

TITLE I, PART A TARGETED ASSISTANCE TEMPLATE

<p>School's Mission Statement</p> <p>At South Pines Elementary our responsibility and commitment to our community is to inspire, encourage, and challenge our students to be caring and productive future citizens and leaders. We set high expectations and educate the whole child. We do this by building strong relationships, inspiring life-long learning, and developing student character.</p>	<p>Title I/LAP Vision Statement</p> <p><i>Seeing the potential in every child, we will insure all children will succeed and grow as proficient readers through the implementation of evidence-researched interventions. We will foster confidence and a love for life-long reading and learning, while creating an environment of support for students, parents, teachers, staff, and community.</i></p>
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COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN: Using current assessment data, this process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. *Schools with targeted assistance programs should place emphasis on strategies that help learners who have not yet met grade-level standards.* In their needs assessment, schools must describe their students' demographics, levels of achievement, family involvement, cultural climate, and staffing. A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs. Needs assessments include both district and school priorities and concerns. *Schools also provide strengths and weaknesses of their Title I, Part A program.*

Your Comprehensive Plan:

Our building uses *FastBridge* and the *Fountas and Pinnell Benchmark Assessment* to screen students to identify our most at risk students for reading in grades K-2. While a collaborative instructional model is used extensively, intervention services and strategies are tailored to the specific needs of students, and may include short (≤ 30 minutes daily) outside of class interventions (e.g., phonemic awareness, phonics, vocabulary, fluency, comprehension or English as a Second Language for new immigrant students).

COMPONENT #2: IDENTIFICATION OF STUDENTS

PROCEDURES TO SUPPORT PROGRAMS, ACTIVITIES AND COURSES TO ENSURE MASTERY OF ACADEMIC STANDARDS: Schools with Targeted Assistance Programs must select students for the program, based on criteria they establish. Under law, the targeted assistance program is to provide services to students identified as having the greatest need for special assistance. The criteria for identifying students must be objective, educationally related, and include multiple measures. Each Targeted Assistance program may include the following criteria to select eligible students who are in greatest need of services: Students not old enough yet to attend district school, but are old enough to benefit from organized instructional program. (PreK or Kindergarten) and Students who are failing, or are at most risk of failing, to meet state's student performance standards.

ESSA says the following students are automatically eligible for services: Students whom participate in Head Start or ECEAP, homeless, or foster care, and Students who are economically disadvantaged, children with disabilities, migrant children, and English learners are eligible for services on the same basis as other children. Students from preschool through 2nd grade must be selected using such criteria as educator judgement, interviews with parents, and developmentally appropriate measures that determine which students are failing, and most at risk of failing state academic standards.

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Your Procedures to identify students:

A rank order list is created based on *FastBridge* benchmarks and *Fountas and Pinnell (2017)* benchmarks, in addition to discussions with classroom teachers about performance in the classroom. The “most at risk” students are identified and also included are those who qualify for other services such as homeless, migrant, and qualifying ELD students. Kindergarten, first, and second grade *FastBridge* and *Fountas and Pinnell* screening is completed in September, January, and May.

COMPONENT #3: PRACTICES AND STRATEGIES

PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM: Identify the practices and strategies of your school’s targeted assistance program. Under law, the targeted assistance program is to provide services to students identified as having the greatest need for special assistance. The ESSA requires programs to review the progress of students served in targeted assistance and revise the program, if needed, to enable students to meet state standards.

<i>Plan: Identify purpose, desired outcomes, and success criteria</i>	Collaboration with the classroom teachers and the data from <i>FastBridge</i> and <i>Fountas and Pinnell Benchmark Assessment</i> helps us determine what intervention will be most effective for our students. Our primary intervention is <i>Leveled Literacy Intervention (LLI)</i> by Fountas and Pinnell. Students work typically in groups of 2-3, with 1 on 1 happening very occasionally on an as needed basis. Our goal is to accelerate growth, so students can read on grade level as soon as possible.
<i>Do: Implement intended outcomes</i>	As a result of reading intervention, 80% of Title I-served students will reach benchmark by the end of the school year.
<i>Study: Reflect on your intended plan and student outcomes</i>	All students will be progress monitored with an instrument appropriate to the intervention being used. Reading Records will be used for students in <i>Leveled Literacy Intervention</i> .
<i>Act: Identify action steps to make adjustments to the original plan</i>	For any student not making expected progress toward end of year benchmark goals, changes will be made in collaboration with the classroom teacher. Changes could be made to group size, instructional time, or to the intervention program begin used. The progress monitoring data and benchmark data will be looked at to assist with what changes need to be made. If a student is still not making appropriate gains, then a Student Study Team meeting will be scheduled to discuss other strategies to improve learning.

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COMPONENT #4: COORDINATION AND TRANSITIONS	
<p>PROCEDURES TO SUPPORT TRANSITION BETWEEN EARLY CHILDHOOD AND GRADES: ESSA emphasizes that targeted assistance programs should minimize the removal of children from the regular classroom during regular core instruction when providing additional instruction through Title I, Part A. Your school should develop the targeted assistance program in coordination with core instruction, extended day offerings, English learner programs, special education, career and technical education, and others. ESSA highlights transitions among grades, and in particular, if applicable: preschool to kindergarten and elementary to middle school.</p>	
<p><i>Plan: Identify purpose, desired outcomes, and success criteria</i></p>	<p>Kindergarten teachers meet with incoming kindergarten families. The students are assessed with WA Kids. The Title 1 teachers will help the classroom teachers assess kindergarten students with screening instruments the week before school starts and help the kindergarten teachers with classroom placement. In the fall, the Title 1 teachers will use a pre-assessment intervention to determine who will be served at a later date. The Title 1 teachers will work closely with the kindergarten teachers to have flexibility with the students based on early literacy skills deficits.</p>
<p><i>Do: Implement intended outcomes</i></p>	<p>As a result of collaboration with classroom teachers, 100% Title I-served students are fully able to participate in their core instruction in literacy and math.</p>
<p><i>Study: Reflect on your intended plan and student outcomes</i></p>	<p>Spend collaboration time with the kindergarten teachers the first several weeks of kindergarten to evaluate placement and offer suggestions for problem solving needs.</p>
<p><i>Act: Identify action steps to make adjustments to the original plan</i></p>	<p>We will re-evaluate the original plan with our principal and kindergarten teachers.</p>

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COMPONENT #5: PARENT & FAMILY ENGAGEMENT	
<p>PROCEDURES TO SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES: Plan for the strategies and programs your school will use to engage parents and families of students served by the Targeted Assistance program. Parents, families, and community members provide excellent partners in helping students meet standard. Your parent and family engagement efforts may also include services supporting family literacy.</p>	
<p><i>Plan: Identify purpose, desired outcomes, and success criteria</i></p>	<p>Our goal is to get parents and guardians involved with the literacy education of their child. We will get notices out for our Parent/Family Engagement events at least 2 weeks prior to the event, and a reminder will also be sent home before the event. We will offer a light meal or snacks to increase attendance. Students will be taking home book bags with take-home books and reading logs. Parents will listen to their child read their books and sign the reading logs. The <i>Reading Connection Newsletter</i> will be sent home monthly to provide parents with practical ways to promote their child's reading, writing, and language skills. Ongoing communication through phone calls, emails, and conferences will be provided to share information about their child and their progress. Parents will be asked what topics they are interested in to help their child improve in their reading. Parents will also be given a survey in the spring about the Title 1 program and asked to provide suggestions for improvement.</p>
<p><i>Do: Implement intended outcomes</i></p>	<p>As a result of your Parent Survey information, 75% of the Title I-served families will participate in the October Parent Orientation <u>plus</u> one additional sponsored event during the school year.</p>
<p><i>Study: Reflect on your intended plan and student outcomes</i></p>	<p>We will evaluate attendance at the Parent/Family Engagement events and adjust accordingly.</p> <p>We will know if students are reading at home by examining the student reading logs that are sent home. Students should make quicker gains in reading when reading at home.</p>
<p><i>Act: Identify action steps to make adjustments to the original plan</i></p>	<p>Reach out to parents who do not attend the Parent Orientation with a follow-up letter, email, or phone call to explain the program.</p> <p>If the <i>Reading Connection Newsletter</i> does not get sent home one month, then we will send it with the next month.</p>

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COMPONENT #6: PROFESSIONAL DEVELOPMENT	
<p>PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES: Title I, Part A allows for professional development to teachers, principals and other school leaders, paraeducators, and if appropriate specialized support personnel and other personnel who work with eligible students in the Title I, Part A program or in the regular education program. Title I, Part A funds may be used to provide professional development to teachers (who are not “Title I, Part A teachers”) in the regular classroom, as long as these teachers instruct Title I, Part A served Targeted Assistance students.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • Who are the staff delivering the targeted assistance programs at your school? What are their professional development needs? Are paraeducators delivering Title I, Part A services offered an opportunity for professional development? • How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance? • How will the professional development activities benefit the students receiving targeted assistance services? 	
<p><i>Plan: Identify purpose, desired outcomes, and success criteria</i></p>	<p>Title 1 teachers deliver the targeted assistance program at our school. Ongoing professional development is offered at the district level through monthly Literacy Teacher meetings and book studies. Building staff development is determined in collaboration with all staff. In-service topics are generated from our School Improvement Plan.</p>
<p><i>Do: Implement intended outcomes</i></p>	<p>Title 1 teachers will be involved in two books studies: <u>Literacy Lessons Designed for Individuals</u> and <u>An Observation Survey of Early Literacy Achievement</u> by Marie M. Clay. Marie Clay provides guidance for teaching children individually and for intervening effectively after teachers determine reading needs through systematic observation. Title 1 teachers will participate in a book study on <u>The Reading Strategies Book</u> by Jennifer Serravallo with the South Pines staff. Jennifer Serravallo provides 300 reading strategies to support readers. We will implement our new learning from these book studies with our students to help them make progress toward their benchmark goals.</p>
<p><i>Study: Reflect on your intended plan and student outcomes</i></p>	<p>Reflection will happen in our weekly grade level collaboration meetings, which Title 1 teachers attend.</p>
<p><i>Act: Identify action steps to make adjustments to the original plan</i></p>	<p>The feedback from the weekly grade level collaboration meetings will guide the Leadership Team in adjustments that need to be made to the original plan.</p>

Title I Targeted Assistance Plan

This **Targeted Assistance Plan** has been developed/ revised jointly with, and agreed upon with parents/guardians of children participating in Title I program, as evidenced by the (attached) meeting agenda and sign-in sheet.

The **Targeted Assistance Plan** was developed/ revised on October 10, 2018 and will be in effect for the period of 2018-2019. The school will distribute this **Targeted Assistance Plan** to all parents of participating Title I children and make it available to the community on its school website.

These parents participated in the development of this document (required by ESSA):

Parent/Guardian Names	Dates Signed
<i>Janell Bannan</i>	10-10-18
<i>Debra Breedlove</i>	10/10/2018

These educators, e.g., classroom teachers, Title I teachers, LAP teachers, Special Education, or Support Staff participated in the development of this document (required by ESSA):

Teacher Names	Dates Signed
<i>Karen Webb</i>	10/10/2018
<i>Katy Neal</i>	10/10/18
<i>Angela Barden</i>	10/10/18

Required by ESSA:

Signature of School Principal <i>[Signature]</i>	Date 10-10-18
Signature of District Director of Special Programs <i>[Signature]</i>	Date 10/16/18

Signed copies to:

- School "Public Title I Notebook"
- Principal's Title I Notebook
- LTC Auditor's Notebook