

What is the Title I Learning Compact?

The Title I Learning Compact defines the commitments for parents, students, and school staff. It is important that we work together to promote a successful year and academic improvement.

Central Bucks School District

TITLE I LEARNING COMPACT- School & Family Engagement Policy

SCHOOL COMMITMENT

Titus Elementary school will provide high quality curriculum and instruction in a supportive and effective learning environment that will promote success for every student and:

1. will treat each child with dignity and respect.
2. believes that every child can be successful.
3. acknowledges that parents are vital to the success of this school and its students.
4. will provide the highest quality educational program using appropriate instructional materials, strategies, and techniques.
5. will assure every student has access to quality learning experiences appropriate for their development (district supplied one to one devices).
6. will communicate clear expectations for performance to both students and parents.
7. will communicate student progress through trimester report cards and conferences two times per year.

PARENT COMMITMENT

We realize the importance of working cooperatively with the school. We want and expect our child to have the best possible education. We, therefore, join with the school by providing an appropriate learning environment in the home and will:

1. read to and with my child daily and have book discussions.
2. work together with teachers to reinforce learning at home.
3. be involved in my child's learning.
4. provide adequate space and sufficient time for my child to learn and monitor my child's learning.
5. attend school meetings as needed and conferences two times per year.

STUDENT COMMITMENT

I realize that my education is important. I know that I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. do my best and take pride in my work.
2. follow the teacher's instructions and directions.
3. ask for help, when needed.
4. represent Titus by following one or more of its themes: respect, responsibility, empathy, determination and pride.

Go to <https://go.boarddocs.com/pa/cbuc/Board.nsf/goto?open&id=CQ2KR45308D3> for a full copy of the district's board policy on Title I Parent & Family Engagement.

CENTRAL BUCKS SCHOOL DISTRICT

Titus Elementary

TITLE I



Central Bucks School District
Educational Services Center
16 Welden Drive
Doylestown, PA 18901
Telephone: 267-893-2041

Revised 9/24

What is the Title I program?

Title I is part of the federal Every Student Succeeds Act [ESSA]. Title I funds are used to provide instructional support for those children needing additional support in reading and mathematics. Money is allocated by the federal government and distributed to the Central Bucks School District by the Pennsylvania Department of Education. The amount of money each school receives is based on the number of children eligible for free and reduced lunch programs.

What kind of Title I instructional support is provided in my child's school?

Students identified for the Title I program receive help specific to their individual need to enable them to improve academic performance and meet state and district proficiency standards. At Titus, Title I instruction is provided by reading specialists, classroom teachers, and instructional assistants. This support may be provided within the whole class setting, in small groups or on an individual basis. Additional support is also provided during WIN ("What I Need" time). All the instructional assistants working with students in the Title I program meet the requirements specified in the ESSA Act and are highly qualified. Central Bucks is very fortunate to have these highly qualified assistants who have student success as their main goal.

How are children selected for the Title I program?

At the end of the school year, classroom teachers and reading specialists identify students who would benefit from the additional support of the Title I program during the following school year. This identification occurs as a result of the review of reading and math assessments and evaluation of each child's performance. These students are supported through booster groups until additional testing is completed. Then, after benchmark testing is complete, a letter is sent to parents informing them of any additional support needed to help reach grade level benchmarks. At this time, questions about the Title I program or a child's need for support can be directed to the classroom teacher or building reading specialists.

Who are the people directly involved in planning and coordinating the Title I program?

The program in Central Bucks has a supervisor with the overall responsibility for administration of the program. At the building level, principals supervise with assistance from reading specialists. Reading specialists collaborate with classroom teachers. They direct the efforts of the Title I instructional assistants to meet the needs of students in the program.

How does the work of the Title I Instructional Assistant support the classroom program?

Instructional assistants receive direction from classroom teachers and reading specialists. In this way, the assistance provided through the Title I program is closely coordinated with the work of the classroom teacher. Classroom teachers provide the initial instruction in the classroom, as well as remedial support. The Title I instructional assistants provide additional reinforcement and repeated instruction of the skills and concepts being taught.

In reading, assistants provide reinforcement of phonemic awareness and phonics skills, reading fluency, vocabulary, and comprehension. This assistance is closely coordinated with the work of reading specialists and classroom teachers.

In math, instructional assistants help the classroom teacher reinforce math skills in different ways. They might work with small groups of students to reinforce a skill just taught, provide tutoring in areas of weakness, monitor individual progress, or work with the large group while the classroom teacher works directly with students in the Title I program. Title I assistants are trained in the use of math manipulatives to improve the understanding of math concepts. In addition, they receive regular training on the effective delivery of support in mathematics.

Do all Central Bucks schools receive funding through the Title I program?

No, Title I funds are only provided to the Central Bucks schools that have the highest percentage of students who receive free and reduced lunches. This is an economic measure of the relative need in each building, and the federal requirements mean that not all Central Bucks schools receive this funding assistance. At Titus, all students are eligible to receive Title I support.

How do parents know if their child is making progress in reading and mathematics?

The Title I program is closely aligned with classroom instruction. Therefore, classroom teachers provide information about each child's overall progress. Central Bucks progress reports are completed by classroom teachers three times a year: December, March and June. Parent/teacher conferences are held in December and March to share information about the progress and needs of each student. During these conferences, parents may discuss the Title I assistance. Parents are encouraged to contact their child's teacher at any time for information about their child's progress. Additionally, if a child is being supported by a reading specialist, families will receive communication regarding their child's progress.

What role can parents play in helping their child?

At Titus, parents play an important part in the success of their child in both reading and math. Parents can encourage a positive attitude toward school, set aside time for homework and reading, and attend conferences and parent meetings to find out more about providing help for their children. Each year, a portion of the Title I funding is set aside for parent involvement programs. A parent meeting is held in the fall in each school to provide information about the program and give suggestions about helping at home. There is also a spring Title I event to involve families.