



# CEDAR SPRINGS PUBLIC SCHOOLS

## TITLE I PROGRAMMING

### What is Title I?

- Title I is federal funding that strives to provide specific support for students to meet the challenging State academic standards.
- Cedar Trails Elementary, Beach Elementary, and Cedar View Elementary are schoolwide Title I schools. This means that CSPA develops programming to generate high levels of academic achievement for all students.
- Students eligible at our secondary schools (Middle School, Red Hawk, High School, and New Beginnings) receive targeted services supplied with similar state funding called 31a, which allows us to support their academic needs.

### How does your school spend its Title I or Title I-like 31a allocation?

- School and personal care supplies for students who qualify as homeless
- Paraprofessional interventionists (K-8) to provide academic support in reading and math for qualifying students
- Supplies for intervention (K-5)
- Certified staff to teach in the alternative high school program, New Beginnings (9-12)
- School counselors to support qualifying students (6-12)
- Parent engagement events and materials (K-5)

### How does Title I fit in with the School Improvement Plan (coordinated efforts)?

- Our Continuous Improvement Plan (MICIP) focuses on 3 large areas of student outcomes: Literacy, Math, and Positive School Behavior/Climate
- Our Title I allocation is spent to increase student outcomes in literacy and math through intervention systems

### What is our curriculum and resources for each subject area?

- Literacy
  - Classroom: Amplify CKLA (K-5)
  - Classroom: Amplify ELA (6-8)
  - Intervention: CKLA Intervention Toolkit (K-5)
  - Intervention: 95% Group (K-5)
  - Intervention: EBLI (K-12)
  - Intervention: Kilpatrick (K-5)
- Math
  - Classroom: Number Corner & Bridges (K-5)
  - Classroom: Illustrative Math (6-8)
  - Intervention: AVMR (K-12)
  - Intervention: Bridges Intervention (K-5)



## How are our students assessed to measure progress?

- Each grade level has common unit assessments paced throughout the year
- Each student in grades K-8 are assessed 3 times per year using iReady reading and math
  - This covers the legislative requirements to have an initial diagnostic assessment and shows strengths and gap areas in reading and math foundations in a broad sense.
  - iReady shows growth over time and progress toward grade level standards.
- Each student in grades K-5 are assessed 3 times per year using Acadience (reading) and the Universal Screener for Number Sense (math)
  - This covers the legislative requirement to have an extensive assessment and shows more detailed information about future success in literacy and math, as well as allows frequent progress monitoring
- Each student's teacher or interventionist progress monitors student growth monthly

## What is our communication process with parents?

- Parents are invited to email or call teachers and the building principals as needed
- Monthly newsletter are sent via email to all parents who are subscribed
- Parent-Teacher conferences are held 2 times per year
- Weekly/monthly teacher newsletters are sent to parents
  - Parents receive report cards 2 times per year to communicate student progress toward the academic and social-emotional goals
  - Parents (K-8) receive iReady parent reports for reading and math three times a year (after beginning-of-year diagnostic and after middle-of-year diagnostic and end-of-year).
  - Students with an IEP receive progress reports 2 times per year and the chance to convene as an IEP team to discuss progress and set goals
  - Social media posts about the district and buildings are available in an ongoing fashion
  - SchoolMessenger is used for parent and student communication

## What is in our family engagement plan?

- Principals and teachers work collaboratively to offer events and materials to meet the needs of our parents
- Events focused on literacy and math help parents know how their partnership at home is an important factor in the success of their student
- Make-and-take activities allow teachers and principals to work with parents
- Send-home activities target extensions of the academic classroom for engagement at home
- An exit survey after each event allows for meaningful adjustments to the plan for the next year
- Parents are welcomed into the buildings as volunteers, PTO members, and special helpers for events and field trips.
- Parents are invited to attend parent-teacher conferences to learn more about how their child is progressing through the academic and social-emotional standards at each grade level

## What is our family/school compact?

- Title I [School & Family Compact](#)



## **What do parents have the right to know?**

- How their student is doing in school as measured by the state standards
- What resources we are using for learning with their child
- What special supports are available or being used
- Their choices about the education of their student
- Information about the professional qualifications of classroom teachers and paraprofessionals instructing their child
- Information about the assessments required by the State of Michigan

## **Teacher and paraprofessional qualifications**

- Teachers are certified in the subjects and grades they are teaching
- Paraprofessionals and Interventionists are under the meaningful direction and supervision of a certified teacher and meet at least one of the three requirements under Title I:
  - Complete at least 2 years of study at an accredited institution of higher education,
  - Obtain an associates degree (or higher) from an accredited institution, or
  - Meet a rigorous standard of quality and demonstration through passage of an approved formal state academic assessment in reading, writing, and math.

## **Notice if teacher is not certified after four weeks of instruction**

- In the extremely rare case that a non-certified teacher is required to fill the position of classroom teacher for more than 4 weeks, parents in that classroom will be notified.

## **Student progress**

- Student progress toward academic goals is measured with common unit assessments, as well as larger assessments (iReady, Acadience, Universal Screener for Number Sense) to determine gaps in foundational skills
- Student progress is formally reported to parents 2 times per year using standards-based report cards
- Student progress is shared between report cards using parent-teacher conferences
- Any parent wishing to have an update on his/her student can simply reach out to the teacher