

Inter-Lakes Elementary School 2022-23 Title I Targeted School Plan for K-3

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. Supplemental reading, writing and math programming provides students with additional instruction in their areas of need with the goal of obtaining grade level benchmarks.

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

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

Inter-Lakes Elementary School gets support and guidance for Title I programming from a state coordinator. Our local program is overseen by our Reading Specialist who develops the grant and implements the components within the grant; the School District Assistant Superintendent oversees the fiscal components of the Title I grant.

Our Title I Program at ILES

Our Title I program at ILES services students in kindergarten through grade three for the academic areas of reading, writing and math. The process of how we go about selecting students for Title I services is outlined below.

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

All students at ILES are assessed in the areas of reading, writing, and math three times per year. The results of K-3 students are used to complete criteria sheets to determine eligibility. Points are awarded for performance on multiple measures and translated into one of five performance levels: **far below, below, average, high average, and well above** based on grade level expectations. Each assessment score that translates to **far below, below, average** and/or **if students are not meeting growth goals**, points are awarded. Points are added and used to determine eligibility for Title I services in reading, writing and math. Students' total criteria scores are then placed into a rank according to their criteria points. Title I services students with the most points unless needs are being met through special education.

This process is followed for each assessment cycle to best determine which students are in need of support and therefore qualify for Title I services.

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

Title I services at Inter-Lakes Elementary School are designed to provide students extensive opportunities to obtain the necessary knowledge and skills to meet state proficiency standards. In order to accomplish this, we utilize the services of four Title I paraeducators as well as a certified Title I reading teacher. The Title I paraeducators provide supplemental instruction in reading, writing and in math. They mainly provide this supplemental support within the classrooms working directly with Title I identified students targeting skills that need strengthening. Targeted skills often need reinforcement, re-teaching, remediation, and/or pre-teaching. The Title I project manager works closely with the paraeducators guiding them as they provide what is best for students in order to increase their skills. The Title I reading teacher supports Title I students utilizing both a push-in and pull-out model. She provides specialized reading instruction to individuals and/or small groups of no more than four students. The classroom 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. Non Title I students are working independently or in small groups during this block of time on skills that reinforce reading and math concepts.

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

All students are assessed three times per year. Students who qualify for Title I support are assessed more often in order to monitor growth. The length of time in which students receive support depends on growth demonstrated on these assessments. Regularly scheduled meetings take place with grade level teams, administration, the reading specialist and the Title I staff in which student progress is examined. Adjustments are made if necessary. Our supplemental instruction provided to students will allow them to acquire reading, writing, and math skills that will enable them to perform more successfully in the classroom and meet grade level benchmarks. Once your child is performing 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 is coordinated by the Curriculum Coordinator. The Curriculum Coordinator works with administration, specialists, the superintendent and others to determine the professional development needs for our district. The Title I teacher as well as the paraeducators are included in this professional development. All staff have additional district money that is allocated to them for personalized professional development as needed.

➤ **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 school's Title I program providing the family wishes them to be enrolled. Money is set aside and used for such purposes. The Title I grant covers any student within the district in grades K-12 that qualify as homeless.

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

Children involved in the Foster or Juvenile Justice system will be supported and monitored through by our Director of Student Services. The Director will be part of the team, which includes the Department of Children, Youth and Family Services, (DCYF). This team works together making sure that determining enrollment, transfer decisions, data management, etc. are done in the best interest of the child. Any child in foster care will be able to enroll into school immediately without the necessary records. The Director of Student Services will work with DCYF to determine if transportation is needed 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 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 families involved to promote family engagement?**

ILES involves parents in many ways, for example; open houses, parent-student-teacher conferences, reading or math game days, celebration of learning events, volunteers, PTO, progress reports, dissemination of information, surveys, individual phone calls and emails, team meetings, etc. Teachers, case managers, guidance counselors, the nurse and other staff are in close contact with parents to work as a team to best meet the needs of their child (ren). The Inter-Lakes School District 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. 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 families to contact her with any questions, comments, or concerns in regards to our Title I program. Parents are encouraged to complete the parent survey that is distributed in the spring. Data from this survey is considered when planning for the upcoming year.

➤ **Who oversees the Title I Program?**

Carolyn Mallahan is the Title I Project Manager for the Inter-Lakes School District. Please feel free to contact her for more information at 279-7968 or at carolyn.mallahan@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 the Inter-Lakes Elementary School parent/family handbook. The ***Parent's Right to Know*** is also located below.

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.