


Woodland School District
Title 1
08-09 Building Parent Involvement Policy
Woodland Primary & Intermediate Schools

The purpose of a Targeted Assistance School program is to provide opportunities and services to students most at-risk of meeting the state's challenging performance standards.

Assurance: This plan has been developed with the involvement of the community to be served and the individuals who will carry it out: teachers, Building Leadership Team, administrators, school board, other staff, and parents.

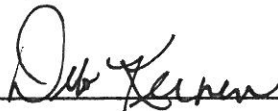
Signature of Principal:

 5/19/09

Signature of Parent representing Building Site Based Committee:



Signature of Federal Programs Director:



Date: 6/1/09

Superintendent Approval: (Upon Board Approval)

Date: _____

I. STUDENT SELECTION

A number of different assessments are used to identify and select students for Title I services at Woodland Intermediate. Student data is compiled, sorted a number of ways to provide different views of student performance, and analyzed by reading staff. The resulting rank order is a weighted system based on these multiple assessments and staff input. The following data is used:

- Oral reading fluency – The DIBELS assessment is used. This assessment indicates the need for intervention for a student in the area of fluency. Students screened as intensive (approximately the lowest quartile of the grade level population) in the current year are identified.
- Washington Assessment of Student Learning (WASL) – Students scoring in the lowest two categories (L1 and L2) are identified.
- Gates MacGinitie Vocabulary and Comprehension Assessment – Students scoring in the first through third stanine are identified.
- Oral reading fluency – The DIBELS assessment is used. Student scores from the spring assessment window are analyzed and compared to the current assessment.

Woodland Primary identifies students utilizing a number of different assessments to determine the students most in need to be served. Student data from various assessments is compiled and analyzed by the data literacy facilitators and principal. This information is then transferred to a pathway grid that breaks down into diagnosis criteria or student ranking. There are 4 pathways that provide information that drives the criteria to identify students to be served by Title 1. Students are identified/ranked as being "intensive" (highest level of intervention), "strategic" (2nd highest), "benchmark", and "advanced". Within each of these categories we have identified the area(s) of focus, the core program placement options, additional interventions can be recommended and determine the progress monitoring schedule. The rank order is a weighted system based on multiple assessments, CAST recommendation (which includes teachers, specialists, principal, special services director, and literacy specialists) and any parent requests.

- Students are placed into Flexible Reading Groups according to the DIBELS results for instruction at their skill level.
- Those that fall below the grade level benchmark are identified as Title I eligible to receive special assistance as identified in the Instructional Program section below.
- Placement of students in the Title 1 program is initiated through the analysis of our DIBELS assessment. Students are rank ordered according to the grade level DIBELS rank order based on Reading Fluency. Instructional delivery will begin by the second week of school, when the DIBELS assessment has been completed.

Kindergarten/First Grade Criteria The Primary School has made the decision to focus our Title 1 resources at second and third grade. This will allow us to provide the intervention needed in specific skill areas as determined by our assessments.

Second / Third Grade Criteria

Second Grade intensive students reading less than 26 words correct per minute will be served. Third Grade Intensive students reading less than 53 words correct per minute will be served.

Fourth/Fifth/Sixth Grade Criteria

Student selection at Woodland Intermediate School will be prioritized on a basis of most in need for service. Entrance criteria is as follows: DIBELS assessment is given to every student in fall, winter, and spring.

Students are grouped into 3 levels – benchmark, strategic and intensive. Intensive students are rank ordered and those who are most in need will receive services.

II. SCHOOL PLAN

- Reading is an identified goal included in the Woodland Primary School (WPS) & Woodland Intermediate School (WIS) Improvement Plans. Each October and May an analysis of the School Improvement Plans is completed by the Building Site & Building Leadership Teams. A staff survey is utilized using the 9 Characteristics of High Performing Schools to determine focus areas as well as WASL data. Areas not demonstrating progress are then adjusted for success. Title 1 parent surveys are distributed in the spring and information gathered is used to help structure the Title 1 program.
- Within our Building School Improvement Plans, a reading goal for providing student reading intervention and staff development in reading is addressed. This is coordinated with this plan.

III. INSTRUCTIONAL PROGRAM/SERVICES TO STUDENTS

- The National Assessment of Educational Progress (NAEP) testing reveals that too many students are not proficient readers. Many of these problems are preventable through high quality instruction and early intervention. Woodland works to implement research based instruction for our students. Guiding documents include, but are not limited to, the following: *Becoming a Nation of Readers* by Anderson, Heibert, Scott, and Wilkinson), Report of National Reading Panel-(2000); *Beginning to Read* by Adams (1990); *Preventing Reading Difficulties in Young Children* by Snow, Burns, & Griffin (1998); *Every Child Reading* by Learning First Alliance (1998; 2000).
- Extensive time has been spent selecting high quality, research based instructional materials. *Imagine It* by SRA is used to provide the core curriculum for Woodland Primary & Intermediate grades 2-6
- Woodland Primary & Intermediate deliver instruction during a Walk to Read model. This model uses flexible reading groups based on data. This

data is analyzed and students with similar instructional targets are grouped together. Staff meet regularly to review student data group and to determine the placement is still appropriate or if a different group placement would maximize a particular student's learning.

- These flexible reading groups receive a block of 60-90 minutes of instruction daily.
- Identified Title I student groupings are smaller than other groups. Research indicates that small group instruction allows for more interaction, feedback, and practice. The goal is to maximize instructional minutes to accelerate learning. This grouping and instruction strengthens the tie to the core academic program and minimizes removal from the regular classroom. The students receive assistance from both highly qualified teachers and instructional assistants.
- In addition to the core curriculum, Title I students receive instruction and support through a variety of intervention materials.
- *Seeing Stars* and *LIPS* instructional materials by Lindamood Bell are being used for students identified through screening with dyslexic type characteristics. These students receive 45-60 minutes of small group instruction four to five days per week.
- *Corrective Reading* by SRA and *Phonics for Reading* by Modern Curriculum Press are used with students who need continued work with rate, accuracy, and expression.
- At WPS Read Naturally may be used for up to 120 minutes per week for students needing to develop fluency.
- At WPS students identified for intensive assistance are also provided with opportunities to receive an additional 40 minutes daily by the Title I Reading Support Team during the school day focusing on specific deficiencies in reading.

IV. PROGRESS MONITORING

- Students being served in the program are progress monitored every two weeks in oral fluency to evaluate their response to intervention. Once the student has reached the benchmark goal on DIBELS they will be exited from the Title 1 program.
- Each building has one or more individuals responsible for data analysis, student program placement, and exiting. Classroom teachers will be responsible for reporting students' progress at fall and spring student conferences and the three grading periods. Copies of these reports will be kept in students' Title 1 files.

V. PROFESSIONAL DEVELOPMENT

- All teachers and instructional assistants working with Title I students have released time to attend reading workshops and seminars to improve their knowledge and skills in helping students succeed in becoming proficient readers.
- During the school year, the district has late start Mondays, 6-three hour district direct opportunities for professional development, 3 Learning Improvement Days, horizontal and vertical collaboration time, as well as time to reflect and review research and materials relative to reading instruction.
- Further and continued training in identification and diagnosis of student reading needs is provided each year through in-service at workshops, seminars and school activities.
- The adoption committee checked the core instructional materials, *Imagine It*, for alignment to the State of Washington's Grade Level Expectations. Knowing that there is no single curriculum that will align perfectly with State GLE's, teams meet identify and discuss any gaps in the curriculum and how best to fill these gaps.
- Up to 5% of the federal allocation is budgeted for professional development for the classroom teachers that work with Title I students, as well as the reading support team, which consists of 1.5 reading specialists and 9 instructional assistants.

VI. PARENT INVOLVEMENT

- A Building Site Based Committee will meet 3 times a year to discuss the school improvement plan, student progress, school interventions, Title 1 services/program.
- The Building Site Based Committee consists of parents of eligible Title I students, the school principal or designee, reading specialist, other interested staff and community volunteers.
- Parent Notice: All Title I/LAP parents are notified of their children's assessment score and eligibility for specialized services during reading blocks. A Student Learning Plan Compact is also signed following the eligibility notification.
- The Building Site Based Committee and/or building staff will provide Family Activity & Educational Night opportunities each year.
- Parents As Mentors: All parents are encouraged through regular classroom reading programs and school wide-reading programs to provide daily reading by students at home.
- Title I/LAP parents are provided an opportunity to meet with classroom teachers during the district's scheduled conference time each fall. Parents

are also encouraged to meet with their child's teachers at any time during the school year.

- Title I/LAP parents are informed of student growth after each 3 month assessment via the Trimester Report Card at WPS and quarterly/semesters at WIS.
- Parents are offered flexible meeting times, Title 1-related transportation, child care, or home visits when needed.
- Woodland School District has information posted on the website, via building and classroom newsletters, blogs, and brochures that contains timely information, description and explanation of curriculum, academic assessment, and expected proficiency levels and provide opportunities for regular meetings.
- The yearly Title 1 meeting will be held for all Title 1 families to meet and discuss Title 1 policies:
 - ✓ This will be our annual meeting where we will inform them of the schools participation in Title 1, requirements of the law and the right to be involved.
 - ✓ Brainstorm changes/additions to the District and Building Parent Involvement Policies
 - ✓ Discuss school curriculum and assessment and the expected goals for students
 - ✓ Offer opportunities for regular meetings (schedule them) if appropriate
 - ✓ Review the compact and make changes as necessary
 - ✓ Ensure parent involvement opportunities, suggest they help during the reading block supporting students fluency targets.

School personnel will respond to parent's requests and suggestions by collaborating with the reading coach/reading specialists and the teacher to make sure their student is adequately placed and monitored.

In addition to the annual meeting, conferences will be held twice per year, Fall and Spring. At this time parents will talk with their child's classroom teacher and will receive an explanation of the curriculum, gain understanding about the assessment of their child's progress and be informed of the targets set for their child. The compact will also be discussed and signed at this time. The Reading Coach and Reading Specialists will be available as needed. This conference will include information about their child's progress in the Title 1 program. If parents request addition conferences they may do so by phone contacts or conferencing with the classroom teacher or reading coach/specialist.

VII. COORDINATION

- Woodland School District continues to implement the Washington State K-12 Reading Model. This model aligns with Response to Intervention (RTI). The major components of both are use of standards, assessment, instruction and intervention, leadership, and system-wide commitment. We continue to strive for high quality instruction/intervention matched to student needs, using learning rate over time and level of performance, to make important educational decision to guide instruction.
- The School District philosophy of “every teacher is a reading teacher”, helps to ensure coordination throughout the building and district. All Federal, State and local programs and resources that relate to reading instruction flow through this reading model and Title I/LAP.
- Under the guide of the School Improvement Plans the buildings have chosen to focus on the 9 Characteristics of High Performing Schools as the framework for improvement and professional development activities.

VIII. REVIEW-EVALUATION

- Reading is an identified goal included in the Woodland Primary & Intermediate School Improvement Plans.
- Each January and May, a staff evaluation of progress is completed for the School Improvement Plans.
- Areas not demonstrating progress are then adjusted for success.
- The Building Site Based Committee will review the Building and District Parent Involvement Policies.