



*DeSmet Public School*  
*District #20*

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DeSmet Elementary sponsors a School-Wide Title I Program. Title I, Part A which is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state and academic standards and assessments. The program focuses on promoting rigorous instruction and ensures student access to scientifically-based instructional strategies and challenging academic content.

**How It Works:**

Title I, Part A provides formula grants to school districts, which then allocate most of these funds to individual Title I schools, based on their number of low-income children.

Schools may use Title I funds in one of the following program approaches.

**Schoolwide Programs:**

High-poverty (those with 40% or more students from low-income families) are eligible to adopt schoolwide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children. DeSmet student population has 70% of students enrolled are from a qualified low-income household.

**Eligible Title I Student:**

The eligible population for Title I includes:

- children not older than 21 who are entitled to free and public education through grade 12, and;
- children who are not yet at the appropriate grade level for free and public education.

The school selects eligible children from all students by identifying those who are failing, or most at risk of failing, to meet the states challenging student achievement standards.

The school makes the determination based on multiple, educationally-related, objective criteria established by the district and supplemented by the school for children in grades 2-8 to receive Targeted Assistance. Children from preschool through first grade at DeSmet are all in the School-Wide Title Program and will receive services in early literacy and mathematics.

**Targeted Assistance:**

The term targeted assistance signifies that the services are provided to a select group of children those identified as failing, or most at risk of failing, to meet the states challenging content and student achievement standards, rather than for overall school improvement.

To accomplish this goal, a targeted assistance program are based on:

1. Improving achievement of participating children

2. Using effective instructional strategies that give primary consideration to extended-time strategies
3. Providing accelerated, high-quality curricula
4. Minimize the removal of children from the regular classroom during regular school hours
5. Coordinating with and supporting the general education population
6. Providing instruction by highly-qualified and trained professional staff
7. Implementing strategies to increase parent involvement

**Prerequisites for Eligibility:**

If a school receives Title I funds in accordance with identification of poverty from one of the five indicators and does not operate a schoolwide program to qualify with 40% poverty, then the school is a targeted assistance program. DeSmet Elementary qualifies for a School-Wide Title Program

**Components of a Targeted Assistance Program:**

The targeted assistance program must:

1. Use Title I resources to help participating children to meet the states challenging student academic achievement standards expected for all children;
2. Ensure that planning for students served under Title I is incorporated into existing school planning;
3. Use effective methods and instructional strategies that rely on scientifically-based research that strengthens the core academic program of the school;
  - To give primary consideration to providing extended learning time, such as extended school year, before and after school programs, and summer programs and opportunities;
  - Help promote an accelerated, high-quality curriculum;
  - Minimize removing children from the general education classroom during regular hours for instruction provided under Title I;
4. Coordinate with and support the general education program, which may include services to assist preschool children in transition from early childhood programs such as Head Start, Even Start, Early Reading First, or state-run preschool programs to elementary school programs;
5. Provide instruction by highly-qualified teachers and paraprofessionals;
6. Provide opportunities for professional development using Title I resources and other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff working with participating students in the program;
7. Provide strategies to increase parent involvement, such as family literacy services;
8. Coordinate and integrate federal, state and local services and programs for violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.

**Schoolwide Program:**

The term Schoolwide signifies that a school is permitted to use funds from Title I, Part A and other federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all students. Schoolwide programs have latitude in determining how to spend their Title I, Part A funds. Schoolwide programs do not have to identify particular children as eligible for services. A Schoolwide program can use their Title I, Part A funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children, according to a comprehensive plan to help all children to meet the states challenging standards.

**Prerequisite:**

The school must meet the required poverty threshold of 40 percent. (The district may use any of the five poverty measures authorized by the statute under Section 1113 of Title I.)

**Identification of Students:**

All students are eligible to participate in all aspects of the Schoolwide program. The statute requires schools to particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards.

### **Components of the Schoolwide Program:**

Section 1114 of the statute enumerates the 10 components of a Schoolwide program:

1. A comprehensive needs assessment of the entire school based on information that includes the performance of children in relationship to the state academic content and academic standards.  
DeSmet used these early intervention and monitoring assessments: STAR, DIBELS, Core Phonics, Heggerty and Spelling Inventory
2. Schoolwide reform strategies that:
  - Provide opportunity for all students to meet the states proficient and advance levels of student achievement;
  - Use effective methods and instructional strategies from scientifically based research that-include small group instruction, pull-out and push-in strategies.
  - Strengthen the core academic program of the school with new curriculum in math, ELA and writing.
  - Increase the amount and quality of learning time, such as providing an extended school year and before-and after-school and summer school programs and opportunities, and help provide an enriched and accelerated curriculum;
  - Increase strategies for meeting the educational needs of historically underserved populations by monthly progress monitoring and triennially assessing and comparing data.
  - Address the needs of all children in the school, particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target. population of any program that is included in the Schoolwide population.
    - i.) Address how the school will determine if such needs have been met by annual deep dives with data, monthly progress monitoring and instructional assessments in the classroom.
    - ii.) Are consistent with, and are designed to implement, the state and local improvement plans through data analysis to monitor continual growth.
3. Instruction by highly-qualified teachers and paraeducators who are supported by professional development through the State of Montana and the Instructional Coaching Institute.
4. High Quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil service personnel, parents, and other staff to enable all children in the school to meet the states student academic achievement standards.
5. Strategies to attract high-quality, highly-qualified teachers to high-need schools by recruiting teachers through the Montana University systems and attracting instructors from outside the state. The district offers a scholarship for paraeducators to become licensed teachers. The district makes it a priority to have small class sizes and strong teacher support.
6. Strategies to increase parental involvement, such as literacy services, math and ELA parent nights, morning meetings with parents, bookfair opportunities and parent teacher nights.
7. Plans for assisting transition from early childhood programs to local elementary school programs through an early kindergarten program tied to the state kindergarten standards.
8. Measures to include teachers in the decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program through triennial staff meetings that involve deep data dives on all students' assessments.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance in small group instruction through the title department.

10. Coordination and integration of federal, state and local services and programs including programs related to Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.

### **The Primary Design of DeSmet's Schoolwide Plan:**

The Schoolwide Plan, underscores the importance to the following four elements:

1. How DeSmet will implement the mandatory Schoolwide components above;
2. How DeSmet will use resources from Title I and other sources to implement those components;
3. Includes a list of federal, state, and local programs that will be consolidated in the Schoolwide program; and
4. How the school will provide individual student academic assessment results, including an interpretation of those results, to parents in a language they can understand.

The plan was developed over a one-year period after considering the recommendation of the requisite technical assistance providers. The plan was developed in consultation with the district and its support team and other technical assistance provider. It also was developed with the involvement of parents, other community to be served and individuals who will carry out such a plan, including teachers, principals and administrators.

We all have a role to play in the success of children. At DeSmet Public school you are valued as a parent and co-educator in the assistance of high academic achievements for your child. While at DeSmet Public School your child will participate in programs, academic activities and services funded by A School Wide Model of Title 1 as part of the Elementary and Secondary Education Act (ESSA). In partnership, we will strive to help all succeed in achievement of our rigorous Montana Educational Standards.