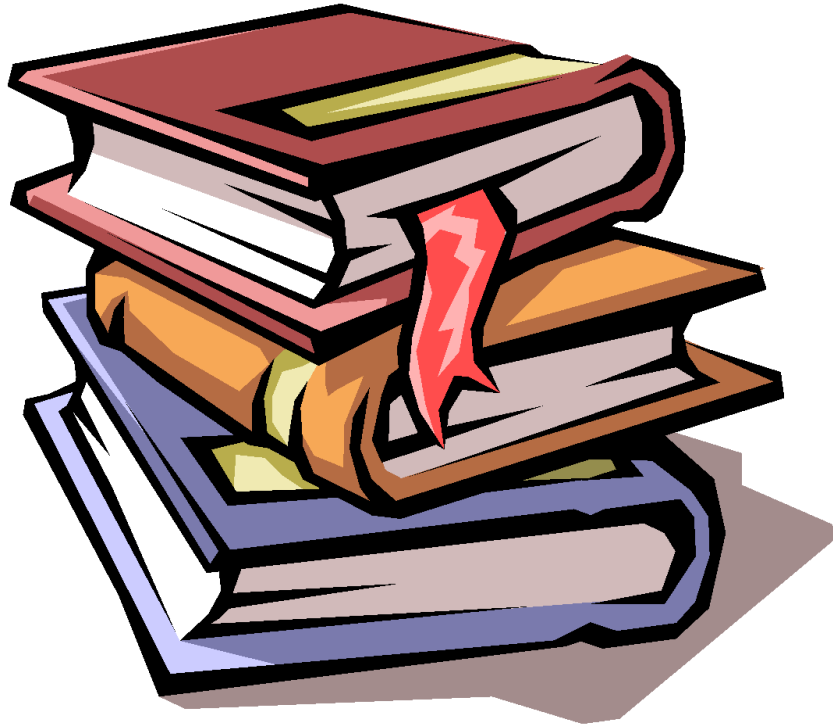


Targeted Assistance School Plan



Title I Targeted Assistance Program Plan Red Lodge Schools 2023-2024

Red Lodge School District #1

Red Lodge School District No. 1
Targeted Assistance Plan 2023-2024

Developed by: John Fitzgerald, RLSD Superintendent, Jacque Boyd, Mountain View Principal,
and Tootsie Schrowe, Title I Coordinator

This plan is approved annually by the School Board during the main August meeting.

Table of Contents

Purpose of Target Assistance	3
Planning	3
Targeting Criteria	3
Instructional Program	4
Instruction by “Highly Qualified” Teachers and Paraprofessionals	6
Professional Development Opportunities	7
Parent Involvement of Targeted Students	7
Coordination and Integration of Services and Programs	8
Transition Strategies for Students	8
Evaluation and On-going Program Development	9
Planning Timeline	10

Appendices

K-12 Core & K-8 RtI/MTSS Schedule	Appendix A
Request for teacher qualifications	Appendix B
Family Engagement Policy	Appendix C
Title I Family Engagement Policy	Appendix D

Purpose of Target Assistance

The purpose of a targeted assistance school program is to provide additional opportunities for students most at-risk of meeting the state's performance standards to acquire the knowledge and skills contained in the state standards. Students are identified and are prioritized based on highest academic need.

Planning

The process used to develop the school TAS plans:

Each year in the spring a district meeting will take place to review the Title I Targeted Assistance Plan, Parent Compacts, and the District Parental Involvement Policies for the coming school year. For planning purposes for this document, that meeting will occur in May each year. District Title I Instructors and the Title I Coordinator will conduct the meeting for Title I parents. Parents of Title I students are invited to this meeting and their input and involvement is highly encouraged. The plan is then recommended for presentation to the School Board at their next public meeting in August. The plan will be reviewed with teachers at the annual August building staff in-service meeting

Targeting Criteria

The identification of eligible students to be served by Title I in the Red Lodge School District is as follows:

1. Identification of student learning and intervention needs are assessed by the team year-round. Grade level teams will meet with the Title I and Resource room teachers to review end of the year student data on assessments, summarize interventions provided via Title I services and other building interventions and identify/rank student learning needs for the next school year. A tentative list of students based upon spring testing and staff recommendation will be created. Current year teachers will also meet with next year's grade level team to share this information and ensure communication regarding student-learning needs is shared.
2. Prior to the start of the school year, incoming kindergarten students will engage in screening process with kindergarten teachers and Title I coordinator and support staff. Student ranking and selection of students to be served will immediately follow the district fall benchmark testing and the kindergarten screening.
3. Homeless and Foster students are also automatically eligible for consideration.
4. District and building assessments will be used for determining students to be served. The following assessment scores will be used to identify students in order of greatest need: Language Arts & Math AIMSweb, MAP, and SBAC interim benchmarking in the fall, winter, and spring; Formative classroom assessments; and summative assessments to include the SBAC assessments.

5. A “Rank Order” of greatest need is determined by adding the assessment scores on the rank order worksheet. Those students with the lowest rank order receive service first. Parents of students who are screened are notified of test results.
 - a. Time Line: Students are rank ordered in the fall for the year’s class rank order. Any new students who are referred for Titles services are tested and rank ordered.
 - b. In addition *Student Assistance Team (SAT)* meetings are used to analyze data and target instruction for struggling students. SAT Teams use AIMSweb benchmarking AIMSweb Progress Monitoring, MAP, SBAC Interims, and Read Live as tools to review student assessment data, along with other classroom formative assessments.
 - c. As data is analyzed, a three-tiered system (Response to Intervention – RtI/MTSS) is used to address students performing at or above level, at a strategic level (1-2 years below level) or at an intensive level (2 or more years below level).
 - d. Parents of students who qualify sign a consent letter indicating permission to place their child in the program. Homeless, Foster, and Migrant children are automatically considered.
6. Exit Criteria
 In the K-8 Title I program students are considered for exiting the program if they are no longer ranked in the “below average” range with the AIMSweb assessment. Students exit the Title I Program after a joint determination by the classroom teacher and the Title I Coordinator based on the student’s classroom performance and assessments (state benchmarks, AIMSweb, SBAC Interims, and classroom assessments).

Instructional Program for Title I

1. Early Identification Programs include:
 - a. Kindergarten Round-up: Early Spring screening using the DIAL -4 assessment of motor, language, and concepts.
 - b. Kindergarten Academy in early August (two weeks before school) for candidates identified as low to marginally ready for school.
2. K-5 Response to Intervention (RtI) (also known as MTSS)
 - a. Response to Intervention (RtI) defined
 - i. All Mountain View Elementary personnel work together and are accountable for the outcomes of each and every student.
 - b. Eight essential Components of RTI/MTSS
 - i. Research-based Curriculum and Instruction
 - ii. On-going Assessment
 - iii. Collaborative Teaming
 - iv. Data-based Decision Making and Problem Solving
 - v. Fidelity of Implementation
 - vi. On-going Training and Staff Development
 - vii. Community and Family Involvement
 - viii. Leadership

- c. What RtI/MTSS is and isn't:
- i. RtI/MTSS is a way of teaching that measures how students respond to instruction, and then if necessary, changes the instruction to make sure that each student is mastering the skills necessary for academic success.
 - ii. RtI/MTSS is not a program. It is changes in the way teachers teach all levels of academic ability within their classroom.
 - iii. RtI/MTSS is a research-based process that involves:
 1. Materials that have been tested and proven to have positive effect on student achievement.
 2. Tracking student progress and mastery with consistent on-going assessments.
 3. Teachers and instructional aides working closely together to insure consistent teaching practices
 4. Data based decision making which uses the information from the assessment to direct the instruction until the best method is found for each individual student.
 - iv. RtI/MTSS is consistent. Everyone teaches the same thing in a variety of ways. Tests are presented the same so the results are valid and useful.
 - v. RtI/MTSS provides ongoing training for teachers so they understand, practice and can use the different data-based teaching resources.
 - vi. RtI/MTSS involves families and the community. Communication between home and school regarding RtI/MTSS achievement is vital to a student's success.
- d. Schedules
- i. Schedules are currently defined to provide for math and language arts core times and RtI/MTSS session times. (**See Appendix A -Master Schedule: K-2 Calendar math, core subjects, & RtI/MTSS sessions & Appendix B – Intervention planner & Schedule**). These programs need to remain as scheduled because they are intertwined with other schedules and personnel.
 - ii. Therefore, a grade level team will need to submit a written schedule change request to the RtI/MTSS Leadership Team before schedule changes can be made.
- e. Assessments
- i. We will benchmark all students three times a year (Fall, Winter, and Spring) with a combination of the following: AIMSweb, MAP and SBAC Interims.

a.

Fall-F	AIMSweb	MAPS	SBAC
--------	---------	------	------

Winter-W Spring-S			
K	FWS	WS	
1	FWS	FWS	
2	FWS	FWS	
3,4,5	FWS		interim/su mmative

- ii. The primary data source for RtI decisions and tracking of students on RtI/MTSS “Thinking Boards” will be the AIMSweb system. However, this single data source should not be considered the only system for decision making and tracking. SBAC (Interims), and Classroom assessment also need to be considered.

f. Progress monitoring –

- i. Who is progress monitored? Anyone below the target (AIMSweb) must be progress monitored.
- ii. How frequently? At least every two weeks – allow for the intervention to have an impact and make sure students are actually doing the full intervention for the full RtI/MTSS allotted time (not travel time).
- iii. When to monitor? Plan an RtI/MTSS assessment time during one of the regularly scheduled RtI/MTSS times while the benchmark group goes with their RtI teacher.
- iv. Be sure to indicate the interventions being used on the progress monitor entry sheet.
- v. When to stop progress monitoring? Stop after the student has three marks above the target. However, be sure to watch for target changes and adjust monitoring appropriately based on the target change.
- vi. Who does the progress monitoring? Each grade level team will define who will administer progress monitoring and schedule the progress monitoring.
- vii. Each classroom teacher is required to monitor his/her progress monitor students and physically share or email the progress monitors to parents.

3. 6th – 8th Grade Response to Intervention

- a. Appendix C indicates Title I support program for one period for identified 7th & 8th students in math and language arts. Also, 6th Grade Academy provides Title I support for identified students in math and language arts during one period. These periods of support are taught by certified teachers in the subject

areas as well as by our Title I Coordinator and highly qualified paraprofessionals.

4. 9th -12th Title I Target Assistance

- a. In Appendix D, “Bridges” for Language Arts and Math are separate classes for identified Title I students. Also, tutorial sections are offered throughout the school day for those in need of extra help.
- b. Two highly qualified paraprofessionals are available in the core subject classrooms throughout the day to assist identified Title I students.

Instruction by “Highly Qualified” Teachers and Paraprofessionals

All Title I Instructors in Red Lodge School District are “Highly Qualified” as reported in the annual TOE report. Additionally, Title I parents receive the letter in Appendix E indicating they have the right to confirm the highly qualified status of our teachers and Title I paraprofessionals.

Professional Development Opportunities

Ongoing planning: Professional development days are scheduled throughout the school year to develop and maintain the following with consideration for the needs of Title I students:

RtI/MTSS strategies and interventions

Montana Common Core State Standards in areas as determined by our curriculum consortium (ACE).

Parent Involvement of Targeted Students

District Parent Involvement Policies

1. Our school system develops School Parent Involvement plans based on the following policies:
 - a. 2158: Family Engagement Policy and Parent/Family Involvement Goals and Plan
 - b. 2160: Title I Parent Involvement

School Parent Involvement plan

1. Title I parents are invited to come and tour the Title I areas, meet the instructors, and look at the programs being used. During the annual Open House parents are able to meet their children’s teachers and Title I support staff. Parents are given handouts on literacy information and how they can help their child at home with reading.
2. In conjunction with the Open House, Title I parents are invited to attend a general district Title I meeting. This gives the parents an opportunity to be involved in the decision-making process for the program. Topics at this meeting included:
 - How is the Title I program used?
 - What educational programs are used?

Review of the Target Assistance Plan
Overview of how can parents be involved?

3. Parent teacher conferences are held twice a year. The Title I Instructors makes individualized reports available to every parent of a Title I student. If it is not possible to get parents to the school for a conference the Title I Instructors will mail reports.
 1. All Title I parents will be given a Title I survey by hardcopy (fall) or electronically to evaluate our current plan and provide input for future improvements.
 2. Individual family meetings with the Title I Coordinator are scheduled for families new to our school who qualify for Title I via our SAT process.
4. Additionally, Student Assistance Team (SAT) meetings are arranged with parents for problem solving on an individual basis.
5. The elementary and middle school sends home weekly newsletters/notes through our Infinite Campus Messenger. The high school sends home a monthly newsletter/blog. In this communication all parents are made aware of the opportunities to volunteer in our schools in any area including Title I. Also, several times a year through this correspondence, parents are reminded that they can contact their child's teachers including Title I teachers any time they feel a need.
6. Title I progress reports are sent home to parents with midterm reports each quarter for grades K through 5. Parents access student progress utilizing Infinite Campus for grades 6-12.
7. Prior to or during the fall parent/teacher conferences, parents, students, and Title I Instructors all sign a home school compact outlining everyone's responsibilities in the Title I program. This compact is reviewed every spring during a district meeting for Title I parents.
8. An annual evaluation of parental involvement will be conducted and used to design future strategies.

Coordination and Integration of Services and programs

1. The National School Lunch Program is used by all of the schools in our district.
2. The district coordinates with the district Homeless Liaison. Homeless and Foster students are automatically eligible to be assessed for Title I-A services.

Transition Strategies for Students

1. Transitional Coordination from Early Childhood Programs
 1. Currently, we invite incoming kindergarten children to Kindergarten Screening, Kindergarten Orientation and Academy sign-up. We promote these activities through communication with our preschools and utilizing social media.
 2. Each spring the elementary school hosts a kindergarten roundup assessment to determine needs and placements
 3. Transition Coordination between buildings in the spring
 - a. From elementary (5th grade) to middle school (6th grade), elementary teachers meet

with middle school math and language arts teachers to share their data notebooks and narratives concerning Title I students.

1. Additionally, 6th grade orientation meetings for students and parents are held in the spring and fall.
- c. From middle school (8th grade) to high school (9th grade), math and language arts teachers meet to discuss transitioning Title I students.
 - i. Additionally, 9th grade orientation meetings for students and parents are held in the spring and fall.

Evaluation and On-going Program Development

Building/District Assessment of Student Achievement

Each year, in coordination with district and building strategic academic goal setting, Title I teachers will review school achievement data (focusing on Title students) and assist in setting building and district targets.

Planning TimeLine

Fall

- ☐ August PIR - Teachers review the Target Assistance Plan (TAP)
- ☐ Orientation for 6th and 9th grade transitions
- ☐ Letters home: Request for Teacher and Paraprofessional Qualifications
- ☐ Benchmarking: AIMSweb & SBAC Interims
- ☐ Establish RtI/MTSS tiers for all students
- ☐ Open House
 - o Title I information Meeting
 - o Meet & Greet Classroom procedures
- ☐ Fall Parent/Teacher Conferences
 - o Survey of all Title I parents for input and evaluation of current Title I plan.
- ☐ Title I School Compacts signed by parents

Winter

- ☐ Benchmarking: AIMSweb & SBAC Interims

Spring

- ☐ Benchmarking: AIMSweb & SBAC Interims
- ☐ SBAC & CRT – Science Assessments
- ☐ Kindergarten Roundup Screening
- ☐ Kindergarten Orientation & Academy Sign up
- ☐ Pre-school to Kindergarten transition meetings
- ☐ Pre-orientation for all grades K through 5 moving up one grade and 8th grade pre-orientation to high school.
- ☐ Spring Parent/Teacher Conferences
- ☐ Title I Referrals from Teachers due
- ☐ Review of Title I Targeted Assistance Plan, Compacts, and Parent Involvement Plan
- ☐ Referrals to summer school due

Summer

- ☐ School Board review of Targeted Assistance Plan
- ☐ Summer School
- ☐ Kindergarten Academy

All-Year

- ☐ Individual New Family Title I Coordinator meetings (on going throughout the year)
- ☐ Student Assistance Team (SAT) meetings