

Bartlett Elementary School

Title I Plan Provisions for 2025-2026:

During the 2025-2026 school year, Title I services in reading and math will focus primarily on targeted early intervention for at-risk students primarily in grades 1 and 2. Some services will be provided to students in grades three and four, as needed, however, the majority of services will be in grades 1 and 2. Based on parent feedback, we will continue our focus on parent education and engagement and will work to promote successful home-school partnerships. We will again provide specific feedback to parents about student goals and progress during conferences and will continue to provide information through Schoology, our LMS, with additional information and resources for families. In addition, we plan to access parents at events such as open houses, and share curriculum materials and information at drop in events.

Academic instruction will be delivered in a push-in model, with additional pull-out services provided during the school intervention blocks. Daily, students will receive ninety minutes each of ELA and math in their instructional blocks. Title I students will participate fully in the regular classroom instruction during the ninety-minute blocks, with the support of the Title I teachers. Additionally, through push-in and pull-out supplemental services outside of the instructional block, Title I students will receive thirty more minutes of individualized or small group ELA and/or math explicit instruction. ELA instruction focus is on phonological awareness, comprehension, fluency, strategy, writing and skills application. Title I supplemental math services focus on building numeracy, skills fluency, math concepts, problem solving, writing in math and individualized and small group practice.

Selection of Students:

In the 2025-2026 school year, we will continue to formalize the student selection and progress monitoring system that was initiated in 2023-2024.

In September students will be evaluated using the Wonders core program Placement and Diagnostic tests. These assessments include a phonological awareness screen, phonics and decoding test, letter naming and sight word test, oral reading fluency test, informal reading inventories, reading comprehension tests and spelling inventories. Math and YOU beginning of the year test will be used to evaluate students in math. Teacher observations and recommendations will also be highly considered, as well as assessment scores from state and local testing,

such as NWEA and IXL. The child's special education status will also be considered.

All data will be compiled on a Student Selection Criteria sheet and students scoring in the bottom 25th percentile will be considered for Title I services. Each student enrolled in the Title I program will have an Individualized Learning Plan and his progress will be monitored at six week intervals throughout the School Year.

All first grade students who are *newly* enrolled in the district will be given assessments, like our dyslexia screener, to provide benchmark information. Title I services will be offered if predetermined benchmark scores are not met. Students in grades two through four who enter during the school year will be given baseline assessments to help identify eligibility for Title I services and determine if Title I academic support is needed.

Finally, homeless students and students from migrating families are immediately eligible for Title I Services, and will be evaluated to determine if academic support is needed.

Summary of Parent Survey:

- Not all parents have technology at home for access to Schoology for remote learning days and announcements
- After school tutoring won't work for our family due to transportation issues
- Communication with teachers is fantastic
- My child made growth this year thanks to intervention

Plans for 2025-2026

1. Continue to increase communication with families through monthly school-wide newsletter, and use of Schoology. This will include resources and strategies
2. Send home packets, as needed, on paper as some families do not have access to technology at home
3. Continue to have the Title I team meet regularly with regular education teachers to look at assessment data and progress
4. Plan for summer school—more communications out earlier in the year for more students to attend