

Title I, Part A Targeted Assistance Template	
Building Data	
Building: Finley Elementary School	F/R Percentage: 78.5%
Principal: Pam Kinne	Grade Span: K-5
District: Finley School District	Building Enrollment: 382
Plan Date: 2018-2019	Board Approval Date: Pending

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
Pam Kinne	Principal	pkinne@finleystd.org
PTG [Parent Teacher Group]	Parent-Community Partners	
Amy McLaughlin	Director of Special Programs	amclaughlin@finleystd.org
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Stephanie Bradshaw	Title/LAP Teacher	sbradshaw@finleystd.org
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Vision Statement
All Kids Achieving Finley School District Focus Areas: Relationships Mean Results

ESSA Supports: WA Framework Identification
☐ Foundational:
☐ Tier I: Targeted Supports: Targeted with 1-2 Student Groups:
☒ Tier II: Targeted 3+Targeted EL Progress: • Students with Disabilities • EL Learners • Poverty
☐ Tier III Support: Comprehensive and Rad Identified schools:

Title I, Part A: Targeted Assistance Model,
Six Required Components:

- ☒ 1. Needs Assessment
- ☒ 2. Identification of Students
- ☒ 3. Practices and Strategies
- ☒ 4. Coordination and Transition
- ☒ 5. Parent and Family Engagement
- ☒ 6. Professional Development

Checklist for combined Title I, Part A Targeted Assistance Program Model

Is this plan:

- ☒ Based on a Needs Assessment
- ☒ Data driven
- ☒ Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- ☒ Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your targeted plan, please ensure ***all*** of the following elements are included:

School Improvement Plan; WAC-180-16-220,

Plan Requirements:

- x Annual Board approval (pending)
- x Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
- x The ways in which the model is based on a self-review of the school's program
- x The characteristics of successful schools
- x Equity factors for all students
- x The use of technology to facilitate instruction
- x Parent, family, and community involvement, as they relate to a positive impact on student learning

ESSA: Sec.1111(d)(1)(B),

Plan Requirements:

- x Indicators of student performance against State-determined long-term goals
- x Exposition of evidence-based interventions
- x Proof of a school-level needs assessment
- x Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- x Approval by the school, local educational agency and State educational agency (pending)

TITLE I, PART A TARGETED ASSISTANCE TEMPLATE

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan	During the 17-18 school year, a variety of data was analyzed to determine how we could best support the needs of our students. The data analyzed included SBA, ESSA, MAP, ELPA 21, and DIBELS Next data. We also analyzed data gathered from professional development, family engagement, and program surveys. Data carousels, data statements, and the Needs Assessment led to the determination of strengths, areas to grow, and discussions of best practices. The team analyzed data on demographics, attendance, and class size. Whole-staff PLC meetings allowed for inclusion of all certificated staff members. Staff recommendations were incorporated into the development of our goals and action plan. In the spring of 2018, the administration team negotiated a contract with the OSPI Instructional Coach that had been working with our Title I Priority School. The coach was contracted to work with our district during the 2018-2019 school year. The team also had several professional development sessions focusing on the upcoming OSSI funds tied to our new state accountability system. The admin team presented information on the accountability system as well as each building's targeted areas. Finley Elementary School's identified targeted areas included students with disabilities, and students in poverty. 2018-19: The staff is continuing to learn about OSSI and ESSA requirements. The elementary staff will meet several times throughout the school year to review comprehensive data, monitor the plan, and adjust the plan as needed. An MTSS/RTI Leadership Team will be created. An OSSI/Title I School Improvement Plan Leadership Team will also be created, and the team will adhere to the following non-negotiable items: • Stay committed • Hold each other accountable A *detailed* pathway to goal attainment will be created and published. Increased stakeholder participation in the plan creation and implementation will be a priority. This includes 100 percent staff participation as well as parent/community participation.
Do	We will review data by asking the following questions: How do our needs assessment integrate current school year quantitative and qualitative data? How do our needs assessment give an accurate and thorough view of the entire school? • What subjects, grade levels, and programs are the strongest and weakest? • How does the school focus on the academic progress of the ELL students? • To what extent are there discipline issues with the students and/or staff? • What is the level family and the community support at the school? • How have you identified any areas of concern from the following within your needs assessment: Family Engagement Transitions Between Grades and/or Schools Technology Professional Development Tiered Models of Instruction Behavior and Discipline Well Rounded Education Upon reflecting on our data and outcomes, we will devise a plan to strengthen our core ELA curriculum delivery as our district just adopted new ELA core curriculum. We will supplement our math curriculum to help students find success on the CCSS. Our teachers will continually collaborate during their PLC time to improve instructional practices and ultimately student achievement. Systems in place to support comprehensive plan:

Updated 11-13-2018 by Title I, Part A Office at OSPI.

	• Finley School District is in the third year of an ELA adoption (Nat Geo and Lucy Calkins) • Finley School District adopted our math curriculum several years ago (Engage NY and Georgia Math) • Finley Elementary utilizes the Make Your Day behavior program • Our Building Advisory Committee consists of elected staff members as outlined in the contract • Professional Learning Community time each Wednesday afternoon • Finley Elementary is utilizing Chromebook carts to increase student engagement via the use of technology • Building data meetings • Weekly Child Study Team meetings
Study	Upon studying our progress and analyzing our data, the data confirms that many of our students, particularly those living in poverty, lack in the basic components of reading and math. Additional challenges that are noted: • Finley Elementary has a growing number of students identified as in need of special education • Finley Elementary is actively seeking strategies to effectively engage families in the learning of their children • Finley Elementary has a high poverty rate • Finley Elementary has a growing rate of English Language Learners • Transition between grade levels (vertical planning) • The socioeconomic status of our families is 70% free and reduced lunch rate • Implementation of additional chromebooks and chromebook flips (technology) • Social emotional and behavior concerns • Integration of STEM and Make Your Day into a well rounded educational experience • Professional development opportunities to address areas of concern • The percent of students in each grade level who were proficient on the SBA are as follows: ○ 3rd Grade: Math 25.4% and ELA 37.2% ○ 4th Grade: Math 12.6% and ELA 26.7% ○ 5th Grade: Math 22.% and ELA 32.7% Using DIBELS data for Kindergarten and 1st grade and MAP for 2nd -4th Grade, the percent of students who are performing at grade levels are as follows; • Kindergarten: 56 students; ELA 79% • 1st Grade: 48 students; ELA 48% • 2nd Grade: 58 students; ELA 45% • 3rd Grade: 53 students; ELA 36% • 4th Grade: 65 students; ELA 15% Additional Strengths that are noted: • Teachers are dedicated to meeting the needs of all of our students, specifically those of poverty • Implementation of Make Your Day • PLC collaboration • Nat Geo adoption • STEM focus
Adjust	Our building leadership team will collaborate to determine how to best address the needs of our students to ensure there is a building wide focus. In addition each grade level PLC will collaborate to focus on Dufour's four questions: • What do we want all students to know and be able to do? • How will we know they have learned it? • What will we do for students who have not learned it? • What will we do for students who have already mastered it? Teachers will be using flexible grouping based on common formative assessments as well as progress monitoring data to ensure the needs of all students are being met. Teachers will collaborate with building Title/LAP coordinator to implement interventions for struggling learners. All students will have access to core curriculum at their scheduled time to the maximum extent possible. Building staff will collaborate with building ELL teacher to ensure needs of English Language Learners are being met.

1.A Needs Assess- ment 2018- 2019	Increase family/community engagement and Culturally Responsive Teaching (intentional focus on EL, sped, and poverty) • Parent enrichment engagement (i.e. reading logs) • Showing importance of family involvement • Connecting with families that need the parent support • Home visits • Reach out to families via technology • Team up with community connection with Benton County Sheriff Transitions • Birth to 5 role with basic skills entering KG • Connect and tie in with ECEAP Behavior/Social Emotional/Teacher-Student Relationships • Making MYD, particularly points, a more positive experience. Focusing on what students are doing well to earn their points • Posting learning goals before doing points, review learning goals, train kids to use learning goals for points • PBIS - learn more and see how it can complement MYD • Connecting Wrap Around Services with families in need • PD for staff social/emotional strategies • Info flyers for families • Full time counselor Vocabulary • Stress and address cross curricular vocabulary Professional Development : Students with disabilities/English language learners/poverty • Book studies (poverty, differentiation, English Language Learners, Students with Disabilities) • Conferences/Workshops (poverty, differentiation, English language learners, Students with Disabilities, content area, behavior/social emotional) • Technology PD (Google and Smart Board) • Utilization of an instructional coach
COMPONENT #2: IDENTIFICATION OF STUDENTS	
PROCEDURES TO SUPPORT PROGRAMS, ACTIVITIES AND COURSES TO ENSURE MASTERY OF ACADEMIC STANDARDS	
Plan	Reading - We assess students the first 2 weeks of school using multiple measures (DIBELS Next, STAR, MAP, intervention curricula placement assessments, and a kindergarten entry assessment). That data is then put into an Excel spreadsheet for each grade level and rank ordered to identify students in need of intervention assistance the most. The same process happens in January when we reassess students to see which students no longer need LAP assistance and which students currently are in need at that point in the year. We assess students who enroll after the start of the year as they arrive and plug their data

	into the spreadsheet to see if they fall into the range of students currently receiving LAP services or not to identify new students for LAP services. Math - We assessed students using MAP Math, Easy CBM, and their first math unit post test score as well as teacher input in terms of who they felt really needed the support in math. Those scores were also put into a data spreadsheet and rank ordered to determine which students would receive LAP Math services. Since we started LAP Math services later this year, we did not reassess in January. Behavior - We collected data from teachers, the counselor, principal, and secretaries to help us identify which students were having the most behavior problems. We then looked to see which of those students were in our LAP reading or math program to identify those we would serve through LAP Behavior.
Do	We look at the January benchmark assessment data to progress monitor all students school-wide. We utilize curriculum end of unit assessments for Read Well and Corrective Reading interventions weekly or bi-weekly to determine if LAP students are making adequate progress in their reading group.
Study	Students who perform at or very near their grade level benchmark "cut-scores" on MAP, STAR, DIBELS, or end of unit math assessments are identified as being ready to exit LAP services. We then obtain teacher input before exiting from LAP to make sure classroom performance is indicating the same success. For MAP scores, we use the conversion formula given on the OSPI website. For DIBELS Next data, we have a report created for us by DIBELS.net that shows months of growth for students using 2 DIBELS Next benchmark assessment scores.
Adjust	All reading group teachers submit their end of unit assessment results to our LAP teacher who enters the data online. She also gets a chance to review the data to determine if any teachers may need assistance with their reading group. She then meets with teachers as needed to help coach them on effective strategies for their reading group and ensures the fidelity of the intervention programs. As a result of the programmatic review, modifications, adjustments, and improvements will be determined. Goal for the 18-19 school year: Next year, we will increase our family engagement efforts by offering short, monthly parent "workshops" where parents will come to learn a strategy or activity they can use at home to help their student(s). They will be taught the strategy and practice the strategy right there so they can feel comfortable then continuing that at home.
COMPONENT #3: PRACTICES AND STRATEGIES	
PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM	
Plan	The team will analyze and evaluate: • Core instruction and access to all at each grade level • RTI tiered support model • Utilizing data for making decisions

	Progress will be measured during PLC time through the use Professional Learning Communities. During this time, teams will utilize Dufour's four questions. Teams will determine essential learning targets and develop common assessments to implement with their students. They will analyze the results of common assessments and determine a plan for instruction to meet the needs of all students. This includes the needs of struggling learners as well as students who have already mastered identified concepts. We will utilize the Menus of Best Practices to align plan with Needs Assessment <u>Student-Centered Practices and Strategies</u> Tutoring by Adults Tutoring by Intervention Specialists <u>Educator-Focused Practices and Strategies</u> Consultant Teacher/EL Coach Consultant Teacher/Instructional Coach Consultant Teacher/Literacy Coach Professional Learning Communities Targeted Professional Learning <u>Transition and Readiness Practices and Strategies</u> Kindergarten Transitions <u>Family and Community Practices and Strategies</u> Family Engagement P-4 Community Partnerships
Do	As a result of our comprehensive needs assessment, the following goals have been developed for academic progress: 2018-2020 Outcomes and Success Criteria • The ELA proficiency rate of all students in grades 3-5 will increase from 34.4% to 40.4%, as measured by the ELA SBA by spring of 2021. This percentage reflects an increase from about 68 students to 78 students at grade level. • 5% of K-5 students below grade level in reading (this equates to about 20 students) will make more than one year's growth in an academic school year, as measured by the MAP reading assessment (grades 2-5) and the Dibels Next assessment (grade K), by June of each school year. • The math proficiency rate of all students in grades 3-5 will increase from 25.3% to 30.3%, as measured by the math SBA by the spring of 2021. In addition to goals for academics, we will incorporate the following programs to support student engagement, family engagement, the "Whole Child" (social/emotional/behavior): • Front office family communication (social media, website, robo calls, etc.) • Parent engagement events (Meet and Greet, Open House, Family Learning Events, PTG activities, etc.) • Social Support (counselor groups, growth mindset, Make Your Day) • Parent Connection Meetings (K)
Study	The Finley Elementary Needs Assessment for academic areas was created by analyzing our SBA scores in ELA and Math. In addition, we analyzed student achievement utilizing assessment tools such as Dibels, MAP, and STAR. We also reflected on data about our school's population including our mobility rate, free and reduced percentage,

	numbers of homeless students, special education population, as well as our English Language Learner students. This data enabled us to indicate areas of strength and weakness.
Adjust	ELA Action Plan: • Build strong relationships with students and parents • Utilize strong ELA instruction practices with focus on student engagement • Utilize strong ELA assessment practices including effective daily formative assessment, team common formative assessments, data meetings, and rubrics • Learn how to integrate the ELA curriculum into STEM [fall training] • Utilize strong differentiation and targeted interventions to address varied needs of students • Utilize strong PLC practices focused on Dufour's work • Create building PD focus on targeted areas to include students with disabilities, English language learners, and students in poverty • Create culture of all students reading at least 20 minutes a day- include AR, developing classroom take home book program, incentives, reading club, summer reading program • Utilize backwards design to ensure yearly, monthly, weekly and daily instruction, assessment and curriculum resources are aligned to CCSS • Utilize instructional coaching • Utilize the teacher Fellows Math Action Plan: • Build strong relationships with students and parents • Utilize strong math instruction practices with focus on student engagement • Utilize strong math assessment practices including effective daily formative assessment, team common formative assessments, and data meetings • Utilize math curriculum resources and strategies to address the CCSS • Utilize strong differentiation and targeted interventions to address varied needs of students • Utilize strong PLC practices focused on Dufour's work • Utilize backwards design to ensure yearly, monthly, weekly and daily instruction, assessment and curriculum resources are aligned to CCSS • Utilize instructional coaching • Utilize teacher Fellows
COMPONENT #4: COORDINATION AND TRANSITIONS	
PROCEDURES TO SUPPORT TRANSITION BETWEEN EARLY CHILDHOOD AND GRADES	
Plan	By operating with a targeted assistance program, we are required to identify specific students who are eligible via a rank order list. The rank order list can be utilized in designing effective transitions for our targeted students. Braided funding combined with the use of data would allow us to be proactive and better meet the needs of our students and families as students transitions. Due to our high numbers of at-risk children as noted above in the plan, we at Finley Elementary would be able to coordinate the services we provide to our children from Federal, State, and local resources to improve and coordinate transitions for students and families. In braiding together sources of funding, we believe we would increase our chance for academic success of our targeted students.
Do	2018-19 Fellows' Network Action Plan Determine where we are, where we want to be, and steps we can take. Where are we now? Describe your district's/school's current implementation of Washington State Learning Standards.

	Equity & Access: working to make sure students who receive multiple services are still receiving core instruction to have exposure to standards Leadership: reviewing standards in staff meetings and PLCs, STEM team working on activities/PD for Next Gen standards, teacher leaders and fellows sharing learning from their PD Professional Learning: PEI training for all staff, new science kit trainings, PLC time devoted to math curriculum review/adjustment, district day trainings/ PLC whole school trainings Instructional Materials: National Geographic reading curriculum, new science kits to meet Next Gen standards, Georgia Math & Engage NY math curriculum to meet standards, collaboration on Social Studies curriculum Assessments: Making sure our classroom and school assessments are useful and an effective way to judge student progress. Adjusting our kindergarten trimester assessment to meet state standards. Communication-Entry interview paperwork to share our expectations for the school year; reviewing our assessments and our "parent report" with parents at conference time, and then sending the same paperwork home for each trimester Collaboration-PEI training for the whole staff (optional participation), reviewing assessment data whole staff, 100 % meeting with Title/LAP teacher, reviewing assessments/curriculum with team Student Outcomes- most students are making progress but not all mastering all the kindergarten CCSS & Next Gen Standards by the end of the school year Where do we want to be? What are the district's/school's focus and priorities in 2018-19 for the ongoing implementation of Washington State Learning Standards. Equity & Access-continue to ensure that all students are being exposed to grade level standards in all subjects regardless of their ability. Leadership: encourage fellows to share their learning with other staff members, and seek out assistance in teaching with each other, and fellow school districts Professional Learning: Continued work on PEI field experience, more peer observations in other school districts, especially focusing on writing Instructional Materials: blend Lucy Calkins and National Geographic, continue to enhance our curriculum to meet the needs of our students Assessments: Focusing on math summative assessments to find areas of growth, and areas of focus, work on fine tuning/enhancing reading assessments, Nat Geo and our own. Communication: for parents to really understand where their child should be at the beginning and end of each grade level, and how to help their students practice their skills at home Collaboration: grade levels collaborate more about students, especially at the beginning of the year, and working with higher grade levels to ensure continuity of vocab in science and math, working with ECEAP to help with the
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	transition of students from their program to our school Student Outcomes: more students performing at or above grade level on kindergarten state learning standards <u>Steps We Can Take</u> Equity & Access: making sure that all 2019-20 parents receive an orientation packet that will build more skills of entering kindergartners, give the information to ECEAP to share with their parents Leadership: grade level team meetings, ECEAP/kindergarten team meetings, large group presentations by fellows and team leaders Professional Learning: find sub coverage to go into neighboring districts and learn how enhance our entry skills, attend PD for early learning and meetings with Head Start or ECEAP Instructional Materials: enhanced skill packet (replace older materials with newer, more skill specific materials} Assessments: share our kindergarten trimester assessment and/or WAKID data with ECEAP, and other teachers in neighboring districts, and also gather other assessments from neighboring districts Communication: work with ECEAP throughout the year to educate parents & students about incoming kindergarten expectations and behaviors, modify the orientation packet given at our interview to help parents build more skills with their students earlier in the school year Collaboration: meeting with ECEAP 2-3 times a year at least, cross grade level meetings to at the start of next school year to discuss students moving up, team meetings with grade level to discuss what can be done to enhance skill packets at the beginning of the year. Student Outcomes- students will begin their kindergarten year with more skills in name writing, letter and number writing, and counting/matching number groups
Study	Ongoing Reflections & Plans

	Actions / Strategies	Timeline	Responsibilities	Equity	Resources	Evaluation
	What are your next actions and what steps will you take to implement them?	When will you complete each action / strategy?	Who will be responsible for completing this action? The Fellow? Others?	In what ways might this action support all educators and/or students (e.g., special education, ELL, highly capable)?	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of Impact of the Fellow's work? What will you see teachers and students doing differently? How many people will the work Impact?
	-Gather different materials to add to / replace current material in orientation packets -Meet with kinder. Team to share new materials and get their approval -Meet with ECEAP as a grade level to share our skill packets, assessment info, etc. -Have a parent copy, laminate (as necessary), and assemble orientation packets.	-Nov. 2018 -Dec. 2018 -Jan. 2019, March 2019, May 2019 -March 2019-end of year	-Kindergarten Team -Kindergarten Team -ECEAP and the Kindergarten Team -Karli	With the students building their base foundation skills quicker with more specific skill practice materials, it will allow all programs to move into their core curriculum quicker and more effectively.	-number & letter writing papers, name writing paper, laminating, dry erase markers, number and dot cards -PLC time -PLC time	Students will be able to grow the skills they are lacking when they enter kindergarten more quickly (with parent support at home), and less time will have to be spent teaching the basic skills (name writing, letter & number writing, counting dots & matching it to a number, etc.). Teachers will be able to move onto their curriculum in a more efficient manner.
Adjust	Adjust plan for 2019-2020 school year in May					

COMPONENT #5: PARENT & FAMILY ENGAGEMENT**PROCEDURES TO SUPPORT PARENT AND FAMILY ENGAGEMENT WHICH ALIGNS TO TARGETED ASSISTANCE PRACTICES AND STRATEGIES**

Plan	The team will investigate ways that have been both effective and ineffective in engaging families as well as identify barriers that could be preventing parental involvement.
Do	The team sent out a parent survey in both English and Spanish to get feedback from families. The team is adding events at various times to increase the amount of feedback we receive. In addition, the district is partnering with the ESD to increase family/communication via the website.
Study	Singular parent nights have been successful when coupled with light refreshments. One of our Title I Nights yielded no Title I parents. When in conjunction with open house, or conferences, the team has been able to distribute information and reach more families. Surveys have produced minimal returned responses, but we are continuing to try to increase feedback because we believe it is effective in increasing parental involvement.
Adjust	The team will add more online availability for parental input and involvement including emails, use of website, and surveys. We plan to set up survey stations at our open houses and conferences to gain more information and input from our families. The team also plans to have more student lead discussions around programming as we learned from our study that if students take more ownership they are more likely to get parental involvement.

COMPONENT #6: PROFESSIONAL DEVELOPMENT**PROCEDURES TO SUPPORT THE PROFESSIONAL DEVELOPMENT NEEDS OF YOUR TARGETED BUILDING STAFF.**

Plan	The team will develop a professional development plan.
Do	The team will review the needs assessment, ESSA data, and current trends of the district. The team will collaborate with the Director of Student learning as OSSl and Title I are now combined into one template.
Study	After reviewing current data, our targeted areas are students with disabilities, English language learners, and students in poverty. Our professional development will be aligned with meeting the needs of our targeted student populations while intentionally working to achieve our goals/outcomes.
Adjust	As we receive stakeholder input combined with current data, we will continue to evaluate and adjust the professional development plan so we can best meet the needs of our students.