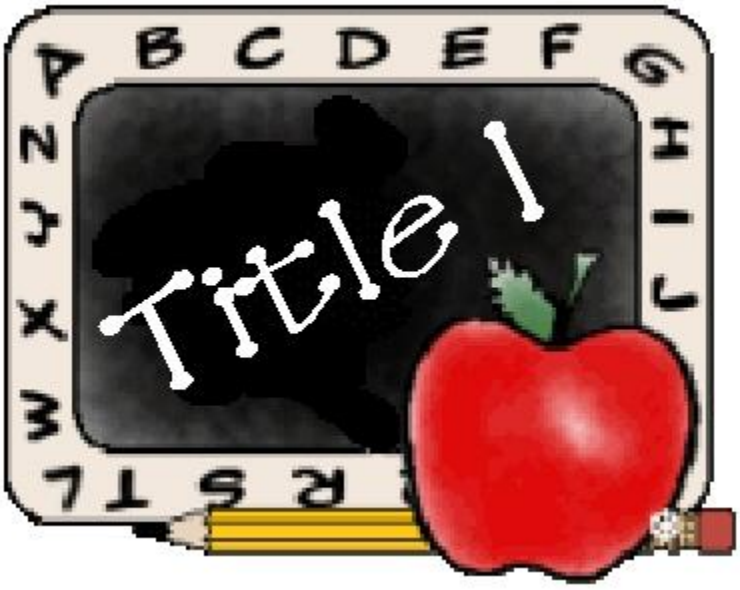
RSU 71
Title I



Parent Information

September 2024

Title I Programs in RSU 71

What is Title I?
Title I of the Elementary and Secondary Education Act of 1965 (ESEA) supports reforms and innovations to improve educational opportunities for low-achieving students. Title I is designed to provide all children the opportunity to receive high-quality education and to close educational achievement gaps. To this end, Title I supports districts and schools in Maine to meet the educational needs of low-achieving students in schools with high concentrations of students from low-income families.

For districts in Maine, it is essential to use Federal education funds effectively and efficiently. Of the two types of Title I programs a district can operate — targeted assistance or schoolwide.

In a schoolwide program, a district may use Title I funds to support the entire educational program of the school.

In contrast, in a targeted assistance program, a district may use Title I funds only for Title I students — those who are failing, or most at risk of failing, to meet the State's academic achievement standards. (ESEA section 1111(b)(1)(A))

What is a Title I schoolwide program?
RSU 71 has 3 schools that are identified as **Schoolwide Title I schools** (CASS, East Belfast, and Nickerson). Ames and Weymouth are not identified by the state as Title I schools but do provide intervention services similar to Title I teaching staff. These positions are funded by our local budget. Title I funds may be used to upgrade the entire educational program in a school so all students may benefit. There is no student identification process. The program promotes improved instruction for all students. Activities must be a part of the approved schoolwide plan (school-level Comprehensive Needs Assessments (CNA) and district Consolidated Plan) and support an identified academic need through the school's CNA, usually, literacy and math-focused. Title I funds are used to provide professional development for all staff to support all students.

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students. (ESEA section 1114(a)(1)). Under ESEA, a school may operate a schoolwide program if it meets any of the following conditions:

- ➔ A Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves.
- ➔ A Title I school receives a waiver from a SEA to operate a schoolwide program without meeting the 40 percent poverty threshold.
- ➔ A Tier I or Tier II school in a State that requested and received a waiver through the School Improvement Grant (SIG) program receives funds to implement one of the SIG intervention models.

Benefits of Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including

- ➔ Serving all students. A school operating a schoolwide program does not need to identify particular students as eligible to participate. (ESEA section 1114(a)(2)(A)(i)).

What is a Title I targeted assistance program?

Title I funds may only be used to meet the needs of children identified as being in the greatest need of services. Students must be selected using multiple, educationally related objective criteria. All costs must be supplemental and limited to services for eligible students in a targeted assistance program. We no longer have schools identified as **Targeted Assistance schools**.

What does the Title I instruction look like?

Two models are used to implement instruction in Title I. One is referred to as an *inclusion model.* Inclusion means that the Title I teacher/Interventionist goes into the classroom to provide supplemental instruction, supporting the students as they practice tasks in the classroom. This is referred to as the 'push in' model. When supplemental instruction takes place out of the classroom and in the Title I classroom, we refer to it as the 'pull out' *model.* We use the model that is best for each student's learning needs.

Differences between Targeted Assistance and Schoolwide Programs

Although many similarities exist between Title I Targeted Assistance and Schoolwide programs, there are also significant differences.

Targeted Assistance	Both	Schoolwide
Student identification is made that renders them eligible or ineligible for services. Students identified as most at risk of not meeting state academic standards are served.		All students can receive additional services. No student identification is made that renders them eligible or ineligible for services. Students identified as most at risk are given additional assistance.
		The plan must be based on a comprehensive needs assessment.
	Plans and programs employed must be based on scientifically based research and must strengthen the core academic program of the school	
Program targets resources only to those students most at-risk academically in reading and/or		The program promotes improved instruction for all students and constitutes a comprehensive

math.		school reform
Professional development with Title I funds focuses on staff who provide direct support to Title I students and is aligned with these students' needs	Professional development must be aligned with Title I program goals.	Title I funds are used to provide professional development for all staff to support all students
The program is not contingent on the school's poverty rate.		Unless a waiver is granted, only schools with a poverty rate of 40% or more may operate a schoolwide program.
Title I funds are used to support additional instruction.	Schools must provide additional learning time for students who have been identified as most at risk of not meeting reading and/or math standards.	Title I funds may be merged with Federal, State, and local funds to support additional instruction.
Careful accounting must show that non-Title I sources are not replaced with Title I funds.		Districts must show that overall the level of educational services is higher in schools with Title I funds than services would be without federal money. The schoolwide plan must align with budget expenditures.
Students are to be pulled from the regular educational setting as little as possible. After-school and summer classes should be considered.		Since the program serves all students, there may be a need to pull students from the regular educational setting to receive the benefits of the federal money, but pull-out should be as minimal as possible.
On-going progress monitoring must be in place to identify students most at-risk and eligible for services.	On-going monitoring of student progress is necessary to determine intervention program modifications.	A comprehensive needs assessment helps identify how services will be delivered. Teachers are involved in the analysis of academic assessments.
Title I services are a part of the overall school planning process and are considered whenever new school plans are developed.		A formal and comprehensive plan must be developed for each school on a schoolwide plan, outlining how both school and Title I resources will be used to meet the identified needs.

	The plan must coordinate and integrate Federal, State, and local services and programs.	
Parents must be notified of student's eligibility for Title I services		No parent notification of additional services to students is necessary.
Title I teachers and paraprofessionals must be highly qualified.		All content teachers and paraprofessionals, including Special Education staff, must be highly qualified.
	Emphasis is placed on parental involvement and family literacy. Parent-School Policy/ Compact must be developed.	Parents are involved in plan development, revision, and review.
	Programs must facilitate the transition from early childhood programs to the school.	

Who are the Title I instructors?
Each of the 5 elementary schools in RSU 71 has highly qualified teachers and/or ed techs who provide supplemental Title I/intervention services. They have completed the necessary education, and intensive training in Title I and they receive ongoing professional development.

How are teachers and parents kept informed?
Teachers and parents are always welcome to contact Title I staff to ask questions about the program, inquire about their child's progress or offer suggestions. Each school will form a **Parent Advisory Team** that will meet throughout the school year. The team will consist of the Title I teacher, the classroom teacher/s, the principal, and parent/s. Their purpose will be to review school plans (Comprehensive Needs Plan) and based on school data, determine how to meet the goals of the school for that year. Targeted Assistance schools must plan family engagement educational activities to take place throughout the school year for parents and their students. Title I teachers/interventionists communicate with teachers and parents, sharing student progress on a regular basis.

Annually, there is a **Title I Parent Information Meeting** that parents and teachers are encouraged to attend. The purpose of this information meeting is to share information about the Title I program and provide learning opportunities for parents and teachers. Teachers and parents are also offered opportunities to give the Title I staff feedback about the program in a variety of ways; face-to-face and end of the year survey. Title I staff members also participate in Parent/Teacher Conferences as appropriate.

In targeted assistance schools, reports of each student's Title I progress go home with regular classroom report cards and progress notes. The final report contains assessment results and notifies the parent of their child's year-end status in Title I. Notices are sent home when a student enters or exits the Title I program.

Title I and Homelessness
Children and youth living in a homeless situation (as defined by the McKinney Vento Act) may benefit from Title I services and programs. However, additional Title I funds may be used to address specific academic needs of students who are homeless or highly mobile. For additional information, contact Laura Miller, Title I Coordinator in RSU 71 41 Lions Way, Belfast, ME (338-1960).

RSU 71

HOME/SCHOOL COMPACT
Roles and Responsibilities
To help all children achieve high standards . . .

Parents will…	Teachers will…..	Students will….
● work with the school team to know what's expected of your child academically and socially ● attend student/parent/teacher conferences (fall and spring) ● stay current with communications from school (progress notes, report cards, policies) ● communicate with teachers about your child's life (interests, problems and concerns) ● set aside a time and place to practice academic and social skills ● support your child's growth by attending Title l family engagement events ● support your child in following school routines and classroom expectations ● attend school events that promote student and parent learning	● make curriculum and learning and assessment results available to parents and students ● share student progress using assessment results and student work ● get to know the learner and teach to their strengths ● communicate in a timely manner any concerns about student progress ● send work home that provides opportunities to practice skills ● provide opportunities for parents to participate in school activities ● support students so that they can be successful in school, academically and socially ● plan events that promote student and parent engagement	● strive to understand learning targets and work toward them ● be aware of their strengths and challenges and their next steps in their learning ● bring home school communications ● learn to communicate their needs, share interests and concerns ● practice skills at home in a variety of ways ● work successfully with a variety of peers and adults ● come to school ready to learn ● read and/or practice skills nightly

Contacts:
School listing and staff members

Captain Albert Stevens School
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Nickerson School
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338-1858

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Beth French bfrench@rsu71.org
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338-4420

Ames School
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342-5100

Weymouth School
Sarah Bowen sbowen@rsu71.org
342-5300

Title I Coordinator
Dr. Laura Miller lmiller@rsu71.org
338-1960

All staff members can also be reached through email using the first initial of their name, last name and then @rsu71.org. An example would be lmiller@rsu71.org

Educational sites you also might like to visit:
www.starfall.com This website features interactive books and phonics games. It is great for preschool-grade 2.
www.funbrain.com This website includes web-books, mad libs and reading and math games. It is recommended for grades 2-6.
www.rainforestmath.com The website offers a variety of interactive mathematics activities for grades kindergarten – 6.
www.raz-kids.com This website is an online reading incentive program where students can read online stories, listen to stories and also take comprehension quizzes to earn points.

Also included in this packet:

Parent Involvement in Title I Policy KBF
Home/School Compact