



# MASTER PLAN

## TITLE I

### Migrant and Special Programs

CHIEF: Dan Gohl

DIRECTOR: Luwando Wright-Hines

Course Group #: 39001552

## **PURPOSE**

The purpose of Title I is to support school efforts to ensure that all children meet challenging academic standards and have a fair, equal, and significant opportunity to obtain a high-quality education. This purpose can be accomplished by providing additional resources for high poverty schools to enhance educational opportunities for disadvantaged students.

The School Board of Broward County operates schoolwide Title I Programs. Title I funds must be used **in addition to** District and State funds. All of the services students would receive in the absence of Title I must be in place before Title I funds are used.

## **Needs Assessment/Baseline Statement**

- Allocated professional development funds for Title I grant submitted to the State of Florida.
- By the end of June 2018, 85% of Title I schools will complete documentation in the eBinder
- Monitoring of Budget Expenditures

## **HISTORICAL UPDATE**

First enacted in 1965 as a component of President Lyndon B. Johnson's "War on Poverty" program, Title I of the Elementary and Secondary Education Act (ESEA) had its impetus in Public Law (P.L.) 100-297. This law authorized federal funds for supplementary programs to help educationally deprived children whose academic achievement was below an appropriate level for children their same age and it focused funds on high-poverty areas.

In 1981, during President Reagan's administration, the program name changed from ESEA Title I to Education Consolidation and Improvement Act (ECIA) Chapter 1. In the 1988 reauthorization, the ECIA was changed back to ESEA.

In the October 1994 reauthorization of Chapter 1 law (P.L.103-382) by the United States Congress, the program name was changed from ECIA Chapter 1 to ESEA Title I. The "Improving America's School Act of 1994" signed by President William Jefferson Clinton, included changes to Title I allocation provisions in an effort to target more Title I funds to the districts and schools with the highest concentration of poverty.

On January 8, 2002, President George W. Bush signed into law the "No Child Left Behind Act of 2001", amending the Elementary and Secondary Education Act of 1965. Title I of the ESEA, as amended by the NCLB Act, is designed to help disadvantaged children meet high academic standards.

On December 10, 2015, President Obama signed into law The Elementary and Secondary Education Act, known as the Every Student Succeeds Act (ESSA). This officially replaced the No Child Left Behind Act (NCLB) as the reauthorization of the Elementary and Secondary Education Act.

## **GENERAL INFORMATION**

### **What is Title I?**

Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families. Since a high

incidence of poverty in a school has a direct correlation with low academic student achievement, Title I funds are used to provide supplementary instruction to raise the achievement of students who are failing, or are at-risk of failing.

### **How are Title I schools selected?**

Schools are selected to receive Title I services when the level of poverty is at or above 52% (based upon the number of students who qualify for free/reduced price meals). Title I funds are used to serve as many schools as possible while targeting resources sufficiently to schools where needs are greatest.

### **What is the Title I program goal?**

The goal of the Title I program is to ensure 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.

### **Title I List of Acronyms**

ECIA	Education Consolidation and Improvement Act
ELO	Extended Learning Opportunity
EOY	End of Year
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
FDOE	Florida Department of Education
LEA	Local Educational Agency (School District)
MEP	Migrant Education Program
NCLB	No Child Left Behind Act
PD	Professional Development
PI	Parental Involvement
PFEP	Parent and Family Engagement Plan
PIRC	Parental Information and Resource Center
PL	Public Law
PLC	Professional Learning Community
PLN	Professional Learning Network
PRC	Parent Resource Center
PTA	Parent Teacher Association
RDF	Residence Data Form
SAC	School Advisory Council
SAP	Systems Applications and Products
SEA	State Educational Agency (FDOE)
SIP	School Improvement Plan (Title I Schoolwide Plan)
SPPAS	Support Personnel Performance Appraisal System
TIPA	Title I, Part A

## **1.0 Title I Program Specialists**

**Desired Outcome 1.1:** Monitor the implementation of Schoolwide reform strategies for economically disadvantaged students.

**Desired Outcome 1.2:** Guide the use of Professional Development/ELO funds to appropriate stakeholders to enable all Title I students to meet the state's academic achievement standards.

**Desired Outcome 1.3:** Increase Parental Involvement by providing strategies, resources and training to support student achievement.

**Desired Outcome 1.4:** Engage in Professional Learning relevant to Title I goals.

## **2.0 Title I Liaisons**

**Desired Outcome 2.1:** Engage in Professional Learning relevant to Title I goals.

**Desired Outcome 2.2:** Title I Liaisons will implement with fidelity the Title I Schoolwide components as Required in "Every Student Succeeds Act".

## **3.0 Grant Facilitators**

**Desired Outcome 3.1:** Monitor implementation to ensure adherence to grant requirements, time and outcomes.

**Desired Outcome 3.2:** Engage in Professional Learning relevant to Title I goals.

## **4.0 Community Liaisons**

**Desired Outcome 4.1:** Assist in developing ways of involving parents in the affairs of the district, schools and community.

## Title I Program Specialists

**Desired Outcome:** Monitor the implementation of Schoolwide reform strategies for economically disadvantaged students.

### Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Articulate Title I Allowable expenditures when approving Budgets</p> <p>Ensure that Parental input is included in the review, development and evaluation of the School-wide/School Improvement Plan</p> <p>Coordinate and integrate federal, state and local services and programs related to Title I</p> <p>Analyze the content of the eBinder to verify the evidence of ESSA implementation.</p>	<p>Collaborate with colleagues to meet the Title I requirements when supporting schools</p> <p>Assume responsibilities of programs as it relates to student reform as assigned</p> <p>Provide exemplars of documentation for Title I Liaisons.</p>	<p>Able to locate applicable Title I statutory requirements</p> <p>Recognize available Title I Resources</p> <p>Collaborate with stakeholders as it relates to economically disadvantaged students</p> <p>Understand Title I budgetary procedures and requirements.</p>	<p>Negligible monitoring the implementation of Schoolwide reform</p> <p>Inconsistently able to verify the evidence of ESSA implementation.</p>

**Desired Outcome:** Guide the use of Professional Development/ELO funds to appropriate stakeholders to enable all Title I students to meet the state's academic achievement standards.

### Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Examine the Title I budget to ensure the school devotes sufficient funds to effectively carry out Professional Development/Extended Learning Opportunities activities</p> <p>Consult with schools to guarantee funds for PD/ELO activities are used appropriately</p> <p>Collaborate to ensure that PD/ELO resources are district approved and used with fidelity</p> <p>Evaluate the use of Title I funds for Professional Development/Extended Learning Opportunities.</p>	<p>Analyze expenditure reports of PD/ELO funds</p> <p>Advise schools on revisions to meet Title I funding guidelines for PD/ELO.</p>	<p>Able to access district and/or state guidelines for PD/ELO</p> <p>Understand the states academic achievement standards</p> <p>Distinguish between local and state assessments</p> <p>Recognize the components of an expenditure report.</p>	<p>Inconsistently able to guide the use of PD/ELO funds to appropriate stakeholders to enable all Title I students to meet the state's academic achievement standards.</p>

**Desired Outcome:** Increase Parental Involvement by providing strategies, resources and training to support student achievement.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Ensure that Parental input is included in the review, development and evaluation of the LEA/School PFEP, School-Parent Compact and Annual Parental Involvement Activities (Annual Meeting, Family Literacy Nights, SAC/PTA meetings, etc.)</p> <p>Examine the Title I budget to ensure the school devotes sufficient funds to effectively carry out Parental Involvement activities</p> <p>Consult with schools to guarantee funds for PI activities are used appropriately</p> <p>Collaborate to ensure that PI resources are district approved and used with fidelity.</p>	<p>Analyze expenditure reports of PI funds</p> <p>Advise schools on revisions to meet Title I funding guidelines for PI.</p> <p>Parental input and participation is documented.</p>	<p>Able to access district and/or state guidelines for PI</p> <p>Recognize the components of an expenditure report</p> <p>Solicits parental input and participation.</p>	<p>Inconsistently able to guide the use of PI funds to appropriate stakeholders to enable all Title I students to meet the state's academic achievement standards</p> <p>Negligibly solicits parental input and participation.</p>

**Desired Outcome:** Engage in Professional Learning relevant to Title I goals.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Participates in Professional Learning Communities (PLC).</p>	<p>Attends focused and sustained professional development</p> <p>Attends conferences and workshops.</p>	<p>Belongs to a Professional Learning Network (PLN)</p> <p>Belongs to professional organizations.</p>	<p>Inconsistent motivation for professional growth</p>

<b>Data Collection Plan</b>			
	<b>Instrument/Data Type</b>	<b>Frequency</b>	<b>Person Responsible for Collecting Data</b>
Quality and Fidelity of Implementation	Approved budgets, approved Parent and Family Engagement Plan, and approved Title I Addendum	Annual	Title I Department
Impact on Practice	Technical Assistance (meetings, school visits, resources, trainings, and consultations)	Continuous	Title I Department
Impact on Student Achievement	School grades, school performance, ELO Implementation Plan & Outcome Report, and pre/post test summaries	Annual	Title I Department

<b>Title I Liaisons</b>			
<b>Desired Outcome:</b> Engage in Professional Learning relevant to Title I goals.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Takes initiatives to seek additional professional development opportunities and resources</p> <p>Facilitates collaboration with school contacts</p> <p>Share best practices for the improvement of Title I Services.</p>	<p>Completes Technical Assistance Professional Learning</p> <p>Collaborates with other Title I Liaisons and the Title I Department.</p>	<p>Participates in Technical Assistance Professional Learning</p> <p>Access Outlook 365 Conference and eBinder exemplary documents as a guide.</p>	<p>Inconsistently participates in relevant Professional Learning.</p>
<b>Desired Outcome:</b> Title I Liaisons will implement with fidelity the Ten Title I Schoolwide components as Required in “Every Student Succeeds Act”.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Complete eBinder with 100% accuracy by designated deadline</p> <p>Approved SIP/Schoolwide Plan and approved PFEP.</p>	<p>Rejected items in eBinder are resolved</p> <p>Stakeholders are involved in planning and implementation of Title I Schoolwide Components demonstrated by quarterly check points of compliance items.</p>	<p>Identify the Title I Schoolwide components and requirements for each.</p>	<p>Inconsistently completes Title eBinder by designated deadline.</p>
<b>Data Collection Plan</b>			
	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	eBinder	Quarterly	Grant Facilitators
Impact on Practice	Technical Assistance (meetings, school visits, resources, trainings, and consultations)	Continuous	Title I Department
Impact on Student Achievement	School grades, school performance, ELO Implementation Plan & Outcome Report, and pre/post test summaries	Annual	Title I Department



## Grant Facilitators

**Desired Outcome:** Monitor implementation to ensure adherence to grant requirements, timelines and outcomes.

### Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Analyze the content of the eBinder to verify the evidence of ESSA implementation.</p> <p>Collaborate with appropriate personnel in schools (public, private, and charter) and departments to implement the grant requirements.</p> <p>Provides timely and meaningful consultation meetings with private schools and vendors to increase academic achievement of students receiving Title I instructional services.</p>	<p>Provide exemplars of documentation for Title I Liaisons.</p>	<p>Recognize characteristics of ESSA Title I components.</p>	<p>Inconsistently verifies the evidence of ESSA implementation.</p>

**Desired Outcome:** Engage in Professional Learning relevant to Title I goals.

### Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Participates in Professional Learning Communities (PLC).</p>	<p>Attends focused and sustained professional development</p> <p>Attends conferences and workshops.</p>	<p>Belongs to a Professional Learning Network (PLN)</p> <p>Belongs to professional organizations.</p>	<p>Inconsistent motivation for professional growth</p>

### Data Collection Plan

	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Review of eBinder, review of RDFs, PD and PI logs	Daily	Grant Facilitator
Impact on Practice	Technical Assistance (meetings, school visits, resources, trainings, and consultations)	Continuous	Title I Department
Impact on Student Achievement	School grades, school performance, ELO Implementation Plan & Outcome Report, and pre/post test summaries	Annual	Title I Department

## Community Liaisons

**Desired Outcome:** Assist in developing ways of involving parents in the affairs of the district, schools and community.

### Performance Indicators

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Collaborate with Community Stakeholders to bring awareness about the Title I Program and build capacity for increased family Solicit partnerships and viable resources for Title I families.	Some solicitation of partnerships for district PI activities  Assist Title I Liaisons to market parent participation in district initiatives.	No evidence of solicitation of partnerships for district PI activities	Inconsistently develop ways to involve parents in district and school activities.  No evidence of solicitation of partnerships and viable resources for Title I families  Does not assist Title I Liaisons to market parent participation in district initiatives.  No evidence of collaboration with community stakeholders.

### Data Collection Plan

	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Community Liaison Logs Parent Recruitment Logs Partnership Logs Mobile Unit Usage (sign-in Sheets)	Monthly	Program Specialist
Impact on Practice	Counts of solicited partnerships, recruited Parents and resources	Quarterly	Program Specialist
Impact on Student Achievement	School Performance	Annual	Title I Department

<b>Mid-Year and End of Year Evaluation Plan</b>		
<b>Level 1. Quality and Fidelity of Implementation</b>		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
Program Specialists, Title I Liaisons, Grant Facilitators, Community Liaisons	Course Offerings Attendance Summary of Exit Ticket Surveys	Feedback Forms, after each meeting do a ticket-out-the-door survey to get feedback from meeting to guide next meeting based on what they said they'd like to learn and where they need more support. Attendance
<b>Level 2. Participant Learning</b>		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
Program Specialists, Title I Liaisons, Grant Facilitators, Community Liaisons	Survey Results; Mid-Year Verification	Participants share best practices. Participants communicate with colleagues within liaison group to mentor each other. Group collaborative activities within meeting to demonstrate learning. PLC meeting minutes.
<b>Level 3. Organizational Support</b>		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
Program Specialists, Title I Liaisons, Grant Facilitators, Community Liaisons	Support through quarterly technical assistance meetings and school visits. One-on-one budgetary technical support to principals.	End-of-Year Evaluation
<b>Level 4. Impact on Practice</b>		
Participant	Middle of Year Evaluation	End of Year Evaluation
Program Specialist	eBinder Checklists 1 and 2 Completion Rates	EOY Expenditure Reports eBinder completion rates
Title I Liaisons	Schools are utilizing Title I funds within their timelines based on their Title I monthly budgets.	EOY Expenditure reports
Grant Facilitator	eBinder Checklists 1 and 2 Completion Rates. Grant facilitators monitor eBinders on quarterly basis.	eBinder completion rates Title I Professional Learning Survey results
Community Liaison	Survey results	EOY Title I Parent Engagement Summary of survey results Community Liaison Logs
<b>Level 5. Impact on Student Achievement</b>		
Impact on student achievement is indirect but monitored as part of the District's Strategic Plan. Monitor Title I schools' activities toward improving academic achievement in alignment with School Improvement Plan and federal Title I guidelines.		