KUTZTOWN AREA SCHOOL DISTRICT
Department of Federal Programs
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Maximize potential, embrace change, create the future~

2022-2023 KASD Title I Schoolwide Program

Who is served?

Title I Federal funds are used to serve elementary students at risk of failing to meet state standards in English Language Arts. The amount of the grant is based upon the percentage of low income students in the district.

In what subjects can students be served with Title I funds?

With the passing of the Every Student Succeeds Act of 2015, which replaced No Child Left Behind (2001), districts are provided with the flexibility in how they serve students with Title I funds and for what needs. Some examples include:

- help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education which means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education,
- extended learning time,
- early intervening services,
- school wide behavioral programs,
- Dual or Concurrent Enrollment, and/or
- Design a Career Pathway (Academic and technical content are integrated and instructional strategies instill STEM and work readiness.) The pathway includes career guidance and advisement systems and work-based learning experiences.

KASD uses Title I funds to support students' early literacy skills development in elementary school.

Do we just target literacy?

Many school districts use Title I funds to target early literacy intervention. The impact of illiteracy is well-known, and summed up in "Early Warning! Why Reading by the End of Third Grade Matters," 2010.

> "Reading proficiency by the end of third grade (as measured by NAEP at the beginning of fourth grade) can be a make-or-break benchmark in a child's educational development. Up until the end of third grade, most children are l*earning to read*. Beginning in fourth grade, however, they are *reading to learn*, using their skills to gain more information in subjects such as math and science, to solve problems, to think critically about what they are learning, and to act upon and share that knowledge in the world around them…. And three quarters of students who are poor readers in third grade will remain poor readers in high school, according to researchers at Yale University. Not surprisingly, students with

relatively low literacy achievement tend to have more behavioral and social problems in subsequent grades and higher rates of retention in grade. The National Research Council asserts that 'academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of third grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school. Low achievement in reading has important long-term consequences in terms of individual earning potential, global competitiveness, and general productivity. At an individual level, the median annual income of a high school dropout in 2007 was $23,000, compared with $48,000 for someone who obtained a bachelor's or higher degree - a considerable difference for anyone trying to support a family and be economically self-sufficient."

What about math?

We also recognize the importance of math and early foundational skills for mathematical thinking, problem solving and fact fluency. Therefore, we also examine assessment data to determine whether students need additional assistance in math, a boost in the classroom, or some additional time with a math specialist. We may combine students from varying classrooms to provide the supplement to core math instruction that a student needs to soar.

What assessments are used to determine which students will be served?

Fountas & Pinnell Benchmark	Identify students' reading levels to allow for differentiation and guide book selection
Reading Inventory	Establish reading level (Lexile score)
STAR 360 (Early Literacy, Reading & Math)	Benchmark assessment - determines students' instructional reading level, Zone of Proximal Development (ZPD) to guide book selection, and percentile rank.
PSSA - Math, ELA, & Science	State assessment of math, English Language Arts, and Science (grade 4 only)

How are students selected for support within the Title I program?

In the summer, PSSA and the previous year's academic achievements of all students are reviewed, and preliminary recommendations are made for participation in the next year's Title I program. In the first month of school, all students are screened using the assessments detailed above.

The following set of objective criteria is used to determine which students are demonstrating the most need for reading support through our RtII/MTSS program:

Kindergarten:
- Star Early Literacy - Urgent Intervention or Intervention *and/or*
- Fountas & Pinnell Below/Approaching Grade Level

1st & 2nd Grade:
- Star Early Literacy or Star Reading - Urgent Intervention or Intervention *and/or*
- Fountas & Pinnell - Below/Approaching Grade Level

3rd Grade:
- Star 360 Reading - Urgent Intervention or Intervention *and/or*
- Fountas & Pinnell - Below/Approaching Grade Level

4th & 5th Grade:
- English Language Arts (ELA) PSSA (previous year) - Basic/Below Basic *and/or*
- Star 360 Reading - Urgent Intervention or Intervention *and/or*

How is Title I instruction provided?

Starting in the 22-23 school year, students are not designated as receiving Title I services any longer. Instead, the whole school is designated a Title I school and students receive services on an as-needed basis in a variety of ways including but no limited to:

- In-Class Model (Title I Specialist provides support to students during regular instruction)
- Pull Out Model (students work in small group with Title I teacher)
- Computer Assisted Instruction
- Tutoring

Progress monitoring is conducted to determine students' progress and the overall efficacy of interventions being used. Data meetings are held a minimum of three times a year to re-evaluate all students, ensuring that they all are growing in their skills and knowledge at an appropriate rate. Students may exit or enter the Title I program at any point in the school year as the need arises.

The following evidence-based programs are used as Title I interventions:

Program	Audience	Area(s) of Literacy/Focus
My Sidewalks	Kindergarten	Letter names and sounds; segmenting, blending, and integrating; word reading; and sentence reading
Heggerty	Grades K-1	Phonics and Phonemic Awareness
Sounds and Letters	Grades K-1	Phonics
Touch Phonics	Grades K-2	Phonics
Soar to Success	Grades 1 & 2	Comprehension
Read Naturally	Grades 1-5	Fluency, vocabulary, comprehension
Fountas & Pinnell Leveled Literacy Intervention	Grades K-5	Comprehension

Our Title I staff includes:

- Mrs. Angela Bucci-Herb, Reading Specialist, Kutztown Elementary School
- Mrs. Jodi Kirstein, Intervention Specialist, Kutztown Elementary School
- Mrs. Kerri Schegan, Reading Specialist, Greenwich Elementary School
- Mrs. Karen Austin, Intervention Speccialist, Kutztown Elementary School

In addition to instructional materials, how else are our Title I funds spent?

We use TItle I funds to support reading specialists' salaries, and professional development for any staff who instructs as part of the Schoolwide Title I plan. Such professional development activities include but are not limited to:

- Workshops and in-class coaching
- In-class coaching on literacy practices
- Attendance at Title I regional meetings for coordinators
- Attendance at additional off-site workshops and conferences

How will we work with parents and families to support students' progress?

- Each Title I school's Parent and Family Engagement Policy will be revised annually with parent and family input and shared with parents and family members in a language they can understand.
- Each Title I school has a School-Parent Compact that outlines how parents and family members, the school staff, and students will share responsibility for supporting student learning. The Compact addresses the importance of communication between parents and teachers and is revised annually with parent input. All Title I documents are shared with parents in a language they can understand.
- Each Title I school will inform parents of the State academic standards, curriculum, State and local assessments, and how to monitor their child's progress.
- Each Title I school will provide training materials for parents.
- At the beginning of the school year, we notify all parents in our elementary (Title I) schools that parents may request the qualifications of their child's teachers and paraprofessionals.
- Professional development on parent and family engagement strategies is ongoing.
- Each Title I school will educate staff, with parent and family input, on the value and contributions of parents and family members to work as equal partners; how to communicate with parents and family members; and how to build ties between parents and family members and the school.
- Each Title I school will coordinate with other parent and family engagement programs, including, but not limited to, federal, state, and local preschool programs.
- Each Title I school will provide any other reasonable support for parent and family engagement activities as requested by the parents and family members.
- Each Title I school will hold an annual Title I parent and family member meeting to provide timely information to Title I parents about the purpose of Title I.
- Each Title I school has a family/parent engagement center in the building with brochures, tip sheets, and other documents.

How do we provide for smooth transitions for students as they move through our school system?

The Student Services Department coordinates with the Berks County Intermediate Unit Early Intervention Program as well as the Head Start program. Transition plans for students with IEPs are developed, and we regularly communicate and collaborate with early childhood education providers. The Early Learning Community, which operates both a private preschool and a Pre-K Counts program, is located within our administration building where regular coordination with the program director and parents occur. We offer a pre kindergarten summer program for incoming kindergarteners to work on readiness activities, specifically to work on reading and math skills, at no cost to families.

Kindergarten registration occurs at the administration building each May which involves all of our kindergarten teachers, Title I Reading Specialists, Instructional Support Teachers, School Counselors, Nurses, and principals. At registration, parents are asked to complete a survey regarding their children's social skills, communication skills, self-help/motor skills, and academic readiness indicators. With parents' permission, the same form is distributed to preschool/pre-kindergarten programs for additional input. This information is used by the staff to determine how to best meet the needs of all incoming students.

Our school counselors meet at least four times a year to coordinate services for students transitioning between buildings. Additionally, our principals meet monthly to discuss program issues as well as specific student concerns in the transition years. Students who are new to the district are provided with building tours and introductions to classroom teachers. On the last in-service day of each school year, teachers in grades 5/6 and 8/9 meet to discuss individual student issues and concerns.

For students with special needs who approach the transition from middle to high school, the Transition Coordinator is invited to all IEP meetings to be part of the transition section of the IEP. A student/parent orientation/visitation to the high school is scheduled prior to school starting. We employ a collaborative approach to scheduling courses for students as they transition from middle school to high school. The Transition Coordinator shares updates from the Berks County Transition Coordinators meetings to staff to ensure compliance with Indicator 13 requirements. In addition to fall Open Houses, we run “Camp Cougar” inthe week prior to the first day of school for incoming sixth graders to tour the middle school and meet their teachers and for incoming ninth graders to tour the high school school and meet their teachers. Camp Cougar provides students in sixth and ninth grade with a positive first experience in their new buildings.

From high school to post-secondary within special education, students participate in a course that includes instruction in topics related to disability awareness, self advocacy, employment readiness, and post secondary education and training and independent living. The Transition Coordinator is invited to all IEP meetings to be part of the transition section of the IEP.

We also offer multiple opportunities for students to participate in community based activities/field trips related to post secondary education and training along with opportunities for job shadowing. We also hold two evening presentations, in collaboration with neighboring districts, one geared toward post secondary education and training and one toward employment.

The district’s Chapter 339 K-12 Counseling Program outlines the multiple social, emotional, and academic supports in place to assist students. Additionally, the district is developing a Career Pathways program which will include job-shadowing, internships, visits to the Berks Career and Technical Center, and opportunities for dual enrollment to provide for transitions from high school to either the work world or post-secondary education.

Performance Goals

The intent of Title I is to increase the achievement of at-risk students in Title I schools through supplemental educational services. The following are the goals KASD has established for the 2020/21 school year:

Focus Area	Goal	Responsibility	Timeframe	Assessments
Student Achievement TITLE I	80% of 3rd grade students will read on or above grade level as measured by F&P reading level (Level P) and/or STAR scaled score (SS 415).	Building Principals, reading specialists, classroom teachers.	End of 2022-2023 school year (data available after August 2023)	Star 360 Reading Assessment, and Foutnas & Pinnell Benchmark Assessment.

Student Achievement TITLE I	70% of 5th grade students will demonstrate proficiency at grade level or above in math as indicated by STAR and/or PSSA scores.	Building Principals, intervention specialists, classroom teachers.	End of 2022-2023 school year (data available after August 2023)	Star 360 Math assessments, locally designed assessments, PSSA scores
Professional Development TITLE I	All elementary teachers will engage in on-site professional development and coaching with staff developers from Teachers College Reading and Writing Project	Director of Curriculum, Elementary School Principals	End of 2022-2023 school year	Feedback from TCRWP professional development opportunities.