

Targeted Assistance School Plan for Edward Fenn School

Two-step process for selecting Title I students: Edward Fenn Elementary School uses the 40thile on the NWEA-MAPS as a cut off. The Benchmark Assessment System (BAS) written by Fountas and Pinnell (F&P) is used at each grade level at the end of each trimester. Results are analyzed according to instructional level expectations. Sub scores are analyzed to determine skill deficit areas which are impacting student ability to progress. We also use the Words Their Way assessment and sight word reading and spelling lists. Kindergarten progress is monitored through letter/sound identification in the fall by screening students in November (prior to 11/30) with NWEA-MAPS, and the Phonological Awareness and Reading Profile. Grade 1 also uses the Observation Survey of Early Literacy Achievement. Ongoing observation and assessments will be reviewed monthly and adjust supports and to monitor progress.

The Title I instructional program is supplemental to the instructional program that is delivered by district staff. Title I services in our TAS program are provided as part of a rotation within the classroom schedule so that they will be in class for the general instruction, or supported outside of the classroom as part of the rotation. Services are 1:1 in K and grade 1 (most of the time) and in small groups in grades 2 and 3. At times it works that a second or third grades may receive support in a 1:1 format.

Our district uses only research-based strategies for improving achievement of your Title I students. The curricula used to support your Title I students is of high quality and will assist Title I students to reach the standards set in the State's curriculum frameworks. The Title I teacher has a masters in reading. Our focus is on selecting instructional materials that focus on addressing skill work deemed by research as the essential skills for literacy learning. According to our data collected over the years, they are working with individual student and we adjust if they are not suited for a particular student. Curricula and other resource tools are selected to target specific areas of weakness as well as to provide overall reading practice to apply these skills in extra real reading practice. We provide in class frequent drill practice and in class support as part of a rotation within the classroom routine. If classroom environment does not maximize student focus then we will use other spots within the building for a quiet work area. Plan Components Parent Involvement

A Title I Parent Information Night will allow input to be gathered from parents and community members. Parents of students who have participated in the program are asked for input. The district has a Title I Parent Involvement Policy. Parents receive training in literacy at least once during the school year. If a private school participates in our Title I program they will be invited to parent functions through the office or Title I Project Manager. The principal and the Title I Project Manager will ensure the annual meeting. The plan this year is to involve the help of the principal and attempt to coordinate this objective with other activities within the building.

Title I funds are used for salary and benefits of Title I staff. The Title I teacher is a reading specialist and offers professional development through the biweekly meetings when discussing students who may be struggling to provide ideas, insights and resources as to ways to help the student make gains and the teacher to improve their professional knowledge and skills.

Weekly time is scheduled for meetings with the teachers of the grade levels and or classroom teachers with Title I services. A binder (actual or online) is kept that documents meetings and who was in attendance. Communication centers around Title I student data, intent moving forward (no change, some change, change focus, discharge), new student concerns with data to share, discussion/suggestions on how teacher may help in class, any next steps. Notes are taken in the binder. If needed situation and information may be brought to the CORE meeting that is held weekly.

The Title I PM/teacher meets weekly with a CORE team consisting of sped teachers and director, principal, nurse, guidance, school psychologist, and speech/language pathologist. At this time we discuss students and coordinate services so that they support one another but do not duplicate. IEP goals are written to make sure there is no duplication of services. **All** teachers and instructional paraprofessionals paid out of Title I funds must meet the highly qualified requirements. I hereby certify that the Title I Program at my school will: 1. Be conducted according to the Title I Plan included with this application; 2. Provide support to only Title I identified students with the exception of an allowable incidental inclusion; and 3. Meet all parent involvement requirements. Including but not limited to: annual meeting, parent contact, parent policy, and Parents Right-to-Know.