**  
**1135 W. Fremont St. (309) 973-2001**

**Parental input is solicited for the Title One Federal Program for Educational Improvement.**

**Brochure updated 2015-2016 and printed with Title One Funds.**

# TITLE ONE



*Galesburg  
Community Unit  
School District #205*

## *How Do Children Receive Assistance?*

In District 205, Title One students receive assistance in a variety of ways. The district tries to accommodate the needs of its students through the best possible environment and teaching methods available. There are three approaches that may be used, all of which support the reading and math goals of the classroom teacher:

**Pull out Approach** –Students are taken out of the regular classroom for one-on-one and or small group help with the Title One teacher.

**In-Class Approach**—Students remain in the regular classroom. The Title One teacher supplements the learning process with one-on-one, small group activities, and team-teaching within the regular classroom.

**After School Tutoring**—To help with students' daily schedule, tutoring sessions are scheduled after school.

## *How are Title I Students Evaluated*

Title One reading and math students in Kindergarten through fifth grades are evaluated annually through the use of various assessments. Title One teachers, classroom teachers, principals, and parents provide valuable information about the evaluation of Title One students.

## *What are the Duties of the Parent Facilitator?*

The Parent Facilitator for Title One works to establish a home-school team for the Title One students. Services provided by this may include: making home visits to share school news with parents and return parent's news to the school; visiting with Title One children about school items; helping to facilitate parent/teacher conferences; supporting student attendance; establishing parent education programs; working with bilingual students and their parents, and doing whatever other functions are necessary to promote Title One students' success: The Title One Parent Facilitator's telephone number is 309-973-2014. While the Parent Facilitator is assigned to Nielson School, she is available to support the Title I needs of all Title I schools.

## *What is a Schoolwide Project?*

The Schoolwide Project is an opportunity provided by the federal government for schools to design and upgrade the entire educational program to provide an enriched and accelerated curriculum for all children. Schools eligible for this must meet or exceed a poverty level of 40% based on the numbers of students receiving free and reduced lunch. The Schoolwide Project receives funding for Title I staffing, staff development, testing and assessment, and instructional supplies.

## *Right to Know*

Parents of children attending Title I schools have the right to access information about the professional qualifications of their children's teachers. For more information, please contact the principal of your child's school principal.



## *Supplement not Supplant*

Title One funds and instructional initiatives supplement regular educational programs. They do not supplant, or replace, the educational offerings of the school district. Grant funds are not used to replace salaried positions or personnel that have previously been funded from state or local funds.

## *Reading Recovery in our Title I Schools*

Reading Recovery is a highly effective short-term intervention of one-on-one tutoring for low-achieving 1st graders. Reading Recovery is funded by Title One in District #205. The program is available to all first graders in need. The lowest achieving 20% of first grade readers are identified for the program. It is used as a supplement to good classroom teaching. Individual students receive a half-hour reading lesson every school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual instruction.

Reading Recovery was developed by New Zealand educator and researcher Dr. Marie M. Clay. Dr. Clay conducted observational research in the mid-1960s that enabled her to design ways to detect children's early reading difficulties. In the mid-1970s, she developed Reading Recovery procedures with teachers and tested the program in New Zealand. Since its success in New Zealand, Reading Recovery has spread to Australia, the United States, Canada and Great Britain. More than one million first graders have been served in the United States since Reading Recovery was introduced here in 1984. About 150,000 students receive Reading Recovery services in schools across the United States every year. In District #205, over 75% of all first graders that have been served by the program were brought up to reading at grade level.