

Washtucna School District
Learning Assistance Plan
2004-2007

Goal To meet basic skill development needs of underachieving students at risk of not meeting state standards in reading, writing or mathematics.

Implementation

- Individual student plans will be prepared by classroom teachers for any student K-11 needing basic skill development and may occur at any point in the school year.
- Accelerated learning plans will be developed and implemented in the 2005-2006 school year following research on state laws and technical assistance regarding these plans and the necessary components.
- Research-based strategies will be used by classroom teachers and other instructional assistants to help students progress toward grade level and state standard proficiency.
- Parents will be involved in their student's plan and progress.

Process of Identification of Underachievers

- Multiple criteria will be used to identify underachieving students, including the WASL, ITBS, STAR, classroom assessment, and may include other measures.
- Formal assessment will be used to identify students scoring below proficient ability at the 25th to 49th percentiles, with service provided particularly for those falling below the 25th percentile.
- Informal assessment may be through teacher observation.
- Free and reduced lunch count will be an indicator of the school's poverty level, as well as the effect of poverty on learning for some students.

Informed Instruction

- Total scores on state assessments in reading, writing, and mathematics will be analyzed for indications of student need to focus on basic skill development.
- Local assessments that indicate below grade-level status or adequate comprehension growth in reading, writing, and mathematics will be analyzed for basic skill development need.
- Analysis of multiple assessment sources may be used to determine the direction of instruction and use of strategies for underachieving students.

Focus and Intent of Instruction

- Teachers will look at the whole child to determine need.
- Teachers will apply strategies they feel will best serve the individual student and the class as a whole.
- Teachers will focus on direct instruction in the regular classroom using specific or integrated subject strategies aimed at state standards and correlated to best practices.
- Parents, volunteers, and paraeducators may assist the underachieving students under the direct supervision of the classroom teacher.
- Disaggregated assessment data and teacher observation will be used to measure progress.

Highly Qualified Staff

- Washtucna School District will employ/hire highly qualified staff in accordance with the NCLB Act.
- Washtucna School District will initiate and support high quality professional development that benefits the position or work that the staff does for the school.
- Professional development for highly qualified staff will be an on-going priority.
- Resources to support staff training will be provided by the district, federal and state funds, including flexible REAP and federal small rural school funding.

Coordinated Resources

- The Learning Assistance Program will parallel the intent of the district's Title I school wide plan to develop upgraded educational programs and opportunities for all students, with emphasis to focus available resources on students at the greatest risk of not meeting state standards.
- The staff will continue to teach CRISS strategies to improve instruction and student understanding.
- The staff will apply CRISS strategies in all content areas but specifically aim at improving reading, writing, and the understanding of mathematics processes.
- The staff will partner with parents and community members to develop programs that will enhance student learning for the underachiever.
- The district will exercise flexibility in distributing state, federal and local dollars for the intentional purpose of advancing student achievement.

Funds

- LAP funds may be used for any allowable activities, as outlined in program-specific guidelines, to supplement student need. Specifically:
- LAP funds may be used to provide extended learning opportunities or summer enrichment programs for underachievers in grades K-11.
- LAP funds may be used for professional development for certificated and classified staff.
- LAP funds may be used for consulting teachers.
- LAP funds may be used for paraeducator or other allowable tutor support.
- LAP funds may be used to support district activities for parents and families.

Evaluation

- The Learning Assistance Program will be reviewed each spring at an annual Title I/LAP meeting of staff and parent stakeholders.
- The plan will be re-visited by staff in the Fall to review available resources and LAP funds that may be used to supplement identified student need.
- Parents of elementary students K-6 will meet in the Fall and Spring at formal conferences for student planning and progress evaluations and other times as needed.
- Student evaluation and parent input will continue throughout the school year for all underachieving students K-11.