

Jewell School Title I-A Targeted Assistance Plan

Date when Plan will be Implemented 4/25/2011 Plan Status: New Revised

Date Revised _____

School District Name:	<u>Jewell School District</u>		
School Name:	<u>Jewell School</u>		
School Address:	<u>83874 Highway 103 Seaside, OR 97138</u>		
Building Principal:	<u>Dr. Brian D. Gander</u>		
E-mail Address:	<u>briang@Jewell.k12.or.us</u>		
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Title I-A Coordinator	<u>Dr. Brian D. Gander</u>		
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Superintendent:	<u>Dr. Brian D. Gander</u>		
Phone:	<u>(503) 755-2451</u>	FAX:	<u>(503) 755-0616</u>
E-Mail Address:	<u>briang@Jewell.k12.or.us</u>		
Address:	<u>83874 Highway 103 Seaside, OR 97138</u>		
School Enrollment:	<u>155</u>		
Grade Levels:	<u>k-12 (program targeting 3-6)</u>		
Free/Reduced Lunch %	<u>42.9%</u>		

Planning

A planning team should represent a variety of school staff as well as others, such as the district and parents. The planning for students served is incorporated into existing school planning.

Planning Team

1. Briefly describe the process used to develop the Targeted Assistance School Plan. Who was involved? How was the plan explained to the entire staff? How were the Title I-A teachers and parents involved in the planning?

The Jewell School Targeted Assistance Plan was developed by Dr. Brian D. Gander/Principal, Shelly Alford/Title I-A Coordinator, Lynne Cavin/Title I-A Teacher, and Gwen Jarvela Parent/Site Council Chair. The plan was developed using the Jewell Site Council and teacher input after review of the NCLB and ODE requirements, informal needs assessment results from January 2010 and student assessment data available as of May 2010. The plan was explained to the entire staff during a staff meeting on our first early release day (second week of school).

Targeting criteria

The priority for Title I-A funds is for reading and math achievement. Eligible children are identified by the school as failing or most at risk of failing to meet the State' student academic achievement standards. Criteria must be based on multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school.

Eligibility criteria are needed for each area in which services are provided so may be targeted for reading and not math or vice versa. Homeless, migrant, neglected and delinquent students are automatically eligible and should be included in targeting criteria.

1. *Describe the process used to identify the students most at risk of failing, including consideration for homeless, migrant, and neglected.*

Students in need of supplemental services in reading and language arts skills are identified based on results of the following assessments: Scholastic Reading Inventory (SRI) Reading-Curriculum Based Measures, Developmental Reading Assessment 2 (DRA 2), Qualitative Reading Inventory 4 (QRI 4), Oregon Statewide Assessment (OAKS – Reading), work samples scored with state scoring guides, *Treasures* reading curriculum unit tests/assessments from adopted reading curriculum, and teacher recommendations. The site

administrator is notified of students who are in state custody, homeless and/or migrant and assures the students are included for Title I-A services.

2. *Show the multiple, educationally related, objective criteria used and the actual scores. Student names must be abbreviated for privacy, but actual student list(s) must be included. A variety of formats may be used but must include the appropriate criteria.*

Our Title I-A Teacher has developed a chart with scores from Oregon State Assessments of Knowledge and Skills (OAKS-Reading), from the 2010 school year (grades 3-5), to identify and rank students who are at greatest risk of reading challenges. In addition, students are identified by scores that fall below grade level expectations on *Treasures* unit assessments, SRI, DRA-2 and the Qualitative Reading Inventory 4 (QRI-4). Our K-2 students are identified using data from multiple assessments such as: DRA-2, *Treasures* unit assessments, and teacher recommendations. These data points are used to target students for Title I-A services in reading. Measures from SRI and DRA-2 are used three times within the school year. For confidentiality purposes, the chart is not included in the TAS plan; it is on file at Jewell School.

3. *Once you have identified the “most in need,” explain the process used to prioritize the list. What is the process or strategy you use to determine which students will receive services?*

The list is prioritized on three variables; 1) end of year reading score(s) measured against grade level expectations in reading comprehension, reading fluency, vocabulary and decoding skills (Tindal and Hasbrook criteria), 2) grade level and/or skill level groupings. Also, we look at additional supports the student already receives.

Progress of targeted students

Review the on-going progress of participating children.

1. *Describe the on-going progress and monitoring of students.*

Jewell utilizes the Data Team process to identify instructional needs for improvement and to define the process for making improvements. The Data Teams in the primary and intermediate grades, as well as the Title I specialist, will use district measures (SRI, DRA2, and Qualitative Reading Inventory 4) to monitor this cohort and track the progression towards attainment of on-grade level reading skills by targeted students. Adjustments in instructional strategies are based on recommendations from Data Teams, as well as the decisions about programs and materials. Data Teams meet twice a month. Additionally, our Title I teacher is available to provide coaching and mentoring to the regular education teachers.

2. *Describe criteria used to exit students from the Title I-A services.*

Student data is tracked, monthly, to assure the student's reading level indicates the student is progressing at a sufficient rate to reach the benchmark goal. The data gathered by the Title I teacher is compared to classroom performance and classroom data. Students are monitored for three assessment periods (quarters) before exiting the program. After a student exits the program, the Title I teacher will track the student's progress by meeting with the regular ed. teacher, weekly, for the following six months. Students can receive extra support from the Title I teacher during this six month period to assure the skills are well grounded.

Program Design/ Scientifically-based instructional strategies

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program giving consideration for extended learning time, provides an accelerated high-quality curriculum, and minimizes removing children from the regular classroom.

1. *Describe the key components of the math and/or reading instructional program for the whole school.*

The Jewell School District adopted *Treasures* reading curriculum for grades K-6 in spring 2009. It was implemented during the 2009-2010 school year. Ongoing professional development was planned and carried out over the summer in-service days to support teachers' use of the program. The district also purchased supplemental assessment inventories to measure the students performing above, at, or below grade level. These assessments are used in the regular classrooms with both Title I and non-title students targeted students.

Jewell uses an uninterrupted reading /literacy block to begin each day. This 90-minute period blends direct instruction in large and small groups. Each teacher uses the *Treasures* curriculum as the foundation for our core reading instruction. At Jewell, each classroom employs an instructional assistant during the reading / literacy block, the IA provides small group support. With this approach, instruction is structured according to reading level, which increases teacher contact time through a flexible grouping model. Each teacher has 3-4 leveled groups of students, ranging from those who are challenged by grade level material to those well above grade level. We consider this instructional design as our core program. All special education and regular education students receive reading instruction, within this model, in the regular classroom. We use flexible grouping to serve our Talented and Gifted population; some TAG students receive reading instruction in alternate classrooms based on their reading scores in fluency and comprehension.

2. Describe how the mathematics and/or reading instructional programs will be organized and delivered in your targeted program.

Our Title I-A Teacher works with students in small groups of 3-4 children. After targeted students have received their core instruction in the regular classroom, our Title I teacher pulls small groups to focus on skills identified as weaknesses. These supplemental services take place during independent work time (for non-title students). Students receive services in 30 minute periods for three times a week.

3. Describe how this program is supplemental for students. Explain how the program is an addition to the regular classroom instruction and/or uses extended time. These can be services during the school day or extended learning time opportunities.

Specific time is set aside to work with Title I students to support regular ed. instruction in the classroom. The Title I teacher provides extended, guided learning after the students receive direct instruction from the regular ed. teacher; students are pulled out during independent work time.

4. Describe the research base or evidence of effectiveness that supports the strategies you have selected for targeted students.

Instructional Need Being Addressed	Strategy Description	Research-based Principle	Research Source
Phonemic Awareness	<i>Treasures, Triumphs (research based MacMillan/McGraw-Hill series)</i>	Ability to hear & manipulate sounds in spoken words, and the understanding that spoken words and syllables are made up of sequences of speech sounds; involves hearing language at the phoneme level	National Reading Panel, Florida Center for Reading Research, Oregon Reading First
Phonics	<i>Treasures, Triumphs</i>	Ability to associate sounds with letters and use these sounds to form words	National Reading Panel, Florida Center for Reading Research, Oregon Reading First
Fluency	<i>Treasures, Triumphs</i>	Ability to read a text quickly, accurately and with proper expression	National Reading Panel, Florida Center for Reading Research, Oregon Reading First
Vocabulary (embedded in reading series)	<i>Treasures, Triumphs</i>	Ability to understand meaning of words in order to learn something new	National Reading Panel, Florida Center for Reading Research, Oregon Reading First

Comprehension	<i>Treasures, Triumphs</i>	Complex cognitive process involving the intentional interaction between reading and text to extract or construct meaning Use of cues, questions, advanced organizers	National Reading Panel, Florida Center for Reading Research, Oregon Reading First Marzano,2001
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5. Describe how the targeted program will meet the needs of special populations (i.e., neglected, special education, migrant).

By conducting universal screening of all students and considering multiple sources of data, students in need of the targeted assistance are identified through data, whether they belong to a special population or not. Response to intervention is monitored and instructional practices are altered based on student needs.

Instruction by Highly Qualified Teachers & Paraprofessionals

All teachers and paraprofessionals paid with Title I-A funds must be Highly Qualified.

1. The Principal Attestation Form assures that all teachers are Highly Qualified.
2. Lynne Cavin is our Highly Qualified Reading Specialist for the Title I-A program. Lynne teaches reading 15% of the time. She has a Continuing Teaching License with a reading endorsement, expiring 8/8/2016.
3. Shelly Alford has a credential in administrative services and can oversee our Title I-A program as the Administrator/Title I Coordinator.

Professional development opportunities

Personnel who are paid with Title I-A funds may participate in general professional development and school planning activities and may assume limited duties that are assigned to similar personnel who are not paid with Title I-A funds.

1. List the professional development activities that the school provides the teachers and paraprofessionals listed above. Explain how the particular professional development is in support of the Targeted Assistance School Program at the school.

- Our Title I Coordinator attended the Odyssey training in summer 2010.
- In addition, the K-6 teachers participated in a workshop focusing on differentiated instruction and blended classrooms.
- Our K-8 teachers attended an ASCD conference focusing on differentiated instruction and the Understanding by Design Model in June 2010. Future

professional development will include visits to classrooms in other school districts to observe effective programs. Teachers visited the Corbett School District in the 2010/2011 school year to gain insight on effective multiage classrooms.

- Also, the district provided training to teachers and instructional assistants on administering assessments, curriculum based measures (CBM), and progress monitoring strategies. This training included running records and the DRA-2.

-Jewell SD employs NW Regional ESD as a resource for continued support, and for assistance with scoring reading work samples.

-The district purchased literature about the *Daily 5* reading program and Lucy Calkin's *The Art of Teaching Reading*. We have implemented some summer training activities that support our 90-minute literacy block.

-The teachers implemented the Daily 5 (Boushey & Moser) and are preparing to train about Lucy Caulkin's reading and writing instruction as it relates to writing development.

-An OSEA representative worked with paraprofessionals in November; she taught test taking strategies and then administered the Work Keys Assessment that certified them as Highly Qualified.

-The second phase of professional improvement targets in-service designed by Lynne Cavin. These classified in-service opportunities focused on improving our instructional assistants work with small group reading strategies. In addition, we will provide training on the use of progress monitoring strategies using data that supports the teacher's effectiveness in working with students.

2. *Describe the on-going and embedded support and follow up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.*

-In October 2010, all teachers completed a needs assessment that centered on differentiated instruction and CIP goals (writing and math).

-In November, the teachers constructed an individual Professional Development Plan.

-In January, teachers reviewed implementation strategies and effectiveness of Daily 5 activities.

-In April, four teachers will attend a Linda Vanderford workshop about differentiating instruction in elementary classrooms.

-Twice a month, teachers meet as a K-6 Data Team to collaborate on effective teaching strategies and review data.

-The district will conduct on-going observations, fidelity checks, and re-training as necessary.

-The K-6 teachers were provided two days in each quarter of the school year for curriculum development, scheduling, and collaboration time .

Strategies to increase family and community involvement of targeted students

Provide strategies to increase family involvement.

1. *Describe the key strategies planned to increase meaningful parental involvement that is designed to enhance home-school partnerships and improve student learning for families of targeted students.*

Fall Open House (2010)

- Homework with at-home strategies for working with children, family games for reading with children will be sent home with students,
- Student-leveled book check-out for at-home reading
- Student progress reports will be sent home 4 times a year
- Literacy Night (March 2011)
- Reading workshops for parents (fall and spring)
- Guest speakers (author night)

Also, Jewell uses a typical fall and spring parent conference format. If a child is struggling significantly, we use a student study team model in which the teacher, Title I teacher, parent, counselor, and other specialists review the child's work and make recommended adjustments to instructional practices.

2. *Describe how parents of targeted students are deliberately involved in the decision-making for program and school policy.*

Jewell Site Council will form a sub-committee of Title I parents. Two Site Council meetings (October and May) will be devoted to the continued evaluation of our Title I-A program. Also, parents will be involved through conferences, and meetings with the Title I teacher and the Student Study Team. The Student Study Team is a support group that explores Responses to Intervention with struggling students.

3. *Briefly describe the process used to develop and implement the Parent Compact. How and when the compact is presented to parents and targeted students?*

The Jewell Compact will be included in our Student Handbook, and it will be reviewed during the fall Open House. Our Site Council developed the document in the spring of 2010 and approved it at the fall of 2010. The Site Council (and sub-committee) will review the compact annually to assure that parents and students are supported through our Title I program.

4. *Attach a copy of the school/parent compact in relevant languages.*

A copy of the compact is on file at Jewell School.

5. *Identify the date and the agenda for the annual Title I-A meeting.*

September 15, 2010 Open House

Agenda: Provided an overview of Title I program and a copy of parent compact

October 14, 2010 Site Council Meeting

Agenda: Discussed parent surveys, family nights, and parent resources

April 7, 2011 Site Council Meeting

Agenda: Discussed forming a sub-committee of Title I parents

Annual Title I Meeting**[October 10, 2011]**

Library

Agenda

- 1) Jewell's Progress in the Previous Year
- 2) Title I Program
- 3) Title I Funds
- 4) Title I District Parent Rights Policy
- 5) Title I School Parent Involvement Policy
- 6) Title I School/Parent Compact
- 7) Curriculum
- 8) Contacting Staff
- 9) Assessments
 - Proficiency Levels
 - Timeline for Reporting Results to Parents
- 10) Important Dates:
- 11) Opportunities to Volunteer:
 - In the school, in classrooms, or on fieldtrips
 - Jewell Site Council/Subcommittee - meetings throughout the year where parents participate in program planning and evaluation
 - Parent/Teacher Organization
- 12) Parents' Rights under No Child Left Behind (NCLB)
 - Request the qualifications of your child's teacher
 - Be notified if your child is taught for more than 4 consecutive weeks by a teacher who is not highly qualified
 - Request opportunities for regular meetings with staff in order to make suggestions
 - Participate in decisions relating to the education of your child
 - Submit a written comment on the targeted assisted program plan

Coordination and integration of services and programs

Coordinate and integrate federal, state, and local services and programs.

1. *Describe the coordination and integration of Federal and State programs and other local services and programs which are applicable under this Act (i.e., migrant programs, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).*

Jewell is a small, rural school that is somewhat secluded from an incorporated city. Therefore, access to programs is somewhat limited. In the 2011/2012 school year, the district will research program opportunities for adult learning.

2. *Describe the on-going coordination with other community programs and agencies.*

- Our Pre-school program is coordinated with Jewell Kids Care (JKS), a local pre-school service provider. JKS serves pre-school kids (age 3- school age) on a fee for service basis at the Jewell School site. The district hopes to improve access for these families who qualify for economic support through TANIFF grants, migrant status, ECIC status, or free and reduced lunch.
- We partner with Clatsop County Sherriff Department to provide the DARE program to 5th and 6th grade students.
- Through our Student Study Team, the district accesses resources from Community Connections to provide support and services to families.
- Jewell School District participates in the Clatsop County consortium programs through the NW Regional ESD
- At Christmas, Jewell School partners with Nehalem Valley Community Church by providing a venue for a Giving Tree and food donations to support local families.

3. *Describe how the district supports the Targeted Assistance School Plan implementation. Include activities and/or strategies for coordinating the Targeted Assistance School Plan with other district and school improvement efforts.*

Jewell is a small district (158 students) where the site administrator also serves as the district Superintendent. All program decisions made on a “district level” are decisions made on a school or program level. District goals for Title I, Special Education, and Talented and Gifted are coordinated with objectives set in the Jewell’s Continuous Improvement Plan (CIP). In addition, our Targeted Assistance School Plan is directly linked to our data team processes where we collect and analyze data on all students.

Transition strategies for students

Coordinate with and support the regular education program, which may include services to assist in the transition of students from and to other programs.

1. *Describe how the school plan will coordinate transitions for preschool children into primary, where appropriate. Headstart, Even Start, Oregon Pre-Kindergarten must be addressed, if applicable.*

- In spring, the district hosts Kindergarten Round-up for pre-school aged children; the families are given an opportunity to visit the classroom, meet the teacher, and view the kindergarten curriculum and materials.

- In addition, the Developmental Indicators for Assessment of Learning (DIAL) is administered to incoming kindergarten students to determine a child's current level of academic and social skills.

2. *Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.*

- The data teams transition information to classroom teachers so instructional levels are targeted from day one in the new school year. The Title I teacher will help manage transitions for Title students through file reviews and sharing of assessment data.

- Starting in 6th grade, students are scheduled into a "wheel class" –they rotate through four wheel classes (one per quarter). Wheel classes include: art, shop, Spanish, research, agricultural science, applied sciences, and literacy. Our 6th grade students are part of a self contained classroom; "wheel" is an introduction to classes with middle school students.

- Jewell's student body (middle and high school) is small (80 students), as well as the faculty; therefore, teachers remain consistent 7-12th grade.

- High school students (juniors and seniors) visit college and university campuses.

- High school students have the opportunity to participate in college level online courses.

Evaluation and on-going program development

Annually review the effectiveness of the plan to be sure progress is being made.

- 1. Describe how the effectiveness of the Targeted Assistance School Plan will be evaluated.*

School-wide data from SRI, DRA, Qualitative Reading Inventory 4, and OAKS Reading assessments are reviewed by a building-level data team three times per year. The district is exploring the option of curriculum based measures like Easy CBM as a means of improving internal measurement throughout our grade levels. As we develop a more systemic assessment structure, our progress monitoring process will become more a regular part of our instructional program. Our evaluation of the newly developed Title I program will include aspects of this ongoing work. Our benchmarking quantification will involve the use of Lexile scores, student ORF measures, and book level scores (student reading as measured in running records). Overall our program evaluation will revolve around data on exited students, along with a qualitative narrative on the skills retention and a recidivism that may be seen in exited students. The number of students at benchmark, in need of strategic intervention or in need of intensive intervention will be reviewed. With an effective TAS plan, at least 85% of Jewell's K-8th grade students will be at or above the benchmarks as measured on variables of reading comprehension and oral reading fluency (ORF). Younger students will be assessed on measures of phonemic awareness, vocabulary, fluency reading comprehension and book level. In addition, the TAS plan will be evaluated through quarterly data reviews during grading periods.

- 2. Describe the process to be used by the school and district to regularly review and update the Targeted Assistance School Plan to ensure that academic progress is being made by targeted students.*

An annual meeting will be convened by the district's Title I-A coordinator. Assessment data will be summarized and reviewed to ensure all students are making academic progress. The plan will be presented to the Site Council, sub-committee, and the Parent Teacher Organization, as well as at the Title I-A parent night at Open House. In the fall, parent surveys will be used with parents of students identified in need of extra reading support. Data Teams review data in a monthly review cycle to determine if services target the students measured degree of needs.

Budget

Use the program's resources to help participating children meet state academic achievement standards.

1. Complete the Targeted Assistance School Plan Budget Summary.

Targeted Assistance School Plan Summary Budget

Budget Areas	Title I-A Funds
Licensed Salaries	\$16,602
Classified Salaries	0
Administrative Salaries	0
Purchased/Contracted Services	0
Supplies/Materials	\$300
Equipment/Capital Outlay	0
Assessment and Evaluation (school level)	0
Technology	0
Transportation	0
Professional Development	0
Parent Involvement	0
Travel	0
Food Services	0
Other (identify)	0
Total	\$16,902.00
Allocation: \$18,205	

3. Explain how the funds in the Budget Summary are used to support the Targeted Assistance School Plan.

The Jewell Title I-A Program targets students who are below grade level expectations in reading comprehension, vocabulary development, decoding strategies and fluency measures. The program is presented by a certificated teacher with a reading endorsement. Targeted students (anticipated 24 students) will receive small group and large group instruction in phonemic skills, vocabulary development, comprehension (inferential and evaluative) and reading for informational retrieval.