FRANKFORT-SCHUYLER

Home of the Maroon Knights

Title 1 at Frankfort-Schuyler Elementary School

October 19, 2026

5:30 pm

High School Engagement Center

What does “Title 1” Mean?

What is Title I?

- A federally funded program that provides schools with additional resources to help students succeed academically. The goal is to ensure that all students have the support and opportunities they need to meet grade-level learning expectations.
- The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards.

Eligibility:

- A school is eligible when the poverty level (determined by free and reduced meal counts) is at or above 40%.

Targeted Assistance Model:

- A targeted assistance program provides supplemental services to identified children who are low-achieving or at risk of low- achievement.

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Schoolwide Systems:

Curriculum & Instruction	CENTERS	MTSS

Curriculum & Instruction

Strong Tier 1 Instruction (Tier 1 is for ALL students)

- ELA:
  - K-2: SuperKids
  - 3-6: Wit & Wisdom
- Math:
  - K-5: EnVision
  - 6: E-Math Instruction
- Science:
  - K-6: Elevate Science

Instructional Strategies to Support ALL Students

- Small group instruction
- Push-in support
- TA support
- Scaffolding & Differentiation
- Engagement Strategies (questioning, discussion, partner and group work, etc.)
- Spiral Review
- Use of Manipulatives

Grade Level Centers

Building on Strength. Adjusting with Purpose.

- 30 minutes a day
- Small groups determined by data
- Direct instruction on a specific skill (ELA & Math)
- Allows us to
  - Identify learning gaps and address them
  - Intervene before students fall too far behind
  - Enrich students who are ready to extend their learning

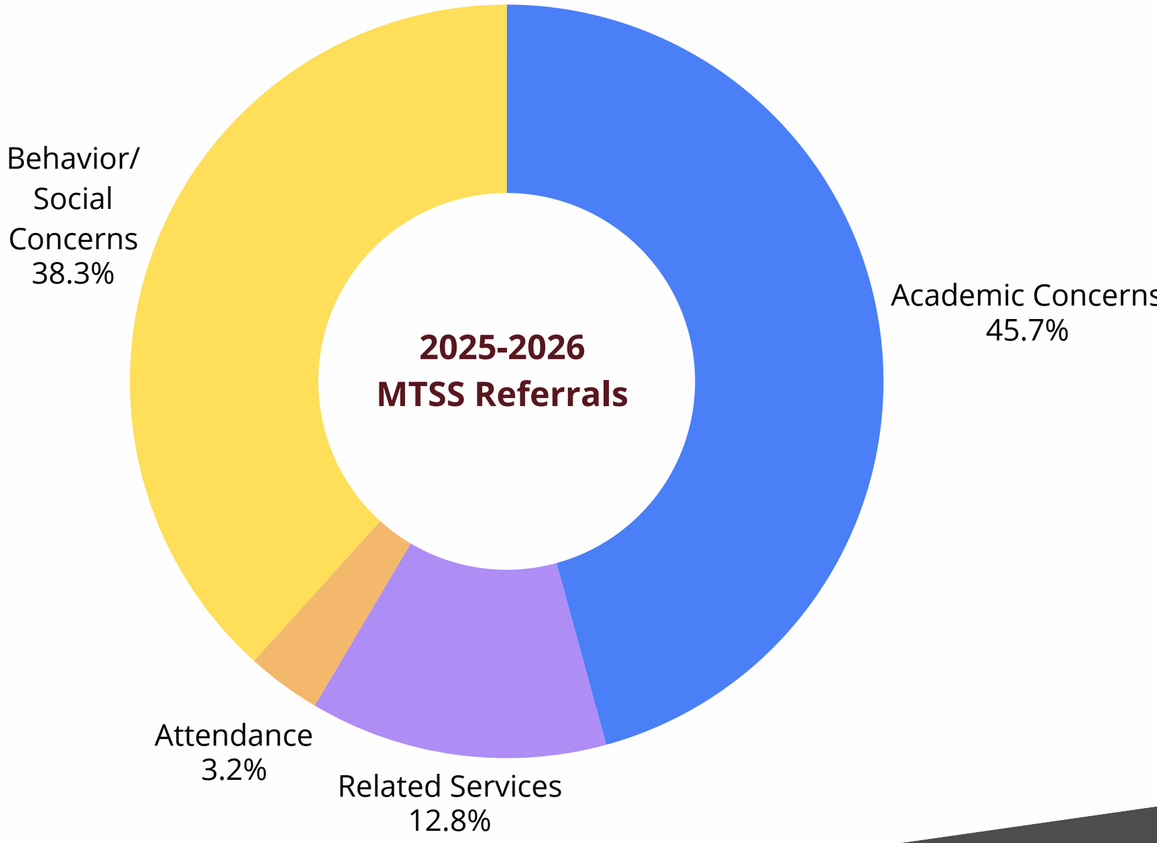


Year	Reading Average Grade Equivalency (Building wide)	Math Average Grade Equivalency (Building wide)
January 2026	3.9	3.3
January 2025	3.1	2.3
January 2024	2.7	2.3
January 2023	1.3	1.7



MTSS

- Multi-Tiered Systems of Support
- Aim is to provide consistent academic, behavioral, and social-emotional support
- MTSS Referral Form: one point of contact for any staff concerns
- Team meets 1x per week to address new referrals, strategize, bring up concerns
- Possible Outcomes:
  - Brainstorm with teachers/staff
  - Document and track concerns
  - Behavior plan
  - Set up with counseling or social group
  - Evaluation by related services
  - Parent-teacher conference
  - SPED Referral



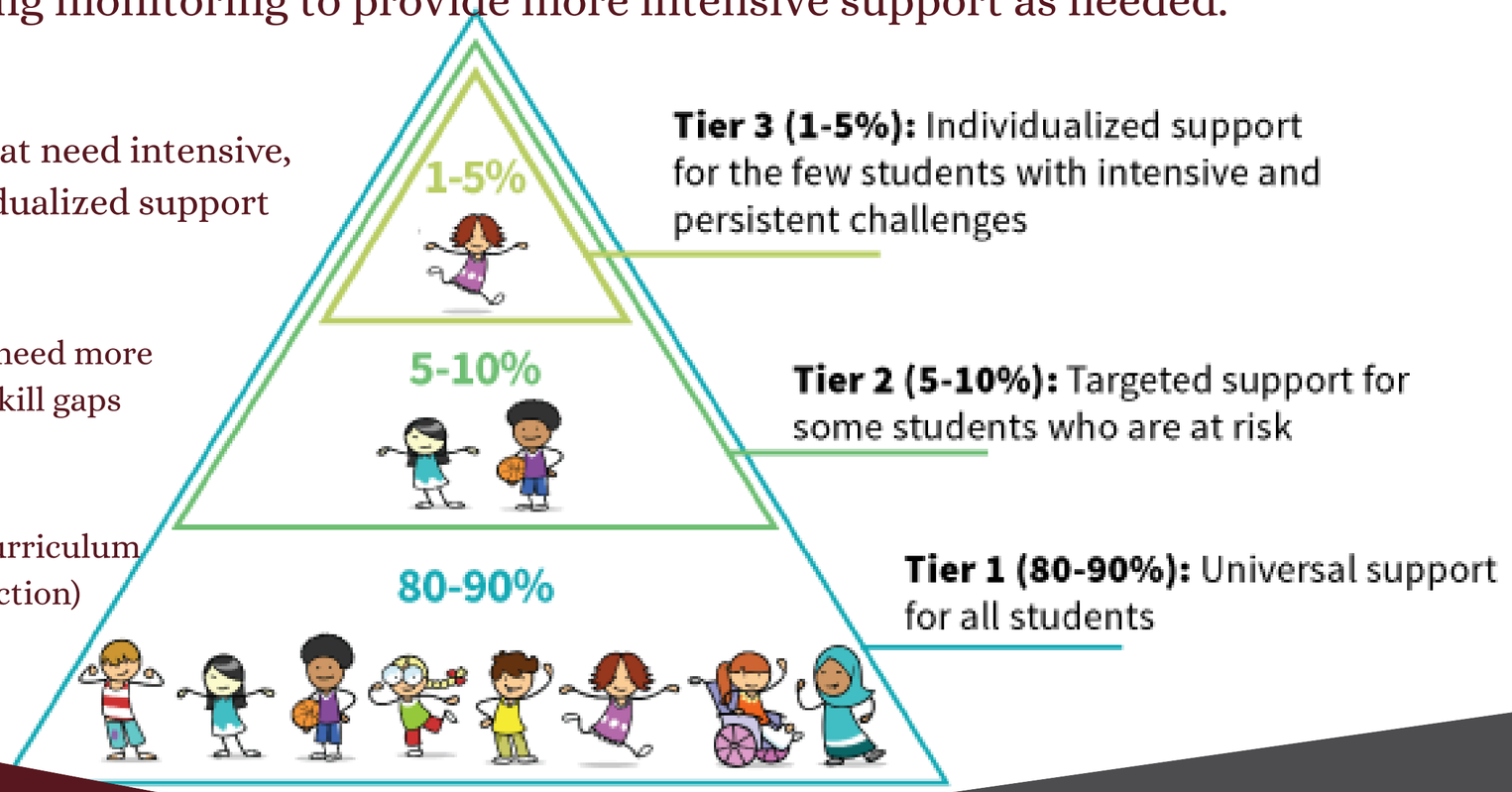
Response to Intervention (RtI)

- We use student progress and assessment data to identify students who may need additional support in reading or math.
- Students work in small groups based on their specific learning needs, allowing teachers to strengthen skills, close learning gaps, and build on what students already know.
  - This can happen every day or multiple times a week through center time with classroom teachers and support staff and/or through pull-out sessions with AIS providers
- We provide on-going monitoring to provide more intensive support as needed.

Tier 3- Few students that need intensive, small group or individualized support

Tier 2- Some students that need more targeted instruction for skill gaps

Tier 1- ALL Students (core curriculum with high quality instruction)



Ongoing Assessment

A variety of assessments to monitor student learning, identify areas of need, and guide instruction.

- **Benchmark Assessments:** Given throughout the school year (September, January, and June) to measure student growth and identify strengths and areas for improvement.
  - STAR Reading & Math
  - Quick Phonics Screener (QPS)

- **State Tests:**
  - Math 3-6
  - ELA 3-6
  - Science 5

- **Curriculum Assessments:** Given as part of regular classroom instruction to check students' understanding of the skills and concepts being taught. The RtI team analyzes this data in the form of progress reports and report cards to determine if intervention is necessary.

- **Progress Monitoring:** Short, regular assessments used to track how students are responding to additional support and determine whether adjustments are needed. Done on Friday each week.

RtI Process

1. Identify Student Needs

Teachers regularly monitor student progress through classroom assessments, observations, and student work to identify students who may need additional support. The teacher completes an MTSS referral for academic support.

2. Review & Plan

Our RtI team reviews student data and works with teachers to determine appropriate interventions and supports.

3. Provide Targeted Support

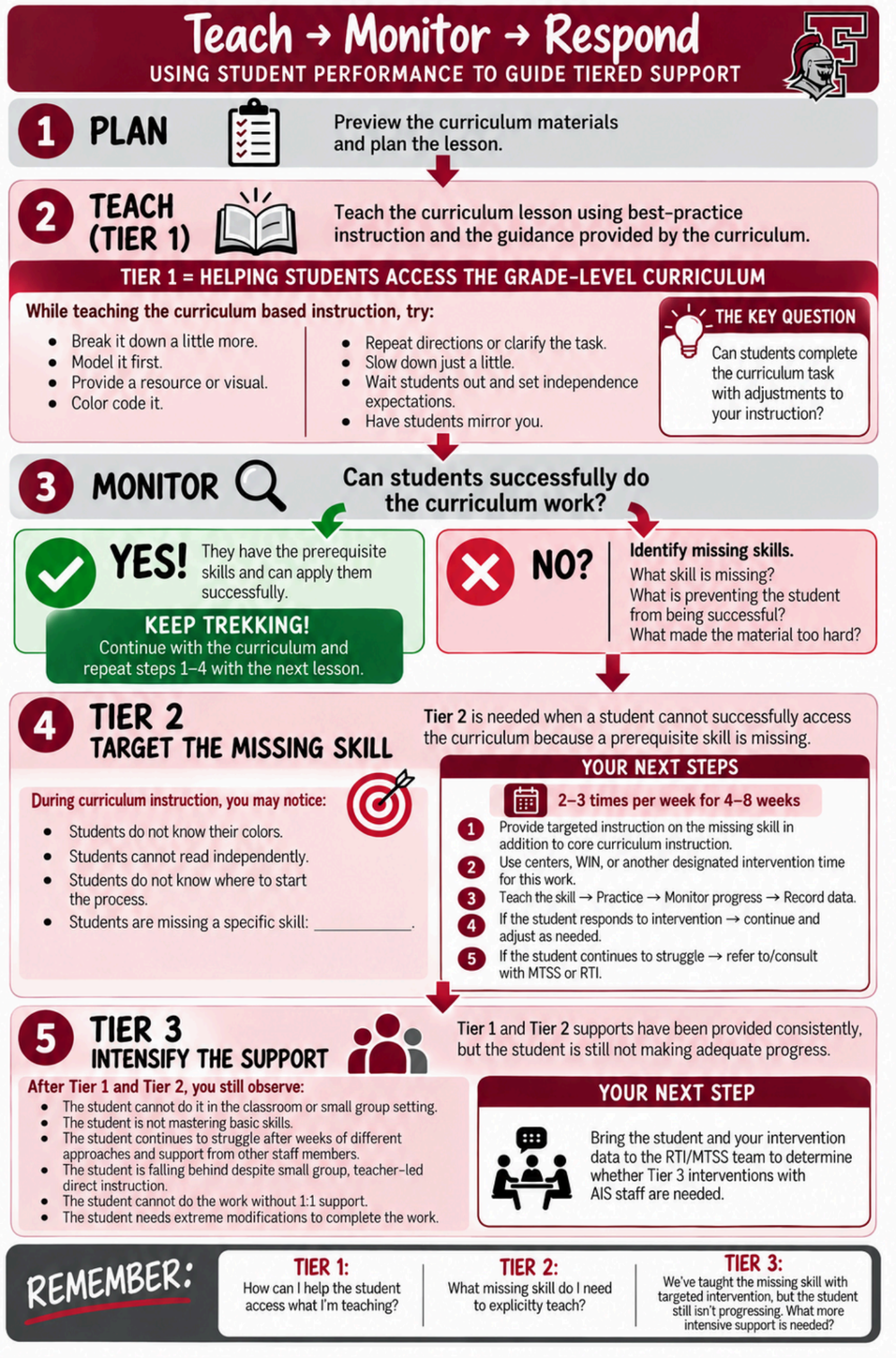
Students receive additional instruction focused on specific skills, often through small-group instruction or Academic Intervention Services (AIS).

4. Monitor Progress

Student progress is regularly monitored to determine whether interventions are helping.

5. Adjust as Needed

Based on student progress, the team may continue, adjust, increase, or gradually reduce additional support.



Communication & Additional Resources

Systemic Communication:

- 5 week progress reports
- 10 week report cards
- Parent-Teacher Conferences (November)
- RtI Letter for any AIS students
- State Test Scores (Grades 3-6)

Additional Opportunities for Communication:

- ParentSquare Messages
- Parent Portal
- Additional Parent-Teacher Conferences
- 504/IEP Meetings (if applicable)

Communication & Additional Resources

As a parent or guardian, you have the right to:

- Know Your Child's Teachers: Request information about the qualifications and certifications of your child's teacher or teaching assistant by contacting the school office.
- Be Informed: Receive notification if your child is taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements.
- Stay Updated: Receive regular reports about your child's academic progress.
- Communicate with Staff: Request meetings with teachers and school staff to ask questions, share concerns, and offer suggestions.
- Be Involved: Participate in decisions about your child's education and the supports they receive.

We value your partnership and encourage open communication between home and school!

Additional Resources

BOE Policy: Parent and Family Engagement in Title I Programs

