




# Title I 2009-10

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Wake County Public School System  
August 25, 2009




## Title I Funds Allocation

- Title I Allotment
  - Set-Asides
    - 20% - LEA Improvement
    - 12% - District Administration (up to 12%)
    - 10% - School Improvement (Choice Transportation and Supplemental Educational Services)
    - Professional Development (up to 5%)
    - 1% - Parental Involvement
    - Pre-Kindergarten
    - Homeless Education

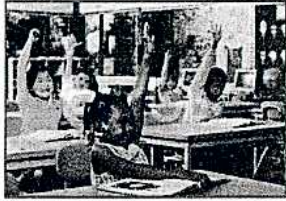

## Allocation to Schools




- Per-Student Allotment
- Based on # Free/Reduced Lunch Students
- Allowed to Allocate Funds in Poverty Bands

## Targeted Assistance vs. Schoolwide Programs



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## Sec. 1115 Targeted Assistance Schools



## TAS Components

- Provide served students the opportunity to meet State standards
- Incorporate the TAS plan into the school improvement plan
- Utilize scientifically-based research instructional strategies that:
  - give primary consideration to extended learning time;
  - provide an accelerated, high-quality curriculum which includes applied learning;
  - minimize pull-outs from regular classrooms;

## TAS Components (cont.)



- Coordinate with the regular program, including transition from early childhood programs;
- Provide instruction by highly-qualified teachers;
- Provide professional development opportunities;
- Provide strategies to increase parental involvement;
- Coordinate with other Federal, State and local programs.

## Eligible Students



- Students not older than 21 and entitled to a free public education through grade 12;
- Students not at grade level and most at-risk of failing to meet State academic achievement standards;
- Identification by multiple, educationally-related, objective criteria established by the LEA and supplemented by the school;
- For children in Pre-K-grade 2 selection will be based solely on multiple criteria, such as teacher judgment, parent interviews and developmentally appropriate assessments.

## Sec. 1115 Schoolwide Programs



## SCHOOLWIDE PROGRAMS



- Allow a school to use Title I funds to upgrade the entire educational program of the school.
- Provide great latitude in determining how to spend Title I funds.

## Schoolwide Components



- Comprehensive needs assessment
- Schoolwide reform strategies
- Highly qualified professional staff
- Professional development for entire school community
- Parent involvement strategies
- Strategies to attract high-quality highly qualified teachers to high-need-schools.

## Schoolwide Components



- Preschool transition strategies
- Teacher participation in making assessment decisions
- Intensive assistance to students experiencing difficulty in mastering standards.
- Coordination and integration of services.

## Becoming Schoolwide

- 1 The LEA determines that the poverty level is 40% or greater.
- 2 The school, in consultation with its district, decides that it wants to become a SWP.
- 3 High quality assistance and support is available to the school.



## Highly Qualified Teachers and Teacher Assistants

Schoolwide programs must include teaching staff that meet the definition of being highly qualified professionals.



## Title I Plan

- Both programs
  - develop a Title I Plan based on the needs of the school as defined by outcome, process and demographic data;
  - define in detail the intervention plan used at their school.

## Selection Process



- | Targeted Assistance   | Schoolwide  |
|---|---|
| <ul style="list-style-type: none"><li>• Must identify students using multiple criteria</li><li>• Record identified students on an Eligibility List</li><li>• Additional assessments may be required</li></ul> | <ul style="list-style-type: none"><li>• Not required to use multiple criteria to identify students</li><li>• Ranking Forms are recommended for student selection</li><li>• No additional assessments needed – but must detail how students are identified for service</li></ul> |

## Assessments

- Both programs are required to
  - administer and analyze different assessments to plan for instruction;
  - monitor academic progress of students;
  - modify program if students are not making adequate progress.

## Student Intervention Services

- | Targeted Assistance   | Schoolwide  |
|---|---|
| <ul style="list-style-type: none"><li>• Provides structured intervention program<ul style="list-style-type: none"><li>◦ Reading</li><li>◦ Math</li></ul></li><li>• Provides service to identified students for the year</li></ul> | <ul style="list-style-type: none"><li>• Follows schoolwide intervention plan developed at the school</li><li>• Allows for flexible groups</li></ul> |

## Parental Involvement



### Targeted Assistance

- Provides service to parents of identified Title I students
- Convenes 4 parent meetings
- Records all parental contacts
- Involves parents in the development of the plan

### Schoolwide

- Follows parental involvement activities and strategies as defined in the Parental Involvement Component for all parents in the school
- Involves parents in the development of the plan

## Direct Instruction



### Targeted Assistance

- Requires instruction by Highly Qualified Teachers

### Schoolwide

- Requires instruction by Highly Qualified Teachers & Paraprofessionals

## Professional Development



### Targeted Assistance

- Provides training and support for teachers paid with Title I funds and/or serving identified students

### Schoolwide

- Provides training and support for all staff members as outlined in the Title I Plan under the component of Staff Development
- Provides training and support for teachers serving identified students

## Title I Funds



### Targeted Assistance

- Money follows the identified students

### Schoolwide

- Money supports the needs of entire school

## Evaluation of Program



### Targeted Assistance

- Based on achievement results of identified Title I students

### Schoolwide

- Based on achievement results for all students in the school

## Why Schoolwide?



### Schoolwide programs allow schools to:

- Combine funds from other local, state and federal sources;
- Stimulate reform for the entire instructional program;
- Discontinue separate and fragmented add-on programs;
- Plan a comprehensive program to meet the needs of all children and parents in the school;
- Encourage educators to work together rather than in isolated educational settings;
- Spend federal resources in ways to most effectively benefit student achievement for the entire school.



**What questions do you have?**