



MEMORANDUM

DATE: October 15, 2020

TO: Port Townsend School Board of Directors and Sandy Gessner-Crabtree, Superintendent

FROM: Shelby MacMeekin, Director of Special Services

SUBJECT: Annual Title I/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*
2019-2020	\$442,595	\$64,681	\$408,715	2.05	3.0

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 51% of students qualify for Free and/or Reduced Lunch.

School Year	Funding	Carryover	Expenditures	Certificated FTE *	Classified FTE*
2019-2020	\$405,954	\$17,084	\$379,305	2.7	2.6
2019-2020 HP	\$243,365	\$19,129	\$233,410	.25	2.4

Title I/LAP Expenditures

The majority of Title I/LAP funds were expended on staff for the 2019-20 SY. Remaining funds are allocated to curriculum/materials, professional development, parent involvement, and other expenditures.

TITLE/LAP COMBINED FUNDING

School Year	Funding	Carryover	Expenditures	Certificated FTE *	Classified FTE*
2019-2020	\$1,091,914	\$100,894	\$1,021,430	5.00	8.0

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.
- Universal Screening with FastBridge software was implemented at Salish Coast.
- Blue Heron was provided reading and math specialists to provide intervention through an elective classroom option.
- A behavior specialist 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 4th & 5th grade students at Salish. The program was expanded this year to offer academic support and enrichment to middle school students.

Curriculum

- Funds were used to purchase supplemental materials for reading at Salish Coast and Mathematics at Blue Heron.
- 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.
- WILSON Reading Intervention materials were purchased to enhance Tier 3 intervention.
- Second Step - Social-emotional learning materials were used in all elementary classrooms.

Delivery of Services

- Reading and 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.
- Professional Development was provided in literacy, math, and social emotional learning.
- Credit recovery was supported at PTHS during the school year
- 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. Parent Engagement Activities, such as Math Night and Parent Training with Dr. Cash was offered. Additional outreach to parents was provided via Love and Logic training. Due to the COVID shutdown, parent outreach looked different. The focus moved to more social emotional needs.

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 MTSS goals

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
- (.5) Reading Specialist – MB Armstrong
- (1.0) Math Specialist - Tracy Gallegos - SC
- Classified staffing in order to implement interventions in literacy, math, and social emotional learning

Goals for the 2019-2020 School Year

The primary goal for the 2019-2020 school year was to strengthen literacy, math and social emotional intervention programs at both Blue Heron and Salish Coast. In order to build a strong MTSS system, Salish Coast recognized the need for a research based and systematic screening process. Funds were used to provide a universal screening system, research based intervention materials, coaching, and enriching after school activities. At Blue Heron, we focused on support of MTSS implementation in an inclusionary setting. Supplemental math materials were purchased in order to provide strong intervention in this area.

Goals/Actions Attained

Staff at Salish Coast fully utilized a dedicated intervention time for each grade level. Universal screening provided vital data and ensured that all students receive targeted intervention when needed. Second Step was fully adopted as the social emotional Tier 1 curriculum. Blue Heron was able to provide rigorous intervention through their elective block and inclusionary approach. Reading benchmarks were collected three times per year using the STAR assessment. The school closure in March 2020 caused us to adjust some of our goals. Intervention moved to a remote format, and we found that screening was more challenging in a digital world. However, the progress made toward a strong MTSS system has proved vitally important as students return to class. The work of 2019-2020 has provided a strong foundation as we move forward into the new year, as it will help us to quickly identify gaps in learning caused by the extended closure.