

Inter-Lakes Elementary School 2023-24 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 delivered by the classroom teacher. Supplemental reading, writing and math programming provides students with additional instruction in their areas of need with the goal of meeting 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 meeting their reading, writing, and math goals. Our Title I program is a targeted assistance program; therefore, students are selected for participation through specific criteria. Instruction takes place 1:1 or in small groups with the Title I teachers and Title I para-educators. Much of this supplemental support takes place 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 Business Administrator 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 students qualify 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 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: **well below, below, average, above average, and well above average** based on grade level expectations. Each assessment score that translates to **well below, below, or average** are awarded criteria points. 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 order according to their criteria points. Title I services students with the most points

unless it is determined that their needs would best be met through special education, our reading/math interventionist, or reading specialist.

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 one certified Title I teacher and four Title I paraeducators. The Title I teacher supports Title I students utilizing both a push-in and pull-out model. They provide specialized instruction in reading, writing and/or math to individuals and/or small groups of no more than four students. The Title I paraeducators provide supplemental instruction in reading, writing and/or math. They mainly provide this supplemental support within the classrooms working directly with Title I identified students targeting skills that need strengthening. Targeted skills may need reinforcement, re-teaching, remediation, and/or pre-teaching.

The Title I project manager, Title I teacher, and classroom teachers work closely with the paraeducators guiding them as they provide what is best for students in order to increase their skills. The classroom teachers work in collaboration with the Title I staff directing them to the skills that need targeting.

All students participate in at least 60 minutes of core instruction in literacy. An additional 30 minutes of supplemental literacy instruction takes place when teachers are not teaching core instruction. During this 30 minute block, non Title I students are working independently or in small groups on skills that reinforce or enrich reading and concepts. All students participate in core math instruction. An additional 30 minutes of supplemental math instruction is provided for students who qualify for Title I math support. During this 30 minute block, non Title I students are working independently or in small groups on skills that reinforce 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 progress monitoring assessments. Student progress is examined during regularly scheduled meetings with grade level teams, administration, the reading specialist and the Title I staff. Adjustments are made if necessary. The goal of the supplemental instruction provided to students is to 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 it is determined that a student is performing on grade level, parents will receive a Title I release notice stating why their child is being released from Title I. These students' progress will continue to be monitored.

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

Our district professional development is coordinated by the Curriculum Coordinator and Reading Specialist. The Curriculum Coordinator works with the Reading Specialist, administration, the superintendent and others to determine the professional development needs for our district. The Title I teachers 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. In addition, funds are utilized to support families whose housing situation impacts their ability to participate in their education. The Title I project manager works in collaboration with the school counselors to assure needs are being met. 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 district money to support 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 success. 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 603-279-7968 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.