



PORT TOWNSEND

School District

LEARNING THROUGH A SENSE OF PLACE

Superintendent
Dr. John A. Polm, Jr.

Board of Directors
Jennifer James-Wilson
Laura Tucker
Nathanael O'Hara
Keith White
Connie Welch

MEMORANDUM

DATE: October 19, 2017
TO: PT Schools Board of Directors and Dr. John Polm, Superintendent
FROM: Patrick Gaffney, Title I/LAP Director
SUBJECT: Annual Title I/LAP Report 2016-2017

TITLE I, PART A

Title I, Part A is a federal program designed “To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” Title I, Part A programs and services provide customized instruction and curricula that help these students meet academic standards and take an active, engaged interest in what they learn and can do. One-third of the public schools in Washington State operate Title I, Part A programs. The Port Townsend School District serves students in grades K-8 with Title I funding.

TITLE FUNDING

School Year	Funding	Carryover	Expenditures	Certified FTE*	Classified FTE*
2016-2017	\$ 466,251	\$ 83,038	\$ 506,391	3.6	.75

LAP (Learning Assistance Program)

LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level, and may include academic readiness skill development or behavior supports. LAP emphasizes research-based best practices designed to increase student achievement. The Port Townsend School District serves students in grades K-12 with LAP funding.

LAP FUNDING

School Year	Funding	Carryover	Expenditures	Certified FTE*	Classified FTE*
2016-2017	\$ 290,902	\$ 29,345	\$ 311,576	.9	3.4



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Title I/LAP Expenditures

The majority (approx 88%) of Title I/LAP funds are expended on staff. Remaining funds are allocated to curriculum/materials, professional development, parent involvement, summer school, and other expenditures.

TITLE/LAP COMBINED FUNDING

School Year	Funding	Carryover	Expenditures	Certified FTE*	Classified FTE*
2016-2017	\$ 757,153	\$ 112,383	\$ 817,967	4.5	4.15

Schedule

Students are supported by supplemental interventions during the regular day, before/after school.

- Eagle Reading Room at Grant Street
- Reading specialist time at Blue Heron
- Supplemental Math instruction with Math specialist at Grant Street
- School Counselor and Behavior Specialist groups support social-emotional learning

Curriculum

Supports supplemental reading and math interventions.

- RAZ kids and Reading A-Z
- Read 180 & System 44 Reading programs
- NewsELA - Leveled reading for struggling readers
- Peace for Kids - Social-emotional learning

Delivery of Services

- Reading Specialist at Grant Street & Blue Heron
- District Math Coach
- Counselors delivering social-emotional curriculum
- Teachers using Care Team & Student of Concern team to identify struggling students
- Professional Development in Thinking Strategies
- Partnership with AAUW for K-2 tutoring
- New K-5 Bridges Math curriculum
- Summer School
- Credit recovery at PTHS

Parent Involvement



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Family engagement is a key factor in the success of our Title and LAP programs. We strive to partner with families through parent/guardian involvement activities, open communication, and welcoming schools. Grant Street and Blue Heron conduct parent nights to inform families of services and receive input from the community.

Professional Development

Funding also provides professional development opportunities to staff.

- Building Resiliency Training
- Training in the use of formative assessments to guide instruction
- PEBC Thinking Strategies - Higher Level Thinking

Staffing Provided

- Director/Reading Specialist - Jason Lynch - GS
- Math Coach - Lisa Cartwright - GS and BH
- Reading Specialist - Maria Briones - BH
- Reading Specialist - Cheryl Garnett-Harris - GS
- Math Specialist - Tracy Williamson - GS

Goals for the 2016-2017 School Year

The primary goal for the 2016-2017 school year was to become better informed in research and practices of effective formative assessment in order to continuously design and deliver differentiated instruction for all students in grades K-8.

Goals/Actions Attained

Teachers and other staff are using data from several sources to inform and guide instruction. Some of these assessments are STAR (Reading and Math) and Fountas & Pinnell (Reading). Teachers are comparing the results with SBAC results and classroom data and assessments to gain understanding of the effectiveness of current teaching strategies and curriculum.