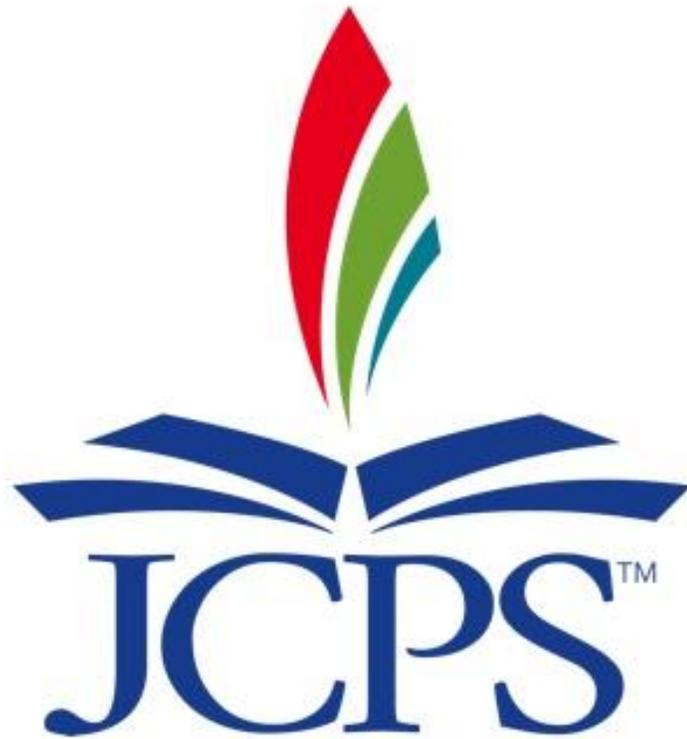


JCPS Title I  
Principal's Handbook  
2020-2021



Title I Office

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- <https://www.jefferson.kyschools.us/department/title-i>
- <https://www.jefferson.kyschools.us/academic-services-division/curriculum-and-instruction/title-i/extended-school-services-ess>
- <https://www.jefferson.kyschools.us/student-support/advance-program>

## **Federal & State Programs Office Edwards Education Complex**

### Federal & State Programs Office

Maria Carrico – Specialist, ESS/Extended Learning  
485-7019

Staci Eddleman – Director, Federal & State Programs  
485-3240

Martha Hack – Secretary, Federal & State Programs  
485-3240

Chrystal Hawkins – Specialist, Parent & Family Engagement  
485-6285

Shanda Miller – Clerk II, Gifted/Advance Program  
485-7424

Jennifer Stith – Instructional Coach, Gifted  
485-3093

Jessie Thompson – Supervisor, Gifted Education/Advance Program  
485-7424

Raymond Yaksic – Supervisor, Title IV  
485-6613

### Teaching & Learning Grants & Awards

Karen Moore – Fiscal Coordinator  
485-6650

Jennifer Crask – Data Technician, Title I/Title II/SIG  
485-3004

Amanda Kessler – Clerk II, ESS  
485-6779

### **How can we help?**

- Provide technical assistance for complying with federal law on use of Title I funds.
- Collaborate on strategies and programs to advance student learning.
- Assist with parent and family engagement activities.
- Guide you through purchasing, payroll, etc. using Title I, ESS, and SIG/SIF funds.
- Consult on needs assessment, program design, or evaluation activities.
- Offer workshops and collaborative meetings to learn about effective practices.

## Year-at-a-glance 2020-2021

Now	Submit name of school Family Engagement Lead (staff member) and name of a parent representative to JCPS Title I Parent Advisory Council to Title I Office (chrystal.hawkins@jefferson.kyschools.us)
By October 31	Review/revise Parent and Family Engagement Policy with SBDM Council and submit to Title I Office (chrystal.hawkins@jefferson.kyschools.us)
By October 31	Revise/Create Parent Compact document and submit to Title I Office (chrystal.hawkins@jefferson.kyschools.us)
By October 31	Hold parent meeting where Title I services are explained. Submit agenda and sign-in sheets to Title I Office.
October - December	Complete comprehensive needs assessment and create CSIP to include using Title I funds for schoolwide reform strategies that: <ul style="list-style-type: none"> <li>• provide opportunities for all children to meet challenging state academic standards;</li> <li>• use effective evidence-based instructional strategies that increase the amount and quality of learning time;</li> <li>• address the needs of all children in the school but particularly the needs of at-risk student populations.</li> </ul>
By January 1	Submit Title I Report in eProve
By January 1	Submit CSIP in eProve
January	Schools' free and reduced lunch counts are pulled to determine Title I funding for 2020-2021
February	Receive Title I allocation for 2020-2021
February	Attend information session on preparing your Title I budget
March	Submit Title I budget and program description to Title I office.
June 30, 2021	Deadline to spend FY20 Title I Instructional funds (project #310F) and FY21 Parent & Family Engagement funds (#310GM), including payroll.

## **Overview of Title I**

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law. ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education. Title I, formerly known as Chapter 1, was part of the original Elementary and Secondary Education Act of 1965 and is the foundation of the federal commitment to closing the achievement gap between low-income and other students.

The No Child Left Behind Act of 2001 (NCLB) was a U.S. Act of Congress that reauthorized the Elementary and Secondary Education Act and put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal.

In 2012, the Obama administration began granting flexibility to states regarding specific requirements of NCLB in exchange for rigorous and comprehensive state-developed plans designed to close achievement gaps, increase equity, improve the quality of instruction, and increase outcomes for all students. President Obama signed the Every Student Succeeds Act (ESSA) into law on December 10, 2015. ESSA includes provisions that will help to ensure success for students and schools.

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to Local Educational Agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

## Implementing a Schoolwide Program

Schools in JCPS receive Title I funds in order to implement a schoolwide program (SWP) model (rather than a targeted assistance model). A schoolwide program:

- Is based on one year of planning and is built on schoolwide reform strategies, rather than on separate add-on services;
- Provides flexibility in spending federal, state, and local funds as long as the school engages in strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children, according to a comprehensive school improvement plan or a SWP plan to help children meet Kentucky's standards;
- Focuses on results. The flexibility in the use of funds must result in increased achievement by student populations (economically disadvantaged, racial and ethnic groups, students with disabilities and students with limited English proficiency).

There are three required components of a schoolwide program that are essential to effective implementation:

### Comprehensive Needs Assessment

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. The needs assessment should identify the school's strengths and challenges in key areas that affect student achievement. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

***Fulfillment of this requirement is documented in the Phase 2 Needs Assessment diagnostic in eProve.***

### Comprehensive Schoolwide Plan

The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment. The components of an effective schoolwide plan are:

- Inclusion of schoolwide reform strategies that:
  - Are based on effective means of improving children's achievement that strengthen the well-rounded education as defined in ESSA Section 8101(52) (see Appendix A for more information);
  - Use effective evidence-based instructional strategies that increase the amount and quality of learning time (such as extended school year, before- and after-school and summer programs); help provide an enriched and accelerated curriculum; and meet the educational needs of historically underserved populations;

- Address the needs of all children in the school, but particularly the needs of student populations and determine how these needs are met. Programs may include counseling; pupil services; mentoring; college and career awareness and preparation; and integration of vocational and technical education programs.
- Provide instruction by professional staff that meet **Kentucky** requirements for qualified teachers.
- Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's challenging academic standards.
- Include strategies to increase parent and family engagement such as family literacy services and to provide parents with individual student assessment results in a language the parents can understand.
- Use strategies for assisting children in transition from early childhood programs to elementary schools.
- Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
- Ensure that students who experience difficulty mastering any of Kentucky's standards will be provided with effective, timely additional assistance.
- Coordinate and integrate federal, State, and local services and resources.

***Fulfillment of this requirement is documented in the Phase 3 CSIP in eProve.***

### **Annual Evaluation/Review of the SWP**

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Thus, the results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the annual review is designed to reveal areas of strength within the program and areas that need revision in order to better position the school to continue making academic improvement.

Some suggested steps for carrying out this process follow:

- Review the strategies and action steps originally proposed in the schoolwide plan.
- Use the findings from state and school assessments, non-cognitive data, classroom observations, teacher input, and parent surveys to identify the parts of the schoolwide plan that have been implemented ineffectively or not at all.
- Solicit the input of all stakeholders in identifying more effective strategies to achieve identified goals.
- Identify any additional training that is needed to improve implementation.
- Determine if additional resources are needed to implement the revised improvement plan and, if so, how they will be obtained.
- Re-establish responsibilities and timelines for implementing the revised plan.
- Communicate to all stakeholders what has been incorporated into the revised plan.

***Fulfillment of this requirement is documented in the Phase 2 Assurances in eProve.***

## **Parent and Family Engagement**

Involving families as partners in the education process is critical throughout a child's academic career. When families support learning, children are more successful in school and school success helps children become successful adults.

ESSA explains that to ensure effective engagement of parents as well support a partnership among the school, parents, and the community to improve student academic achievement, each district and school must:

- Assist parents in understanding state academic content standards, state academic achievement standards, state and local academic assessments, the requirements of the Title I, Part A program, and how to monitor their child's progress and work with educators to improve the achievement of their children.
- Provide training and materials to help parents work with their children to improve their achievement, such as literacy and technology training.
- Train staff with the assistance of parents on how to reach out to, communicate and work with parents as partners in their children's education thereby building ties between the parents and the school.
- Implement and coordinate parent programs and activities, such as parent resource centers, that encourage and support parents in participating in the education of their children.
- Ensure that information about school activities and meetings are provided to parents in a format and language they can understand.
- Coordinate and integrate parent and family engagement programs with early childhood education programs, Head Start, the Home Instruction Program for Preschool Youngsters, the Parents as Teachers Program, and public preschool to support parents in helping in their children's education.

### **Recommendations to Develop Effective Parent and Family Engagement**

- Recruit and encourage parents to become partners in learning; actively engage parents in planning and learning and target school-parent programs to the needs of the community and families.
- Encourage parents to be more than volunteers; parents participate in planning, review, and evaluation of the program as well as school activities and organizations.
- Communicate with parents to maximize instructional time for students and foster a team effort.
- Follow a philosophy that school is a place where parents, as well as children, can learn and that entire families should use school facilities to meet their needs.
- Communicate information to parents through their native language.
- Provide examples of classroom events (e.g., videos, newsletters, open house, and display of student work) for parents in order to broaden their understanding of the program.
- Provide transportation and childcare services for parents to participate in school activities.
- Develop partnerships with local businesses and community groups to foster successful schools.

## **School Level Requirements**

### **School Parent and Family Engagement Policy**

Each school receiving Title I, Part A funds must develop a written parent and family engagement policy. The policy is developed jointly, agreed upon, and distributed to parents of participating children. The policy should be reviewed (and revised as needed) by parents of participating children at the school's annual Title I meeting. Documentation of the review and revisions should be on file in the school as well as at the district Title I coordinator's office. A school's written parent and family engagement policy must establish expectations for parent and family engagement and describe how the school will:

- Hold a meeting, at a convenient time, for the parents of participating children. All parents of participating children should be invited and encouraged to attend. The purpose of the meeting is to inform parents of their school's participation in the Title I, Part A program and explain the requirements associated with the program as well as the right of the parents to be involved.
- Offer a flexible number of meetings (such as before or after school and evenings), and consider providing transportation, child care, or home visits.
- Involve parents in an organized, ongoing and timely way, in the planning, review, and improvement of the Title I, Part A program including the planning, review and improvement of the school parent and family engagement policy and the joint development of the SWP plan under ESSA Section 1114(b)(2). Parents must be notified of the written policy in a format that is easy to understand and in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- Provide parents of participating children timely information about Title I, Part A programs; school performance reports, including a description and explanation of the school's curriculum, common core state standards, forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; their student's assessment results; and additional opportunities for parents to offer suggestions and participate in decisions relating to the education of their children.
- If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

### **School-Family Compacts**

All schools receiving Title I, Part A funds must develop a school-family compact jointly with parents of participating children. The compact should outline how parents, school staff and students will share the responsibility for improved academic achievement as well as how the school and parents will build and develop a partnership to help children achieve Kentucky's high standards. The compact must:

- Describe the school's responsibility to provide high quality curriculum and instruction to participating children to meet Kentucky's academic achievement standards.
- Describe how parents will be responsible for supporting their children's learning. This may include items such as volunteering in their child's classroom, participating in

decisions relating to their child's education and positive use of extracurricular time.

- Address the importance of establishing ongoing, good communication between teachers and parents through, at a minimum, parent-teacher conferences at least annually to discuss the compact and how it relates to individual student progress and achievement; frequent progress reports to families on student academic progress; reasonable access to staff and opportunities to volunteer, observe and participate in classroom activities.

### **Annual Evaluation**

The effectiveness of the school's parent and family engagement policy and parent and family engagement activities must be reviewed every year. The evaluation will determine whether:

- The academic quality of the school has improved.
- Parent participation has increased.
- Barriers exist that hinder greater participation by parents.

The evaluation may be conducted through a written survey, a telephone survey or in person. In Jefferson County Public Schools, the parent survey is now embedded in the Comprehensive Schools Survey. We ask that Title I schools advertise and encourage parent participation in the survey. Specific instructions will be sent closer to the time of the survey.

### **Parent's Right to Know**

ESSA states that at the beginning of the school year, the district must notify the parents of each student attending a Title I school that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; whether the child is provided services by paraeducators and, if so, their qualifications. ***In JCPS, this information is included in the Student Bill of Rights section of the Student Support and Behavior Intervention Handbook.***

Participating Title I schools are required by ESSA to provide each parent with the following: Information on the level of achievement of the parent's child in each of the state academic assessments and timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher of a core academic subject who is not highly qualified.

**\*\*\*Please see the JCPS Parent and Family Engagement Handbook (separate document) for more detailed information.\*\*\***

## Using Your Title I Budget

### Flexibility of Funds in a Schoolwide Program

A school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan. In designing and implementing the schoolwide plan, a school must implement strategies that: (1) provide opportunities for all children to meet challenging state academic standards; (2) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (3) address the needs of all students, but particularly those at risk of not meeting challenging state academic standards.

### Examples of uses of funds in a schoolwide program (based on needs assessment)

- Recruitment and retention of effective teachers, particularly in high-need subjects.
- Instructional coaches to provide high-quality, school-based professional development.
- Increased learning time.
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners.
- Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs).
- Career and technical education programs to prepare students for postsecondary education and the workforce.
- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
- School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports).
- Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making.
- Response-to-Intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs.
- Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs.
- Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).
- Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

The above table provides examples of some of the potential uses of funds available to schools when operating a schoolwide program. Each school, in conjunction with LEA officials, has the discretion to determine the specifics of a schoolwide plan, including which methods and instructional strategies will be used, based on the school's identified needs in its comprehensive needs assessment.

## Dispelling Misunderstandings about Uses of Title I Funds in a SWP

The following are some common misunderstandings regarding the flexibilities available in using Title I funds to operate a schoolwide program:

Misunderstanding	Explanation of Law
Title I funds may be used only to support reading and math instruction.	Title I funds may be used in a schoolwide program to support academic areas that the school’s needs assessment identifies as needing improvement.
Title I funds may be used only to provide remedial instruction.	The purpose of a schoolwide program is to upgrade the entire educational program in the school in order to raise the achievement of the lowest-achieving students. This does not need to be achieved through remedial instruction, however. At times, this may be best achieved by preparing low-achieving students to take advanced courses — for example, providing an intensive summer school course designed to accelerate their knowledge and skills, offering an elective course to prepare them to take advanced courses, or providing after-school tutoring while they are taking advanced courses.
Title I funds may be used only to serve low achieving students.	Title I funds may be used to upgrade the entire educational program in a schoolwide program school and, in doing so, all students may benefit from the use of Title I funds. However, consistent with the purpose of Title I, the reason to upgrade the entire educational program in a school is to improve the achievement of the lowest-achieving students. If a school does not consolidate funds through a schoolwide program, Title I funds may be used only to provide services in a pull-out setting. Regardless of whether funds are consolidated, a schoolwide program school need not use Title I funds to provide services only in a pull-out setting, although this practice is not prohibited. Title I funds may be used to upgrade the entire educational program in a schoolwide program school and serve all students, even if the school does not consolidate Title I funds with its other funds. However, the primary purpose of a schoolwide program is to raise the achievement of the lowest-achieving students by upgrading the entire educational program, and can best be achieved by consolidating funds.

Title I funds may be used only for instruction.	Title I funds may be used for activities and strategies designed to raise the achievement of low-achieving students identified by a schoolwide program school's comprehensive needs assessment and articulated in the school's comprehensive schoolwide plan. For example, Title I funds may be used to improve the quality of instructional materials, improve attendance, improve school climate, counteract and prevent bullying, provide counseling, mentoring, and school-based mental health programs, or provide positive behavioral interventions and supports.
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### **Supplement vs. Supplant**

Despite the flexibilities that schoolwide programs offer districts and schools when using Federal funds, schools participating in a schoolwide program may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds for the education of children participating in Title I, Part A programs. In no case may Title I, Part A funds be used to supplant, or take the place of, funds from non-federal sources.

### **Unauthorized Title I Purchases**

All purchases with Title I grant funds must be for the direct improvement of student academic achievement as reflected in the schools' Comprehensive School Improvement Plan. Therefore, the following expenditures are examples of unauthorized under the Title I program:

- Permanent fixtures to buildings (remodeling, renovations, parking spaces, paving, etc.);
- Items for the maintenance of building (custodial/maintenance supplies, lawn mowers, etc.);
- Office supplies (paperclips, staples, staplers, etc.);
- Coffee cups, water bottles, mugs, key-chains, book-bags, tote-bags, and school uniforms;
- Bumper stickers;
- Student agendas and teacher plan books;
- Communication equipment (walkie-talkies, telephones, beepers, etc.);
- Computer/technology equipment for administrators/clerical;
- Physical Education/Playground equipment/supplies (bats, gloves, mats, gyms, nets, etc.);
- Furniture for administrators/clerical;
- Furniture for classrooms/labs/media centers, etc.;
- Dues in professional organizations for individuals;
- Copiers;
- Motor vehicles; and
- Land purchases.

### **Paraeducators in a Schoolwide Program**

In a schoolwide program, paraeducators may be used to assist with instruction to students. All paraeducators in a program supported with Title I funds must meet one of the following requirements:

- Completed at least 2 years of study at an institution of higher education;
- Obtained an associate’s (or higher) degree; OR Met a rigorous standard through the Kentucky Paraeducator Assessment or an assessment that meets the required criteria.

They should also:

- Be included in professional development activities;
- Be under the direct supervision of a teacher who has primary responsibility for providing instructional services;
- Not be pulled to be a substitute teacher in a classroom.

Paraprofessionals working in a schoolwide program may:

- Participate in general professional development and school planning activities;
- Provide one-on-one tutoring at a time when a student would not otherwise receive instruction from a teacher;
- Provide assistance in a computer lab;
- Conduct parent and family engagement activities;
- Act as a translator; or
- Provide instructional services to students under the direct supervision of a teacher.

### **Time and Effort – Personnel Paid from Title I**

Employees whose compensation is supported with Title I funds (or any federal funding source) must maintain appropriate records demonstrating the amount of time they worked on Title I. This applies to staff at the district and school level paid completely or partially from Title I funds. These records are often referred to as “time and effort” records.

School personnel whose salary is paid in whole (100%) from Title I funds must certify, on a semiannual basis (twice a year), that he/she worked solely on that program for the period covered. This is referred to as “semi-annual certification.” The certification must indicate the period covered by the certification and must be signed by the employee and the supervisor who has first-hand knowledge of the work performed.

Sample semi-annual certification:

This certifies that the employee has worked solely with Title I for (period covered by certification)	
Employee Signature:	Supervisor Signature:

School personnel partially funded with Title I funds must maintain a monthly Personal Activity Report (PAR) of the number of hours the employee worked directly with Title I and other duties. HOWEVER, we have received permission from KDE to utilize a substitute system for personnel activity reports. This permits a school-based employee paid with multiple funding sources to complete a semi-annual certification, rather than the monthly reports, accompanied by a daily or weekly work schedule that shows that the employee has a fixed schedule. If the school or employee are unable to meet these conditions, then monthly reports must be completed.

A blank template is in Appendix C of this handbook for school/employee use. Twice a year (after December 31 and June 30), the employee and supervisor must sign the form, attach the employee's daily or weekly schedule, scan to the school's Title I Google folder, and maintain the documents at the school.

### **Parent and Family Engagement Allocation**

Each Title I school receives an allocation for the purpose of implementing meaningful and effective parent and family partnerships that help parents support their children's academic achievement. Parents must directly benefit from the use of Title I parent involvement funds. Parents of the school must have a say in how the Title I Parent Involvement allocation will be used to support parent involvement. A district Title I Parent Engagement Specialist is available to assist schools in the design and implementation of parent involvement policies, programs, and activities. According to recent guidance from KDE, schools may only spend up to 19% of the Title I Parent and Family Engagement budget on food. Food purchases should be light snacks or refreshments and not full meals. Further guidance is available in the JCPS Title I Parent and Family Engagement Handbook.

## **Monitoring of Title I Schoolwide Programs**

### **Records**

Records must be maintained at both the school and district level for the current year and five (5) prior years. Prior year records may be sent to Archives for storage. Federal, state, and/or district auditors may request records and information regarding the appropriate use of Title I funds and documentation, including the Comprehensive School Improvement Plan, to show the effective implementation of school-wide program requirements.

### **State Monitoring**

In the event of a state monitoring visit, these are the kinds of documentation schools may be asked to produce to demonstrate compliance with federal and state regulations for use of Title I funds:

- School Improvement Plan;
- Sample documents used in conducting needs assessment (e.g., test data, surveys, discipline reports, attendance reports, etc.) and summary of needs assessment;
- Certification data and principal's attestation statements;
- Records of professional development activities/opportunities;
- Evidence of annual public meeting;
- Evidence of families included in meaningful, two-way communication;
- Evidence of collaboration with community resources;
- Documents demonstrating transition strategies between school and preschool programs and other transition plans as appropriate (e.g., between elementary and middle school programs, and middle and high school programs for helping students make the transitions from early childhood elementary or from elementary to middle, and middle to high school);
- Samples of Personal Education Plans and/or Instructional Intervention Plans;
- Parent and Family Engagement Policy and School-Family Compact (signed copies of compacts should be maintained at each school);
- School-level parent and family engagement plans describing how the school will implement the Parent and Family Engagement Policy;
- School-level parent and family engagement plans aligned with findings of the previous year evaluation and needs assessment;
- Notice of parent meetings, agendas, minutes, sign-in sheets, records of parent comments to support dissemination procedures;
- Sample school/class newsletters;
- Copies of parent surveys and summary of results;
- Fliers, sign-in sheets and summaries of Parent Nights;
- Annual evaluation of the parent and family engagement program;
- Parents' right-to-know;
- Documentation of translation services;
- Evidence of professional development aligned to needs and PD evaluations;
- Samples of Individual Growth Plans, Professional Development Plans, etc.;

- Documentation that paraeducators meet ESSA eligibility standards (transcripts, passing score on KPA);
- Paraeducators' daily schedules and list of instructional and non-instructional duties.

### **District Site Visits**

Staff from the JCPS Title I Department will make visits to schools throughout the year. The purpose of these visits is to:

- Observe first-hand the services provided by schools using Title I funds;
- Provide technical assistance to principals and principal designees;
- Review required documentation;
- Collaborate on strategies and programs to advance student learning;
- Assist with parent and family engagement activities;
- Give guidance on creating budgets and program descriptions, if desired;
- Consult on needs assessment, program design, or evaluation activities, as needed.

These visits will be scheduled in advance with the principal or designee. Please see Appendix D for a rubric for reflection on the schoolwide Title I program. This rubric may be referenced during a Title I school visit.

## **Appendix A**

### **Effective Schoolwide Programs**

#### **Common Characteristics of Effective Schoolwide Programs**

High concentrations of poverty can negatively impact the academic achievement of all students at a school. For the lowest achieving students in the highest poverty schools to meet high standards of performance, the school's entire instructional program, not just a separate Title I program, must be substantially improved. Educators in highly successful schools expect high academic achievement from every child. When an entire school is the target of change, schools serving disadvantaged youth can achieve success.

An effective schoolwide program brings all federal, state and local resources together to improve the instructional program in order to impact student achievement. All federal, state and local resources address the required components of a schoolwide program. Even though schoolwide programs vary from one school to another, effective schoolwide programs have the following characteristics:

#### **Agreed-Upon Vision All staff should...**

- Share a common vision for all students.
- Make decisions based on a comprehensive needs assessment.
- Integrate the schoolwide plan in the Comprehensive School Improvement Plan.
- Coordinate resources from all federal, state and local programs.

#### **Academic Focus All staff should...**

- Focus on early childhood intervention.
- Use systematic, evidence-based academic models that are matched to the needs of the students.
- Devise appropriate modifications and differentiate instruction to accommodate students' strengths and weaknesses.
- Integrate disciplines and specializations in thematic units, promoting reading and mathematics learning through explorations, writing, and problem solving around content themes.
- Use computers and other technology as instructional tools.
- Emphasize building student self-concept, cultural pride, and community identity.
- Use art, writing, reading and other integrated experiences for students to learn social studies and science through projects.
- Closely align professional development (PD) with school goals, needs assessment, and the improvement plan.
- Visit other classrooms and discuss curriculum issues across grade levels/teams.
- Analyze student data to identify achievement gaps in subpopulations.

**Management and Organizational Structure All staff should...**

- Be accountable for all students.
- Not isolate Title I from the rest of the school.
- Intensify small group instruction within the classroom and assist classroom teachers to strengthen lessons.
- Be included in the planning and management phases.
- Manage programs by a committee that includes teachers, parents and administrators.

**Project Design All staff should...**

- Deliberately design approaches emphasizing critical thinking skills.
- Design programs that include all disciplines in the academic program.

**Parent and Family Engagement All staff should...**

- Recruit and encourage parents to become partners in learning, actively engage parents in planning and learning and target school-parent programs to the needs of the community and families.
- Encourage parents to be more than volunteers; parents participate in planning, review, and evaluation of the program as well as school activities and organizations.
- Communicate with parents to maximize instructional time for students and foster a team effort.
- Follow a philosophy that school is a place where parents, as well as children, can learn and that entire families should use school facilities to meet their needs.
- Communicate information to parents through their native language.
- Provide examples of classroom events (e.g., video tapes, newsletters, open house, and display of student work) for parents in order to broaden their understanding of the program.
- Be willing to provide transportation and childcare services for parents to participate in school activities.
- Develop partnerships with local businesses and community groups to foster successful schools.

**Examples of Acceptable Components of a Schoolwide Program**

The program design of a schoolwide program should reflect scientifically research based reform strategies that are directly aligned with the findings of the comprehensive needs assessment. The program design may vary to meet the different needs of grade levels and content areas in the school. All federal, state and local resources (staff, materials, labs, computers, professional development, etc.) must be coordinated to improve student achievement. Title I should not be the only funding source for the schoolwide program. The following examples may be included in a school's program design:

- Resource teachers to model effective instruction; provide on-going professional development; assist in strengthening lesson plans to reflect the common core state standards and provide guidance on curriculum alignment. The teachers could address needs such as writing, reading in the content area and integrating arts/humanities and practical living into the classroom.
- Content specialist in a computer lab to collaborate with the classroom teacher on using a variety of strategies to answer open response items; developing writing prompts; using spread sheets and graphs; and finding computer programs that address higher level thinking skills. The content specialist could address identified needs such as writing, technical reading, reading comprehension and problem solving.
- Science/math lab teacher to develop hands-on activities and experiments to enhance/expand instruction.
- Extended kindergarten to provide early intervention that aligns with primary instruction.
- Specific academic, research based models aligned with the school's needs assessment that provide early intervention strategies.
- Total school restructuring efforts based on scientifically research based process models that are goal oriented and based on setting high expectations.
- Software programs that coordinate with student performance standards and that expand higher-order thinking skills.
- Parent coordinator to train teachers and parents, develop community partnerships and coordinate with family literacy programs and Family Resource & Youth Service Centers to help meet instructional needs of students.
- Intersession programs for year-round schools, summer school, expanded or extended day programs.
- Classroom programs or evidence-based models that improve students' academic achievement.

## **Appendix B**

### **Definition of Well-Rounded Education**

The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. It includes programs and activities in the subjects discussed in more detail below as well as other activities, including those that integrate multiple academic disciplines.

A well-rounded education starts with early learning opportunities that make time for exploration and continues with K-12 education that helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. In addition, a well-rounded education promotes a diverse set of learning experiences that engages students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, and physical education.

Programs and activities that support a well-rounded education may include:

#### **Science, technology, engineering, and mathematics**

A school may use funds for programming and activities to improve instruction and student engagement in STEM subjects. STEM activities may include: increasing access for groups of underrepresented students to high-quality courses; supporting participation in nonprofit competitions (e.g. robotics, math competitions, computer programming); providing students hands-on learning and exposure to STEM, including through field-based and service learning; supporting the creation and enhancement of STEM-focused specialty schools; facilitating collaboration among programs that take place during the school day and those that take place during out-of-school time to improve the integration of STEM instruction in those programs; and integrating other academic subjects such as the arts into STEM curricula. In a high-quality STEM opportunity, STEM skills and content knowledge are integrated and learned through exploration, inquiry, problem solving, and often involve real-world contexts or applications.

#### **Music and arts**

A school may use funds for programs and activities that use music and the arts, which may include dance, media arts, theater, and visual arts, as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution. ArtsEdSearch, a clearinghouse of rigorously reviewed evaluation research concerning the effects of arts on teaching and learning, contains a growing body of research that affirms when part of a well-rounded education in schools, arts learning contributes to increased academic achievement and student success in preparation for college, career, and life.

**Foreign language instruction**

A school may use funds to support instruction in foreign languages, which is essential for students to fully participate in today's global economy and increasingly diverse communities. The American Council on the Teaching of Foreign Languages finds that language learning can support academic achievement, provide cognitive benefits, and positively affect attitudes and beliefs about language and other cultures.

**Accelerated learning programs**

A school may use funds for efforts to raise student academic achievement through accelerated learning programs, including by: reimbursing low-income students to cover all or part of the costs of AP, IB, or other accelerated learning program examinations; and increasing the availability of, and enrollment in, AP or IB programs, dual or concurrent enrollment programs, early college high schools, and other accelerated learning options. AP and IB programs are designed to help students prepare for college-level work and enable students to take college-level courses in high school and potentially earn college credit based on scores achieved on AP and IB exams. Dual or concurrent enrollment programs and early college high school programs enable students to prepare for college rigor and, through college course enrollment opportunities, graduate from high school with college credits and vocational certificates. Counseling, mentoring, or programs that develop study skills and critical thinking are also important components of accelerated learning programs.

**High school redesign with dual or concurrent enrollment and early college high schools**

A school may use funds to support strategies designed to decrease high school drop-out rates, and to increase high school graduation rates and college-entrance rates and to redesign what the high school experience can be. Early College High Schools have been particularly impactful for racial and ethnic minority students and students from low-income families.

**Civics instruction**

A school may use funds to promote the development, implementation, and strengthening of instructional programs in civics. Civics is generally understood to mean the content of what citizens should know about politics and government, including the foundations of the American political system. Schools can provide civics instruction through both formal and informal education beginning in the early years of the education process.

**College and career counseling**

A school may use funds for college and career counseling programs and services. These programs and services are, generally, designed to help students make informed and better educational and career choices as they develop personal, social, educational, and career skills. Programs often offer students information starting in middle school about how to prepare for college, including the importance of choosing rigorous high school course offerings, how to

choose from among career options, how to enroll in and receive federal financial aid through the FAFSA, and how to pursue academic and occupational training needed to succeed in the workplace. To help prepare students to transition to college, assistance is provided on identifying postsecondary opportunities that are associated with students' interests, applying for college admissions and obtaining financial aid, and preparing for college aptitude tests (e.g. SAT and ACT).

### **Social emotional learning (SEL)**

A school may use funds for activities in social emotional learning, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills. Extensive research, as well as educators' own experiences, shows that school-based SEL programs play an important role in fostering healthy relationships and increasing academic and career success. A growing body of research in this field is demonstrating that various tools and practices can enhance students' social and emotional development. For example, implementing practices that support students' sense of belonging and value can increase students' academic success.

### **Environmental education**

A school may use funds for activities in environmental education, which is generally understood as instruction that encourages students to develop knowledge, intellectual skills, attitudes, experiences, and motivation to make and act upon responsible environmental decisions. Environmental education is generally understood to be a multi-disciplinary field that integrates disciplines such as biology, chemistry, physics, ecology, earth science, atmospheric science, mathematics, and geography.

**Appendix C**  
**Time and Effort Documentation**

Semi-annual certification for staff working under 1 cost objective (Title I):

This certifies that _____ has worked solely with Title I for Jefferson County Public Schools for the period of July 1, 2020 – December 31, 2020.	
Employee Signature:	Supervisor Signature:

Semi-annual certification for staff working under 1 cost objective (Title I):

This certifies that _____ has worked solely with Title I for Jefferson County Public Schools for the period of January 1, 2021 – June 30, 2021.	
Employee Signature:	Supervisor Signature:

Semi-annual certification for staff working under multiple cost objectives (work schedule attached):

This certifies that _____ has worked under multiple cost objectives in a school with a regular schedule for Jefferson County Public Schools for the period of July 1, 2020 – December 31, 2020.	
Employee Signature:	Supervisor Signature:

Semi-annual certification for staff working under multiple cost objectives (work schedule attached):

This certifies that _____ has worked under multiple cost objectives in a school with a regular schedule for Jefferson County Public Schools for the period of January 1, 2021 – June 30, 2021.	
Employee Signature:	Supervisor Signature:

## Appendix D

### Rubric for Reflection on Schoolwide Programs

Comprehensive Needs Assessment		
Exceptional – ★★ ★	Acceptable – ★ ★	Needs Revision – ★
Includes a variety of data gathered from multiple sources.	Includes data gathered from two sources.	Includes data gathered from less than two sources.
Examines student, teacher, school, and community strengths and needs.	Examines student strengths and needs.	Examines student deficits.
Identifies the specific academic needs of students and groups of students who are not yet achieving state standards.	Includes detailed analysis of performance for one or some student populations.	Includes analysis of the student body as a whole or by grade levels or content areas but no in-depth analysis of all student populations.
Schoolwide Reform Strategies		
Exceptional – ★★ ★	Acceptable – ★ ★	Needs Revision – ★
Strategies increase the quality and quantity of instruction, using evidence-based methods and strategies.	Increased quality and quantity of instruction.	Increases neither the quality nor quantity of instruction.
Evidence-based reform strategies are directly aligned with the findings of the needs assessment.	Reform strategies aligned with the findings of the needs assessment.	Reform strategies are not directly aligned with the comprehensive needs assessment and do not reference evidence-based models.
Provides a detailed, enriched, and accelerated curriculum for all students.	Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.	Provides a basic curriculum.
Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students in all major student populations participating in the SWP.	Addresses the needs of all children in the school, but particularly the needs of target populations participating in the SWP.	Addresses the needs of select students and there is no clear plan in place to address how the school will determine if identified needs are met.
Addresses specific strategies that assist teachers in determining if student needs are met.	Briefly addresses how the school will determine if these needs are met.	Teachers are directed to meet student needs without specific strategies or approaches.
The school has a well-defined, implemented process to identify and assist students experiencing difficulty mastering the state's standards.	The school has a process in place to identify students experiencing difficulty mastering the state's standards.	No process is in place to identify students experiencing difficulty mastering the state's standards.
Differentiated, responsive instruction is provided, designed to meet the various needs of students.	Students receive some differentiated instruction while working with support staff.	All students are taught using the same methods.
Timely, effective, and additional assistance is provided for students experiencing difficulty mastering the state's standards.	Effective, and additional assistance is provided for students experiencing difficulty meeting the state's standards.	Additional assistance is sometimes provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.

<b>High-Quality and Ongoing Professional Development</b>		
<b>Exceptional – ★★ ★</b>	<b>Acceptable – ★ ★</b>	<b>Needs Revision – ★</b>
All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the SWP.	Most staff receive training toward meeting the needs of only select groups of students.	Some staff receives fragmented training unrelated to identified school needs.
All staff receives ongoing and sustained professional development that is aligned with the goals of the improvement plan.	Most staff receive ongoing and sustained professional development that is mostly aligned with the goals of the improvement plan.	Few staff receive professional development; it addresses their individual training goals and is not necessarily aligned with the goals of the improvement plan.
<b>Strategies to Increase Parent and Family Engagement</b>		
<b>Exceptional – ★★ ★</b>	<b>Acceptable – ★ ★</b>	<b>Needs Revision – ★</b>
Specific strategies to increase parent and family engagement, based upon results of the needs assessment, have been identified and implemented.	Specific strategies to increase parent and family engagement have been identified and implemented but may be loosely aligned with the needs assessment.	Specific strategies to increase parent and family engagement have not been identified or implemented or are not aligned with the needs assessment.
Strong collaboration with community resources is evident.	Some collaboration with community resources is evident.	No collaboration with community resources is evident.
Parents are included as decision makers in a broad spectrum of school decisions.	Parents are included as decision makers in a limited number of school decisions.	Parents have no role in the decision making process of the school.
<b>Integration of Federal, State, and Local Programs and Resources in the Improvement Plan</b>		
<b>Exceptional – ★★ ★</b>	<b>Acceptable – ★ ★</b>	<b>Needs Revision – ★</b>
The school has established its improvement plan based on need and coordinates all resources available to the school to meet its goals.	The school has established its improvement plan based on need but plans to conduct a full inventory of resources in order to carry out its goals.	The school has an improvement plan, but its goals are not always based on need, and there may be lack of coordination of available resources and how they can be used to address the goals.
The school has a plan to reduce the overuse of discipline practices that remove students from the classroom and regularly monitors discipline data disaggregated for all student populations in the school.	The school has a behavior plan and uses schoolwide data to make decisions about discipline practices for all students.	The school behavior plan is not based on regular review of student data and/or does not include strategies to reduce exclusionary discipline practices.
The school has integrated racial equity goals and practices into the overall continuous improvement process and has allocated resources specifically designed to reduce racial inequities.	The school has a racial equity plan that coexists with the school improvement plan. Resources have been identified to implement the racial equity plan.	The school has met the requirements for a racial equity plan but has not connected the plan to the overall school improvement plan. Sufficient resources have not been allocated for the racial equity practices.