

TITLE I, PART A TARGETED ASSISTANCE TEMPLATE

School's Mission Statement

We believe positive relationships, focused expectations, and unique programming allows each student to achieve their highest level of personal growth.

Title I Vision Statement

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.

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN: Using current assessment data, this process identifies the strengths and weaknesses affecting 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 the FastBridge reading universal screener three times a year for students in grades 2-5. The *Fountas and Pinnell Benchmark Assessment (F & P)* is administered to any student who is "some risk" or "high risk" on the FastBridge screener. First grade students are screened with the F & P Benchmark Assessment three times a year. A second piece of data considered for first graders is what set they are placed in for their small group instruction in the classroom (Collaborative Literacy set sight words). Kindergarten teachers use WAKids (Washington Kindergarten Inventory of Developing Skills) information meetings in the fall with families and Teaching Strategies GOLD all year to assess the whole child. Additionally, classroom teacher consideration is also a factor in determining who needs extra assistance to meet grade level expectations. Our building holds Collaborative Academic Support Team (CAST) meetings three times a year with classroom teachers following the reading assessments to discuss students of concern and to identify those most at risk for not meeting end of grade level reading expectations. 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 language arts for English language learners).

Parental/family involvement is crucial to the success of students served. In addition to Parent/Family Orientation meetings, three Parent/Family Engagement activities are planned throughout the year. These are offered at different days and times over the course of the year. Light meals or snacks are offered to prevent missing normal meal times at home and to encourage attendance. We also survey parents of students in the Title I program each spring and use this data as feedback to keep making improvements to the program.

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

Title I Targeted Assistance Plan

TITLE I, PART A TARGETED ASSISTANCE TEMPLATE

English language 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.

Your Procedures to identify students:

A rank order list is created based on the FastBridge Reading Screener and the Fountas and Pinnell Benchmark Assessment (2017), 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. Reading 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>	Students will perform at or above grade level expectations in FastBridge and F & P Benchmark Assessments.
<i>Do: Implement intended outcomes</i>	Our Title I S.M.A.R.T Goal: 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>	<ul style="list-style-type: none"> • Student scores on FastBridge and F & P Benchmark levels will increase • Students show accelerated gains within the Title I program • Students will be progress monitored with an instrument appropriate to the intervention being used. (Reading records if in Leveled Literacy Intervention, for example)
<i>Act: Identify action steps to make adjustments to the original plan</i>	Collaborate with classroom teachers, other reading specialists, and parents/guardians. If a student is still not making appropriate gains, we will schedule a Student Study Team meeting to discuss other strategies to improve learning outcomes.

COMPONENT #4: COORDINATION AND TRANSITIONS

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.

<i>Plan: Identify purpose, desired outcomes, and success criteria</i>	1) Kindergarten teachers meet with incoming Kindergarten families during WA Kids information meetings in the fall, and use Teaching Strategies GOLD all year and the Kindergarten Profile for ongoing assessment throughout the year. Title I teachers will help coordinate the transition of students from ECEAP to Kindergarten by meeting
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Title I Targeted Assistance Plan

	<p>with preschool teachers the spring prior to Kindergarten to ensure a smooth transition.</p> <p>2) In the fall, we will use a co-teach model in Kindergarten and work closely with classroom teachers to provide instruction to students based on early literacy skills deficits. Instruction will be provided in flexible learning groups. After winter benchmark testing and screening, we will begin working with specific Kindergarten students who are ready and will use the Leveled Literacy Intervention as our primary intervention, provided it is an appropriate intervention for those students at that time. Otherwise, an intervention appropriate for the needs of students will be used.</p> <p>3) Title I teachers will work closely with all classroom teachers to avoid missing any core instruction in their classrooms.</p> <p>4) English language learners will be served if they qualify based on the criteria used to qualify English-speaking students (primary language).</p>
<i>Do: Implement intended outcomes</i>	Our Title I S.M.A.R.T Goal: 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.
<i>Study: Reflect on your intended plan and student outcomes</i>	Title I teachers will have ongoing collaboration with classroom teachers to plan and to review data.
<i>Act: Identify action steps to make adjustments to the original plan</i>	Re-evaluate and make adjustments as needed with scheduling, student groupings, and the interventions used so students are successful with classroom participation in their core instruction.

COMPONENT #5: PARENT & FAMILY ENGAGEMENT	
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.	
<i>Plan: Identify purpose, desired outcomes, and success criteria</i>	<p>It is our goal to get Parents and Guardians involved with the literacy education of their child and to get them reading at home more together.</p> <p>1) We will get notices out for Parent/Family Engagement events at least 2 weeks prior to the event, and a reminder will also be sent out just before the program.</p> <p>2) We will offer a light meal or snacks at all events to increase attendance. Any program with a meal will require an RSVP for planning purposes for food.</p>

Title I Targeted Assistance Plan

	<p>3) Students will bring home bags with take-home books and reading logs. Parents will listen to their child read their books and sign the reading logs. Students will have incentives at school for reading at home.</p> <p>4) The Reading Connections newsletter is sent home monthly to provide parents with practical ways to promote their child's reading, writing, and language skills.</p> <p>5) Ongoing communication through phone calls, emails, and conferences is provided to share information about students and their progress.</p> <p>6) Parents are asked about information or resources they would be interested in to help their child improve in their reading. Parents are also surveyed in the spring about the Title I program and asked to provide suggestions for improvement.</p>
<i>Do: Implement intended outcomes</i>	Our Title I S.M.A.R.T. Goal: As a result of your Parent Survey information, 75% of the Title I-served families will participate in the Fall or Winter Parent Orientation <u>plus</u> one additional sponsored event during the school year.
<i>Study: Reflect on your intended plan and student outcomes</i>	<p>We will evaluate attendance at events and adjust accordingly.</p> <p>We will know if students are reading at home by examining reading logs of students in the Leveled Literacy Intervention program. Students will make gains in reading quicker when reading at home.</p>
<i>Act: Identify action steps to make adjustments to the original plan</i>	<p>Reach out to parents who do not attend Orientation with a follow-up letter, email, or phone call to explain the program.</p> <p>If the Reading Connections newsletter is not sent home one month, send it with the following month.</p>

COMPONENT #6: PROFESSIONAL DEVELOPMENT

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES: Title I, Part A allows for professional development to teachers, principals and other school leaders, para educators, 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.

Essential Questions

- Whom are the staff delivering the targeted assistance programs at your school? What are their professional development needs? Are para educators 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 para educators who work with students who receive targeted assistance?
- How will the professional development activities benefit the students receiving targeted assistance services?

Plan: Identify purpose, desired outcomes, and success criteria

Title I teachers deliver the targeted assistance program at our school. Building staff development is determined by the school Leadership Team in collaboration with building staff. In-service topics are generated from our School Improvement Plan reading goal(s) and from our state goals. Our building grade level teams are given

Title I Targeted Assistance Plan

	time to collaborate about students who are struggling to meet benchmarks in reading.
<i>Do: Implement intended outcomes</i>	Our Title I S.M.A.R.T. Goal: As a result of our needs assessment and collaborative meetings between the classroom teachers of Title I-served students and Title I-funded teachers and principal, we will plan several cross-grade level collaboration sessions focusing on the Collaborative Classroom curriculum, which is our district adopted ELA curriculum. Some guiding questions will be: What are you seeing with your learners? Is there continuity from grade to grade? What skills are students mastering with ease? What areas need additional emphasis?
<i>Study: Reflect on your intended plan and student outcomes</i>	Reflection will happen in ongoing grade level collaboration meetings, which the Title I teachers are a part of. Teams will make note of important things to ask/share at the next cross-grade level collaboration session.
<i>Act: Identify action steps to make adjustments to the original plan</i>	This will happen in our monthly building Leadership Team meetings. We continually monitor our progress toward the goals of the School Improvement Plan. It is constantly being updated based on student data and feedback from staff.

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 11/1/19 and will be in effect for the period of 2019-20. 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 and Signatures	Dates Signed
Yuka Michael	
Kelsey Voss	

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 and Signatures	Dates Signed
Patti Smith, LAP Teacher	
Carrie Harding, Classroom Teacher	
Vickie Dawson, Title I Teacher	

Required by ESSA:

Signature of School Principal Melanie Kilgore	Date
Signature of District Director of Special Programs Bill Ash	Date

Signed copies to:



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

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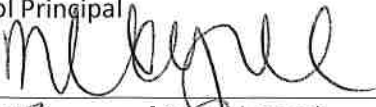
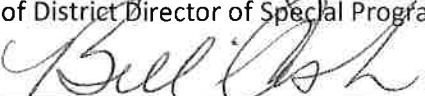
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Yuka Michael		12/5/19
Kelsey Voss		12/3/19

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Patti Smith, LAP Teacher		
Carrie Harding, Classroom Teacher		12/5/19
Vickie Dawson, Title I Teacher		11/27/2019

Required by ESSA:

Signature of School Principal Melanie Kilgore		Date 12/2/2019
Signature of District Director of Special Programs Bill Ash		Date 11/27/2019

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