

WISHKAH VALLEY SCHOOL DISTRICT

TITLE 1-A DISTRICT AND BUILDING PARENT INVOLVEMENT PLAN

Revised Fall, 2016

TITLE 1-A WISHKAH VALLEY SCHOOL

Building Principal/Superintendent
Dennis Johnson

Special Projects
Judith Killen

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Title I-A Committee

Dennis Johnson
Laura O'Neal
Tove Reibel
Megan Jones

Jude Killen
Donna Erickson
Kim Raines
Amanda Paull

STAFF

Wishkah Valley has a part-time special projects director, a part-time building coordinator, and part-time designated educational assistants funded with Title 1-A funds.

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Title I—A Planning Committee
Sept., 2016—Jan., 2017

Members

Dennis Johnson	Jude Killen
Laura O'Neal	Donna Erickson
Tove Reibel	Kim Raines
Megan Jones	Amanda Paull

Objective

Review, revise and adapt the Building Plan document to reflect the changes in federal and state guidelines as well as district recommendations.

Timeline

To have a minimum of a draft document by Feb. 1, 2017

PURPOSE

The Title 1-A program at Wishkah Valley School was developed to help students in grades Kindergarten through eighth grade be successful with grade level expectations which will enable them to meet the state's challenging Common Core Standards.

Wishkah Valley School's Title 1-A program serves students identified as having the greatest need of assistance in order to meet the Common Core standards in Reading and/or math. K-4 students are served first in reading from LAP dollars. If there is not enough funds to meet the needs K-4 in reading, Title I-A will fill the gap. If there is no need to use all Title 1-A funds in grades K-4, the primary focus will be grades 5-8 in reading and K-8 in math, as funds are available. Special education students may have their IEP goals addressed through the Title 1-A program.

The focus of Title 1-A is to meet the needs of identified student's educational needs in both basic and more advanced skills. The primary goal is to improve student progress toward meeting grade level Common Core objectives.

The program involves administrators, teachers, parents, students, and the Title 1-A staff. A variety of settings and materials are utilized to meet the academic needs of the Title 1-A students.

DISTRICT AND BUILDING PARENT AND FAMILY INVOLVEMENT PLAN

Parents are an important part of the learning process for Wishkah Valley students. Schools and families will communicate frequently and clearly about academic opportunities, school performance, student progress, and school-family partnerships.

Through the Student Learning Plan and Compact, parents are kept informed of the academic and behavior goals at each grade level. The district offers volunteer opportunities, open house, and parent teacher conferences as well as a number of special events that parents are encouraged to participate in with their child.

Wishkah Valley School Title I-A involves parents by keeping them informed when students enter or exit the program, outlining the program goals and procedures, encouraging and soliciting parent participation on the Title I-A committees, participating in parent-teacher conferences, providing information to teachers that supports parent-teacher conferences, and by having parents involved in setting goals for their child(children).

The school strives to keep parents involved and informed. To that end, four major goals have been set for the program.

Goal 1: The LEA (Local Education Agencies) will foster effective parental involvement strategies and support partnerships among schools, parents, and the community to improve student achievement.

Strategies for reaching goal:

- Develop and disseminate district parental involvement policy.
- Annual meeting to update policy
- Establish funds for parental involvement
- Coordinate parental involvement activities with those of other programs

- Identify parental involvement contact person at each school
- Conduct annual review of parental involvement policy
- Develop district parental involvement committee to help create a parental involvement policy and implement activities as well as disseminate information to the community to promote parental involvement in the Title I-A school.
- Ensure that parents of children with disabilities or limited language proficiency have the same access as other parents including information in a language and form they understand.

Goal 2: The district will provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement.

Strategies for reaching goals:

- Site visits to observe parental involvement practices.
- Provide materials and training not otherwise available to assist parents in supporting their child's academic achievement.
- Enhance the awareness and skills of teachers, pupil services personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners.
- Make all efforts that information is sent home in a language and form that the parents can understand.
- Provide information on adult literacy training in the community.
- Provide a copy of the school policy for every parent.
- Monitor to ensure that the school performs the following tasks:
 1. Develops a parental policy.
 2. Offers flexible meeting times.
 3. Provides information to parents about the school's program, including parent information guides.
 4. Develops and uses a School-Parent Compact.
 5. Provides training for parents in working with their child to improve

academic achievement, to include training on the phone notification system in order to have real-time access to their child's attendance and achievement.

- Reinforce parenting skills to support the acquisition of academic skills and their application to real-life situations for parent's use.
- Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.
- Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evenings, in order to maximize the opportunities for parents to participate in school related activities.
- Convene annual meeting to inform parents of their school's participation in the development of the parental involvement policy and their right to be involved.

Goal 3: The district will build the school's capacity for strong parental involvement.

Strategies for reaching goal:

- Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A.
- Assist in the development of parent engagement groups at the school.
- Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child.
- Involve parents through an annual survey to improve school effectiveness.
- Approve reasonable and necessary expenses associated with parent involvement activities.
- Provide any reasonable support for parental involvement at the request

of participating Title I, Part A parents.

Goal 4: The district will conduct, with the involvement of the parents, ongoing evaluation of the content and effectiveness of the parental involvement policy as it relates to strategies for increasing parental participation and identifying barriers to greater parent participation.

Strategies for reaching goal:

- Survey parents annually, including questions to identify barriers to parental involvement.
- Provide an opportunity for parents to assist in the development of the evaluation procedures, including analysis of data collected.
- Develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.
- Use findings from the evaluation process to
 1. Make recommendations for policy revisions
 2. Provide suggestions for designing school improvement policies, as they relate to parental involvement.
- Develop an annual parent activity evaluation report to share with parents, staff, and the community.

Parental Rights Include:

1. The right to know the professional qualifications of their child's classroom teacher.
2. If more than one program is available, the right to choose another method of instruction.
3. The option to decline services.
4. The right to have their child removed from the program immediately upon request. The district requires a signed parental release.

(Appendix J)

PROGRAM DESIGN

The Title 1-A program at Wishkah Valley School, grades K-8, strives to provide program instruction that supports the classroom instruction and meet student needs at their level of learning. The goal of the program is to develop students that work independently at grade level and are able to meet the Common Core standards.

Grades Served: 1st—6th grade
 Middle School (7-8)

Content Area(s): Reading 5-8
 Math 1-8 (as funds are available)

Settings:

Title 1-A uses a variety of settings to meet the educational needs of its students. The setting is determined by several factors: severity of need of the student, available workspace in the classroom, (some classrooms are crowded with no available space that is conducive to learning), noise level in the classroom, distractibility of student, teacher request, material to be used, classroom teacher teaching style, and combining students with like needs from different classrooms into a study skills setting, and other options as they arise.

The following settings are used:

Roving in-class with Title 1-A students as priority

Staff: Educational Assistants

Individual in-class at desk/designated areas

Staff: Educational Assistants

Small in class or pullout for portion of class period

Staff: Educational Assistant

Regular classroom setting with modification

Staff: Teacher, Educational Assistant

Other options as needed

Staff: Teacher and/or Educational Assistant

EVALUATION AND ASSESSMENT

Students at Wishkah Valley are being evaluated and assessed on an on-going basis throughout the school year. STAR Reading and Math Assessments are given in the fall, mid-year, and in the spring. Student progress is measured continually by the work they perform in the classroom and by the daily grades they earn. In addition, the classroom teachers are to use imbedded assessments within the curriculum as well as monitoring identified students on a regular basis using DIBELSs, Easy CBM's, Moby Max, or other approved tools.

Identifying students needing assistance starts with spring testing, both the state assessment and STAR assessment. As soon as STAR scores are available, staff will evaluate and pre-identify students. In late summer when state scores become available, they are evaluated. In addition, within the first two weeks of school, all students K-11 are again assessed using the STAR. The spring and fall STAR scores, as well as state scores, are compared, and as soon as classroom data becomes available, all data is examined. Using a scoring rubric (**Appendix A**), priority students are identified. Using the diagnostic portion of the scoring, areas of concern are identified. Once students are identified, they will begin to receive services immediately.

Based on the assessment information, a priority list of students is created. The program recognizes that each student to receive assistance must receive help for an amount of time needed to make a significant difference in their learning. It is recognized there may be more students that could benefit from help than it is possible to serve. The program makes a determination on student capacity based on the available educational assistance

Time and classroom numbers. Students with the most severe needs will be served first and others with less severe needs will be served if/when there is available space in the program. Once the decision is made about student participation, parents are notified of their child's (children's) placement (**Appendix C**). Parents have the option to decline services if they so desire. If they decline services, a Parent Refusal form must be signed (**Appendix J**). If a student achieves standard according to the rubric (Appendix A), that student may exit the program following the exit protocol (**Appendix B**), and the next student on the priority list may take that space in the program.

At the end of the school year or upon the student exiting the program, the parent and teachers will evaluate the Title I-A program (**Appendices H, I**)

ENTRANCE AND EXIT PROTOCOL

Entrance:

1. Three data points are evaluated—state assessment (if available), STAR, and classroom performance
2. A scoring rubric is used to determine eligibility (**Appendix A**)
3. Should a student score more than 25 points below standard on the state assessment, they are automatically eligible for services, regardless of the data points

Exit Protocol:

1. If a student exceeds standards on STAR, classroom performance, and state assessment at better than a 3 average, they (**Appendix B**), they will be considered for exiting the program.
2. Parents must agree for student to exit program.

TESTING CYCLLE

State—as required

STAR—Fall, Mid-, Spring 1-8

Early Literacy—Fall, Mid-, Spring K-1

Classroom assessments as part of curriculum

Additional assessments upon teacher/parent request

CURRICULUM

Reading/Writing/Communication/Math

Board approved content area texts

Intervention materials

Teacher developed materials

The teacher and the educational assistant assigned to that classroom will meet every other week to discuss designated math or reading students being served. A student report detailing what is being worked on in the regular curriculum, specific skills needing support, and what interventions are being used. Reports will be sent home to the parents (**Appendix C**).

An Accelerated Learning Plan with Parent/Student/Teacher Compact (**Appendix D, E**) is developed for each identified student prior to fall conferences. That plan will include the following: test scores, goals to be met, school responsibility, teacher, student and parent responsibility. Each will sign off on their responsibility. Teacher will monitor progress towards meeting the goal(s) and keep the parent informed. The Learning Plan/Compact will be discussed at spring conferences, with details of goals met, and if they were not met, what the plan is to make more progress to meet the goals. At that point, student, parent, teacher, and administrator will sign off on the document.

MATERIALS AND PLANS

The Title I-A program at Wishkah Valley uses the regular school adopted curriculum and supplemental materials in reading and math. Educational assistants, using materials and plans developed with the classroom teacher and program supervisors as needed, may pre-teach, re-teach, review, and provide other instructional support through regular instruction. Deviations from the use of the regular curriculum occur in situations where

extreme remediation is needed (more than 1.5 grades below grade level). At that time, the classroom teacher and educational assistant develop a program that best meets the needs of the individual student.

Information and training is provided in the use of strategies and best practices as described in ELA: Menu of Best Practices and Strategies, Supplemental material to the core curriculum is used, and if the core curriculum does not have an intervention strand, other materials will be used.

The teacher and educational assistant assigned to that classroom will meet every other week to discuss math or reading students being served. A student report detailing what is being worked on in the regular curriculum, specific skills needing support, and what interventions are being used. Reports will be sent home to the parents(**Appendix D**).

An Accelerated Learning Plan with Parent/Student/Compact (**Appendices E,F**) is developed for each identified student prior to the fall conferences. That plan will include the following: test scores, goals to be met, school, teacher, student, and parent responsibility. Each will sign off on their responsibility. Teacher will monitor progress towards meeting the goal(s) and keep the parent informed. The Learning Compact will be discussed at the Spring Conferences, with details of goals met, and if they were not met, what the plan is to make more progress to meet the goals. At that point, student, parent, teacher, and administrator will sign off on the document.

COMMUNICATION

The academic program at Wishkah Valley School includes Title I, Part A, as it works to meet the academic and social needs of its students. The Title I staff plays an important role in the school. The educational assistants are members of committees within the school, attend school trainings and functions, and communicate on a regular basis with other program coordinators and staff throughout the school, as well as work in other programs outside of Title I. The Principal, Title I lead teacher, and Special

Projects Director gather information from Title I personnel in order to best place students and individualize their educational and emotional needs. Progress continues to be made to build interaction between programs (regular classrooms, Special Education, Speech, Advanced Academics.)

Administration, classroom teachers, students, and parents will fill out their portions of a Student/Teacher/Parent Student Learning Plan and Compact. Goals will be discussed and agreed upon at the fall parent -teacher conference. The classroom teacher will check progress on goals and through bi-weekly parent reports, to keep parents informed. If things change, parents may be called in for an additional conference. Otherwise, the Compact will be reviewed at the spring parent-teacher conference and signed off on. If all goals have not been met, a plan is created to work on the incomplete goals.

STAFF DEVELOPMENT

Title 1-A staff, including educational assistants, are encouraged to attend seminars, trainings, workshops, webinars, and classes that build instructional strategies and broaden knowledge of Title I-A. Funding for staff development is made available through Title II-A, and district funds. The district offers scheduled in-service trainings throughout the school year. Training in the use of intervention materials is provided by qualified staff. OSPI and ESD 113 offer workshops, trainings, and classes that certified and classified staff are encouraged to attend.

Where possible, the district integrates federal, state, and local services and programs.

Once again, our goal is to help all students in grades Kindergarten through 12 meet grade level objectives which should enable them to meet Washington State's Common Core Standards.

Placement Rubric

Revised 10/12/2016

State	STAR
4	76-100%
3	51-75 %
2	26-50%
1	0-25%

Classroom Data
4 76-100%
3 51-75 %
2 26-50%
1 0-25%

Any student scoring under an average of 3 will be considered for eligibility.

Any student scoring more than 25 points below standard on the state assessment in reading will be considered

EXIT DATA

Exit Data:

Classroom teacher must submit this completed form for consideration of a student exiting the Title I-A program.

Student _____ Grade _____ Date _____

SCORES

	Fall	Mid	Exit
State			
STAR			
Classroom			

Beginning of year score, column 1

Mid-year score, column 2

Score 1 month after achieving a possible exit score

Yes _____ No _____

Teacher _____ Parent _____

Date _____

Date _____

WISHKAH VALLEY SCHOOL

4640 Wishkah Road
Aberdeen, WA 98520
(360) 532-3128

Date

Student

Grade

Dear Parent(s),

The staff at Wishkah Valley School is committed to the success of each student who attends here. To reach this goal, we provide a variety of services in the form in-class support and remediation. One of the ways we do this is through the Title 1-A program. Students receive extra assistance within the Wishkah Valley School setting.

Your child has been placed in this program because of two or more of these:

- He or she tested below grade level in content skills
- He or she worked below grade level on class work without accommodations or assistance.
- Scored a level 1 or 2 on state assessments
- Scored below the 35% on the STAR assessment

Students in this program are identified through a combination of information. State assessments (at grades 3 and up), STAR test scores, and classroom work data is combined. This program is aimed at providing help for those students not achieving their grade level. Participation lasts as long as the program is beneficial to them and/or their assessment scores indicate that the student has made enough improvement to hold their own.

This program is supplementary to, and does not replace the regular classroom curriculum. It is personalized as much as possible for the individual. Their work is monitored and adjusted whenever diagnosis indicates a need for a change.

If you have questions regarding your child and this program, please call Laura O'Neal at 532-3128.

Laure O'Neal
Title I-A Program

WISHKAH VALLEY SCHOOL DISTRICT
Title I/LAP Regular Classroom Report

Student: _____

Date: _____

Teacher: _____

Grade: _____

In **Reading**, we are presently working _____

Specific skills he/she is having difficulty with are : _____

Interventions used: _____

In **Math**, we are presently working on: _____

Specific skills he/she is having difficulty with are : _____

Interventions used: _____

Teacher Signature



Wishkah Valley School District
LAP/TI Compact and Accelerated Student Learning Plan K-4
Progress Towards Certificate of Academic Achievement

Name: _____ Date of Birth: _____ Grade: _____ School Year: _____

Parent Name: _____ Contact Information: _____

Assessment	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
State													
Reading %													
Writing													
Mathematics													
Science													
STAR Math													
STAR Reading													
DIBELS -pre													
DIBELS-post													
Early Literacy													
Other Assessments:													

Other Assessments:

STUDENT ACHIEVEMENT GOALS

ELA

Self-Management:

STUDENT LEARNING PLAN/COMPACT SUPPORT OPPORTUNITIES			
School Interventions:	Classroom Strategies:		
Student Responsibilities:	Parent Strategies:		
SIGNATURES			
FALL:			
Student _____	Date _____	Parent _____	Date _____
Teacher _____	Date _____	Principal _____	Date _____
SPRING REVIEW:			
Student _____	Date _____	Parent _____	Date _____
Teacher _____	Date _____	Principal _____	Date _____
END OF YEAR REPORT			
Goals Accomplished:			
Further Assistance Required:			
Date: _____		Student Initials _____	Parent Initials _____ Teacher(s) Initials _____



Wishkah Valley School District
LAP/TI Compact and Accelerated Student Learning Plan 5-8
Progress Towards Certificate of Academic Achievement

Name: _____ Date of Birth: _____ Grade: _____ School Year: _____

Parent Name: _____ Contact Information: _____

Assessment	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
State													
Reading %													
Writing													
Mathematics													
Science													
STAR Math													
STAR Reading													
DIBELS -pre													
DIBELS-post													
Early Literacy													
Other Assessments:													

STUDENT ACHIEVEMENT GOALS

ELA		Science
Math		Self-Management:

STUDENT LEARNING PLAN/COMPACT SUPPORT OPPORTUNITIES			
School Interventions:	Classroom Strategies:		
Student Responsibilities:	Parent Strategies:		
SIGNATURES			
FALL: Student _____ Date _____ Parent _____ Date _____ Teacher _____ Date _____ Principal _____ Date _____			
SPRING REVIEW: Student _____ Date _____ Parent _____ Date _____ Teacher _____ Date _____ Principal _____ Date _____			
END OF YEAR REPORT			
Goals Accomplished:			
Further Assistance Required:			
Date: _____ Student Initials _____ Parent Initials _____ Teacher(s) Initials _____			

Item 1.13 A,B

Title I-A
Evaluation process

Wishkah Valley School

Current Program Evaluation: End School Year 2015-16

Process:

- A. Evaluation forms are distributed to involved staff and parents of Title I-A students.
- B. Evaluation done at Spring Conference time so all parents involved have the opportunity to participate.
- C. At last monthly K-8 staff meeting in June, data is analyzed and a pre-list is developed.
- D. Discussion and documentation of what strategies worked and what didn't work.
- E. Using the data, discussion of what can we do better to improve student achievement.
- F. Recommendations for changes to program based on evaluations.

Wishkah Valley School
Title I, Part A
Parent Evaluation

1. Is adequate time allowed to focus on individual student needs?
Why or why not?
2. Are you kept informed of your child's progress on a regular basis?
Y N
3. To your knowledge, are new approaches being tried to find one or more that work for your child?
Y N
4. What would you like to see added to the program?
5. What could be changed to improve the program?
6. How can we work with you to help your child succeed?

Is adequate time allowed to focus on individual student needs?
Why or why not?

2. Is progress monitoring being done on a regular basis? Y N
3. Are new approaches tried to find one or more that work?
Y N
4. What more could be done to increase student growth?

Wishkah Valley School Staff Evaluation

1. Is adequate time allowed to focus on individual student needs?
Why or why not?
2. Is progress monitoring being done on a regular basis?
Y N
3. Are new approaches tried to find one or more that work?
Y N
4. According to the data, how effective is the program in increasing student achievement?
5. According to the data, what more could be done to increase student growth?
6. What strategies worked and what did not?
7. What would you like to see added or removed from the program?
8. What could be changed to improve the program?
9. What additional training would you like to have or for the educational assistants to have?

WISHKAH VALLEY SCHOOL
PARENT REFUSAL FORM
TITLE 1 PROGRAMS

Date: _____

Student: _____

Grade: _____

I do not want _____ to participate in the Title I program.

I understand that this is against the recommendation of the classroom teacher and the Title 1 Supervisor. This may impact my child's ability to be promoted to the next grade and/or to pass the required state assessments..

Parent

Date