

USD 315 Colby Public Schools

Title I GuidelinesMission Statements

Kansas vision for education is that Kansas leads the world in success of each student. A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive skills,
- Technical skills,
- Employability skills, and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.

The mission of Colby USD #315 is to prepare all students to be lifelong learners and responsible citizens.

What is Title I?

Title I provides federal dollars for supplemental educational opportunities for disadvantaged children who are most at risk of failing to meet the State's challenging content and performance standards.

Colby Grade School is a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging performance standards. With this in mind, we have designed, in consultation with parents, staff, and administrators, an instructional program to meet the needs of those students. The Title I program must be based on effective means of improving student achievement and include strategies to support parental involvement.

Title I Timeline

	Date	Task
	August/ September	* Title teachers meet to collect and review data for past Title students from spring benchmark assessments.
		* Complete Eligibility Criteria for each student reviewed for Title I services.
		* Work with classroom teacher to establish goals for each Title Student.

		* Build Spread Sheet with student information. Individual student Title I informational sheets will be filled out. Included on these sheets will be test data, which services the student qualifies for (reading, math or both) and the goals and interventions for each student.
		* Test students new to the district to see if they qualify for services. Add their names to spreadsheet.
		* Notify parents within two weeks to explain the Title One program, policies and procedures and how students qualified for the program. Permission is not required for Title I services; however, a parent may decline services.
		* Secure waiver for students opting out. Place original in student's permanent records and keep a copy for Title files.
		* Meet with classroom teacher to see how to best service Title students. Use the Tier schedule that has been set by the school.
		* Compile student data for Title I files. Create or update student profile. Set up student work folder, log of activities or way of tracking student progress and instruction.

	October	* Parent teacher conferences held. Parents and students will sign school-parent compacts. Parents will also be given goal sheets for student. Compacts will be kept on file as well as a list of parents who attended conferences.
	Throughout the school year	* Title I teachers will update student reports each nine weeks with local assessment data as well as review progress and goals of the student. Using this information as well as conferencing with the students' teachers, decisions will be made whether to keep the interventions in place or make modifications.
		* Test incoming students to see if they qualify for Title I services. Parents of qualifying students should be sent a letter notifying them of services and option out policy.

		* Parent involvement workshops and/ or training's will also be held. Minutes of the meetings and sign-in sheets will be provided to the principal.
		* Collaborate with classroom teachers (as well as with each other) to assess program as well as individual student needs.
		* Send out newsletters and/or update web page.
	May	
		* Send Parent Survey home with Title I students
		* Update student goal sheets which will be placed in portfolios.
		* Begin new goal sheets for students identified for services for next school year.
		* Put together packets/newsletter/backpacks for students for summer months.

USD 315 Colby Public Schools

Title I Family Involvement PolicyPolicy Statement

Research has shown that a child's education is greatly enhanced by a close partnership between the home and school. It is the belief of Colby Public Schools that parents need to be involved in the education of their children. For this reason, Colby's Title I program will establish partnerships with the parents and the community in order to promote high achievement by our children.

Title I Parent Involvement

The Title I program for parents is designed to: 1) inform parents about Title I regulations, 2) involve parents in local Title I decisions, 3) provide literacy training, 4) offer parents training in schools and in the community on ways to work with their children at home to raise student achievement, and 5) encourage active participation in their children's schools and education.

Public Law 103-382 requires:

- All Title I schools to develop jointly, with parents of participating children, a parent student-teacher compact (written agreement) that states what parents, students and the school will do together to raise student achievement.
- Schools must sponsor an annual meeting for all Title I parents and involve parents in an "organized, ongoing and timely way" in the planning, review and improvement of Title I schools.
- Each Title I school utilize a percentage of its Title I allocation to support a comprehensive parental involvement program.

Annual Meeting

A letter will be sent to all parents of children selected for participation in Title One informing them of their child's selection and the nature of instruction and information about the annual meeting. At the annual meeting (held at the beginning of the school year) parents will be given information about the Title I guidelines and copies of the district's current Parental

Involvement Policy. Follow up meetings will be made through phone calls, e-mail, newsletters and optional meetings.

School-Parent Compact

According to the Title I regulations, each school must share responsibility with parents for high student performance by developing a school-parent-student compact jointly with the parents of children participating in the program. These compacts must outline how parents, staff, and students will work jointly to promote high student achievement.

Parents will receive the compact from their child's school at the first parent-teacher conference. The compact will include a checklist of responsibilities that the teacher, parents, and student will have for achieving their goals.

Evaluation

The Title I staff will have an ongoing process of review and improvement. Information will be collected in a variety of ways including an annual evaluation of the Title I program by both the teachers and parents. The school district will revise its Parental Involvement Policy based on this annual review.

Title I Eligibility

The Title I teachers along with classroom teachers will form an evaluation team in September of each year to review all the assessments that have been given to students during the previous school year. This review of assessments will be used to determine if there are any students who need to be receiving Title I services who many not meet all of the Title I eligibility criteria requirements. This evaluation team may apply the override procedure and provide services if it is felt services are warranted.

Title I Eligibility Criteria Requirements

Title teachers will evaluate the Spring Screener test scores to select students for services the following school year. After comparing the scores, the teachers will determine the cut score for each grade level. The eligible score will not necessarily be the same from grade to grade. Students who were in HeadStart within the last two years, ELL students and previous Title students can automatically be eligible for Title services. A written override can also be done to provide services if it is felt services are warranted. The same holds for a student who qualifies but truly does not need services due to extenuating circumstances.

Pre and Post Testing

Pre and post testing of Title I students will be done each year to document growth. Periodic records of student assessment will also be kept. The following measures might be used for pre and post testing.

Formative Tests

- DAR - Diagnostic Assessment of Reading
- District Reading and Math Screeners- SY 23-24 FastBridge
- Kansas State Assessments

Colby Grade School Interventions for Title I Students

According to Federal Title I Guidelines (Sect. 1115) Title I interventions must:

- Ensure that planning for students served under this part is incorporated into existing school planning; °Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that ____
- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities

Learning Interventions Employed by Colby Grade School:

- Wilson Reading System
- Read Naturally
- Pathways To Reading
- After School Program
- Bal-A-Vis-X
- Symphony Math
- Peer tutoring
- Counseling
- Color Vision Reading
- Modifying Assignments
- Preferential Seating
- Verbalization and Visualization Techniques
- And other KSDE Approved Evidence Based Practices that meet the needs of the student

Exiting a Student from Title I

When the student is demonstrating grade level proficiency by assessments defined on the Progress Report, the student can be exited from Title I program. The following steps will be used when exiting a student:

- Classroom teacher and Title I teacher will put together a transition plan which explains how the student's progress will be monitored.
- Title I teacher will notify parent that the student has been exited.
- Exit Sheet will be signed by classroom teacher, Title I teacher and parent.

8/3/2023

Colby Grade School 210 N. Grant

Colby, Kansas 67701

Dear Parents,

One of the educational programs offered by USD #315 in Colby is Title I help in reading and/or math. Students are selected for this program based on their performance on testing results and teacher evaluations from last spring. One of the goals of the program is to improve reading and/or math scores on the Kansas assessments.

Your child, _____ has been selected to receive supplemental help in the area of reading and/or math. Your child's teacher for this class will be _____

The specific skill that we will be addressing is _____

The intervention(s) that we will be using with your child is (are): _____

An information meeting for parents will be held on _____
in the Colby Grade School Activity Room. This will be an opportunity for you to learn about Title I and meet the teachers.

We feel that cooperation and communication between home and school is vital for the child to be successful in his/her learning activities. We invite you to visit anytime during the school year. If you have questions or concerns, please call the school between 3:30 and 4:00 at 460-5100. We look forward to working with you and your child.

Sincerely,

Title I Teachers

Title One Waiver

Colby Grade School

I/We, the lawful custodians of _____ have been provided with an explanation of the Title I program in reading and/or math offered by USD #315 for meeting the educational needs of children. This program is sponsored and funded by the federal government under the direction of the Office of Education, Department of Health, Education and Welfare. It is administered by the local school district.

A conference was held to explain the program being offered this student as a means of improving the basic academic skills. However, I/we choose for our child not to participate in the Title I program.

Parent/Custodian (Signature)

Classroom Teacher

Title I Teacher

Colby Grade School Principal

Date

Title I Learning Compact

STUDENT

This Learning Compact is a way for the student, the parents/guardians and the teacher to become equal partners in student learning. The compact is an agreement between the home and school that defines goals, expectations and shared responsibilities of school and home.

STUDENT

I will work to the best of my ability by doing the following:

- Let the teacher and family know if I need help.
- Read on my own and with my family every day.
- Work on my math and reading skills at home, using the materials my teacher sends home.
- Write down assignments, do my homework every day, and turn it in when its due.

PARENT/GUARDIAN

I will strive to help my child achieve and I will encourage him/her by doing the following:

- Let the teacher know if my child has any problems with learning.
- Use reading and math materials the school sends home each week to help my child.
- Read to or with my child 20 minutes a day.
- Help my child see how to use reading and math to pursue his/her interests and goals.

TEACHER

I will strive to do the following:

- Monitor student progress in reading and math and update parents regularly.
- Make sure all students get help as soon as needed.
- Send home learning materials in math and reading.
- Make learning relevant to the student.
- Explain my approach to teaching, expectations, and grading system to students and their families.
- Make sure students understand the assignment and what they'll learn from it, and grade it promptly.

WE WILL WORK TOGETHER TO MEET THE EXPECTATIONS OF THIS COMPACT:

TEACHERDATE

PARENT/GUARDIANDATE

STUDENTDATE

Title I Exit Sheet

Student Name

Date of Birth

Title I Reading

Title I Math

will be exited from the Title I program

_____,

effective(Date)

_____.

Please see the attached transition plan.

Title I Teacher Date

Classroom Teacher Date

Parent/Guardian Date

Parent Survey

Parents:

We value your opinions. We would appreciate your time spent answering the following questions. Your input will help us plan and evaluate the Title One program.

Have you participated in a Title One parent/teacher conference concerning your child's progress during this school year?

Yes No

Have you participated in any of the Title One sponsored parent nights?

Yes No

If the answer to the previous question was yes, did you find them helpful?

Yes No

Do you feel your child's participation in Title I has helped improve his/her math or reading skill?

Yes No

In what ways do you think our program could be improved?

How can the Title One staff help you as you work with your child at home?

Are there any specific areas of concern or needs which you have as a parent of a Title One student?

Please return to your child's Title I teacher as soon as possible.

Thank you,

Title I Staff

Title I - Teacher Survey

	Strongl y agree	Agre e	Disagre e	Strongly Disagre e
1. The Title teacher(s) contacted you about planning supplemental educational services for the student(s)				
2. The Title teacher(s) sought your input on the student(s) learning needs				
3. The Title teacher(s) informed you about the learning plan and supplemental services being provided to the student(s)				
4. Supplemental educational services for the student(s) are aligned with the state learning standards.				
5. The Title service(s) to the student(s) reinforces the student(s) regular academic program at the school.				
6. I have received regular feedback from the Title teacher about the student(s) progress on their learning plan(s)				
7. I have seen evidence of academic improvement in the student since he/she started working with the Title teacher (e.g., homework assignments, in-class activities, academic performance.)				
8. I have seen positive changes in the student's attitude towards school or learning since he/she started working with the Title teacher (e.g., participation, engagement, completion, attendance, etc.)				
9. There is evidence that the Title program is making a positive difference in this student(s) academic achievement (e.g., test results, grades in school)				
10. The Title program's supplemental services are effective and of high quality.				