

KINGMAN ACADEMY OF LEARNING

The Road to Success is Learning

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Title I Targeted Assistance

Title I is a federally funded program with the purpose of “ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments” (*Arizona Department of Education*). Title I programs are generally aimed at increasing language arts and math skills.

The Kingman Academy of Learning Title I Targeted Assistance uses high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials ensuring that they are aligned with the challenging Common Core Standards for English/Language Arts and Mathematics so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement. Student progress is carefully tracked to gain insight into the overall effectiveness of our Title I program.

There are two main types of Title I programs available for schools: Title I Schoolwide and Title I Targeted Assistance. Due to the demographics of our student population at Kingman Academy of Learning we are eligible for Title I Targeted Assistance.

Title I Targeted Assistance is available only for students who are identified as having the greatest need for special assistance in math and/or language. Enrollment of a student in Title I Targeted Assistance does not mean that the student is eligible for special education. Special education eligibility is determined separately, and cannot be conducted concurrently for any one given academic area.

The various services available under Title I Targeted Assistance are extended learning time, accelerated curriculum including applied learning, and the focused instruction available through small group instruction. The goal of this program is to maximize language arts and math progress by intensifying the learning time, providing more individualized instruction, and most importantly, involving the parents in the learning process.

Kingman Academy of Learning conducts frequent formal and informal evaluations of our Title I Targeted Assistance program. A few of the tools used to conduct a formal evaluation are parent surveys, teacher surveys, pre- and post-tests, exiting statistics, and standardized test scores. Some of the informal evaluation tools used are classroom observations by the teacher and administrator, parental contact, and student interviews. The culmination of these various evaluation methods gives the district a clear picture of the effectiveness of our Title I program.

TITLE I DESCRIPTION / SELECTION PROCEDURES
INTERMEDIATE SCHOOL
(Grades 3-5)

Two of the four schools in the Kingman Academy of Learning (KAOL) school district receive Title I services. Grade levels are not duplicated at any two schools. At the Intermediate School, Title I services are offered in grades 3, 4, and 5. Title I services in those grades target the academic areas of language arts and math. All Title I services are supplementary to regular academic services and are provided to eligible students in addition to their regular language arts and/or math class time. Students who are failing, or most at risk of failing to meet Arizona's challenging students academic standards are targeted for Title I services. Children who are economically disadvantaged, children with disabilities, migrant children, or limited English proficient children are eligible for services on the same basis as other children. Title I services are provided by a certified and highly qualified teacher working in the regular classroom with Title I students and in small groups in the Title I classroom.

Students are initially screened using the Wide Range Achievement Test (WRAT) Expanded Edition. The teachers and principal also review classroom performance, grades, parental input, and any other academic information as needed to see if Title I services are needed. The WRAT Expanded Edition provides the school with *initial* screening information. Exceptions are made for students who test well but classroom performance indicates assistance is needed, as well as the students who tests poorly but classroom performance indicates assistance is not needed. The WRAT Expanded Edition is administered again at the end of the year to evaluate student progress.

Parental involvement is of paramount importance in the success of the Title I program. There are many opportunities for parents to be involved in the Title I program including volunteer service in the classroom, "*Book It*" Reading Program (sponsored by Pizza Hut), parent/teacher conferences, *Study Island*, and participation in Winter and Spring Break activities. Prior to summer dismissal, parents will be provided with additional activities to do at home or in the community to maintain their child's academic skills. In addition, the Title I teacher will make quarterly parental contacts regarding student progress.

A formal yearly evaluation of the Title I program is conducted by the school and district using AIMS scores with a goal of all students reaching a NPR (National Percentile Ranking) of 50% in Reading and Math. The results of the DIBELS Reading Assessment and the AIMSweb Math Assessment that are given to Title I students at the beginning and end of the school year are also used to evaluate the effectiveness of the Title I program. In addition to the formal yearly evaluation, much informal evaluation takes place by reviewing parental input, teacher input, and the classroom records of Title I students.

DISTRICT PARENTAL INVOLVEMENT POLICY

Kingman Academy of Learning, as a district, will ensure that parents are involved in the joint development of the Title I Targeted Assistance Program, Parental Involvement Plan, and the School-Parent Compact at each school site.

The district will provide the necessary support and technical assistance to Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement. The Title I coordinator will work hand in hand with school principals, Title I teachers, regular education teachers, parents, students, and district administration to ensure that the necessary support and assistance is identified and provided.

Kingman Academy of Learning will also assist the schools and parents in building the capacity for strong parental involvement. The district parental involvement strategies will be coordinated with other local programs such as Head Start and the local preschool programs. District assistance to Title I schools in planning and implementing parent involvement activities will be provided. Staff development, funding, and a district level implementation of parent involvement will be provided.

An evaluation of the effectiveness of the parental involvement policy in improving the quality of our Title I schools will be conducted annually. This evaluation will also help us identify barriers as well as the strengths and weaknesses of our parental involvement programs. Strategies to increase the participation of parents who are economically disadvantaged, disabled, limited English proficient, and/or of any racial or ethnic minority background will be identified by the annual evaluation as well. In addition, the academic quality of Title I schools will be assessed by the annual evaluation.

Kingman Academy of Learning will distribute this written Title I Parent Involvement Policy to parents in a uniform format provided in a language parents can understand.

INTERMEDIATE SCHOOL PARENTAL INVOLVEMENT PLAN

The purpose of the Title I Targeted Assistance Program is to assist students in the achievement of the State's high academic standards. However, without the involvement of the parents, academic progress cannot reach its fullest potential.

Parents are the most important element in the implementation of Title I services. At the incipience of the district's Title I Targeted Assistance program the district administration, school administration, teachers, and parents developed a plan to involve parents in the educational process. All parents are presently required to volunteer a minimum of 30 minutes per week, or a total of 18 hours per school year. Title I parents are also given tools to help them work on reading and math with their children at home. Parents are encouraged to contact the Title I teacher with any questions or concerns. Additionally, parents are encouraged to come take part in the daily classroom routine as Title I services are being implemented.

Another way that parents can get involved is by volunteering to serve on the site council. The site council is responsible for evaluating various elements of the Parental Involvement Plan annually and is involved in the implementation of the Parent Involvement Plan. The site council plays an important and strategic part in the planning, implementation, and review of the Title I Targeted Assistance Program, the Parental Involvement Plan, and the School-Parent Compact. The site council also helps evaluate curriculum, assessment, and instruction ideas prior to approval and implementation. Parents have the right to be involved in Title I decision making and policy development.

Communication of this Parental Involvement Plan is accomplished by distributing the plan when a student is initially enrolled in the Title I program. Further communication is accomplished by conducting a verbal review each year during the Parent/Teacher Conferences and at the Title I annual meeting with the school principal. The Parent/Teacher Conferences can be scheduled during various days of the week and various times of the day. Flexible meeting times at various times and days of the weeks are also available for the parents who wish to have additional meetings with teachers and/or the principal.

Information will be provided in a uniform format, disseminated in a timely fashion and in a language parents can understand. A printed copy of this Parental Involvement Plan is available during school hours upon request. Information on the Title I and regular classroom curriculum is also available upon request. Equal access is granted for parents who are of limited English proficiency, migrant, homeless, or disabled, and the district will attempt to make the Parental Involvement Plan understandable for all participants.

Parents of all students are encouraged to get involved in the education of their child as it pertains to Title I services. Kingman Academy of Learning realizes that parents and educators are equal stakeholders in the education of students, and has developed a system for which parents can be involved in the education of their child. The parent site council will continue to implement strategies for building parental involvement. Students need the assistance, encouragement, instruction, and nurturing of both teachers and parents in order to realize academic success.

Attached is a School-Parent Compact, or agreement, which outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement. Please read the School-Parent Compact carefully and contact the principal or Title I teacher with any questions.

INTERMEDIATE SCHOOL-PARENT COMPACT

The parents of Title I students and the school staff agree to offer the effort and assistance needed to help Title I students achieve the State's high academic standards. It is the entire school's responsibility to provide high quality curriculum and instruction. The students agree to cooperate with parents and teachers giving their best effort in order to progress towards meeting or exceeding the Common Core Standards for English/Language Arts and Mathematics. Together we can make a difference by providing curriculum that is research-based and aligned with these standards and by implementing and participating in meaningful instructional practices in the classroom as well as at home.

Parents will make the necessary time to participate in their child's classroom activities and work hand-in-hand with the staff to ensure students are completing all assigned homework and practice. Parents will also make every reasonable attempt to ensure that their student is present at school each school-day. Parents will teach their child that homework and other home reinforcement activities are of utmost importance. In addition, parents will ensure that their student is making homework a higher priority than sports, TV, and video games, and that their student is getting a sufficient amount of sleep each night.

If a parent has any questions or concern, they are responsible for contacting the teacher at the school during school hours either by phone, email, appointment, or written note. Parent/teacher conferences, school progress reports sent home mid-quarter, informal progress reports, and quarterly grades will be used as vehicles for communicating student progress. Parents will participate in the decision making of their child's education and the Title I Program as a whole by maintaining communication with the teachers and principal.

Students will strive to complete all activities, assignments, homework, and projects assigned knowing that their effort coincides directly with their ability to achieve greater academic progress. Students will cooperate with teachers and parents believing that they have insight into their best educational interest.

The entire school staff will be committed to Title I students and parents in order to assist students in reaching their greatest academic potential. All instructional practices and curriculum will be research-based and authentic. Communication will be conducted on a proactive basis in order to achieve greater progress. This School-Parent Compact will be communicated in a uniform format provided in a language parents can understand on the school website, at the annual Title I meeting, in the teacher handbook, in the Title I Plan, and at Parent/Teacher Conferences. Teachers will be reasonably accessible to the parents in order to communicate progress and address parental concerns.

The combined efforts of the student, school staff, and parents as defined above will help Title I students reach their fullest academic potential.

PARENTS' RIGHT TO KNOW

Parents of our students have the right to know:

- Whether the State of Arizona has licensed or qualified the teacher for the grades and subject he or she teaches.
- Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.