

Title I

Technical Assistance/Capacity Building

OCTOBER 2015

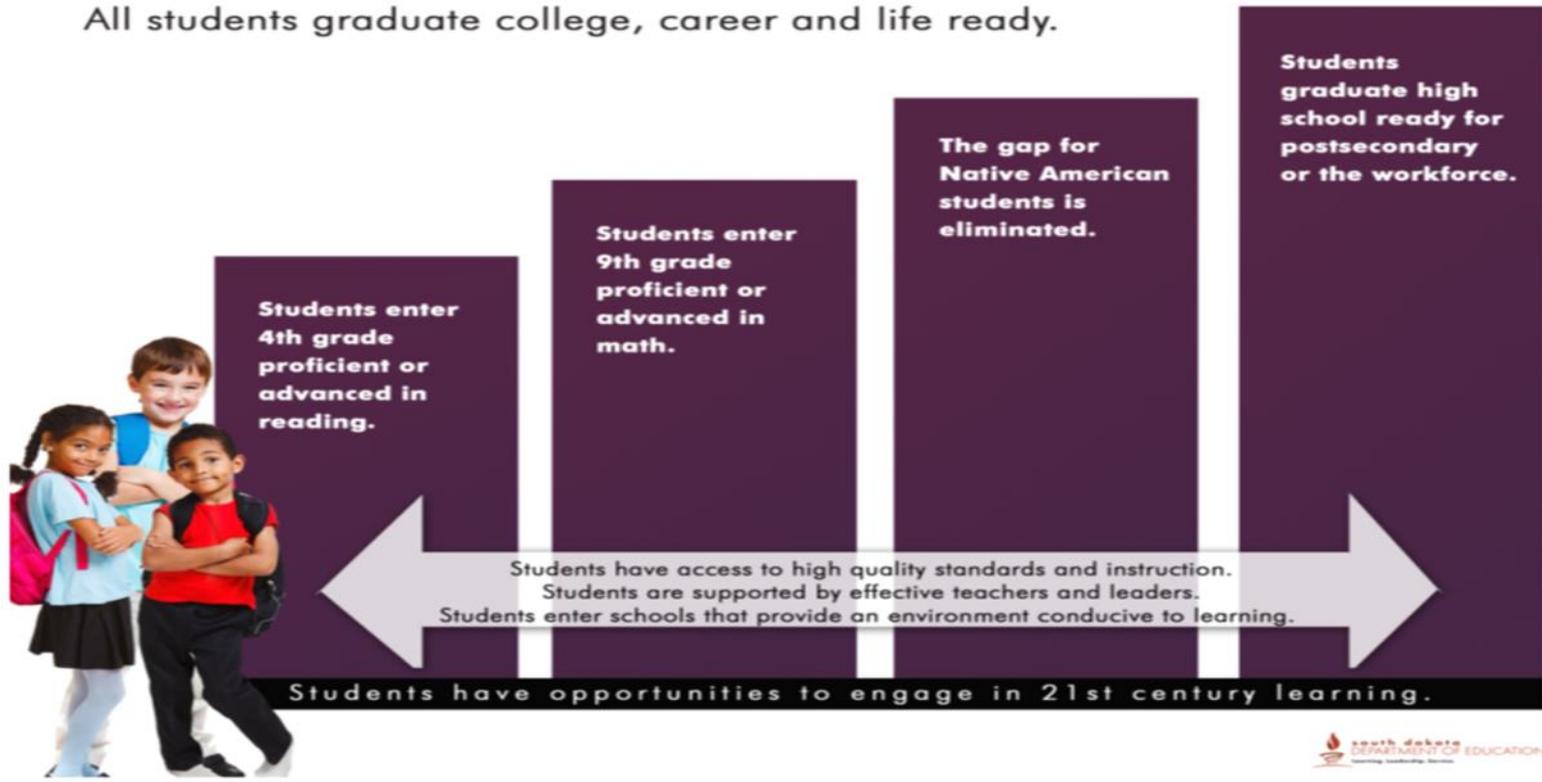
- Provide information about what's happening at DOE
- Provide technical assistance face-to-face
- Build capacity through collaboration
- Create/update documents if necessary

- 1. DOE Overview**
- 2. Discuss the sections in the handbook, the purpose of the documents and how they should look.**
- 3. Participate in peer discussion about what is happening in your school(s).**
- 4. Update or create documents & policies.**

Goals/Aspirations

College, Career and Life Ready

All students graduate college, career and life ready.



Outcome #1

- Early Literacy
- Implementing new Common Core Standards
- Providing training to teachers on standards and instructional practices
- Developing and deploying practical solutions
- Expanding assessment tools to monitor student progress
- Providing high quality instruction and intervention

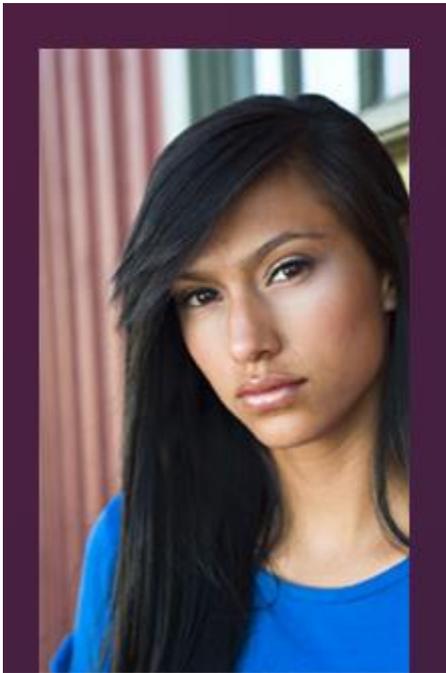


Outcome #2

- Implementing new Common Core math standards
- Providing training to teachers on standards and instructional practices
- Expanding South Dakota Counts
- Expanding assessment tools to monitor student progress



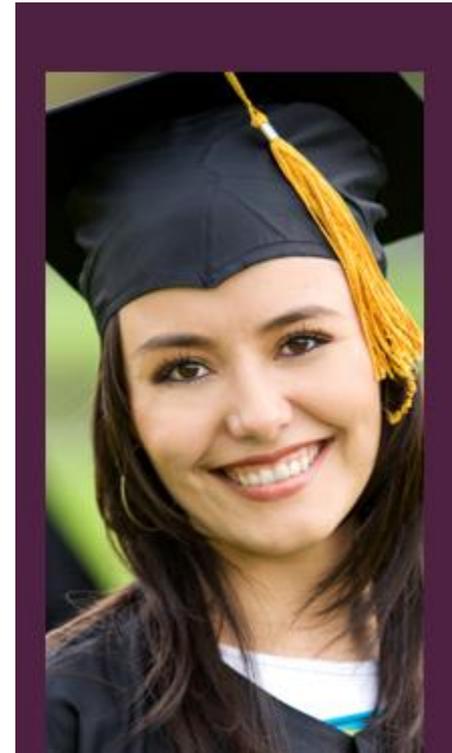
Outcome #3



- Using school support teams to focus reading interventions
- Continuing to promote graduation from high school
- Expanding the Jobs for America's Graduates program

Outcome #4

- Setting expectations for college and career readiness
- Providing remediation opportunities in high school
- Focusing on academic and career planning
- Measuring college and career readiness through accountability system



FOUNDATIONAL SUPPORTS

In order for a school/district to achieve the four outcomes, students must:

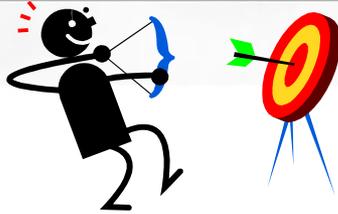
- ❖ Have access to high quality standards and instruction
- ❖ Be supported by effective teachers and leaders
- ❖ Enter schools that provide an environment conducive to learning
- ❖ Have access to engage in 21st century learning.

Looking Forward to 2015-16

- New Focus and Priority school designations
 - Based on:
 - Smarter Balanced Testing
 - Spring of 2015 results
 - School Improvement work concentrated around the DOE Aspirations and the 7 Turnaround Principles
 - Utilize SD LEAP as a planning tool (Indistar)

Turnaround Principles

- ✓ **Providing strong leadership**
- ✓ **Ensuring teachers are effective**
- ✓ **Increased learning time and teacher collaboration time**
- ✓ **Strengthening the schools instructional program**
- ✓ **Continued use of data**
- ✓ **Positive school environment**
- ✓ **Family and community engagement**



Targeted Assistance Programs

The goal of a targeted assistance school is to improve teaching and learning to enable at-risk students to meet the challenging State performance standards that all children are expected to master.

To accomplish this goal, a targeted assistance program must:

- be based on effective means for improving achievement of participating children
- have a Highly Qualified teacher in place
- use effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula
- minimize removing children from the regular classroom during regular school hours; coordinate with and support the regular education program; provide instruction by highly-qualified and trained professional staff; and implement strategies to increase parental involvement.

Targeted Assistance Program

Do:

- **needs assessments for students to determine eligibility based on multiple, educational related, objective criteria, which are then rank ordered to determine the highest need;**
- **coordinate with classroom and special education teachers to avoid duplication of services and to ensure the best possible assistance for each student;**
- **send progress reports to parents on a regular basis;**
- **hold an annual Title I parent meeting;**
- **distribute the Parent Involvement Plan;**

Don't:

- **use the Title I teacher or paraprofessional as a homework tutor;**
- **pull students out of class during the time when other students would be receiving their core instruction;**
- **have the Title I teacher randomly helping other teachers with students just because the teacher thinks the student needs help that day;**

Questions/Discussion



Title I Schoolwide Program:

The emphasis in schoolwide program campuses is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

Title I Schoolwide Program:

Schoolwide reform strategy requires that a school–

- **Conduct a comprehensive needs assessment;**
- **Identify and commit to specific goals and strategies that address those needs;**
- **Create a comprehensive plan; and**
- **Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.**



In a Schoolwide program....?????

Should we still have a Title I teacher listed in the PRF?

If we don't have a Title I teacher anymore, what does the former Title I teacher do?

Do we still have to identify kids as Title I students?

No; ALL certified staff are considered Title I teachers, which is why all staff can provide interventions for all students.

The former Title I teacher becomes even more important as they are now available to provide interventions to any students who are struggling academically in reading and/or Math as shown by data (formative, summative, observation) through push-in help, small group intervention, or even as an extra teacher to help with tiered interventions.

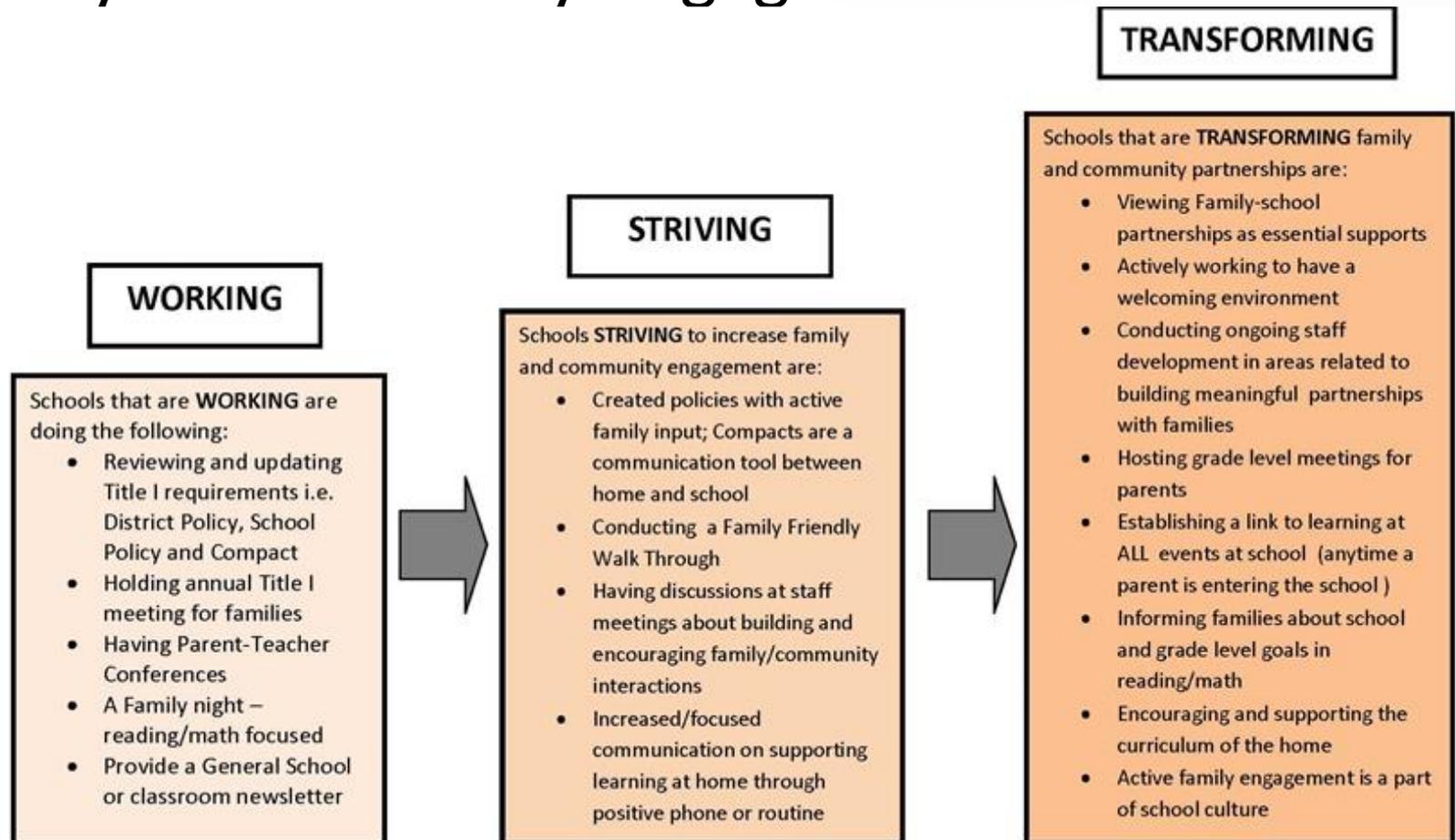
No; Just as all staff can be considered Title, all students are able to receive interventions. Data should drive all interventions.

Questions/Discussion



Discussion Points

- Family & Community Engagement



School Level List for Parent Involvement Plan

Appendix Slide---List of required components of School Level Policy

- Hold and Annual Meeting (Be flexible with times)
-
- Involve parents in Title I Program and policy development and review
-
- Provide a description and explanation of curriculum
-
- Provide parents the opportunity for regular meetings
-
- Provide information and assistance to parents on state content standards, state and local assessments
-
- Provide information about their child's progress and work with parents to improve achievement
-
- Provide professional development to staff to work with families and the value that is added by partnerships with families
-
- Work with Head Start to coordinate family engagement efforts
-
- Eliminate educational jargon and provide information in a formant families can understand
-
- Provide family activities as parents request when possible
-

McKinney-Vento EHCY Definition

As defined by the McKinney-Vento Homeless Education Assistance Act Subtitle B of Title VII, Section 725 reauthorized in 2001 as Title X Part C of the Elementary and Secondary Education Act of 1965. The term “homeless children and youths” –

- A. means individuals who lack a fixed, regular, and adequate nighttime residence; and
- B. Includes
 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 4. migratory children (as such is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (1) through (3).

Determining Eligibility Brief

http://center.serve.org/nche/downloads/briefs/det_elig.pdf

SD District Liaisons

<http://doe.sd.gov/oess/documents/MVcontact.pdf>

South Dakota Department of Education: Laura.Johnson-Frame@state.sd.us; 605-773-2491

Basic Migrant Eligibility

- **AGE**
The child is younger than age 22.
- **SCHOOL COMPLETION**
The child is eligible for a free public education under State law.
- **QUALIFYING WORK**
The employment is seasonal or temporary, AND
The work is agricultural or fishing
- **MOVE**
 - The child moved on his or her own as a migratory agricultural worker/migratory fisher OR the child moved with or to join/precede a parent, spouse, or guardian who is a migratory agricultural worker/migratory fisher, AND
 - The move was from one school district to another, AND
 - The move was a change from one residence to another residence, AND
 - The move was due to economic necessity, AND
 - The move occurred within the past 36 months.
- **PURPOSE OF THE MOVE**
 - The worker moved to obtain qualifying work and obtained it, OR
 - The worker moved to obtain any work and obtained qualifying work soon after the move, OR
 - The worker moved for qualifying work specifically, but did not obtain the work, AND
 - The worker has a prior history of moves to obtain qualifying work, OR
 - There is other credible evidence that the worker actively sought qualifying work soon after the move.

Definition of an LEP

An LEP student is classified as one:

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i.) who was not born in the United States or whose native language is a language other than English;
(ii.)(I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
(II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
(iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

- D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i.) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii.) the opportunity to participate fully in society.

[P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

Student must meet A, B, C and D.

Data

- Change how schools are looking at data. Data should be driving all aspects of a school's educational program.
- Switch Data Retreats to Spring/early Summer to allow for current information to drive the Consolidated Application and plans for the next school year.
- Incorporating the Turnaround Principles in to all schools as best practice.
- Discuss Consolidated Application Roles and how it works and should work.

Systemic Review Process Workshop

- Process incorporates looking at many types of information in a manner that brings the all processes and procedures together.
- All four lenses are still covered, but the attendees are a school or building leadership team.
 - School level team
 - attends either a Regional Two-day Systemic Review Process Workshop or contracts with a state-certified Facilitator to come on-site.
 - determines school goals and plans for the school year
 - reports back to all staff
 - Subject or Grade level teams
 - look at subject or grade student results to determine what changes may need to be made to instruction
 - Individual teachers
 - determine individual student performance and areas of needs by looking at all relevant student data.
- Data Retreats - 2016
 - Tentatively planned for the end May and early June in Sioux Falls, Rapid City, and Pierre.

Questions/Discussion



- Assessment & Accountability Reports
- Professional Development Plan
- Parent Involvement Policies & Compact
- Coordination/Transition Plan
- 1119 Assurance Statement
- Parents Right-to-Know Statement
- Time Distribution Records
- Staff Paid with Title Funds
- Rights of Students who are Homeless
- Schoolwide Plan(s)
- Targeted Assistance Forms

Contacts/Information

- Title I Page: <http://doe.sd.gov/oess/TitleI.aspx>
- Title I Listserv: <http://www.k12.sd.us/Listserv/>
- Migrant Education – jenifer.palmer@state.sd.us
- McKinney-Vento, Neglected/Delinquent laura.johnson-frame@state.sd.us
- South Dakota LEAP – jordan.dueis@state.sd.us
- Title III – yutzil.becker@state.sd.us
- Schoolwide & Targeted Assistance Programs – betsy.chapman@state.sd.us
- Title Programs Administrator – shannon.malone@state.sd.us
- School Improvement Grants – carol.bush@state.sd.us
- Family & Community Engagement – dawnl.smith@state.sd.us
- Grants Management – cody.stoeser@state.sd.us
- Grants Management – robyn.huffman@state.sd.us