

## **2008/2009 District NCLB Plan Overviews**

### **Title I 2008/2009 Allocation \$ 279,484**

The purpose for Title I funding is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach at a minimum, proficiency on challenging Oregon academic achievement standards. Title I-A funding is to be used to supplement district and school resources to ensure our most needy children receive a high quality education.

The Estacada School District has two elementary schools that have applied to become school wide. Plans have been submitted and are being implemented. River Mill Elementary will remain a Targeted Assistance school. The majority of the District's Title I funds will be used for salaries to support our highly qualified teachers and paraprofessionals for direct services to students.

All Title I schools identify students for assistance in reading, writing, and/or math, in partnership with our school I-Teams, ELL staff, teachers, parents, and administrators, by using one or more of the following criteria: DIBELS, Reading Recovery leveled test scores, running records, OAKS testing, Oregon Plus scores, and teacher recommendations. Student academic progress is monitored on a frequent basis and services are adjusted accordingly.

Migrant, Homeless students and other high-risk populations are given a high priority for services. Students receive additional support in reading, writing, and math as indicated by the analysis results.

Schools will use a combination of primarily pull out and some in-class instruction. Service delivery model will be based in each building on how to best serve students and their specific plan needs. All delivery models ensure that Title I students are receiving Title I services in addition to the instruction that "regular education" students receive.

## **Title II 2008/2009 Allocation \$87,695**

The District's first priority is to assist staff who are currently on "Individual Teacher Plans" to meet federal NCLB "Highly Qualified" requirements. Very few of our teaching staff are on "Individual Teacher Plans". Most of the teachers on "Individual Teacher Plans" during the past two years have now met the requirements to become "Highly Qualified". However, the few teachers who continue to work on "Individual Teacher Plans" are supported by the District to take the coursework needed to add the specific endorsement to their license. Title II-A funds are used for tuition above the negotiated contract amount of 9 credit hours per year, for teachers on individual teacher plans and for teachers who are taking core subject classes to add endorsements or to continue to pursue coursework to improve teaching skills. The District will also assist in licensure and testing fees for staff to become "Highly Qualified".

The District currently supports specific teachers in becoming "Highly Qualified" in the following subject areas and/or to add endorsements to their licenses: high school Special Education, Science, and Math. During the past three years the District has made great strides in hiring "Highly Qualified" staff, in assisting staff in becoming "Highly Qualified", and in transferring staff to positions appropriate to their licensure.

It is the District's desire to hire the best, most qualified teachers, yet we continue to be hampered by our rural location and competition with larger districts with higher salary schedules. We hire the best, most suitable available candidates for each position. In an effort to recruit qualified teachers for hard-to-fill vacancies, the District may offer a sign-on bonus if necessary.

Our second priority is to provide teachers, principals, and paraprofessionals with professional development to improve core academic subject-matter knowledge and to provide training to improve teaching practices and student academic achievement through: a) effective instructional strategies, methods, and skills; and b) the targeting of challenging State academic content standards and student academic achievement standards.

The use of Title II-A funds for Professional Development was and is based on the District's "Teacher, Principal Needs Assessment Survey", the "Clackamas ESD Professional Development Needs Survey", a local "K-12 Math Survey", and Parent Site Council Survey results. All teachers and principals had the opportunity to participate in these surveys, except for the Site Council Surveys. The survey results confirmed that teachers desire to improve both core subject matter knowledge and teaching skills in order to assist students to achieve higher levels of learning. District staff received training from the OCTM Math Grant last year and after surveying the teachers, the teachers requested to continuing the Math professional development training for the 08/09 school year. The training has had a direct impact on the Math testing results K-12, with significant increases in scores at nearly every grade level tested.

The District will be sending new teachers to receive training at a PLC Summit and PLC

Assessments in order to assist them in becoming stronger teachers. Teacher leaders from each school will receive training in Peer Coaching and Mentor Coaching to assist teaching staff in best practices for teachers. The District's teaching staff will also be receiving training on October 10th In-service from Roger Folgarty who will be working with staff on Differentiating Curriculum, Instruction, and Assessment. This training aligns with the Peer Coaching and Mentor training and, like all of our professional activities, features sustained and relevant learning for our teachers. We have a number of ongoing strands that often tie together: Brain-Research based teaching and learning, continuous improvement, and Pyramids of Intervention.

Specifically, in October 2008 staff will learn about student readiness, student interests, and student learning profiles. Differentiation is about standards-based learning and high quality teaching. All teaching staff received training by Austin Buffum, on the Pyramid of Interventions during the 07/08 school year, and the administrative and teaching staff will continue to implement the Pyramid of Learning. The District will use Title II-A funding to pay for part-time teachers to participate in this ongoing professional development for Professional Learning

## **Title IID Technology 2008/2009 Allocation \$2,269.**

The purpose of Title IID is to assist districts in implementing a comprehensive system that effectively uses technology in schools to improve student academic achievement;

Support high-quality professional development programs that enable schools to effectively integrate technology into curriculum and instruction aligned with state academic standards and Instructional Technology Common Curriculum Goals;

Enhance ongoing professional development for teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means such as, but not limited to, [Oregon's Teaching and Learning Resources](#);

Assist districts in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access of technology to students (particularly disadvantaged students) and teachers;

Support the rigorous evaluation of programs regarding the impact of Ed Tech programs on student academic achievement, and ensure the results are widely accessible through electronic means.

This year the district plans to use the 08/09 funding to support teacher training on Intellitec LearnMate software in order to provide a deeper trainer or trainer model for students using the virtual LearnMate PTE curriculum.

## Title III English Language Learners 2008/2009 Allocation \$22,249

The goal of the program is to assist second language learners in making academic progress while they learn English. Accordingly, native language support will be offered to those in greatest need and to the degree that trained staff and district resources are available. Use of the students' first language by bilingual school personnel promotes content area learning as well as English language acquisition, and is seen as consistent with over District program goals.

Sheltered Mainstream: Through Clackamas ESD, selected regular classroom teachers at both the elementary and secondary level will receive SIOP or GLAD training or other training that is effective in teaching practices for ELL and language loss students. Methods and techniques for effective and developmentally-appropriate instruction may include: frequent use of visuals; use of total physical response techniques; regular use of manipulative materials; cooperative learning experiences; use of communicative and enriched language activities; activity-based instruction; pre-teaching, teaching and reviewing content-area vocabulary; and an emphasis on the mastery of the essential knowledge; concepts, process skills; and applications.

The District will be providing staff development to improve teaching English Language Development to all ELL staff members. Our ELL staff meets weekly in Professional Learning Centers to discuss and review program issues such as improvements in program delivery, challenges in the individual schools, and staff implementation of ELD techniques. The elementary and secondary staff meets separately during these weekly sessions. The ELL staff meet together monthly to discuss additional activities to enhance the program such as ELL Parent Nights, parental involvement ideas, and design, delivery, and evaluation of program results. The ELL staff also meets separately as committees and present at our monthly ELL meetings.

Staff development to enhance implementation of ELD techniques and standards will be offered to ELL staff. The District will provide financial support to teachers who wish to receive their ESOL endorsement through Portland State University or other universities. The District will also support SIOP and GLAD training for all interested staff. The District supports training for Administrators in SIOP, Interpreter training for ELL staff, cultural diversity training for ELL staff and other school staff and trainings for ELL and SPED staff to be able to work together.

The District offers the opportunity for ELL students to participate in the Estacada-On-Line program for credit recovery or supplementary support in core class academics. This program allows students to proceed at their own pace, allowing for more time on concepts.

The District will hold additional regular parental involvement programs to target ELL families three times during the school year. Currently our elementary schools have

regular Parent Conferences, Literacy Nights, and Math Nights for all parents. Our ELL staff are focusing on literacy and math techniques that our ELL parents can help their students in their native language. Our ELL Parent Nights are also working on community involvement with our families. At our ELL Parent Nights we share a variety of school and community services and input on program decisions such as: parent compacts and extended day/week/year program offerings. Our ELL staff make calls home and/or home visits to their families to encourage their participation in Open Houses and other school-wide activities and attend these activities to help support the ELL families

## **Title IV Safe and Drug Free Grant 2008/2009 Allocation \$5,968.00**

To support programs that foster a safe and drug-free learning environment that support student academic achievement by:

- Meeting the Principles of Effectiveness and Authorized Activities: <http://www.ode.state.or.us/search/results/?id=107>
- Preventing violence in and around schools;
- Preventing the illegal use of alcohol, tobacco and other drugs;
- Involving parents and communities; and coordinating with related Federal, state, school and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

### **Peer Helpers' Program:**

"Peer Helpers" is an elementary program where students in grades 5 and 6 are chosen through a selection process and are trained by district staff in areas of basic conflict resolution and basic academic tutoring skills. These skills are then put to use assisting other K-6 grade students in furthering their academic success and in solving conflicts with peers in a school setting

### **Link Leaders:**

Junior and Senior students at Estacada High School are identified through a rigorous selection process to assist incoming freshmen students as they transition through their first year of high school. LINK Leaders are trained to assist students in various academic and social areas. In many ways it is a continuation of the elementary Peer Helpers' Program. In the link program, however, pairs of LINK Leaders are assigned approximately 6-8 freshman students whom they will mentor throughout the year. This program gives incoming students a peer connection and an immediate resource to help solve both social and academic problems. Freshmen experience greater academic successes and decrease the number of violent and non-violent conflicts as a result of this program.

This fall we lost a staff member to another district who had just completed the Link Training. The district will need to provide additional training for a new adult leader.

We plan to use the carry over for the Link Course and this years funding for support.

### **Gang Awareness Training:**

Our community has seen a rise in the number of signs of growing gang activity, including displaying of colors by students and increased tagging on community buildings including the school. The district has already been proactive in beginning a partnership with the city, businesses, law enforcement, and community members in order to formulate a cohesive effort to deal with this issue. Recently the district entered into an agreement with the city and county, hiring a resource officer to help implement a number of prevention plans.

Title IV grant funds will be used to help block the growth of gangs by continuing to,

1. Educate staff, parents, and community
2. To seek out positive solutions and/or alternatives for student. A critical component to the success of this initiative will be the involvement of parents in planning, supporting, and implementing our solutions.

### **District Staff Training**

The district will be providing in-depth Drug and Alcohol prevention program training.

All staff will be provided training by:

1. School District, community, and local resources for prevention and early intervention.
2. Building Support Teams and District Specialists.
3. Reviews of district policy and location of forms and procedures to contact teams or specialists.
4. Annual trainings offered to include:
  - a. Current, relevant information with regard to ATOD prevention.
  - b. Additional topics resulting from staff surveys.

Continuation from our carry-over request is to continue to support the Junior High School “at risk” students homework club that will address academic, benchmark goals, and organization skills in order to make continued progress towards meeting state academic achievement standards. This is congruent with our School Improvement goals of meeting AYP.

Working in partnership with local community support, the district plan is to develop and implement, with at-risk youth, a character education program, which will be a component of drug, gang, and violence prevention. Activities that may include, after-school programs, community service, and service-learning projects through out the school year. This program is a continuation from a requested carry over.

## **Title V Innovative Programs 2008/2009**

Title V programs have been discontinued.

*Julie note: on NCLB Page Remove Title V Adonica Green link.*