

September 24, 2015

Dear Parents/Guardians,

Last year, Strasburg staff went through the steps allowing us to become a Title I Schoolwide school.

A school building is eligible to implement a Schoolwide program if at least 40 percent of the enrolled students are low income (eligible for free and reduced price meals on the National School Lunch Program) and the building staff develop the plan to restructure the total instructional program, during a one-year period, which we did last year.

Targeted Assistance schools (which is what Strasburg was last year), served only the children who are eligible for services (that is, those determined through academic multi-criteria to be failing or at risk of failing to meet the state standards for reading/language arts and mathematics). Targeted Assistance buildings serve eligible children through a number of delivery methods. Schoolwide programs use a state 10 step checkpoint to provide an enriched and accelerated learning experience necessary for all children in the building, particularly the lowest achieving children, to reach the state's standards for reading/language arts and mathematics.

Strasburg must have schoolwide reform strategies in place and we must monitor their use. We must use scientifically-based research and engage in rigorous data-analysis in determining student needs. Our staff serving our Title I students, must be Highly Qualified and preferably have a Reading endorsement. We must provide High quality and on-going professional development to our entire staff, which we are doing during our new thirty minute professional development time each morning.

We wanted to keep you inform of our latest effort to improve the education of our students. Please contact your school Principal, Mrs. Sheila Doerschuk or our Title I Coordinator, Mrs. Debra Haglock if you have any particular questions about the program.

Thank you for your continued support of the Strasburg-Franklin Local School District.

Mrs. Cindy Brown, Superintendent
Mrs. Sheila Doerschuk, Elementary Principal
Mrs. Debra Haglock, Title I Coordinator
Mrs. Tammy Bennett, Title I Teacher

Schoolwide Title I Checklist

PD we can use:

- Improve and increase teachers' knowledge of the academic subjects they teach.
- Give teachers, principals and administrators the knowledge and skills to provide students the opportunity to meet State content and achievement standards;
- Improve classroom management skills;
- Are high-quality, sustained, intensive, and classroom focused;
- Are not one-day or short-term workshops or conferences;
- Support the recruiting, hiring and training of highly qualified teachers;
- Advance teacher understanding of effective instructional strategies that are based on scientific research and improve student academic achievement or substantially increase the knowledge and skills of teachers and are aligned and directly related to state content and achievement standards and assessments and the curricula and programs tied to the standards;
- Are developed with extensive participation of teachers, principals, parents and administrators;
- Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children;
- Provide training for teachers and principals in the use of technology so that it is used effectively in the classroom;
- Are regularly evaluated for their impact on increased teacher effectiveness and improved student achievement, with the findings of the evaluations used to improve the quality of professional development;
- Provide instruction in methods of teaching children with special needs;
- Include instruction in the use of data and assessments, and;
- Include instruction in ways that teachers, principals, pupil services personnel and school administrators may work more effectively with parents.

We must also give Additional Assistance for Students who are Failing- These are activities are to ensure that students who experience difficulty mastering the state's performance standards for reading/language arts and mathematics during the course of the school year shall be provided with effective timely additional assistance, which must include measures to ensure students' difficulties are identified on a timely basis and provide sufficient information on which to base effective assistance.

Examples- Additional help that minimizes removing children from the regular classroom during regular school hours, such as summer school, before- or after-school, and Saturday reading and/or mathematics tutoring; supplemental kindergarten; preschool as part of an early literacy approach; coordination with the Reading First and Ohio Reads tutoring to create a continuum of safety net services to best serve individual child needs.