



Overview of Title I Part A

Farwell ISD



The Intent of Title I Part A

The intent is to help all children to have the opportunity to obtain a high quality education and reach proficiency on challenging state and academic standards and assessments.



Farwell ISD Title I Program

The program focuses on promoting reform in high-poverty schools and ensuring student access to scientifically based instructional strategies and challenging academic content.



How It Works

Title I distributes funds to schools based on the number of children from low-income families rather than achievement scores.



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Title I Part A provides federal dollars to help supplement educational opportunities for children who live in high poverty areas who are most at risk of failing to meet state's challenging achievement standards.



Two Program Models for Title I Part A

Targeted Assistance program
model

Schoolwide program model



Schoolwide Model

A Title I school is eligible to become a schoolwide program when the poverty level counted in the most recent census data is at or above 40 percent.



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A schoolwide program is designed with the knowledge that there is a link between poverty and low achievement therefore, when there are large numbers of disadvantaged students, interventions will be successful when implemented “schoolwide.”



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A schoolwide program has more flexibility in the use of Title I funds and in the delivery of services.



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Staff paid with Title I funds are free to work with all students in the building, for there are no students identified as “Title I”



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Schoolwide programs have the latitude in determining how to spend their Title I Part A funds.



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A schoolwide program can use their Title I Part A funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children, according to a comprehensive plan to help all children to meet the state's challenging standards.



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The statute requires schools to particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards.



Identification of Schoolwide Students

All students are eligible to participate in all aspects of the schoolwide program.



The primary design of the Schoolwide plan must address the following four elements:

1. Describe how the school will implement the mandatory schoolwide ten components;
 2. Describe how the school will use resources from Title I and other sources to implement schoolwide components;
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3. Include a list of federal, state, and local programs that will be consolidated in the schoolwide program;
 4. Describe how the school will provide individual student academic assessment results, including an interpretation of those results, to parents in a language they can understand.
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NCLB of 2001: Title I Improving the Academic Achievement of the Disadvantaged: Public Law 107-110

Section 1114(b)(1) of the statute enumerates the ten components of the schoolwide program model



Schoolwide Ten Components:

1. A comprehensive needs assessment of the entire school based on information that includes the performance of children in relationship to the state's academic achievement standards.

 2. School wide reform strategies that:
 - A. Provide opportunity for all students to meet the states proficient and advanced levels of student achievement.
 - B. Use effective methods and instructional strategies from scientifically based research.
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3. Instruction by “highly qualified teachers and paraprofessionals.”
 4. High quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil service personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.
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5. Strategies to attract high quality, highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement, such as literacy services.
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7. Plans for assisting transition from early childhood programs to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments to provide information on, and to improve, the academic achievement of individual students and the overall instructional program.



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9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance.

10. Coordination and integration of federal, state and local services and programs including programs related to Title I, violence, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.



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The plan must be developed in consultation with the LEA and its support team and other technical assistance provider.

Must be developed with the involvement of parents, and other community members to be served and the individuals who carry out such a plan, including teachers, principals and administrators.



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Documentation to show addressing needs of low achieving students

Letter To Parents (teacher highly qualified qualifications)



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Student Monitoring Progress
Reports

Annual Evaluation of Program
