

NASELLE-GRAYS RIVER VALLEY SCHOOL DISTRICT

PROGRAM PLANS FOR TITLE I PART A and C LAP TBIP 2023-24

Needs Assessment

It is generally recognized that not all students learn in the same manner or in the same setting. Students targeted for assistance through this plan have been identified by falling behind in regular education classrooms or falling short of meeting grade level standards in reading and mathematics as established by the common core standards as measured by the SBAC, EOC's, WIDA, district, and other classroom based assessments.

Program Plan

The Title I-A para-educators, Title I para-educators-C, TBIP and certificated teachers will work with the regular education teachers in grades K-5 (TBIP & MEP K-12) to provide supplemental services and support the students identified for assistance in the areas of reading and/or mathematics. (TBIP will work in building vocabulary, fluency, and comprehension skills with LEP students K-12).

LAP para-educators and certificated teachers will provide supplemental support to those identified students in the area of mathematics, ELA or disruptive behavior for students in grades K-12, with a focus on K-4 literacy.

Process for Identifying Underachieving Students in Title I & LAP

Certificated staff and instructional assistants will review all test data, including group and individual test scores from classroom, district, and state assessments. All students in grades K-12 will be screened and rank ordered in September. The Title I/LAP program will allow the Naselle-Grays River Valley School District to provide one or more of the following: supplemental

readiness, reading, and/or mathematical skills to those students who are identified with deficiencies in the targeted areas.

Students are administered statewide assessments in the basic skills areas. The students who fall below the state standard (SBAC, EOC's, WIDA other district level assessments), show losses compared to previous assessments, and/or are underachieving due to their academic deficits, as identified by the statewide assessments, will be the students targeted for additional instruction through the Title I/LAP/Migrant/Bilingual programs. In all grade levels, in the areas of Reading, Writing, and Mathematics, the students will be rank ordered using a combination of screening tools (STAR, SBAC, EOC's, WIDA), teacher recommendations, parent referrals, and a Child Find team. Various grade level assessments and also previous year's performances will be the

criteria used to determine selection of program eligibility. Those students who are most deficient in the basic skills will be priority for the program. At every level, Migrant and Bilingual students are also eligible for Title I/LAP services and will be selected on the same basis as all other students. The Migrant program will prioritize those students who are in Tier I or POS (priority of service) students. All homeless children will also be identified and automatically eligible for any Title I A, Migrant, Bilingual educational services as well as transportation, meals, or personal needs.

Those students who are enrolled in our school district less than 165 days shall become a priority for services through the Migrant program. Additionally, any students who have been identified through the assessment process as “at risk for failure” shall be identified and provided remediation through the Migrant program.

Kindergarten

Students will be administered a screening device, which will include a reading benchmark fluency test on letter recognition. A STAR Early Literacy test will also be administered. The WIDA teacher and parent recommendations will also be considered. Students not meeting grade level expectations will be provided opportunities for Title I assistance in mathematics and LAP assistance in reading.

First Grade

Students in first grade will be screened and rank ordered in September in reading/math. A STAR Early Literacy test, numbers test, WIDA, and/or other district level assessments, combined with teacher and parent recommendation, will be used to establish rank order. Students not meeting grade level expectations will be provided opportunities for Title I assistance in mathematics and LAP assistance in reading.

Second -Third-Fourth Grade

Students in second, third, and fourth grades will be screened and rank ordered in September using an individual reading/mathematics inventory and use of the STAR Math/Reading assessment. WIDA or SBAC scores will also be reviewed from spring of the previous year. A reading benchmark fluency test will also be administered via Read Live. Teacher and parent recommendation will also be a consideration. Students falling behind the standard in mathematics will be provided opportunity for Title I assistance and those falling behind standard in reading/language arts will be provided an opportunity for LAP assistance.

Fifth Grade

SBAC and WIDA scores from the previous spring will be reviewed. Teacher and parent recommendations will also be considered. Any students falling below the standard in mathematics, reading and/or language arts will be provided opportunities for Title I assistance. Students in fifth grade will be screened and rank ordered in September in reading, writing, and mathematics. A reading benchmark fluency test will also be administered. An individual Reading/Math inventory will be given to each identified student using STAR Math/Reading assessment software.

Sixth Grade

SBAC, WIDA scores from the previous spring will be reviewed. Teacher and student recommendations will also be considered. Any students falling below the standard will be provided opportunities for LAP assistance. Students in sixth grade will be screened and rank ordered in September in reading, writing, and mathematics. An individual Reading/Math inventory may be given to each student using STAR Math/Reading assessment software. A reading benchmark fluency test will also be administered. WIDA II will be utilized to identify students in need of supplemental support.

Seventh Grade

SBAC scores from the previous spring will be reviewed. Any students falling below the standard will be provided opportunities for LAP assistance. Qualifying students in seventh grade will be screened and rank ordered in September in mathematics and reading. An individual math and reading assessment will be given to each student falling below the standard using STAR Math assessment software.

Eighth Grade

SBAC scores from the previous spring will be reviewed. Any students falling below the standard on the SBAC will be provided opportunity for LAP assistance. Qualifying students in eighth grade will be screened and rank ordered in September in mathematics and reading. An individual math and reading assessment will be given to each student identified as falling below the standard using STAR Math & Reading assessment software.

Ninth Grade

SBAC scores from the previous spring will be reviewed. Any students falling below the standard on the 7th-8th grade SBAC will be provided an opportunity for LAP assistance. Qualifying students in ninth grade will be rank ordered in September in mathematics. An individual Math assessment (STAR) will be given to each student falling below the standard using STAR Math software. Areas of greatest academic need will determine where assistance funding will be provided.

Tenth Grade

SBAC scores from the previous years will be reviewed. An individual Math assessment (STAR) will be given to each student falling below the standard using STAR Math software. Any students falling below the standard on their 7/8th or 9th grade SBAC will be provided an opportunity for LAP assistance. Area of greatest academic need will determine where assistance funding will be provided.

Eleventh-Twelfth Grade

End of course (EOC) math scores from the previous spring and/or summer will be reviewed. Any students falling below the standard on the mathematics EOC's will be provided an opportunity for LAP assistance. Areas of greatest academic need will determine where assistance funding will be provided.

Title I-Part C Supplemental Services

Migrant Students who are on the Priority for Services list from OSPI will be prioritized to receive supplemental services in Reading Readiness, Math, and ELA. The District MEP Coordinator will review SBAC, EOC's, WIDA other district level assessment and MSIS Needs Assessment Reports before serving at-risk migrant students.

TBIP Services

Bilingual students who receives a WIDA score in Beginning and/or intermediate levels will receive TBIP services in ELA. Students who scored Proficient will be monitored for the next three years after the assessment and will also receive services when needed.

Roles and Communication

Roles of students, parents/guardians, and teachers

The role of each Title I/LAP student is outlined in a compact which is signed by parent/guardian, para-educator, and student.

Communication procedures regarding student accomplishments

Quarterly reports indicating student progress will be sent to Title I-A/LAP parents/guardians at each grading period with the exception of the 1st quarter when teachers will conference with parents regarding Title IA/LAP progress. The Title I/LAP staff will work with classroom teachers to assess progress. In addition, the classroom teacher will send out their report cards reflections on achievements four times a year.

Parents of students enrolled in the LAP program will conference in November. Title I and LAP progress reports will be mailed home 3 times a year.

TBIP

A parent notification will be sent out to notify them of their child's status in the program and student's WIDA annual assessment results at the beginning of each year.

How State Level and Classroom Assessments are Used to Inform Instruction

Through the use of state and classroom assessments, specific skill areas in greatest need will be determined and strategies for instruction developed. Reading levels, fluency, phonics skills and mathematical abilities will be identified through the assessment data.

Identification and Implementation of Focused and Intentional Instructional Strategies

In the area of reading, small group instruction will focus on fluency, comprehension, basic phonics, vocabulary, and other areas of need as determined by various assessment tools or teacher recommendations. Students will work in small groups with Title I/LAP para-educators to increase achievement in the areas identified in need of remediation.

In the areas of math, small group and/or individual instruction will focus on the areas of concepts, probability & statistics, estimation, problem solving, and any other areas which have been determined through various assessments utilized, along with teacher recommendations. Students will work as individuals or in small groups with Title I/LAP para-educators to increase achievement in the areas identified in need of remediation.

How Highly Qualified Instructional Staff are Developed and Supported in the Program

Professional Development

100% of the District's para-educators are "Highly Qualified" as required by NCLB. The highly qualified status may be reflected through: an Associate's degree from a community college; 2 years of study at an institution of higher learning; or by passing the state approved assessment. Attendance at ESD classes for paraprofessionals is encouraged and paid for through building funds professional development funds.

Up to 5 percent of the Title I PART A budget may be set aside for use in the professional development of Title I Part A&C/TBIP staff. Para-educators will have access to paraeducator.com for professional development. These are available for use to pay for expenses for trainings attended by the staff involved in the instruction of Title I students. The District provides an additional \$250 per para-educator to attend workshops/trainings. (TBIP Professional Development will use Title III funding).

Instructional Assessment (Indicators of Success)

Data on student achievement is being collected from many sources. The state assessments include the SBAC and WIDA. District assessments include level tests in reading and math and a district writing assessment using the 6 trait writing mode. Additionally, all students are given classroom based assessments, which result in more data to assess student achievement. The purpose of these assessments is to provide data regarding the progress of all students in achieving success at meeting the Common Core Standards. STAR Reading, STAR Math, and Read Live also used in determining success level of students.

Migrant-Bilingual students are included in all state and district testing. Expectations for growth are the same as for all other students.

Professional Development

Faculty and staff at Naselle-Grays River Valley School District will participate in staff development activities at the district and building level. In addition, staff may attend professional development training sponsored by outside agencies. All of these activities are supported by building and district resources and are available to any interested staff member (certified and classified), including all special program staff, as resources permit. We will encourage attendance at workshops in cultural awareness training and special needs of second language acquisition learners.

The Migrant Program staff also has the opportunity to attend the summer trainings and special staff development and inservice opportunities presented by ESD 189-Migrant staff. TBIP staff also has the opportunity to attend WIDA professional development through on-line courses.

In addition to the School Improvement Plan activities, the professional development opportunities hosted by the district are available for classified staff. The district will provide training sessions for increasing student achievement. In-service training for all new instructional materials will be provided. All para-educators are encouraged to attend these training sessions.

For the certified staff, monthly building level meetings, which include all special program staff are held to discuss curriculum issues as they relate to the state standards and district benchmarks. The district provides follow-up training on the use of benchmarks in instructional planning and in newly adopted curriculum pieces (including reading, writing, and mathematics). Assessment training opportunities are provided in the current professional development planning.

Coordination and Integration of Services

Coordination with Regular Program and Other Support Programs

All students served by the program staff are receiving reading, writing, and math instruction in their regular education classrooms, in addition to extra program support. Classroom teachers and the instructional assistants working with them meet regularly to plan and learn effective methods to use with students to increase their reading, writing, and mathematics skills. The purpose of the coordination is to provide the students with best practice instruction to meet the state essential academic learning requirements and district benchmarks. Special Programs planning is included in the overall school planning process for improving student achievement.

Coordination with Other Educational Services

Summer school programs in Reading and Math for grades 1-4 may be offered, contingent upon district level funding.

A mathematics summer school may be offered to 7-11th grade students who do not meet the Mathematics standard on the SBAC/HSPE or fail a middle or high school mathematics course.

All programs are designed to support the regular classroom programs. For students receiving services through any combination of Title I, LAP, Migrant, Bilingual programs, everyone will work to support each other working toward the same benchmarks and goals as indicated in district level curriculum. All students, including those in the Migrant and/or Bilingual programs, are eligible for and receive services through all federal, state, and district programs on the same basis as all other children.

Summer school programs are offered through school district and/or LAP funding. This is provided for K-4 students, including Title I, LAP, Migrant, and Bilingual students. Determination for enrollment is based on teacher recommendation and parent request. Summer school services are described to parents of students enrolled in the Migrant or Bilingual programs and are recommended to parents by the Migrant Home visitor during contacts where appropriate.

Program Activities

- * Extended learning time opportunities occurring before or after the regular school day or on Saturday

- * Professional development for certificated and classified staff that focuses on the needs of a diverse student population

- * Specific literacy and mathematics content and instructional strategies on differentiating instruction

- * The use of student work to guide effective instruction

- * Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students

- * Tutoring support for participating students

The emphasis of tutoring support through the Title/LAP program will be focused primarily in the areas of Reading, Writing, and/or Mathematics. Through the use IXL and Read Naturally programs, assistance will be provided to those students who are in need of remediation due to low test scores and performance. The STAR Reading/Math programs will be used to assess student's progress and growth.

- * Outreach activities and support for parents of participating students

Beyond the regular school year

The district may provide an intensive jump start summer school program for students identified for assistance in the areas of reading and mathematics in grades 1-4 if revenue is available.

The district may provide an intensive summer school mathematics opportunity for those 7th-9th graders not meeting the SBAC/EOC's/WIDA standard if funding is available. The program will assist those students in the area which has the greatest need as determined by SBAC/EOC/WIDA data, classroom assessment, and/or teacher referral.

Parental Involvement

Parental involvement and support is essential to the overall educational success of a child. We will work to provide opportunities where parents and the district work together for the benefit of the child. It is imperative that the parents are included as stakeholders in the educational process of their children. As stakeholders, parents are encouraged to visit and volunteer in the school or classroom.

All parents of Title I/LAP/TBIP students will be invited to a meeting where the policies and Title I/LAP/TBIP program services will be discussed (Fall Open House).

Parents will be invited to parent/teacher meeting to discuss student achievement. Parents will also be asked to volunteer or given the opportunity to volunteer. Parent involvement meetings

will be held 3 times a year.

Parents are encouraged to attend school-wide Open House and also classroom “Open Houses.”

Other parent involvement activities may include: Math Game Night, Family Reading Night, Pre-school Information.

Newsletters regarding additional opportunities will be sent home and posted on the school website.

In the spring of the school year, parents and community members will be invited to join Title I-A/LAP/TBIP staff in evaluating the overall effectiveness of the program and current procedures and policies. Recommendations and revisions for the Title I-A/LAP/TBIP program for the following year may be made at this time.

A meeting will be held to evaluate effectiveness of current procedures and policies. Parents will be encouraged to be part of the development of the school-parent compact, planning, and reviewing improvements for the programs each spring. Attendees of the meeting will include Title I Coordinator, Title I para-educators, LAP, and Migrant-Bilingual staff. Copies of the policy will be available upon request. Parents will be an integral part of this process, which will include evaluation and revision of the program strategies.

Complaint Process

If you believe that the law that applies to federal programs like Title I and Migrant has been violated, you have the right to file a complaint. First contact our school district and see if we can help. If you can’t reach a solution, you can file a citizen complaint to the Office of Superintendent of Public and Instruction. This information can be found at <https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/citizen-complaints-federal-programs>

Reviewed and approved by:

_____ Title I-A Coordinator Date

_____ Title I Para-ed Date

_____ LAP Para-ed Date

_____ Title I-C para-ed/Coordinator Date

_____ TBIP Coordinator/Date

_____ Parent Representative Date

Key Terms & Definitions

ELL-English Language Learners

EOC- End of course exam or assessment

LAP-Learning Assistance Program. State funded program that offers supplemental services for students scoring below grade-level standard in English language arts (ELA) and mathematics. The services focus on accelerating student growth to make progress toward grade level.

LEP-Limited English Proficient. Generally a term associated with the TBIP program and refers to students who are learning English. See below.

MEP-Migrant Education Program. Supported by Title I-C. See below.

MSIS - Migrant Student Information System

SBAC – Smarter-balanced Assessment Consortium

STAR-Standardized Test for the Assessment of Reading and or Math

TBIP-Transitional Bilingual Instruction Program

TBIP is funded through the Transitional Bilingual Instruction Act of 1979 ([RCW 28A.180](#)) and provides English language instructional support until eligible students can meet the program's exit criteria. The World-Class Instructional Design and Assessment (WIDA) is the approved State exam to measure students' language proficiency.

TITLE I A: Provides federal funding to elementary and secondary schools for programs and services to help disadvantaged students succeed. Funding is provided for schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated primarily on census poverty estimates and the cost of education in each state. Title I is similar to LAP, but it is federally funded instead of funded by the State.

TITLE I C: Federal program to support students who qualify for the Migrant program. Funds support programs for migratory children and help ensure students are not penalized by disparities among states in curriculum, graduation requirements, and academic standards.

WIDA-World-Class Instructional Design and Assessment (approved State assessment to measure students' language proficiency.)