

Disadvantaged / Learning Assistance Program

PURPOSE STATEMENT

Issue – The Title I and LAP department’s purpose is to ensure that all academically disadvantaged/struggling students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on State academic achievement standards.

The Title I and LAP department seeks to address learning gaps as created by homelessness, social-economic backgrounds, immigration, chronic absenteeism, and disabilities. Our concern is that our data shows academic gaps in student populations, as measured by Smarter Balanced Assessment (SBA) and iReady diagnostic.

Vision – The vision of the Title I and LAP department is to provide science based targeted instruction and differentiated to meet the needs of students. We would like to hire the very best interventionists to develop a true supplemental intervention model that is targeted and intentional. This targeted focus would allow the 50% of our students currently not on grade-level to gain 1-2 years of academic growth, as measured by i-Ready diagnostic.

Additionally, our department goal is to strive towards providing supportive and targeted professional development to teachers and implanting best practices, from scientifically based research and OSPI guidance.

By investing in both our students and teachers, we can develop a develop a model of “systems” & “structures” that make a difference every day, to every student (staff, curriculum, assessment, instruction).

Approach - To address the learning gaps in student populations, the Title I and LAP department is reviewing school and student academic data and identifying needs. Our department is conducting a deep needs assessment, to address student learning and achievement (growth and performance) to address gaps in the current system, example: number of participants, instruction, professional development on curriculum, and data.

The Title I and LAP department works in collaboration with all stakeholders (staff, principals, and admin team) and with the State Title I and LAP representatives around high functioning models of data collecting, instructional strategies, and professional learning opportunities for staff.

STAKEHOLDERS

Who, primarily, will be impacted by this work? (groups of students, stakeholders, customers)

- K-12 students that are performing 2-3 years below grade-level (all ethnicities, chronic absenteeism, and low social-economic status)
- Supplemental, highly qualified teachers supporting student interventions
- Those in a position to make recommendations and/or decisions regarding the program, such as members of the school planning team, school administration, and school district personnel; such as: Program Specialists, Core Teachers, LAP and Title I Teachers, and Principals

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CASE STATEMENT

Our district has a district slogan “Every student, Every day.” Our mission is to provide high quality instruction for every student. It is the Title I/LAP department’s responsibility to ensure that every student performs at grade-level and graduates on time.

As a categorical program that receives both state and federal funding to supporting underachieving students, our department is provided researched-based guidelines on how to close student academic gaps. Title I, Part A of the federal Elementary and Secondary Education Act of 1965 (20 U.S.C 6301 et seq.) requires that we provide additional services to students who struggle to learn. Detailed requirements are set forth in the *Every Student Succeeds Act*. State requirements and guidelines are set forth in Chapter 392-162 WAC- Special Service program- Learning Assistance. Additional state requirements can be found in RCW 28A.165.005 Section (2) Focus on reading literacy and RCW 28A.165.035 Section (2) Development and use of state menus of best practices and strategies. Following these guidelines and requirements ensures that our students have better support to achieve academic excellence.

The value of Title I and LAP dollars is that it closes the academic learning gap by providing high-yield, rigorous instruction for students. Without Title I and LAP funding, our prediction is that student performance will drop, district graduation rates will drop, and the district will lose highly qualified teachers.

WHAT SPECIFIC BOARD-ADOPTED BENCHMARKS WILL BE INFLUENCED BY THIS WORK?

- Academic Excellence
- Early Learning: K-3 Literacy
- Graduation Rates

MEASURABLE GOALS

- We will increase student literacy scores in 3rd grade from 51.5 to 56.65, 4th grade from 56.0 to 61.60, 5th grade from 60.4 to 66.44, 6th grade from 48.0 to 52.8, 7th grade from 52.3 to 57.53, 8th grade from 47.0 to 51.70, and 10th grade from 58.9 to 65.79 by the end of 2023 as measured by SBA data.
- We will increase student math scores in 3rd grade from 52.7 to 57.97, 4th grade from 47.9 to 52.69, 5th grade from 43.2 to 47.52, 6th grade from 31.7 to 36.02, 7th grade from 37.3 to 41.03, 8th grade from 30.6 to 33.66, and 10th grade from 29.3 to 32.23 by the end of 202e as measured by SBA data.
- We will increase the number of students receiving supplemental interventions from 2953 to 4,000 by the end of 2023 as measured by OSPI End-of-Year Data Collection.

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SCOPE OF WORK

Inputs / Resources	Activities	Outputs / Outcomes
<p>Site-based LAP Poverty and Title I Schoolwide allocations</p> <p>District LAP discretionary funds</p> <p>Collaboration between school admin, Title I/LAP office, and Human Resources for hire and placement of instructional supports</p> <p>The process will be monitored by district staff (quarterly, trimester, monthly) and adjustments will be made in real time</p>	<p>Implement an intervention model that addresses skillsets for 12-week (elementary) or 9-18 (secondary) intervals that rotates students in and out of interventions throughout the school year</p> <p>Hire and placement, and support of highly qualified staff to address the needs of our at-risk students</p>	<p>More students accessing supplemental, targeted instruction- as reported to OSPI End-of-Year Data</p> <p>Number of students that received supplemental interventions in ELA and/or math with academic growth of 1-2 grade-levels</p> <p>Increase the number of students performing at grade-level- as measured by i-Ready</p> <p>Gather evidence of student growth by multiple measures throughout the school year (i-Ready, DRA2, SBA, and formative classroom assessments)</p>
<p>Resources are put into staff who provide immediate relief, possibilities, guidance, and resources to bare to alleviate the trauma of homelessness</p> <p>Funding for the McKinney-Vento and Foster Care programs come from Title I, Part A required set-aside and several competitive mini-grants offered by the state</p> <p>We are investing in people that interrupt the cycle of poverty and other environment resources</p>	<p>Provide behavior referrals, absenteeism, behavior/academic supports students that are reported as homeless or in Foster Care</p> <p>Expand current data collection tools to aid school staff with individualized performance data that can be used to target specific learning goals of McKinney-Vento, Foster Care, and unaccompanied youths</p>	<p>Increase performance in academic and behavior performance in students identified as homeless or in Foster Care -as measured by i-Ready diagnostic and SBA</p> <p>Increase ability to identify and academically support McKinney-Vento students, especially unaccompanied youths</p>

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Site-based LAP Poverty and Title I Schoolwide allocations	Increase the number of PD opportunities provided to teachers	Enhance teacher skills for better student growth and performance in students served in reading and math
Site-based LAP Poverty and Title I Schoolwide allocations District LAP discretionary funds	Improve graduation, failing grades, and SBA scores for students with disabilities, different social- economic backgrounds, English learners, homelessness, and close the gap across races	Identify and expand programs that have a documented impact on increasing student achievement Identify and increase participation in new and on-going efforts that support underrepresented student persistence and achievement Identify, track, and integrate curricular and co-curricular high-impact practices and ensure students participate in credit retrieval

Program Cost

<i>Fund Description</i>	<i>19-20 FTE</i>	<i>Salaries & Benefits</i>	<i>Supplies</i>	<i>Contract Services</i>	<i>Travel</i>	<i>Capital Outlay</i>	<i>Total</i>
Basic Education	0.0000	\$498	\$0	\$200	\$3,044	\$0	\$3,742
Categorical Programs	0.7000	75,668	219	0	0	0	75,887
Learning Assistance Program	43.9875	5,832,174	2,406,737	655,283	0	0	8,894,194
Title 1	54.5000	6,889,131	900,923	0	0	0	7,790,054
Total	99.1875	\$12,797,471	\$3,307,879	\$655,483	\$3,044	\$0	\$16,763,877