



FEDERAL PROGRAMS

TITLE I -A, Improving Basic Programs

TITLE I-C, Education of Migratory Children

TITLE II-A, Teacher and Principal Training and Recruitment

TITLE II-D, Enhancing Education through Technology

**TITLE III-A, English Language Acquisition and Language
Enhancement**

TITLE IV, Safe and Drug Free Schools and Communities

TITLE V-A, Innovative Programs

Handbook

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FEDERAL TITLE PROGRAMS

Definitions

Title I, Part A – Improving Basic Programs

A federal program whose goal is to improve teaching and learning and to enable participants to meet the challenging State performance standards that all children are expected to master as measured by Adequate Yearly Progress (AYP). Programs may follow one of two designs, the schoolwide program or the targeted assistance program.

Title I, Part C – Education of Migratory Children

A federal program that provides supplemental financial assistance for programs benefiting children of migrant agriculture or agriculture-related workers and children of migrant fishermen.

Title II, Part A – Teacher and Principal Training and Recruitment

A federal program that provides supplemental financial assistance designed to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools.

Title II, Part D – Enhancing Education through Technology

A federal program that provides supplemental financial assistance for the implementation and support of a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement.

Title III, Part A – English Language Acquisition and Language Enhancement

A federal program that provides supplemental financial assistance for programs designed to improve the education of limited English proficient children, by assisting the children to learn English, and meet challenging State academic content and student achievement standards.

Title IV, Part A – Safe and Drug Free Schools and Communities

A federal program that provides financial assistance for the development of age-appropriate comprehensive violence and drug/alcohol prevention programs.

Title V, Part A – Innovative Programs

A federal program that provides supplemental financial assistance for the implementation or expansion of programs designed to improve student, teacher, and school performance.

At-Risk Students

“Student at risk of dropping out of school” includes each student who is under 21 years of age and who:

- 1) If the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) Was not advanced from one grade level to the next for one or more school years;
- 4) Did not perform satisfactorily on a State assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5) Is pregnant or is a parent;
- 6) Has been placed in an alternative education program under Education Code 37.006 during the preceding or current school year;
- 7) Has been expelled during the preceding or current school year;
- 8) Is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- 10) Is a student of limited English proficiency, as defined by Section 29.052;
- 11) Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) Is homeless, as defined by 42 U.S.C. 11302 and its subsequent amendments; or
- 13) Resided in the preceding school year or resides in the current school year in a residential placement facility in the District, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Title I, Part A

Improving Basic Programs

Goals Title I, Part A

Princeton ISD is dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments. This goal can be accomplished by:

- Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- Meeting the educational needs of low-achieving children;
- Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- Providing children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- Promoting school-wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- Significantly elevating the quality of instruction by providing staff with substantial opportunities for professional development;
- Coordinating services under all parts of this title with each other and with other educational services;
- Affording parents substantial and meaningful opportunities to participate in the education of their children.

Guidelines Title I, Part A

1. Implement as a Schoolwide Program on Lacy Elementary, Godwin Elementary, and Huddleston Intermediate Campuses, utilizing the components of a School-wide Program (*Title I, Part A, Section 1114*) as listed:
 - A comprehensive needs assessment.
 - Schoolwide reform strategies.
 - Instruction by a highly qualified staff.
 - Professional development opportunities.
 - Strategies to attract high-quality highly qualified teachers.
 - Strategies to increase parental involvement.
 - Strategies to assist Pre-School children in transition from early childhood programs.
 - Strategies to involve teachers in decisions regarding the use of additional student assessments.
 - Activities to ensure that students who experience academic difficulty be provided additional assistance.
 - Coordination and integration of Federal, State and local services and programs.
2. Perform an annual review of the Title I Program to determine whether the school is meeting Adequate Yearly Progress standards within the No Child Left Behind Act of 2001.

Program Organization Title I, Part A

Princeton ISD provides services to students who indicate a need for assistance in meeting the State and local performance standards in the areas of reading/language arts, math and science. The Title I, Part A program is in addition to the regular high-quality curriculum, and is designed to accelerate student learning. Students are served through a school-wide program in an effort to meet the needs of all students. Princeton ISD serves students during specified times during the regular daily schedule. Students will receive direct teacher instruction using a variety of teaching methodologies and effective, research-based strategies. Students will also use computer-based instruction in the areas of reading/language arts, math and science.

Kindergarten – 4th Grade

- Title I services are offered in Kindergarten – 4th Grade in the area of Reading through a pull out program. Strategies utilized by the Title I teachers include:
 - ❖ Guided Reading
 - ❖ Stevenson Reading Program
 - ❖ Scientifically Based Reading Strategies
 - ❖ Reading Recovery (1st Grade Only)

5th – 6th Grade

- Title I services are offered in 5th and 6th Grades in the areas of Reading, Math, and Science. Students are scheduled with the Title I teacher in lieu of an elective. An after school section is offered to provide students the opportunity to receive Title I services and their choice of electives.

Identification for Title I Services

Kindergarten – 6th Grade Students are identified for Title I services on an on-going basis utilizing a number of assessments and other data. All Title I students will be referred and monitored through the campus student support team (SST).

Kindergarten

- Local assessment at beginning of year
- Texas Primary Reading Inventory (TPRI) is administered at the start of 2nd semester, all students classified as “Still Developing” will receive Title I services
- Local six-week assessments

1st and 2nd Grades

- Texas Primary Reading Inventory (TPRI) is administered at the beginning, middle, and end of the school year, all students classified as “Still Developing” will receive Title I services
- Local six-week assessments

3rd Grade

- Texas Assessment of Knowledge and Skills (TAKS) is administered to students during the 2nd Semester each year, in the areas of Reading and Math, with re-tests for the Reading portion being offered during the Spring and Summer. Students that do not meet the State standard in the area of Reading on the 1st administration will receive Title I services. Students that do not meet 110% of State standard on the Reading re-tests will continue to receive Title I services
- Local six-week assessments

4th Grade

- Texas Assessment of Knowledge and Skills (TAKS) is administered to students during the 2nd Semester each year, in Reading, Writing, and Math. Students not meeting the state standard in the area of Reading will receive Title I services
- Local six-week assessments

5th Grade

- Texas Assessment of Knowledge and Skills (TAKS) is administered to students during the 2nd Semester each year, in Reading, Math, and Science, with re-tests for the Reading and Math portions being offered during the Spring and Summer. Students not meeting the State standard on the 1st administration, in the areas of Reading, Math, or Science will receive Title I services. Students that do not meet 110% of State standard, in the areas of Reading or Math, on re-tests will continue to receive Title I services
- Local six-week assessments

6th Grade

- Texas Assessment of Knowledge and Skills (TAKS) is administered to students during the 2nd Semester each year, in Reading and Math. Students that do not meet the State standard in the areas of Reading or Math will receive Title I services
- Local six-week assessments

Title I, Part C Migrant Programs

Definition

The term “migratory child” means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work, has moved from one school LEA to another.

Goals – Title I, Part C

The goal of the Princeton Independent School District’s Migrant Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

Guidelines Title I, Part C

- Support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves;
- Ensure that migrant children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migrant children are provided with the appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- Ensure that migrant children benefit from State and local systemic reforms.

Seven Areas of Focus

In order to meet the unique needs of Migratory Children as specified by federal law, the Texas Migrant Education Program has established the following Seven Areas of Focus to meet those needs and to accomplish the program goal:

1. Identification and Recruitment (ages 3 - 21)
2. New Generation System for Migrant Student Record Transfer (ages 3 - 21)
3. Migrant Services Coordination (ages 3 - 21)
4. Parental Involvement (ages 3 - 21)
5. Early Childhood Education (age 3 – grade 2)
6. Secondary Credit Accrual and Exchange (grades 7 – 12)
7. Graduation Enhancement (grades 9– 12)

Program Organization Title I, Part C

Princeton ISD participates in the Region 10 ESC shared services cooperative.

Through the shared services arrangement Region 10 ESC will:

- Develop and write the SSA Application and all necessary amendments or proposals that may be required for Migrant funds;
- Financial accounting to Title I, Part C Migrant Funds;
- Staff development and technical assistance for Migrant personnel;
- Project evaluation and other coordinative functions required by the Texas Education Agency;
- Assist with the identification/recruitment of Migrant students; and
- Operate the New Generation System Record Transfer System (NGS).

Princeton ISD focuses on the seven areas in the following ways:

1. Identification and Recruitment

- Migrant Family Survey forms (English and Spanish) are enclosed in new student registration packets.
- Campuses collect all forms.
- Forms that are marked “Yes” on both:
 - Has your family left the school district to look for work in the last three years?
 - Did you move in search of work?

are forwarded to the Assistant Superintendent of Instruction.

- Family Survey forms are then forwarded to Region 10 ESC for verification.
- Verified Migrant Students are then eligible for services.

2. New Generation System for Migrant Student Record Transfer

The Region 10 ESC enters all migrant students into the New Generation System. This allows Princeton ISD to receive information on the students from previous schools or to allow other schools to access student information from Princeton ISD.

3. Migrant Services Coordination

An up-to-date file is kept on each migrant student that includes birth certificates, social security numbers, immunization records, grades, credits earned, testing scores, and any health concerns. These records are made available to the parents from the Campuses. This contributes to a smooth transition from one school district to another or from state to state for the student and their family.

4. Parental Involvement

All of our parents are encouraged to attend campus activities such as Parent-Teacher Organizations (PTO). All notes from the school such as general information, field trips, holidays, and student report cards are sent home in the home language of the parents

5. Early Childhood Education

Princeton ISD offers a full day Pre-Kindergarten program, full day Kindergarten, and ½ day Summer School.

6. Secondary Credit Exchange and Accrual

At the end of each semester, credits earned by each Jr. High and High School student are forwarded to Region 10 ESC to be entered into the New Generation System. These records are maintained until a student either graduates or withdraws from the school system or no longer qualifies for the Migrant program. This information is also readily available on the Internet on the NGS program for any school personnel qualified to obtain it anywhere in the United States.

7. Graduation Enhancement

The Migrant Program coordinates with other programs such as Title I, Part A, Compensatory Education, Career and Technology Education, and ESL to enhance every student's odds of graduating.

In addition to the 7 areas of focus, Princeton ISD provides:

- School Supplies as needed;
- Priority for Services are established utilizing the AEISIT data and the NGS mobility report; and
- Intervention Plans are formulated for all Migrant Students who have failed, or are at risk of failing; have a QAD (qualifying arrival date) during the previous school year; or school interruption.

Title II, Part A – Teacher and Principal Training and Recruitment

Goals Title II, Part A

The goal of Title II, Part A is to improve student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies to improve teacher and principal quality and increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. The program uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance.

Guidelines Title II, Part A

Funds must be spent to either:

- Improve quality of teachers / principals; or
- Increase quantity of teachers / principals.

Program Organization Title II, Part A

Princeton ISD participates in the Region 10 ESC shared services cooperative.

Through the shared services arrangement Region 10 ESC will:

- Prepare the Standard Application System (SAS A200-03);
- Serve as Fiscal Agent for the Title II, Part A Funds;
- Complete the Title II, Part A Evaluation Report;
- Provide sustained, on-going staff development and follow-up activities based on needs assessments of districts/campuses and scientific research;
- Provide regular meetings for designated contact person(s);
- Provide a list of all trainings conducted and participants attending trainings to each member district;
- Conduct meetings to explain the Title II, Part A funding and services available to all private/nonprofit schools; and
- Consult and plan with district when district participation is low to provide successful staff development.

Princeton ISD utilizes Title II, Part A funds to increase the quantity of Principals by providing a second Assistant Principal at Princeton High School.

Title II, Part D – Enhancing Education through Technology

Goals Title II, Part D

The goal of Title II, Part D is to enhance education through technology by providing supplemental funds to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student in becoming technologically literate by the end of eighth grade and to encourage the integration of technology resources and systems with teacher training and professional development to establish research-based instructional models.

Guidelines Title II, Part D

Title II, Part D funds may be spent to:

- Provide innovative initiatives using technology;
- Increase access to technology; and
- Provide professional development in technology.

Program Organization Title II, Part D

Princeton ISD utilizes Title II, Part D funds in coordination with other funds to provide Intel Teach to the Future training for teachers and administrators.

Title III, Part A – English Language Acquisition and Language Enhancement

Goals Title III, Part A

To ensure that children who are limited English proficient (LEP), including immigrant children and youth, attain English proficiency, develop high levels of academic attainment, and meet the same challenging academic content and student academic achievement standards as are expected of their English speaking peers.

Guidelines Title III, Part A

- To assist all LEP and immigrant students to achieve at high levels in the core academic subjects and achieve standards required in Title I, Section 1111(b)(1);
- To develop high-quality language instruction education programs designed to assist State educational agencies, local education agencies (LEAs) and schools in teaching LEP and immigrant students;
- To assist local education agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare LEP and immigrant students enter all-English instruction settings;
- To assist local education agencies and schools to build their capacity to establish, implement, and sustain language instruction education programs and programs of English language development for LEP students;
- To promote parental and community participation in language instruction educational programs for the parents and communities of LEP students;
- To streamline language instruction educational programs that help LEP and immigrant students develop proficiency in English while meeting challenging State academic content and student academic achievement standards;
- To hold local education agencies and schools accountable for increases in English proficiency and core academic content knowledge of LEP students; and
- To provide local education agencies the flexibility to implement the most effective language instruction programs based on scientifically based research. P.L. 107-110, Section 3102.

Program Organization Title III, Part A

Princeton ISD participates in the Region 10 ESC shared services cooperative.

Through the shared services arrangement Region 10 ESC will:

- Provide supplemental and research-based professional development in the area of Bilingual/ESL and opportunities for increasing the number of certified ESL staff;
- Provide assistance with program implementation in providing supplemental services to children identified as LEP;
- Write and submit the SAS application and all necessary amendments or proposals that may be required by the Texas Education Agency;
- Provide assistance with budget expenditures, project evaluation and financial accounting for Title III supplemental funds as required by the Texas Education Agency;
- Provide assistance as requested to district and participating campuses in assessing their programs and future needs; and
- Provide institutes and specialists' academies for development of campus-based specialists.

Princeton ISD utilized Title III, Part A funds in conjunction with State Bilingual / ESL and other local funds to provide a comprehensive Bilingual / ESL program. (See Bilingual / ESL Handbook)

Title IV – Safe and Drug Free Schools and Communities

Goals Title IV

The goal of Title IV is to reduce the occurrences of violence and / or the use of alcohol and other drugs by developing and enhancing education programs targeting violence prevention and drug prevention strategies in elementary and secondary schools for all students and employees. The principles of effectiveness require school districts to conduct a needs assessment, use research-based activities, establish performance measures, and include meaningful and ongoing consultation with parents.

Guidelines Title IV

Title IV, Part A is designed to support local programs that:

- 1) Prevent violence in and around schools;
- 2) Prevent the illegal use of alcohol, tobacco, and drugs;
- 3) Involve parents and communities; and
- 4) Are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

Program Organization Title IV

Princeton ISD offers a comprehensive drug and violence prevention program. As part of this program Title IV funds are used to provide Drug Dogs at a rate of 4 times per month, August through May.

Other drug and violence prevention activities provided from local funds include:

- Student resource officer;
- Co/extra curricular drug testing;
- Red ribbon campaign;
- Drug education programs (targeted at 5th grade);
- Character education programs;
- Anti-bullying programs; and
- Guest speakers.

Title V, Part A

Innovative Education Programs

Goals Title V, Part A

The goal of Title VI is to implement promising education reform programs, provide a continuing source of innovation and educational improvement, help meet the special educational needs of at-risk and high-need students, and support programs to improve school, student, and teacher performance.

Guidelines Title V, Part A

The Title V program is designed to

- Support local education reform efforts that are consistent with and support statewide education reform efforts;
- Implement promising educational reform programs and school improvement programs based on scientifically based research;
- Provide a continuing source of innovation and educational improvement, including support for programs to provide library services and instructional and media materials;
- Meet the educational needs of all students, including at-risk youth; and
- Develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs.

Program Organization Title V, Part A

Princeton ISD participates in the Region 10 ESC shared services cooperative.

Through the shared services arrangement Region 10 ESC will:

- Prepare the Standard Application System;
- Serve as Fiscal Agent for the Title V, Part A funds;
- Provide information for the Title V, Part A Evaluation report;
- Provide sustained, on-going staff development and follow-up activities based on needs assessments of districts/campuses and scientific research;
- Provide regular meetings for the designated contact person(s);
- Conduct meetings to explain the Title V funding and services available to all private/nonprofit schools; and
- Consult and plan with district when district participation is low to provide successful staff development.

Princeton ISD uses Title V funds to supplement the purchase of library books. Guidelines for purchasing library books are teacher requests and accelerated reader books to add to our collection.

Parent and Community Involvement

Princeton ISD embraces the concept that the education of students is a partnership with parents and community. Parents must receive information related to program objectives and activities, which support the school process.

Parents and Community members are invited to be part of Princeton ISD Site-Based Decision Committees.

Additional Information

For further information on these or any programs offered at Princeton ISD, please contact the following personnel:

Jackie Hendricks, Assistant Superintendent of Instruction (469) 952-5400 Ext. 3508

Campus Principals or Counselors (469) 952-5400