

Lincoln Elementary School is a comprehensive—schoolwide—Title I school. We receive additional funding for materials and small-group instruction, and that federal resource infusion benefits ALL of our children. Our staff is considered “highly qualified” and our instruction/materials are research-based. There are many more adults in our school who supervise and attend to children than can be afforded in most non-Title I schools.

The following frames provide more Title I information. If you have additional questions, please feel free to contact me at the school (435-245-6442).

Lynette Riggs, Principal

## Understanding Title I

### Title I Defined

- A federal allocation of funds for schools classified as low income for the purpose of assisting students to demonstrate proficiency related to the state's academic standards.

### Purposes of Title I

- Help students to achieve proficiency on state academic standards (primarily in Reading/Language Arts and Mathematics)
- Build teacher capacity through quality professional development
- Enhance parents' abilities to help their children succeed through quality parental involvement activities

### Schools Eligible for Title I

- A Title I school receives Title I funds under the following guidelines:
- The percent of low-income children in a given school must equal or exceed district average poverty.
  - To be eligible for Title I funds, a charter school must have at least 10 low income children.
  - In Utah, low income students are typically identified through the free/reduced lunch application (or proxy methodology).

### Targeted Assistance Schools

- Use Title I funds only for supplementary educational services for eligible children.
- Identify as eligible those students who are failing or most at risk of failing to achieve state academic standards.
- Prioritize eligible students in rank order to provide services to those in greatest need.

### Targeted Assistance Schools

- Establish staffing patterns and schedules of services to meet the needs of students.
- Minimize the removal of students from the regular classroom during classroom instructional time.
- Actively involve the classroom teacher in assessing individual student performance and planning additional services.

## Comprehensive Schoolwide Schools

- At least 40% poverty.
- Create a plan that integrates a comprehensive needs assessment and schoolwide reform strategies (typically 1 year to develop plan).
- Flexibility in use of funds.
- Maintains schoolwide mission and goals that shape school decisions and help all students achieve high standards.

Lincoln is a "comprehensive"  
Title I school

## Use of Title I Funds

- Implement school goals and objectives.
- Support individual student achievement.
- Avoid supplanting programs created by other State and Federal funding sources.

## Effective Uses of Title I Funds

- Personnel
- Textbooks and Supplies
- Extended day/year program
- Early childhood program
- Full and/or extended day kindergarten
- Counseling
- Accelerated, high quality curriculum that enables disadvantaged students to achieve challenging standards

## Improving Student Achievement

- Title I schools are to implement research-based instructional strategies.
- Consider extended learning time options to help students needing additional help.
  - Before and after school programs
  - Summer school programs
  - Intersession or Saturday school programs
  - Other extended-day programs

## Improving Student Achievement

- Instruction delivered by highly qualified staff
- Timely identification of learning needs through assessment
- Targeted interventions for those students who need additional instructional help
- Annual review of school academic progress

## Professional Development

- School plans describe the professional development that will be provided to support teachers in meeting student needs.
- Quality professional development includes strategies that are ongoing and provide follow-up support to help teachers successfully implement strategies.

## Parent Involvement

- LEA Parent Involvement Policy
- School Parent Compact
- Parents "Right to Know" requirement
- Input into planning and implementation of parent involvement activities
- Access to assessment and evaluation data

## Highly Qualified Staff

- Teachers meet the Highly Qualified Teacher (HQT) requirements
- Paraprofessionals must meet (HQ) qualifications
- Services provided by paraprofessionals are under the direct supervision of and in close proximity to a Highly Qualified Teacher