**IV. Title I Requirements**

**1. Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

1. Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

SUGGESTED RESPONSE: Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school’s mission and support the needs of students. **(UPLOAD copy of PFEP)**

2. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(I).

SUGGESTED REPONSE TOPICS:

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources **(not all will apply and please elaborate on applicable resources):**

• Champs

• PBIS

• Mindful Schools

• Mentoring Programs

• Action Based Learning

• DrumBeats

3. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

SUGGESTED RESPONSE TOPICS TO ELABORATE:

• PRE-K

• Kindergarten Round Up

• 5th graders visiting/touring middle schools

• Middle school parent event for incoming 6th graders

• 8th graders visiting/touring high schools

• High school parent event for incoming 9th graders

• College Visits

• Career Academies

• WE3 Expo

4. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school's response to this section may be used to address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(5) and (b)(7)(B).

SUGGESTED RESPONSE TOPICS:

* **Title I, Part A** project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
* **Title I, Part C** project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
* **Title I, Part D** project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
* **Title II** funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
* **Title III** provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
* **Title IX** – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

MAY OR MAY NOT APPLY TO YOUR SCHOOL:

* **Head Start** provides resources to assist students in the transition from pre-k to kindergarten.
* **Title I, UniSIG** (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school’s SIP.
* **Title IV, Part B – 21st CCLC** - After School Adventures after school programs are provided at this school. This project is completely free of cost to parents and provides academic and enrichment extended learning time for students to be successful learners.
* **Title I, School Improvement Cohort (BARTOW MIDDLE ONLY)** to provide every child with engaging, differentiated, ambitious instruction that prepares him/her for lifelong success. The vision is to create an A rated school, and a role model for attaining high student and school achievement through strategic, research‐based structures of school improvement.
* **Schools of Hope (Kathleen Senior ONLY)** project supports interventions at Kathleen High School that lead to student success by providing wrap-around services, building the capacity of instructional staff and leadership, improving school and community collaboration, and developing family and community partnerships.

5. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school's response to this question may address the requirements of ESSA, P.L. 114-95, § 1114(b)(7)(A)(iii)(II).

SUGGESTED RESPONSES TOPICS: **Not all bullets will apply to every school.**

* Through our Career and Technical Education (CTE) programs and our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
* Accelerated programs, such as Dual enrollment and Advanced Placement, in addition to high school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
* Every middle and high school will have a designated College and Career Contact.
* Student Success Coaches will work with targeted students to ensure that high school graduation and post-secondary education is achieved in a timely manner.
* AVID will be implemented in sixteen secondary schools to support targeted students in participating in accelerated programs and enrolling in college.
* Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines and Overgrad will be used to track this information.
* Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.