

Daybreak Primary School

Title I Building Plan 2009-2010

Program

In the Fall of 2009 Daybreak Primary School became a Schoolwide Title I Program. As determined by the needs assessment taken in the Spring, of 2009, Title I funds will be used to improve the overall academic environment for all students through strengthening core instruction and specifically supporting students who are below benchmark. Students are rank ordered according to assessment data and served accordingly.

Assessment Criteria and Program Delivery

Each grade level's assessment data is analyzed to determine which students have the highest need using the district adopted Fountas Pinnell Benchmark Assessment system.

- Kindergarten: Service is provided at two different times in both the morning and afternoon classes. Students with highest academic needs receive individual or small group support four to eight times per week.
- First and Second Grades: Groups of students from different classrooms are formed based on assessment data and served by para-educators. Teachers also serve small groups of students within their own classrooms. All intensive and strategic learners are served during a one hour intervention block four times per week.
- Third and Fourth Grades: Groups of students from individual classrooms are formed based on assessment data and served by a para-educator and/or the classroom teacher. Students with the highest need may be worked with by the reading intervention specialist, the classroom teacher, and/or a para-educator.

Instruction delivered by para-educators is directed by the teacher through the student learning plan, collaboration sessions and frequent personal conversation. Instructional materials include the following research-based programs: Storytown Strategic Intervention, Read Well, Read Well Plus, On Our Way to English, and Fountas Pinnell Leveled Literacy Intervention.

Program Coordination

Title I services are integrated with other educational programs including English as a Second Language (ESL) services. Title I staff and ELL work to meet the needs of students who receive both Title and ELL services. In some cases students receiving special education services are also receiving Title I services.

Professional Development

All teachers and Title I para-educators at Daybreak meet the highly qualified requirements of No Child Left Behind. Daybreak's School Improvement Plan identifies professional development needed to meet school improvement goals. Title I funds will be used to support certified and classified professional development in goals related to best practices in instruction of reading.

Parent Involvement

Daybreak's Title I Parent Involvement Plan outlines a number of programs and activities to involve parents of Title I students in their child's education. Programs and activities include such things as an annual orientation, fun and educational family activities that parents and students can participate in together, and presentations designed to help parents assist their students academically, socially, physically, and/or emotionally to be successful in school. In addition, child care and meals or snacks will be provided when appropriate to make it easier for parents to attend evening activities.