

**218 Learning Assistance Program****Fiscal Year:** 08-09**Milestone: Final Approval Issued** (Printed 10/6/2008)**District:** Stanwood-Camano School District**Organization Code:** 31401**ESD:** Northwest Educational Service District 189

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**Basic Program Elements**

**Chapter 28A.165 RCW** requires submission of a district Learning Assistance Program (LAP) plan to OSPI by July 1 of each year.

For the 2008-09 school year, school district LAP applications **must** describe how schools plan to implement the following eight elements of the law.

**(Q. 1)** Explain district assessment/data trends for the prior three years and describe how the district will use this information to design LAP programs in reading, writing, mathematics, and/or readiness in those subjects.

**Grades K-6:**

The number of students meeting standard on the WASL in reading has increased at the third and sixth grade levels, while there has been a decline at the fourth and fifth grade levels. The number of students meeting standard in math has increased at the third, fourth and fifth grade levels. At the sixth grade level the number of students meeting standard in math has declined slightly. This data indicates that LAP money should continue to be used to provide supplemental support in reading. Although math achievement has been improving, students are still not achieving at the levels expected. In response, this upcoming school year, LAP funding will be used to provide supplemental support in math as well as reading.

**Grades 7-8:**

In 2006-2007, seventh graders have shown an increase in reading achievement as measured by the WASL, while eighth graders have shown a decline. In math, there has been an increase in the number of seventh and eighth graders meeting standard. However, these percentages are still low compared to reading achievement. In the Stanwood-Camano School District LAP funding has traditionally focused on supplemental intervention in reading at the elementary grades, which we think has been a contributing factor to stronger reading scores. In 2008-09, LAP funding will be used to also support math at the elementary level, helping to build a strong foundation for success in the middle years.

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**Grades 9-12:**

Tenth grade WASL scores in 2006-07 indicate that 84.7% of students are meeting standard in reading, which is a slight decline from the previous year. In math, 47.3% met standard. LAP funding will be used to support math as well as reading at the elementary level, building a strong foundation for success in the later grades.

**(Q. 2)** Describe the processes used for identifying eligible students to be served by the Learning Assistance Program.

**Grades K-6:**

Each participating school has a well-defined plan for identifying students who are "most in need" to receive services through the Title I or LAP programs. Students not meeting standard on state or district assessment (i.e. WASL, MAP) are eligible for LAP support. District assessments include:

Measures of Academic Progress Basic Reading Inventory Analytical Reading Inventory Kirwan Assessment Kindergarten Screening Success for All Roots and Wings Assessment DIBELS Curriculum/Classroom Based Assessments In addition to using assessment data to identify students for program participation, the assessment results are analyzed and used for program planning and to inform instruction throughout the year.

**Grades 7-8:**

Not currently served with LAP

**Grades 9-12:**

Not currently served with LAP

**(Q. 3) Accelerated Student Learning Plans**— Indicate if the required four elements are included in the accelerated student learning plans.

**Student achievement goals:** Yes

**Roles of students, parents, teachers:** Yes

**Communication procedures regarding student accomplishment:** Yes

**Review of the learning plan/process for adjustment as needed:** Yes

For any elements marked "no" above, describe the actions to be taken to insure the missing element will be included in the plans in the comment box below.

**(Q. 4)** Describe how the state level and district assessments are used to inform LAP instruction.

SCSD schools are data driven. The district and the individual schools are committed to the continuous improvement process and focus their work on implementing the goals as outlined in the district and school improvement plans. As a part of setting and revising the goals for the school improvement plans, teachers participate in a "data carousel" process annually. School data sets are displayed and staff members study each display in small teams and write narrative statements as to what the data is revealing. This process leads to discussion centered on curriculum and instruction, allowing teachers to look at their collective and individual instructional strategies in light of the evidence of student learning. Is the system we have in place getting the results we want for our students? Informal Reading Inventories, DIBELS, and other reading assessment tools help teachers determine each student's appropriate instructional level. Reading and math assessment data help teachers form flexible groups so that they can respond to specific areas of need. Teachers also use the Descartes tool of the Measures of Academic Progress to further pinpoint students' strengths and areas of need. The MAP assessment is administered district-wide, two or three times a year. Training has been provided to help staff members interpret and analyze the data it provides.

**(Q. 5)** Describe how focused and intentional instructional strategies, are identified and implemented in the LAP program.

Each school in the SCSD has a well-defined, research-based reading program in place. SRA's Open Court Reading Program and the Success for All Model form the core of the elementary reading programs. These programs were selected because of their well-documented research base and their proven record of success. Staff have received training in the effective implementation of these programs and receive on-going support and coaching. LAP students receive supplemental instructional support to help them succeed in the core curriculum. Teacher "experts" offer classes in effective, research-based instructional strategies throughout the school year. "Professional Development Wednesdays" provide ongoing opportunities for staff collaboration focused on developing effective instructional strategies and skills necessary to assure that all students are working to meet state standards. Each school in the SCSD district has participated in the School Improvement Planning

Process through ESD 189. Building-based leadership teams study best practices and craft action plans to help staff work more effectively to improve student achievement. The Title I and LAP programs have provided strong support for students in literacy, which has resulted in increased student achievement in this area. Building-based reading specialists offer professional development for teachers and instructional assistants and serve as consultants, helping staff with curriculum and resources to meet student needs. During 2007-2008 three district-based math coaches were added to provide embedded professional development and side-by-side coaching for staff. The district has contracted with the Teachers' Development Group to provide leadership and expertise as we work to increase student math achievement. Beginning in the 2008-09 school year, LAP and Title I funds will also be used to provide supplemental support for students in math. Strong research-based curriculum, regularly scheduled time for planning and collaboration, reading specialists and math coaches who help plan and provide on-going professional development, are all ways that we identify and implement intentional instructional strategies for all students.

**(Q.6)** Describe how the district will develop and support the most highly qualified instructional staff to work with LAP students in each building.

Currently all instructional staff have met the highly qualified criteria. Ongoing professional development and support of staff is available in many ways, including: •the opportunity for staff to participate in weekly collaboration and staff development on "professional development" Wednesdays •the opportunity for staff to fully participate in the SIP process •the opportunity for staff to participate in district staff development specifically related to increasing student achievement in math and reading •on-going coaching, consulting and modeling provided by building-based reading specialists and math coaches •on-going professional development opportunities for all staff through ESD and college classes, OSPI Conferences, workshops, etc.

**(Q. 7)** Describe how LAP is coordinated with other state, federal, district, and school resources in the district's strategic plan and in school improvement plans.

The activities to support our underachieving students are integrated throughout the various levels of the organization. The SCSD used the process and tools of the SSIRG to develop the district strategic plan, "Quality for All", giving us clear, shared focus for the upcoming years. Each of our schools participated in the SIPTAP process with ESD 189 and have current goals and action plans in place to address areas of need. Title I, LAP, Highly Capable, Title III, I-728, Special Education, and other district funding are targeted towards meeting the diverse needs of our learners and focused towards building systems to increase student achievement as outlined in the district's strategic plan. It is our intent to have our Title I/LAP plan components addressed in the context of our school improvement plans. The school improvement plans are reviewed annually in light of new achievement data, at which times the plans are adjusted accordingly.

**(Q. 8)** Describe the process to be used for evaluating the LAP program plan each year to determine the direction for the following school year.

An annual survey is sent to parents of participating students and to staff members to elicit feedback on the effectiveness of special programs. The information from this survey is used to inform program improvement. The district Title I/LAP Parent Advisory Council reviews the survey results and works the direction for the following school year.

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**(Q. 9)** Describe the extended learning opportunities for eligible eleventh and twelfth grade students who are not on track to meet local or state graduation requirements.

At the high school, new courses have been developed: Segmented Math and Reading/Writing Connection. After two years of attempting support beyond the school day and summer school with little to no student participation, the high school has moved its support to within the school day and calendar.

**(Q. 10)** Describe the extended learning opportunities for eligible eighth grade students who may not be on track to meet standard on the WASL or need additional assistance in order to successfully enter high school.

The extended learning opportunities include SuperMath and Read To Achieve for students not on target to meet standard at the middle level--these are extended/parallel classes to engage small groups of students in core course content; another is the Math Lab using Cognitive Tutor's "Bridges to Algebra" curriculum/materials.

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**Allowable Expenditures**

LAP legislation outlines six areas of allowable expenditures. Districts may select any of the categories for delivery of services.

Describe how the schools will provide program activities to increase opportunities for student success in meeting state standards for academic achievement. Fill in any of the following that apply. Also indicate amount of the budget allocated to each category **in the box to the right**.

Description	Amount
<p><b>(1)</b> Extended learning time opportunities occurring before or after the regular school day, on Saturday, and beyond the regular school year:</p>	
<p><b>(2)</b> Services to provide extended learning opportunities to eligible students which can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Individual or small group instruction;</li> <li>• Instruction in English language arts and/or mathematics needed by eligible students to pass all or part of the WASL;</li> <li>• Inclusion in remediation programs, including summer school;</li> <li>• Language development instruction for English language learners;</li> <li>• Online curriculum and instructional support, including programs for credit retrieval and WASL preparatory classes.</li> </ul> <p>Reading improvement specialists available at the ESDs to serve eighth, eleventh, and twelfth grade educators through professional development.</p>	
<p><b>(3)</b> Professional development, for certificated, classified and volunteer staff, focusing on (a) the needs of a diverse student population, (b) specific literacy and math content and instructional strategies, (c) the use of student work to guide instruction, (d) utilization of ESD resources:</p> <p><b>(3)</b> Professional development, for certificated, classified and volunteer staff, focusing on (a) the needs of a diverse student population, (b) specific literacy and math content and instructional strategies, (c) the use of student work to guide instruction, (d) utilization of ESD resources:</p>	
<p><b>(4)</b> Consultant teachers (TOSA's, reading/math coaches, etc.) to assist in implementation of effective instructional practices by teachers serving participating students:</p>	
<p><b>(5)</b> Supplemental instruction (certificated, classified and volunteer staff, tutors, specialists) to provide additional learning services to low-performing students:</p> <p>Each elementary school has a building based reading specialist, partially funded through LAP resources, who coordinates the reading program, assessment, and the instructional support for struggling learners. The reading specialist provides professional development for staff in current research-based reading practices, models</p>	<p>\$298,036</p>

<p>instructional strategies and provides side-by-side support for teachers and instructional assistants. In addition, the reading specialist coordinates and trains instructional assistants and literacy volunteers and provides learning opportunities for parents to support their children's literacy development. Each elementary school also has instructional assistants, funded through LAP and Title I, who work under the direct supervision of the reading specialist to provide supplemental instruction for students identified for the Learning Assistance and Title I programs. The instructional assistants work with either small groups of students or one-on-one in a tutoring situation.</p>	
<p><b>(6)</b> Family outreach and support for parents of participating students: (certificated, classified and volunteer staff, tutors, volunteers, specialists):</p>	
<p style="text-align: right;"><b>Total A:</b></p>	<p><b>\$298,036</b></p>
<p style="text-align: right;"><b>Indirects (match budget) B:</b></p>	<p><b>\$7,242</b></p>
<p style="text-align: right;"><b>Total:</b></p>	<p><b>\$305,278</b></p>

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**Student Information (Grades K thru 12)**

Enter the total number of eligible students served by LAP using (head count) data.

**Head Count:**  
260

	<b>Select Yes or No</b>	<b>Grade Level</b>	<b>Number Served</b>
Reading	Yes	K-5	185
Math	Yes	2-5	75
Language Arts	No		
Readiness	No		
<b>Total Served (Duplicated Count)</b>			<b>260</b>

**LAP- Public Schools Breakdown**

Building Name	Building Number	Grade Span	Bldg. Enrll	Y/N LAP Svd	LAP Allocation	Y/N Title I Svd	Y/N Commt?
Cedarhome Elementary School	4513	K-5	572	Yes	\$125,390	No	
Elger Bay Elementary	4553	K-5	425	No		Yes	
Lincoln Academy	5108	6-8	21	No		No	
Lincoln Hill High School	1707	9-12	176	No		No	
Port Susan Middle School	4512	6-8	545	No		No	
Saratoga School	5004	K-12	109	No		No	
Stanwood Elementary School	3125	PK-5	399	No		Yes	
Stanwood High School	2581	9-12	1619	No		No	
Stanwood Middle School	2400	6-8	622	No		No	
Twin City Elementary	4364	K-5	341	No		Yes	
Utsalady Elementary	4551	K-5	443	Yes	\$142,551	No	

	<b>Total LAP Allocation</b>	\$267,941	
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Kerry Holiman Role: iGrant User  
Stanwood-Camano School District

Fiscal Period 08-09

**218 Learning Assistance Program**

Current Form Package Status: Final Approval Issued

- Profile Page
- Instructions
- Required Pages
- District
- Select a Form Package
- Consortium
- Select a Form Package
- All Budgets
- Report Tool

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**Modified By:** Anne Renschler **Modified Page On:** 7/3/2008 11:33 AM

**ESD:** Northwest Educational Service District 189  
**CoDistID:** 31401  
**Organization:** Stanwood-Camano School District  
**Grant Number:**

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**Form Package Name:** 218 LAP **Program Number:** 55 **Revenue Account Number:** 4155 **Sub Program Number:** **Fiscal Period:** 08-09 **Beginning:** 7/1/2008 **Ending:** 8/31/2009

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**Fiscal Officer:** Jean Shumate **Budget Contact Name:** Kathie Norris **Budget Contact Phone:** 360-629-1280 **Category:** 2008-09 Funding **Budget Type:** Original

Activity	Total	Object of Expenditure								
		Debit Transfer	Credit	Salaries-Certificated	Salaries-Classified	Benefits & Payroll Taxes	Supplies Instr. Resources. & Non-Capitalized	Purchased Services	Travel	Capital Outlay
		0	1	2	3	4	5	7	8	9
15 Public Relations	\$0		XXXX							
21 Superv. -Instruction	\$4,645		XXXX	4,000		645				
22 Learning Resources	\$0		XXXX							
23 Principal's Office	\$0		XXXX							
24 Guid. & Counseling	\$0		XXXX							
25 Pupll Mgt. & Safety	\$0		XXXX							
26 Health/Related Serv	\$0		XXXX							
27 Teaching	\$293,391		XXXX	96,489	92,273	81,399	23,230			
28 Extracurricular	\$0		XXXX							
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX						
62 Grds. Care & Maint.	\$0		XXXX	XXXX		XXXX				
63 Oper. of Bldg.	\$0		XXXX	XXXX						
64 Maintenance	\$0		XXXX	XXXX						
65 Utilities	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX	XXXX	XXXX		XXXX	XXXX
<b>Budgeted Expenditures</b>	<b>\$298,036</b>	<b>\$0</b>	<b>\$0</b>	<b>\$100,489</b>	<b>\$92,273</b>	<b>\$82,044</b>	<b>\$23,230</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

Budgeted Indirect Expenditures: \$7,242

Total Budgeted Expenditures: \$305,278

FTE Program Staff:	Act. 27-2	Act. 27-3	Act. 21-2	Act. 21-3
	1.3	1.698		

Comments: