

MACS TITLE I PLAN

Plan Provision Changes	District Requirements
Additional Assessment	<p>Using assessments in consort with the state assessment, describe how you will determine student and program success. You must include the following:</p> <ul style="list-style-type: none">● How you will identify students who may be at-risk for reading failure or who are having difficulty reading?<ul style="list-style-type: none">○ Using triennial assessments - AIMSWEB/DRA/State Assessments/Teacher input● How you will determine individual student success?<ul style="list-style-type: none">○ Measure success through data collection. Adequate yearly progress based on Aimsweb and DRA.● How you will assist in the diagnosis of students to impact teaching and learning in the classroom?<ul style="list-style-type: none">○ Identifying areas of weakness will help drive teacher's instruction and develop individualized learning plans/remediation for each struggling learner..● How you will measure/review and analyze your program's effectiveness?<ul style="list-style-type: none">○ Yearly, gather input and evaluations from staff and parents and analyze student progress and program goals (achieved?)
Indicators other than Assessment	<p>This provision is optional.</p> <ul style="list-style-type: none">● Describe if you will use of other indicators to determine student or program success (i.e.: dropout rates, attendance, truancy, enrollment in post-secondary, involvement in after school activities, attitude changes, etc.).<ul style="list-style-type: none">○ Yes, attendance. 75% or better daily attendance in Title Program.

Additional Support

Title I services must be shown to "add value" to the instructional program provided to all students by general funds. In this provision the district, if it so chooses can mandate the minimum amount of time each student would receive Title I support and maximum staff-student ratios. In doing so, each of its Title I schools must abide by those parameters.

- Describe how your Title I program in both Targeted Assistance Schools [TAS] and School Wide Programs [SWP] provides services "above and beyond" the general curriculum.
 - Our Title Program adds value and time to the students who qualify through a targeted assistance program that runs in the summer only. This year, as we have grown in size and need, we will add a before school program that will run 2 mornings a week from Nov 1- June 1 for 30-45 mins each session. Only students who meet criteria may participate. The summer program adds 2 weeks of full day programming in the summer to extend the students learning opportunities and the before school program adds an additional 30 hours of instruction over the course of the school year.

Coordination and Integration

- Describe how your Title I program will coordinate with other programs (SPED, Even Start, Head Start, Reading First, Adult Education, Service Learning, etc.) and work with special populations (SPED, LEP, migrant, homeless, neglected or delinquent children, etc.) to reduce duplication and fragmentation and increase collaboration between the programs.
 - We coordinate with special ed, offering our program at a time that ESY does not run. We collaborate with outside agencies on the behalf of the student as needed.
- Are you coordinating with pupil services personnel such as counseling and mentoring? If appropriate, are you coordinating with college and career awareness and preparation programs?
 - We collaborate with service providers and outside agencies on the behalf of the student as needed
- Is there coordination with services to prepare students for transition from school to school?
 - Yes

Selection of Students in Targeted Assistance Schools

Describe how you will:

- identify the pool of educationally deprived students (those students failing, or at-risk of failing to meet the state standards); and
 - Triennial assessments- DRA/Aimsweb
- select the most academically needy of that population in all of your targeted assistance schools. All criteria used must be educational in nature.
 - See attached rubric for criteria

Preschool Services

This provision is optional.

- If the district is using any Title I dollars to support or run a preschool program, describe in detail the goals, size, and activities of the program.
 - no

Quality Teachers and Paraprofessionals

Schoolwide Program Schools: All core academic teachers and instructional paraprofessionals must meet the highly qualified requirements regardless of source of funds (federal, state or local). Do all applicable staff meet this requirement? Yes NA

Targeted Assistance Schools: All teachers and instructional paraprofessionals paid out of Title I funds must meet the highly qualified requirements. Do all applicable staff meet this requirement? Yes NA

Professional Development

Describe how the LEA will:

- coordinate with Title II-A to provide high quality professional development;
 - Per Title II-A grant requirements. Funds used for prof. Dev in areas of reading and math remediation.
- support the activities outlined in the parent involvement section;
 - Yearly parent meeting and evaluation, supplemental materials supplied for parents to support child at home.

and

- support Title I staff and teachers of Title I students to be better able to meet their students' educational needs.
 - Provide trainings and materials to meet needs (lexia/dreambox-remediation programs).

Homeless Children

Describe how:

- your Title I plan is coordinated with the McKinney-Vento Homeless Assistance Act.
- the district identifies and how (and where) it serves homeless children. How does the district expect to use its homeless set-aside dollars? Note: All Districts are required to have a local policy on homeless education and a local dispute process for homeless students (policy may include the dispute process). You may be requested to provide a copy of these policies.
- you contact and coordinate with the town welfare office and local shelter(s) to identify homeless children and youth.
- space in the Title I program will be made available throughout the year for homeless children
 - MACS Title plan ensures set aside funding for students identified as homeless. Despite hardships, they are offered the same

access. Set aside dollars can be used for school supplies/materials/transportation/clothing,etc...whatever is needed to ensure the students has equal access. Space is always available throughout the year.

Students in Foster Care:

Describe:

- How services are coordinated with Every Child Succeeds Act of 2015 Foster Youth and Juvenile Justice Provisions.
- How will the district help students in foster care remain in their school or origin unless it is in their best interest to change schools.
- How will the district ensure that when a change in school placement is necessary, students in foster care are immediately enrolled, even if they lack records typically required for enrollment; requiring the enrolling school to contact the prior school to obtain the student's records.
- How will the district appoint a liaison to work with child welfare agencies regarding transportation needs for students in foster care.
- How will the district provide disaggregated data on foster youth.
 - Emergency transportation funds are available for foster children in case of an emergency placement outside of district. All foster children are given the same opportunities for enrollment and title programming as reg ed students.

Migrant Students

Describe how:

- the LEA will ensure that migratory children are selected to receive services on the same basis as other children who are selected to receive services.
- space in the Title I program will be made available throughout the year for migrant children?
 - All migrant students are given the same opportunities for enrollment and title programming as reg ed students. See rubric. Available space all year long.

Parent Involvement

- Describe how parents and community are involved in the planning, review, and improvement of the Title I program
 - Parents were involved in planning meeting regarding Title Programming.
- Describe how parent and community members are involved in assessing the effectiveness of your parent involvement policy, parent activities and the Title I program as a whole.
 - Parents are invited to a yearly meeting. Parents are given yearly evaluations and opportunity for input regarding the program.
- Assure that each school has a school-parent compact and that the district and each school have a Title I Parent Involvement Policy. How and when are parents provided information about the program, including participation in professional development activities and training to help them teach their children?
 - We have a compact - handed out at yearly meeting
- Do parents receive literacy training or are they referred to other agencies for support?
 - Yes, before each program. Also given supplemental material
- What are your plans to comply with the “Parents Right-To-Know” requirements in the law?
 - Yearly meeting and handout
- If applicable, how will you comply with all the Title I parent involvement requirements in a participating private, nonprofit school?
 - n/a
- What is the plan and who will be responsible to ensure that each Title I School holds an annual meeting?
 - Administration is responsible for each yearly meeting, It is held on the first day of summer school each year.
- If district receives \$500,000 or more, demonstrate how you have meet the 1% required set-aside.
 - N/A
- How are Title I programs coordinated with other parental involvement programs?
 - Through yearly meetings and materials
- How does your district plan to educate teachers and other staff on the importance of parental involvement?
 - Yearly trainings with staff
- How do you plan to ensure that your district disseminates information to parents in an understandable format?
 - Parents were involved in planning meeting regarding Title Programming. Parents are invited to a yearly meeting. Parents are handouts and have time available with administrators to ask clarifying questions.

Focus and Priority Schools If applicable:

- Describe how the LEA assists the low-achieving school to implement its improvement plan.
 - Provides trainings and funding to support the needs of the students and staff.

Extended Learning Opportunities

This provision is optional.

- Describe how the LEA will use its Title I funds to support after school (including before and summer school) and school-year extension programs.
 - We will solely use the funds to support extended learning opportunities through an before school program and a summer program only.