



## M E M O R A N D U M

DATE: Oct. 17, 2019

TO: Port Townsend School Board of Directors and Dr. John Polm, Superintendent

FROM: Shelby MacMeekin, Title 1/LAP Director

SUBJECT: Annual Title 1/LAP Report

### 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.” Funds are distributed based on student enrollment and the percentage of students that qualify for free and reduced lunch. Title I, Part A programs and services provide supports designed to help all children meet challenging state academic standards. The Port Townsend School District serves students in grades K-8 with Title I funding, using a school wide Title 1 model, which ensures that all children benefit.

School Year	Funding	Carryover	Expenditures	Certificated FTE *	Classified FTE*
2018-2019	\$431,210	\$836	\$348,216	2.25	1.345

### LAP (Learning Assistance Program)

LAP is a state funded program that 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. Port Townsend School District receives additional high poverty allocation due to the fact that 53% of students qualify for Free and/or Reduced Lunch.

School Year	Funding	Carryover	Expenditures	Certificated FTE *	Classified FTE*
2018-2019	\$345,046	\$15,650	\$326,327	2.45	.928
2018-2019 HP	\$210,416	\$75,248	\$252,975	---	2.266

### Title I/LAP Expenditures

The majority of Title I/LAP funds were expended on staff for the 2018-19 SY. Remaining funds are allocated to curriculum/materials, professional development, parent involvement, summer school, credit recovery and other expenditures.

### TITLE/LAP COMBINED FUNDING

School Year	Funding	Carryover	Expenditures	Certificated FTE *	Classified FTE*
2018-2019	\$986,672	\$91,734	\$927,518	4.7	4.54

### Schedule

Students were supported by supplemental interventions during the regular day, and through after school academic support.

- Salish Coast incorporated a dedicated intervention block designed to provide rigorous instruction in reading and math.
- Blue Heron was provided reading and math specialists to provide intervention through an elective classroom option.
- A behavior specialist and mental health contract through Kitsap Mental Health focused on social emotional needs at both Blue Heron and Salish Coast.
- Credit recovery was offered to students at Port Townsend High School.
- YEA Music program offered academic assistance to targeted 5<sup>th</sup> grade students.

### Curriculum

- Funds were used to purchase supplemental materials for reading.
- Dreambox Learning was purchased for supplemental math instruction.
- RAZ kids and Reading A-Z was purchased for supplemental literacy instruction.
- NewsELA was purchased to provide access points for readers of all skill levels.
- Fontas and Pinnell Leveled Literacy Kits were purchased for use during reading intervention.
- Second Step - Social-emotional learning materials were used in targeted classrooms.

### Delivery of Services

- Reading Specialists were provided at Blue Heron and Salish Coast.
- Math Specialists were provided at Blue Heron and Salish Coast.
- A literacy coach was hired in order to develop an implementation strategy for MTSS.
- A behavior coach was hired to conduct a fidelity inventory in order to ensure progress.
- Funds were used to ensure a full time STEM/Librarian (.2 FTE).
- Professional Development was provided in literacy, math, and social emotional learning.
- Summer School was provided for students not yet at grade level standard.
- Credit recovery at PTHS
- Classified staff were provided at Salish Coast and Blue Heron in order to ensure that all students meet literacy, numeracy, and social goals.

### Parent Involvement

Family engagement is a key factor in the success of our Title 1 and LAP programs. Salish Coast and Blue Heron provided information to families about supplemental programs, and surveys were provided in order to ensure that all parents have a voice in decision-making.

### Professional Development

Professional development opportunities were offered in the following ways:

- PBIS professional development
- Literacy and MTSS professional development was provided
- Release days for certificated staff were provided in order to support goals
- On-line professional development was provided for literacy instruction

### Staffing Provided

- (.5) Director - Shelby MacMeekin
- (1.0) Reading Specialist - Rebecca Gimlett - BH
- (1.0) Math Specialist - Melinda Pomgrey-BH
- (1.0) Reading Specialist - Janet McKee - SC
- (.3) Reading Specialist – MB Armstrong
- (.2) STEM/Library Specialist -SC
- (.7) Math Specialist - Tracy Gallegos - SC
- Classified staffing in order to implement interventions in literacy, math, and social emotional learning

### Goals for the 2018-2019 School Year

The primary goal for the 2018-2019 school year was to strengthen literacy, math and social emotional intervention programs at both Blue Heron and Salish Coast. In order to fully implement the district vision for place based learning, intervention staff focused on acquisition of comprehension skills in order to support district goals. Changes were made to schedule and service delivery models due to grade re-configuration. At Salish Coast, full implementation of the Fontas and Pinnell Leveled Literacy Intervention curriculum was a primary goal. At Blue Heron, a focus on social emotional learning and academic enhancement through authentic literature was emphasized.

### Goals/Actions Attained

Staff at Salish Coast fully implemented the Fontas and Pinnell Leveled Literacy Intervention. Staff also utilized a dedicated intervention time for each grade level. Blue Heron was able to provide rigorous intervention through their elective block. Both schools used STAR assessments and Fontas and Pinnell data in order to inform intervention. Reading benchmarks were collected three times per year. Second step was introduced as an intervention in targeted classrooms. Parents were surveyed about needs and wants for the 2019-20 school year, and staff were provided with professional development in best practices. These actions have provided a strong foundation for the work of 2019-20.