

What is the LEA Title I Plan?

- The LEA Title I Plan addresses how the LEA will use Title I funds throughout the school system. Topics include:
 - Student academic assessments
 - Additional assistance provided for struggling students
 - Coordination and integration of federal funds and programs
 - Parental Involvement Strategies
- You, as a Title I Parent, have a right to be involved in the development of the LEA Title I Plan

How does Title I compare to Special Education?

Title I is a short-term intervention program designed to help students make academic gains within a school year. Title I students are those who need additional instruction to bring them up to grade level.

Special Education is also a federally funded program. However, it is a program designed for students who have a developmental delay or learning disability and need specially designed, highly structured instruction for more than one school year. Individual students are referred for cognitive and academic testing to assess eligibility. Eligible students have an Individual Education Program (IEP) which is reviewed annually. Every three years, the full battery of testing is repeated.

Students with disabilities may also receive Title I support.

What's included in the school's Parental Involvement Plan?

This plan addresses how the school will implement the parental involvement requirements of the No Child Left Behind Act of 2001.

Components include:

- How parents can be involved in decision-making and activities
- Monitoring student attendance
- Supporting homework and ensure completion
- Participating in decisions relating to child's education
- Promoting positive use of extra-curricular time
- Staying informed about child's education and communicating with the school
- How information and training will be provided to parents
- Regular reports on child's progress
- Opportunities for meetings with parents
- Other meeting opportunities (Open House, Conferences, Regular Committee Meetings, etc.)
- How the school will build capacity in parents and staff for strong parental involvement
- Surveys that go to parents to analyze parental involvement in student achievement
- Inviting parent to Title I meetings, when applicable
- Distributing information through a variety of sources (Newsletters, website, report cards, etc.)

KESHEQUA CENTRAL SCHOOL TITLE I PROGRAM



What is Title I?

Title I is the name of one of the largest federally funded education programs. It was first enacted by Congress in 1965 as part of the Elementary and Secondary Education Act (ESEA). The goal of the law is to enable underachieving students to catch up and keep up. Students who are not performing at or near the level of others their age are provided extra help and instruction. The law specifies that this means helping these children succeed in the regular school program, attain grade level proficiency, and improve achievement in both basic and higher level thinking skills.

What does it mean to be a Title I School?

Being a Title I school means receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for:

- Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards
- Providing supplemental staff/programs/materials/supplies
- Offering parental involvement meetings/trainings/activities
- Recruiting/Hiring/Retaining Highly Qualified Teachers

Being a Title I school also means that parental involvement is included and encouraged and offers parental rights regarding the education of children through Title I programs.

How do students qualify?

The District uses a Response to Intervention model to:

- Identify struggling students using data from the following:
 - State assessments
 - I Ready Assessments
 - Curriculum-based reading and math assessments
 - Classroom performance data
- Determine appropriate services, including frequency and intensity of those services
- Monitor progress regularly
- Hold data review meetings to analyze results of interventions and determine need for continued, increased or decreased support

How are Title I services provided?

Students participate in Title I services as long as academic deficits exist. The intervention teacher will work with your child to help him/her develop the skills necessary to achieve grade-level academic skills and concepts.

How is student progress monitored?

Each building will hold scheduled meetings throughout the school year to review student progress. The meetings are used to discuss the students currently in reading and/or math support and the need to either, a) change the intervention, b) continue the same intervention, or c) discontinue intervention. The meeting is also used to determine if new students will be added to reading and/or math support.

How are parents informed of student progress?

If a student is recommended to receive Title I support, parents/ guardians will receive a letter indicating the student's area(s) of need and Title I support to be provided. Throughout the school year, parents will receive copies of their child's progress monitoring reports documenting the child's progress.

How is Title I connected to Response to Intervention?

Keshequa Central services are delivered in a Response to Intervention (RTI) model for all Title I services:

- to better accommodate the individual needs of all students,
- to be in compliance with state and federal guidelines, and
- to align with recommended best practices.

RTI is a methodology that encompasses:

- Curriculum-based assessments of academic progress
- Quality/ researched-based interventions matched to student needs
- Frequent progress monitoring data collection
- Frequent review of progress monitoring data to inform educational decisions

RTI follows the following core assumptions:

- that the educational system can effectively teach all children
- that early intervention is critical to preventing problems from getting out of control
- that the implementation of a multi-tiered service delivery model is necessary
- that a problem-solving model should be used to make decisions between tiers
- that research-based interventions should be implemented to the extent possible
- that progress monitoring must be implemented to inform instruction
- that data should drive decision-making.

What if I have more questions?

Please contact your child's teacher, building principal or Mrs. Hunt at 468-2900.