

Targeted Assistance School Plan - Main Street School

Student Selection

Reading and Math have been identified as areas of need by the school, based on local assessment results.

In Step 1, all students are assessed by the school three times each year using district-designed instruments in Grade 1, and the Star Enterprises Reading and Math Assessments in Grade 2. From these results, students in Grades 1 and 2 who score below the Grade 1 established benchmark or the 50th percentile rank are identified as the pool of educationally disadvantaged students. In addition, teachers are asked to identify students who are not meeting math benchmarks for their grade level. Names of identified students from Step 1 are placed on the Criteria for Title I Eligibility, which lists several factors indicative of school success. Students are rank-ordered, with those most in need showing the highest scores. A cut-off score is established, based on the number of students who can be effectively served. Those above the cut-off score are considered eligible for Title I services.

Students from migrant families and homeless children are considered for services at any time of year that they enroll in school. Migrant students are eligible for services on the same basis as other students. Homeless students are eligible for services upon entering school, regardless of their academic standing.

Supplemental Support

All students participating in Title I receive their core academic program from district staff. Title I staff provides tutorial services over and above those of the basic educational program. At Main Street School, most Title I participants receive supplemental services within their classrooms if at all possible, at times that do not interfere with their basic classroom instruction. Title I direct services may replace seatwork or independent work time, since research has shown direct instruction to be a more advantageous remedial approach. A smaller number of students receive more intensive Title I services before or after school.

High Quality Instructional Strategies

The instructional support model used in Literacy is interventions from a variety of best practices, including intervention materials from the reading series used in their classrooms and Read Naturally, in addition to a variety of specialized programs such as the Wilson Language System. Everyday Math, Math Practice Games, activities suggested by Star Math Enterprises, and selected math websites such as I Excel are used for math support. All are research-based, proven best practices.

Title I follows the Common Core Curriculum, with its recognized high expectations for each grade level.

Students do not receive Title I assistance during regular instructional time. All Title I sessions are conducted within the regular classroom. Agreement between the classroom teacher and Title I staff ensure that the students who receive Title I support participate fully in regular classroom instruction.

Learning time is extended as students' independent work time is replaced with additional direct teaching opportunities. In addition, parents are provided with materials and strategies to assist their students in practicing skills learned during the school day at home.

Parent Involvement

Parents are involved in the planning, implementation, and evaluation of the Title I program through frequent opportunities for meetings with school and Title I staff. Fall Title I Orientation, Curriculum Information Night, twice-yearly parent conferences (minimum,) opportunities for volunteering in the school, various parenting presentations, and questionnaires eliciting suggestions for improving the Title I Program are all ways used to increase parent involvement. Parents' suggestions are used in planning the following year's program.

Professional Development

Professional development activities may include Competency Based Learning, literacy, math, assessment, and content area skills, as they relate to the needs of challenged learners. Title I staff also attend district professional development activities, including initiatives directly related to the school's Professional Development Master Plan, which specifically addresses those students who require additional support.

Coordination with the Regular Classroom

Initial goals are developed with input from classroom teachers. Regular weekly coordination occurs and is documented between classroom teachers and Title I staff, at a mutually agreed upon time. Title I uses interventions correlated with core curriculum materials to ensure that students receive the support they need.

Collaboration with Other Programs

Title I staff participate in the school's Pupil Personnel Team, to ensure that students' needs are being met and that collaboration between programs within the school and broader community occurs. Title I staff also reach out to local programs providing services to homeless and Head Start families, in order to raise awareness of the academic support which the Title I Program offers.

Information regarding Adult Basic Education, English Language Learner, Housing Assistance, Medical, Nutrition, and Violence Prevention programs is made available to parents throughout the school year.

Program Evaluation

Each year, grade level and school data from various assessments, including the Star Enterprises Assessment, and curriculum-based progress monitoring tools is aggregated for Title I students. Subgroup information is examined where available. In addition, parents are asked if they participated in opportunities offered for school involvement, and to offer suggestions for increasing their involvement. This information is used to make programmatic improvements for the following year.