

Dames Ferry Elementary School Title I Targeted Assistance Plan 2012-2013

Definition of Title I Targeted Assistance School

Title I

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local education agencies to meet the needs of at risk children. The goal of Title I is to provide instructional services and activities which support students in meeting the state's challenging performance standards.

Targeted Assistance

A targeted assistance school uses Title I funds to support programs for eligible children, children who are failing or at risk of failing, to meet the state's needs. A targeted assistance school must use its Title I funds to supplement and not supplant resources, that in the absence of Title I funds, would be made available from non-federal funds.

Planning

Planning Team

The Better Seeking Team at Dames Ferry Elementary School consists of a representative from each grade level, instructional coach, counselor, media specialist, representative from the Jones County Board of Education and administrators. This committee reviews current school test data and the school improvement plan. This team also reviews best practices and programs that would best match the needs of the students. Once written, this plan was communicated to the faculty and staff through handouts and grade level discussions. Information was shared with parents about Title I planning at the PTO meeting in September and emailed to the School Council Committee, a representing body made up of teachers, parents, community members and school administration. After revision, the final plan will be shared in detail with fourth and fifth grade parents via email by October 30, 2012 and with the JCBOE during the October visit.

Instruction by Highly Qualified teachers and paraprofessionals

Instruction

All teachers and paraprofessionals paid with Title I funds will be Highly Qualified and approved by the Jones County Board of Education. The paraprofessional will work

under the direct supervision of the Title I teacher. Both teacher and paraprofessional will be periodically evaluated by the administration.

High Quality and Ongoing Professional Development

Title I personnel will continuously participate in grade specific planning meetings and will be given the opportunity to plan and implement curriculum, align support and evaluate assessment results. Participation in workshops and webinars will be attended as directed by the Jones County Title I coordinator and Dames Ferry administration.

Parent Notification

Professional credentials of the Title I teacher and paraprofessional will be issued to the parents, upon request. A signed copy of the school-parent compact will be kept on file by the Title I teacher. In the event of the enrollment of an ELL or LEP student in to the Title I program, the Title I teacher and school administrator will make every effort to provide that parent with documents in their native language.

Targeting criteria

Targeting Criteria

Based on the data received from the GRASP and the spring administration of the CRCT, it was determined that math would be the primary focus of the Title I Targeted Assistance Plan. Fourth and fifth grade students at Dames Ferry Elementary School were identified for possible services initially using the fall GRASP screeners and probes in math computation fluency. After identifying sixty at risk students in fourth grade and sixty at-risk students in fifth grade, the teachers were given a rubric and asked to rank the students.

To prioritize the list of students needing math interventions, teachers scored the students using a rubric which allowed them to rate the students' in three areas: Behavioral Characteristics, Current Student Record Data, and Teacher Recommendations. Based on the total points of the combined three sections, the thirty "most in need" students from fourth and fifth grade were identified.

A "needs assessment" survey will be issued to the parents of the students receiving Title I support. Workshops and training sessions will be established based on the results.

Economically Disadvantaged, Disabled, Migrant, LEP, Homeless

The preliminary list of students included all of our students who are identified as Disabled (Program for Exceptional Children) and Economically Disadvantaged. Currently, Dames Ferry does not have students who are classified as Migrant, LEP or Homeless in the targeted grades.

Instructional strategies

Instructional Strategies

Math Title I support will occur four days a week for fourth and fifth grade students in addition to their currently established math instructional block of the school day. The Title I Teacher and Paraprofessional will work with small instructional groups for their Targeted Title I support. The Title I teacher and paraprofessional will have the flexibility of working with students during their independent work station time of the instructional block. This will take place in the classroom and / or in small group pull out sessions, whichever planning and teacher discretion deems best.

Extended learning time will be provided to the students after school two days a week. The sessions will concentrate on remediating the standards and implementation of computer based learning.

Interventions / Instructional Strategies Used:

1. Math manipulatives
2. Benchmarks
3. Progress Monitoring
4. Remediation / Acceleration
5. Georgia On-line Assessment System
6. Math Coach Books
7. First In Math (CBL)
8. IPAD Apps
9. Variety of online web sites

Supplemental Instructional Activities Offered

This plan provides for additional direct instruction to students beyond their standard instructional block with their peers. Students in grades fourth and fifth will receive additional direct instruction during their independent practice time after they have received core and small group instruction from their homeroom teacher. After school instruction will be provided using a combination of direct instruction, computer based learning, and web sites.

Strategies to increase family and community involvement of targeted students

Provide strategies to increase family involvement

Parents of our targeted students are involved by attending PTO meetings, representation on the DFE School Council, and participation as parent volunteers. An invitation will be extended to the parents of Title I students to attend an orientation session, informational sessions, parent academic support trainings, and parent / teacher conferences. The Title I teacher will communicate student progress to both the parent and the homeroom teacher. If a student is not meeting grade level standards, a plan to remediate the Title I student will be developed with the assistance of the parent.

A variety of parenting resources are located in the media center. Those resources are available for check out by parents.

Parent Involvement Policy and School-Parent Compact

The Jones County Board of Education affirms and assures the rights of parents and teachers of children being served in activities funded by Title I opportunities to participate in the design and implementation of these activities. All parents and teachers of eligible Title 1 children will be provided with the opportunity to have input into the design and implementation of the Title 1 program and provide parents an opportunity to establish mechanisms for maintaining on-going communications with parents, teachers, and other staff. The School-Parent Compact outlines how parents, school staff, and students will share in the responsibility for improving student achievement and developing / strengthening the partnership between the school and parents. Parents are asked to review both the policy and compact and give suggestions if needed.

Coordination of Title I Resources with other resources

Coordination of Title I Resources with other resources

Staff from all academic programs will be working together to coordinate services for all students participating in the Title I program. Dames Ferry Elementary School Improvement Plan includes goals for an increase in student achievement in mathematics, intervention strategies, instructional strategies, faculty collaboration curriculum and align support for the Title I program, Early Intervention Program, Program for Exceptional Students, English Language Learners, and Response to Intervention Programs. In addition to this, the school is supported by the Title I coordinator, K-5 curriculum director and the JCBOE.

Process of Evaluation

Continuous review of the plan to ensure student progress

Student progress in math will be monitored weekly using the program *First in Math*. The data will be reviewed by the Title I teacher, homeroom teacher, paraprofessional, instructional coach and administration. Progress will also be monitored three times a year during benchmark assessment periods and GRASP screeners given in the fall, winter and spring of the year and annually on the CRCT, which is given in the spring.

Annually review the effectiveness of the plan to be sure progress is being made.

The effectiveness of this Targeted Assistance Plan will be evaluated by reviewing student data in math computation. This will be done on a continuous basis for the purpose of targeting and remediating student weaknesses. Staff will engage in discussions and provide feedback during grade level meetings where student progress

will be shared. Through county initiated surveys, both students and parents will also be asked for feedback on the success of the plan.



Dames Ferry Elementary School Parent Involvement Policy 2012-2013

Parent / Teacher Involvement Policy

Purpose

Dames Ferry Elementary School provides a high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Because this task cannot be accomplished in isolation, Dames Ferry solicits the support and involvement of its parents. Dames Ferry Elementary staff pledges to:

- Communicate with parents/guardians
- Hold parent-teacher conferences / workshops where student success will be the focus.
- Provide parents/guardians with frequent reports on their children's progress.
- Provide parents/guardians reasonable access to staff, opportunities to volunteer, participate in their child's class, and to observe classroom activities.

Annual Meeting

In accordance to policy, Dames Ferry Elementary will convene an annual meeting to explain the Title I program / Targeted Assistance program to parents, where they will be informed of their right to be involved in this program. DFE will offer a flexible number of meetings, to accommodate the parent's needs. These needs may include, but are not limited to, language accommodations, monthly newsletters, workshops, conferences and postings on the school's web site. Dames Ferry Elementary will provide timely information about its Title I programs to parents, describe the curriculum, student assessments, the proficiency levels students are expected to meet, provide opportunities for regular meetings, and respond promptly to parent suggestions.

Compact

A developed school parent compact is used to address the school, parents', and students' responsibilities for increasing student achievement. The compacts are kept on file as a visual reminder of Dames Ferry Elementary's approach to a partnership in education between school, student, and parents. Parents of participating students are invited to review the compact and make suggestions for revisions.

Parental Involvement

Review of educational literature reveals that when a child attends school, parent involvement at home and at school fosters his or her development, both socially and academically. We believe that parents who take an active role in their child's school life will result in their student having regular attendance, higher grades, and perseverance in education beyond high school. Dames Ferry Elementary School supports a partnership among the school, parents, and the community to improve student academic achievement, through the following activities: Newsletters; Open House; Parent-Teacher Conferences; Title I committee meetings; School Council meetings; Subject specific academic nights, grade level student performances / programs; Family Day with DFE; Veterans Day; Bingo For Books; Honor's Day, etc.

Program Needs

Dames Ferry Elementary will evaluate the needs of parents and students in this community utilizing a variety of instruments to collect data. Information gathered via surveys and conferences will be summarized and reported to the appropriate stakeholders. This information is pertinent when addressing the needs of our community, Title I program, parents and students. Parents are encouraged to participate in all surveys.

Staff - Parent Communication

Dames Ferry Elementary will provide information related to the school and parent programs, meetings, and other activities, to the requesting parents. This information will be distributed in a comprehensible format, which includes alternate languages and flexible schedules. Parents are also encouraged to contact the school regarding any issues or concerns they may have.

Evaluation

Parents of participating Title I students are invited to review and provide the school with input about the Title I program at DFE. Annual surveys will afford parents the opportunity to offer suggestions and participate in the decisions relating to the education of their children. With the assistance of School Council and the Dames Ferry Better Seeking Team, surveys will be tallied, data reviewed, and improvements made accordingly.

The Dames Ferry Elementary Title I Parent Involvement Policy was reviewed by parents and the final draft issued to parents. The policy is posted on the school's web page.



Parent-Student-Teacher Compact

This Parent-Student-Teacher compact is in effect during school year 2012-2013

Dames Ferry Elementary School, and parents of the students participating in activities, services, and programs funded by Title I, Part A, of the Elementary and Secondary Education Act (ESEA), agrees that this compact outlines how parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which DFE and parents will build and develop a partnership that will help children achieve Georgia's high standards. DFE's Title I Parent Involvement Plan outlines/describes specific activities and services required to fulfill the school's responsibilities.

Dames Ferry Elementary School will:

- Purchase and provide high-quality curriculum and materials and employ highly-qualified staff that enables students to meet Georgia's student academic achievement standards.
- Hold parent-teacher conferences for this compact to be discussed as it relates to the individual student's achievement.
- Provide parents with frequent reports on their children's progress during each nine weeks.
- Provide parents reasonable access to school staff during non-instructional time.
- Provide parents opportunities to volunteer in the school and participate in their child's class and to observe classroom activities as determined by school policy.

This compact is a voluntary agreement and a promise of commitment to help _____ progress in school, promoting his/her achievement.
(Student's Name)

As a student I agree to:	As a parent I agree to:	As a teacher I agree to:
attend school regularly and arrive on time	see that my child attends school regularly and arrives on time	provide an environment that encourages learning
try to do my best in all that I do – work and behavior	encourage good study habits at home	use methods and techniques that work best for each individual child in my class
respect and cooperate with other students and adults	keep the lines of communication open to my child and the school	communicate effectively with my students and their parents
not be afraid to ask for help when I need it	help my child to resolve conflicts in a positive way	provide information to the parent and the student on the student's progress
complete all my assignments on time - class work and homework	limit and monitor my child's TV viewing/use of electronic media	help each student grow to his/her fullest potential
give my parents all notices sent home from school	show support for my child and the school staff and respect cultural differences	conduct or participate in school sponsored activities
encourage my parents to participate in school sponsored activities	make an effort to attend school sponsored activities	

As a team we can work together to carry out this agreement.

Teacher Date

Parent/Guardian Print / Signature Date

Student Date