

## TITLE I

Our school is a school wide Title I school, meaning that all the students receive benefits from this federal program. Our Title I goal is to increase the achievement of all South Cumberland students in the all areas and more specifically in Language Arts and Mathematics. This achievement is to be measured thorough the amount of increase of performance level results on the Achievement Test.

### **Components of a Title I School -wide Program Plan**

ESSA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the Common Core State Standards must occur.
2. Schoolwide reform strategies that:
  - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement.
  - b. Use effective methods and instructional strategies based on scientific research that:
    - Strengthen the core academic program in the school.
    - Increase the amount and quality of learning time, before-and after-school and summer programs opportunities, and a rich and accelerated curriculum.
    - Include strategies for meeting the educational needs of historically underserved populations.
  - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program might include:
    - Counseling, pupil services, and mentoring services.
    - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
    - The integration of vocational and technical education programs.
  - d. Address how the school will determine if such needs have been met.
  - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and on-going professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.
5. Strategies to attract highly-qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a public school preschool program to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.
10. Coordination and integration of federal, state, and local resources, services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. The eight components of a Title I Targeted-assistance Program plan. Under Section 1115(c), a targeted assistance program includes the following 8 components. It must—
  1. Use Part A resources to help participating children meet the State's student performance standards expected for all children. In order to do this, programs must:
  2. Be based on effective means for improving achievement of children.
  3. Ensure that planning for participating students is incorporated into existing school planning.

4. Use effective instructional strategies that--
  - Give primary consideration to providing extended learning time such as an extended school year, before-and after-school, and summer programs and opportunities.
  - Help provide an accelerated, high-quality curriculum.
  - Minimize removing children from the regular classroom during regular school hours for Part A instruction.
5. Coordinate with and support the regular education program, which may include--
  - Counseling, mentoring, and other pupil services.
  - College and career awareness and preparation.
  - Services to prepare students for the transition from school to work.
  - Services to assist preschool children's transition to elementary school.
6. Provide instruction by highly qualified staff.
7. Provide professional development opportunities with Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating children.
8. Provide strategies to increase parental involvement, such as family literacy services.