

E.S.E.A. Federal Grant Application Public Notice

2025-2026 & 2026-2027

The following information serves as a public notice of ESEA grant use of funds and provides the public an opportunity to comment and ask questions. If the public has comments or questions, they can be directed to Jaime Stone, Assistant Superintendent of Schools, at Jaime.Stone@fivetowns.net.

The majority of funds are spent annually on staff salaries and benefits who provide direct intervention services to students identified for Title I Services. Minimal funds (less than 10% of total allocation) are used to purchase intervention materials for use by intervention staff serving students receiving Title 1 supports.

Title 1 Identification Processes and Methods

In the CRES RTI framework, students are initially identified for Title I service using the previous year's end of year data. Data is reviewed by a Title 1 team which includes grade level team members and students are identified for needing additional intervention services.

Students are provided different levels of intervention from the highest need, working one on one with our Title 1 staff, to less needs being met inside the classroom. These needs are identified in both math and literacy.

In Title I math, NWEA/MTTY data, end of unit assessments, checklists, and teacher recommendations are used to determine eligibility. We also screen new students to the district by doing a thorough cumulative folder review on any new students to look for evidence of RTI intervention and Title I Reading or Math service. Parents can also make referrals.

Title I teachers look very closely at students who have had Title I service in the past, their scores, and progress monitoring materials. The grade level teams refer students who may benefit from tier two interventions to the larger data team. The tier one interventions and progress monitoring data is reviewed and determined if they should be recommended for tier two interventions. When new data is collected from the universal screenings and other data, the grade level data teams meet again to look at the needs of students and Title I services.

The annual ESEA Plan outline our district goals typically targeting students to make 2-5% of increased growth in a school year.

Currently, Title I uses a variety of materials and programs to target student needs. Grade level data team meetings are held monthly as part of the regular cycle of meetings. If a student's progress monitoring indicates a need for a change, then the larger data team will meet as needed. The Title I team meets 2-3 times a year as well to review progress monitoring data and to re-evaluate students progress and placement in intervention services.

Numeracy skills are addressed through a variety of interventions including reteaching skills using the Bridges math materials and the use of other intervention tools. In addition, CRES continued to implement the Elementary Mathematics Diagnostic Interview. Title 1 Math progress monitors every three to four weeks using diagnostics and math probes.

Progress monitoring for Title 1 reading students is done using a variety of screening tools. Progress monitoring is done on a weekly basis for students being served individually and in small groups. In addition, early literacy NWEA skills will be used during the fall, winter and spring as needed.

We will meet and review data in June for the school year for all students being served through title 1 funds and methods. We will likely identify additional students and potentially release others.

Intervention Camp- Summer 2026

We will be implementing an "intervention camp" for student identified for Title I services that follows a model used previously by CRES in the summer of 2026. The spring data review will provide the list of students that may be served in this model. Teachers and Ed. Techs from within the district will be the staff providing these services and Title I funds will cover the costs related to this program.

We projects the same use of funds for the 2026-2027 school year. We are exploring the opportunity to expand contracted services for specialized interventions or additional time for students if we increase the number of students begin served. This shift would still have us allocating the majority of our funds to staff salaries and benefits with a minimal amount designated to materials and supplies.

Title II/IV Funds

Professional Development and Improvement of Academic Achievement

We receive Title II and IV funds and roll the IV funds into Title II to be used in for staff and building administrator professional development targeting improvement in academic achievement for students. Title II ESEA goals are in line with strategic plan goals and focus around achievement, engagement, and attendance. Principals work in collaboration with the Assistant Superintendent to prioritize the use of annual funds each year based on our school based goals and annual strategic plan implementation goals. During the summer months the Assistant Superintendent works with each building to outline a professional development work plan built around our staff training time which includes early release days and staff meeting time. School Leadership teams also participate in providing direction and feedback to building principals regarding professional development.

This year we have utilized funds for the following activities for PreK-12 teachers and administrators;

- Training, Workshops, and Courses for teachers
- Curriculum Development work for teachers
- EL Professional Development and Contracted Services
- National Board Certification
- Professional learning materials
- Frontline System for Professional Growth and Professional Development

We intend to use our funds for the same activities in the coming year and have worked to increase our contracted services with EL Education and may consider expanding these to include our middle school as well to further our implementation of Experiential Learning, increasing student engagement and achievement.

It is worth noting that our district is also responsible for managing the grant plans, funding reports, billing, and reporting for all local non-public schools as well. This includes Ashwood, Wayfinder, Riley, and Atlantic Academy. If private funds are not utilized then we are welcome to apply for these and roll them back into our allocation.

Any public comment or questions may be directed to Jaime.Stone@fivetowns.net for consideration in future planning.

UPDATED: June 4, 2026