

Title I Program Overview

At this time we are a **Schoolwide Title I** program based on the percentage of students who qualify for Free and Reduced lunches. This means that we have greater than 40% of our students at the poverty level. These funds are to be used to upgrade the entire education program of the school in order to raise academic achievement for **all students**.

Eligibility Criteria for a Schoolwide Program:

- Campus must be a Title I campus
- 40% of the children residing or enrolled in the school must be from low-income families
- A campus team must have a year of planning and training
- Campus plan must be revised to include the ten Title I Schoolwide components

Requirements for Title I, Part A

- Comprehensive needs assessment
 1. Data provided **MUST** be auditable
 2. Multiple data sources must be reviewed
 3. A look at the needs of the entire school or district, called findings
 4. Needs of students, staff, parents and community, and facility must be identified and addressed
- Campus Planning
 1. Low-income data provided **MUST** be auditable
 2. Title I program, campus plan, and parent involvement activities must be developed in consultation with teachers, principals, administrators, other school personnel, and parents of children in Title I Part A schools
 3. Campus plan must be reviewed and updated annually
- Highly qualified teachers
- Principal's attestation-principal must sign an attestation that the campus is in compliance with teacher and paraprofessional requirements of Title I, Part A
A copy is kept at the campus and the central office and available to the general public for review
- Parents' right to know-the child's level of achievement in each state academic assessment, and timely notice if the child has been assigned or taught for four or more consecutive weeks by a teacher who is not highly qualified.
- Parent involvement-Information must be in a language that parents can understand. Parents must be involved in how the parental involvement reserved funds are used. We must provide materials and "capacity building" training for parents. We must have a written parental involvement policy and on-going opportunities for involvement.
- School parent compacts-This is an informal written agreement between the school, parents, and students. It defines roles and responsibilities for students' academic success and must be reviewed annually
- Accountability – Title I schools can be labeled "priority" or "focus" for low performance. MISD does not have any of these campuses.
- Semi-Annual Certification-This form must be signed twice a year by staff whose salaries are funded 100% from Title I dollars.

10 SCHOOLWIDE COMPONENTS

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies (Scientific Research Based)
3. Instruction by Highly Qualified Teachers
 - This is to ensure that low-income and minority students are **not taught** by unqualified, out-of-field, or inexperienced teachers
 - They must meet these three requirements

- 1) Bachelors' degree
- 2) Full state certification
- 3) Demonstration of competency

Paraprofessional requirements

- 1) Have complete at least two years of study at an institution of higher education; **or**
- 2) Have obtained an associate's (or higher) degree; **or**
- 3) Have met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment
- 4) Knowledge of, and the ability to assist in instructing reading, writing, and mathematics; **or**
- 5) Knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate
4. High Quality and On-going Professional Development
5. Strategies to Attract High-Quality, Highly Qualified Teachers
6. Parental Involvement Strategies
7. Transition Activities for movement between schools and into the college/work force
8. Inclusion of teachers in Academic Assessment Decision
9. Assisting Students Experiencing Difficulty Mastering the Proficient or Advanced Levels of Achievement Standards
10. Coordination and Integration of Federal, State, and Local Services and Programs

OVERALL PURPOSE

To ensure that all children, particularly low achieving children in the highest poverty schools, have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments.