

Summit Elementary School 2011-12 Title I Plan Executive Summary

Summit Elementary School's Title I Plan was developed to ensure that Title I funds are utilized to benefit the most at-risk students in accordance with federal guidelines. The plan includes:

A *Comprehensive Needs Assessment* that includes the following:

- 2009-10 Math and Reading CRT scores listed by sub group and grade level
- Spring 10 and Fall 10 Grade K-5 DIBELS Benchmark Scores
- Data from previous year's Title I Plan to verify previous goals achieved
- Indicators of Quality Schools
- 2010 Adequate Yearly Progress (AYP) Reports
- District CRT Cross-Year Proficiency Data
- District DIBELS Cross-Year Benchmark
- Rank order lists

An accounting of *school wide strategies, academic strategies, and measurable goals* to guide instruction:

- Uninterrupted grade level blocks of instructional time
- Attendance incentives
- Intensive small group explicit instruction, minimizing removal from regular classroom instruction
- Close the gap yearly between at-risk students and students on grade level

Evidence demonstrating that instruction is provided by *highly qualified teachers and paraprofessionals*:

- Lists of teachers from Human Resource (available at district office)
- Lists of paraprofessionals from CACTUS (available at district office)
- Notice to parents of right to request teacher professional qualifications

A description of on-going *professional development*.

A description of strategies used to increase *parental involvement*:

- Volunteerism at the school
- Parent Night meetings
- District Parent Involvement Policy
- School Parental Involvement Policy including names of parents and staff involved in development
- A sample *Student Education Plan* form
- Monthly Newsletters
- School-Parent Compact
- District and School Parent Involvement Budgets verifying that 95% of available budget is distributed directly to schools.

A summary of strategies taken to assist preschool children in the *transition* to kindergarten.

Evidence of measures taken to include teachers in the use of assessment to guide instruction.

- Individual Literacy Plans (ILP)
- Professional Learning Communities (PLC)

Evidence that students not at benchmark receive Tier I instruction and timely additional assistance through Tier II and/or Tier III instruction.

- CCSD Instructional Triangle
- Completed Tier worksheets from each teacher
- DIBELS Progress Monitoring data sample
- ILP meetings/forms
- Paraprofessional schedule
- List of extended day programs funded by Title I