

Inter-Lakes Elementary School K-6 Title I Targeted School Plan

2019-20

Title I Program Overview

Title I is a compensatory program funded by an annual grant from the Federal government through the Every Student Succeeds Act, or ESSA. This program is designed to provide services to students with educational disadvantages whose academic progress is at risk.

Title I reading/writing and math instruction and support is designed to be supplemental to regular classroom instruction and it is not intended to replace core instruction by the classroom teacher. The supplemental reading/writing and math provides students with additional instruction in their areas of need with the goal of obtaining grade level benchmarks.

The Title I grant allocation that we receive is based upon the demographics of our district. The demographics used are the free and reduced lunch program information and data from the Census.

Title I funds are used to hire personnel and to purchase educational resources that will assist students in obtaining their goals. Our Title I program is targeted program; therefore, students are selected for participation through specific criteria. Instruction takes place in small groups with the Title I reading teacher and the other Title I para-educators provide services mostly within the classroom.

Districts get support and guidance for Title I from a state coordinator. Our local program is overseen by a school project manager who develops the grant and implements the components within the grant.

Our Title I Program

- **How do students qualify for Title I services?**

Students in grades 2-4 are rank ordered by their Spring NWEA reading and math scores. If they fall below the 40th percentile then a criteria sheet is completed by their classroom teacher. Each criteria sheet has various assessment and classroom performance scores. Then students who meet established criteria through a point system qualify for Title I services. We service the students who score the highest amount of points which shows the neediest. Throughout the year teachers are also able to fill out a referral form requesting that a student receive Title I services. Students in first grade are ranked order by their reading levels and their end of the year math test. If they fall below grade level expectation then a criteria sheet if completed and by their classroom teacher and then the same process, which is stated above, is followed. In kindergarten students are ranked ordered by their Fall Dibel score and by their beginning of the year math test. If they fall below grade level expectation then the classroom teacher completes a criteria sheet and then the same process, which is stated above, is followed.

The following is how students in grades five and six qualify for our Title I extended day program. Language Arts Grades 5 & 6: Students are ranked ordered by their NWEA reading scores and those who score below the 40th percentile have a criteria sheet with points completed. Students with the highest scores are serviced until slots are filled. Math Grades 5 & 6: Students are ranked ordered by their NWEA math scores and those who score below the 40th percentile have a criteria sheet with points completed. Students with the highest scores are serviced until slots are filled. Homeless students automatically qualify and are offered Title I services. Migrant students are assessed and if they meet the criteria then they will receive services.

- **What do Title I services look like for students at ILES and who provides them?**

There are four Title I para-educators that provide supplemental instruction in reading/writing and in math. These para-educators push into the classroom working with Title I students targeting skills that need strengthening. Some of these skills need reinforcement, re-teaching, remediation, and/or pre-teaching. The Title I project manager works closely with the para-educators guiding them to use what is best for students in order to increase their skills. There is one Title I reading teacher and she pulls students from classrooms and provides specialized reading instruction to individuals and/or small groups of no more than four students. The teachers work in collaboration with the Title I staff directing them to the skills that need targeting. All of this supplemental instruction takes place when teachers are not teaching core instruction.

- **How long is my child in Title I?**

There are regularly scheduled meetings that take place with the grade level teams, administration, reading specialist and the Title I staff in which student progress is examined. Adjustment are made if need be. All students are assessed three times a year and students in Title I are assessed more often to measure academic growth. Our goal is to provide supplemental instruction to students that will allow them to acquire math and reading/writing skills that will enable them to perform more successfully in the classroom. Once your child is performing solidly on grade level you will receive a Title I release notice stating why your child is being released from Title I.

- **Does the Title I staff receive ongoing professional development?**

Our district professional development and Title IIA funds are coordinated by the curriculum coordinator. The coordinator works with principals, specialists, the superintendent and others to determine the professional develop needs for our district. The Title I teacher as well as the para-educators are included in this professional development. All staff have some money that is allocated to them for personalizing professional development that they need. In addition sometimes Title I funds are also used to acquire additional professional development for Title I staff.

- **How does our Title I program support children who are homeless or in transition?**

The Title I project manager works closely with the district Homeless Education Liaison around providing support and services for children who are homeless. Homeless students are automatically eligible to be enrolled into the schools Title I program. There is homeless set aside money that is used as needed. The Title I program covers any student in grades K-12 that are homeless.

- **How are children in Foster Care supported?**

Children involved in the Foster or Juvenile Justice system will be supported and monitored through our Special Education Director's office. The director will be part of the team which will include Child Welfare (DCYF). This team will work together making sure that determining enrollment, transfer decisions, data management, etc are done in the best interest in the child. Any child in foster care will be able to enroll immediately without the necessary records. The Special education Director will work with child welfare to determine if transportation is need and how best to arrange it. The district will maintain a list of foster care children and their progress will be monitored looking at achievement data.

- **How are children who are migratory are supported?**

Children who are migratory are eligible for Title I services if they meet the eligibility criteria outlined in our Title I plan. Space will be made available to these children meeting the criteria.

- **How are parents involved at ILES and within our Title I program?**

ILES involves parents in many ways with some of them being Open Houses, parent-student-teacher conferences, math game days, celebration of learning event, volunteers, PTO, progress reports, dissemination of information, surveys, individual phone calls and emails, team meetings, etc. Teachers, case managers, guidance counselors, the nurse and any other staff are in close contact with parents to work as a team to best meet the needs of their child (ren). The Title I program sets aside money to run parent/family involvement meetings and events. Each school year the Title I project manager holds two parent involvement meetings, one in the fall and one in the spring. These annual meetings are held different times within the day to accommodate working families. Childcare is always provided. In addition parent/family learning sessions are held during the year and the topics are decided upon at the first annual meeting in the fall. At the end of the year there is one culminating event for the entire family to celebrate the successes. The Title I project manager also encourages parents/families to contact her with any questions, comments and/or issues in regards to our Title I program.

- **Who over sees the Title I Program?**

Alesia Parks is the Title I Project Manager for the Inter-Lakes School District. Please feel free to contact her for more information at 279-7969 or at alesia.parks@interlakes.org.

Parent's Right to Know

Title I, Part A of ESSA (Every Student Succeeds Act, 2017)

In an effort to comply with federal Title I guidelines, the Inter-Lakes School District notifies parents/families of the ***Parent's Right to Know*** through our parent/family handbook. The ***Parent's Right to Know*** is also located below.

PARENTS' RIGHT TO KNOW

Title I, Part A of ESSA (Every Student Succeeds Act of 2017)

Parents' Right To Know - (Section 1111 (h) (6) (A-C))

Qualifications: At the beginning of each school year, an LEA that receives Title I funds must notify parents of each student attending any Title I school that the parents may request, and that agency will provide the parents on request (and in a timely manner) information regarding the professional qualification of the student's classroom teachers, including at minimum the following:

- Whether the teacher has met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- The degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Additional Information – A school that receives Title I funds must provide the following to parents/guardians:

- Information on a level of achievement the child has made on all state assessments; and
- Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Format – The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Any parent wishing to obtain information regarding teacher qualifications should contact the principal to make appropriate arrangements.

