

Program Abstract

Title 1 is a federally funded program to help students succeed in language arts and math. In order to receive these funds the corporation must submit an application describing their school district, what their needs are and how the funding will be used to help students succeed. The needs of students are assessed and a Title 1 plan is devised. Teachers and instructional assistants implement programs that aid in the achievement of the students. The support staff may work with students individually or in a group setting depending on the program. All Title 1 staff are highly qualified which meets the criteria for No Child Left Behind. The Paul School currently has 3 highly qualified teachers.

Paul School's administration and teaching staff support the Title 1 program by including Title 1 staff members in data meetings, special education meetings, committees, and through collaborative approach for student achievement.

The Title 1 program's effectiveness is assured due to the use of research-based teaching materials, current research on instructional pedagogy, data driven decision making for program revisions, and the dedication of highly qualified teachers who regularly reflect upon their teaching practices.

Goal

The goal of interventions is to increase student literacy and mathematical thinking, thus dramatically reducing the number of students who have extreme difficulty in math and reading.

What

The Title 1 program at the Paul School is multi-faceted with a student centered approach to meet the unique needs of our learners. Effective short-term interventions in small groups for low achieving students has proven to be successful. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom instruction.

Who

All staff serve the lowest-achieving students from kindergarten through third grade (2023-2024). These are the students who are not catching on to the complex set of concepts that make reading and math possible.

The students who are below level in reading or math are provided with direct instruction using research based remedial programs such as Foundations, LLI, Reading Plus, Do the Math, Bridges, and Lexia, as well as current research on how children learn in this culture of digital overload. Classroom teacher suggestions are also provided..

The Title 1 program is effective because we have highly trained teachers that use research based programs to provide instruction to struggling students. Our sessions run 30 minutes per day four-five days a week from grades K-3 (2023-2024). The instruction provided is explicit, implicit, and structured and sequential. Acadience progress monitor tests as well as local assessments are administered frequently to assure that the students are making adequate progress. If a student is identified as not making progress, the type of instruction is changed. There is close communication between all Title 1 teachers and their student's teacher to provide the best instruction.

Individual students receive a half-hour lesson each school day with a highly qualified teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual or group instruction.

How

Paul School programs provide support and direct instruction to the students who have been determined to have the most need in reading and math. Title 1 funds employ two full-time teachers and 1 part-time, based on the funding. All teachers are highly qualified.

All students in grades K-3 are given STAR. STAR is a benchmark and progress monitoring system based on direct, frequent, and continuous assessment. The results are reported to students, parents, teachers and administrators via web-based data management and reporting a system to determine response to intervention.

- The STAR measures how fluent a child reads (uses appropriate rate and expression when reading aloud) as well as how well a reader can comprehend what he/she reads
- GLOSS Assessment for Math

Sustainability

a. Steps to Continually Monitor

- Monthly PLC's/Data meetings to discuss progress and data
- Title 1 parents and school staff will receive surveys
- Data (both formal and informal assessments) will be collected throughout the year. This data will be examined during Data meetings and PLCs in order to determine student progress
- Walkthroughs will occur throughout the year by administrators
- Behavioral data will be analyzed continuously by the administration, counseling staff and PBIS Team. Interventions will be developed, provided, and monitored as indicated by the data collected.

a. A Plan for Monitoring and Evaluation of the Program and Its Implementation

- NWEA and STAR will be administered in the fall, winter and spring to determine the current progress of individual students. We will also progress monitor every month and a half with the Acadience program to help determine progress and to continue to make goals for student improvement
- Surveys will be sent home at the end of each year to both parents and teachers in order for us to evaluate our programs progress. Information regarding their communication needs, family activity ideas, and an opportunity for them to voice opinions, share ideas and concerns will be on these surveys.
- An annual meeting will be held in the fall to inform parents of our practices, answer questions, go over the format of Title 1 and to discuss the Title 1 compact. We will also ask parents to share their ideas for activities throughout the year that will better help their children to learn to their full potential.
- Parents and staff will be able to meet with Title 1 at any time during the year to discuss any questions or concerns.

2023-2024 Parent/Teacher Survey Report

Title 1 sent out separate surveys to teachers and to parents in the spring of 2024. The focus of our teacher survey was to gauge the effectiveness of our program on our students when they returned to their classrooms. Our main goal in the parent survey was to ask how parents wanted to be kept informed and provided information. All of the information gathered will help us to provide a stronger program for next year's students, teachers and parents.

Our teacher survey gave us valuable information. Questions that we asked were as follows:

1. The Title 1 program has clear goals and objectives- 7 teachers gave a strong agreement score. We have spent a great deal of time and effort making sure that classroom teachers have a clear understanding of our goals, purpose, and objectives. We have attended meetings to provide them this information, as well as a presentation at the beginning of the year.
2. There is an effective procedure for placing students in the Title 1 program. 6 teachers gave a strong agreement score, while 1 gave moderate agreement. We will continue to include our procedure for all teachers when we meet with them in the fall, as well as do a follow up.
3. Classroom teachers receive sufficient information about the Title 1 program. 3 teachers gave a strong agreement score, while 3 gave moderate agreement and 1 gave mixed reactions. We feel that we need to do a

better job with this next year. We have suggested not only holding data meetings with staff, but informational meetings to keep staff addressed on their individual student knowledge and growth.

4. Students are developing greater self-confidence in their learning abilities. 5 teachers gave a strong agreement score, while 3 gave moderate agreement and 1 gave mixed reactions. 6 teachers gave a strong agreement score, while 2 gave moderate agreement and 1 gave mixed reactions. This is very important to us. We want to hold the data/informative meetings next year so that we can better serve our students.
5. Students benefit academically from participation in the Title 1 program. 7 teachers gave a strong agreement score. As this is a very important aspect of our program, we want to continue to hone and provide only the best programs and services to continue and better ourselves as a Title 1 program .
6. Students are showing improvement in their reading skills. 7 teachers gave a strong agreement score. According to teachers and our data we see a strong correlation of student growth with our Title 1 students. Next year we hope to build upon this even more through data meetings with teachers, continuing with strong academic programs, and using effective teaching strategies.

For the parent survey we wanted to know how we could aid parents in their child's academic growth through the things they would like to see offered from Title 1, as well as how they would like to be kept informed. Below are the results.

1. What type of informational programs would you like Title 1 to provide for parents?
10 Parents would like reading strategies. 3 parents would like technology assistance.
8 parents would like help with math skills. 7 parents would like help with homework. 7 parents would like help with social and emotional skills.

In order to provide these things for parents we are going to look at doing multiple parent nights that offer help with reading and math skills, as well as technology, homework, and social and emotional skills, next year. We will also get in touch with our social emotional staff to see what they can offer our students.

2. How would you prefer to receive information from Title 1?
10 would like to receive information via letters/flyers sent home with students. 9 would like to receive information through email. 0 would like to view it on the school website. 4 would like to get information via a phone call. 0 would like to see it on social media. 6 would like to receive a text message.

We are going to offer multiple ways of communicating with parents next year. Our team will look into doing a combination of all of the above. Our goal is to keep the Title 1 parents up to date and informed on the progress of their child within a timely manner.

We will also offer various meetings for parents to learn reading strategies, technology assistance, help with math skills, and homework. The social emotional staff will be contacted and asked to join in our meetings.

Plan posted on school website at sau101.org