Chisago Lakes Area Schools, ISD #2144
Title 1 Plan and Procedures
2022-2023

Background

Title I, Part A of the Elementary and Secondary Act (ESEA), provides financial assistance to local education agencies (LEAs) and schools, with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards.

Districts or schools accepting Title I funds are required to provide all children with fair, equitable and significant educational opportunities in order to obtain a high-quality education and to reach--at a minimum--proficiency on challenging state academic standards and assessments. Title I programs utilize highly qualified staff who implement instructional strategies based on scientifically based research and which are supported by organized and effective parental involvement.

Components of our Title 1 Plan:

1. **Criteria for Identification**
2. **Programming**
3. **Progress Monitoring**
4. **Data Collection**
5. **Exit Criteria**
6. **Parent Communication**
7. **Procedures**

Criteria for Identification

Each district determines its criteria for identification. Once a building has been identified as a Title I school, classroom teachers work together with special education teachers, reading and math specialists and paraprofessionals, to administer and score various assessments to determine which children are most in need of additional support and interventions.

In general, criteria are based on the "High Risk" category of the SCRED target scores (accessible on the SCRED website). Students identified with the lowest scores will receive additional support and interventions before those students with higher scores. Additional measures may be considered including spring MCA scores and teacher recommendation. Teachers look for converging evidence showing a need for additional support to identify the students. Students who also score in the moderate ranges on the targets will be considered depending on resources.

Programming

At Taylors Falls Elementary school, all math interventions are delivered by a math interventionist. In grades kindergarten through grade 5, research-based reading interventions are delivered by the Title I teachers.

Progress Monitoring

Students receiving supplemental intervention in reading or math are progress monitored. Teachers meet every 4-6 weeks to analyze the most current data and to determine if services are still needed or if students have made significant growth that services are no longer needed.

Data Collection

All student data is housed in eduCLIMBER.

Exit Criteria

At the progress monitoring meetings, any students who have made significant growth toward meeting the target (e.g. no longer at a high risk level on a measure) may be considered for exiting the program. Students who are dismissed from an intervention may still be progress monitored.

Parent Communication

Parents are notified about the Title I Program by receiving a Compact Form. The Compact Form is also available on the district website. At each conference, parents will also receive updated progress on his or her child. Report cards also communicate the progress of each student. In addition, an annual Title I Meeting is held in the fall of each school year by the Director of Teaching and Learning.

Title I schools have active parent/teacher organizations that meet regularly to discuss how to work together to keep our school strong. Parents and teachers also communicate regularly through email, phone calls, communication folders, and face to face. Helpful information for parents is available on the district website, which includes test taking tips, how to help your child with homework, and Title I information.

A staff member explains Title 1 Programming at kindergarten round-up each spring.

The Parent Advisory Committee (a subset of the World's Best Workforce's District Advisory Committee) helps develop and review the Title I plan annually.

District Procedures

In October each building's list of qualified students will be shared with the Director of Curriculum and Instruction, building principals, building secretaries, and Title I Teachers. The Director of Curriculum and Instruction will create the updated Compact Form and Parent Involvement Plan. Identified Title I buildings will receive the Compact Form and Parent Involvement Form to be handed out at fall conferences.

Student's Individual Score Reports for the MCA's will be given to parents within 30 days of the district receiving them. Building principals and/or secretaries need to email the Director of Curriculum when that is completed. The Director of Curriculum and Instruction will maintain the emails as record.