

**Castle Dale
Elementary
Title 1 Targeted
Assistance Plan
2026-2027**

1. The school has a defined procedure for identifying eligible children.

- ☐ Identifies who are failing or most at risk of failing to achieve state standards, including a rank order of eligible children to provide services to those in greatest need.**
- ☐ Eligible children might include those who are: economically disadvantaged, migrant, homeless, limited English proficient, formerly Head Start participants, or neglected/delinquent.**
- ☐ Reviews progress of students on an ongoing basis and revises the list of students as necessary.**

How Students Are Identified

- Acadience Reading and Mathematics subtests will be administered three times during the year to identify and target those students who have not reached benchmark goals in reading. Students identified as below grade level will be eligible for reading and math interventions.
- RISE (Readiness Improvement Success Empowerment) tests will be administered in the spring to test students on math and language arts core standards. Students identified as below or approaching proficiency in math and/or language arts will be eligible for reading and math interventions.
- Formative assessments are also used to identify eligible students. They allow teachers to track the ongoing progress of their students on a regular basis, target specific problem areas, adapt instruction, and intervene when necessary.

After Students Are Identified

- Administrator, Classroom Teachers, Title 1 Teacher, and Special Ed. Teacher will meet to analyze data, identify at-risk students in rank order, determine an intervention, monitor progress, and modify the intervention if necessary.
- An evaluation at Parent-Family-Teacher-Student Conferences for at-risk students will be reviewed with parents, family, and teacher using data and information received from the intervention teacher.
- Individual Education Plan (IEP) students will be evaluated by the IEP team. Frequent assessments and progress monitoring will ensure needed intervention.
- The staff at Castle Dale Elementary will assess student data on an ongoing basis and revise the list of Title 1 students to determine which students need continued academic support in Language Arts and/or Math.

2. Program resources help participating children meet the state's challenging student academic achievement standards expected for all children.

Any student who is eligible for additional support based on our school-wide assessment plan will receive additional assistance based on their need, which might include:

- Changes in curriculum to meet individual student's instructional needs and learning style, giving consideration to extended time.
- Altering instructional strategies to meet student needs such as one-to-one tutoring, small group instruction, peer tutoring, and computer-assisted learning.
- Title 1, class size reduction, and special ed. aides, all working in coordination with classroom teachers to provide eligible students with needed academic assistance so that all students meet high performance standards. Priority will focus on minimizing the removal of students from the regular education classroom.

Students who are identified as below grade level or not reaching proficiency in language arts and/or math will automatically receive support from one or more of the following intervention programs:

1. 95% Phonics - A high-quality reading instruction program designed to develop literacy skills with increasing difficulty until students master them. Paraprofessionals deliver this differentiated daily instruction in 30-minute interactive lessons that keep students engaged, inspired, and ready to learn.
2. Small-Group Instruction – Paraprofessionals are assigned to classrooms to work either individually or in small groups with students who are identified as Title 1. Under a teacher's supervision, the paraprofessional gives students additional practice with skills in reading or math.
3. One-To-One Tutoring - Paraprofessionals are assigned to classrooms to work individually with an eligible student who is identified as Title 1. Under a teacher's supervision, the paraprofessional gives the student additional practice with skills in reading or math.

Administrator, Classroom Teachers, Title 1 Teacher, and Special Ed. Teacher will meet to analyze data and identify at-risk students, determine an intervention, monitor progress, and modify the intervention if necessary.

3. Effective methods and instructional strategies are based on scientifically based research that strengthens the core academic program of the school.

- ☐ **Primary consideration is given to providing extended learning time.**
- ☐ **Provide an accelerated and high quality curriculum.**
- ☐ **Minimizes the removal of children from the regular education classroom during regular school hours for Title 1 instruction and services.**

Castle Dale Elementary will monitor and provide for practices based on scientific research by basing its general curriculum on state approved programs, which have been scientifically based. This includes implementing scientifically based instructional

practices that meet the diverse learning needs of all students by having respect for cultural and linguistic differences and providing opportunities for students to apply real-life experiences in the classroom.

Teachers will provide a significant amount of time daily to literacy by following engaged practices of reading aloud, shared reading, guided reading, and independent reading. Students will be surrounded with a print-rich environment and a variety of printed materials, including high quality literature on their level. The large classroom libraries of each room will help extend and promote reading throughout the day. Teachers will provide direct instruction in reading, focusing on phonemic awareness, phonics, fluency, high frequency words, vocabulary, spelling, comprehension and writing. Support will be provided before, during, and after reading in a guided setting. Teachers will provide practice with phonics and working with words in all grade levels based on the needs of the students. Primary age classes will focus on phonemic awareness activities as they prepare younger students for early reading skills. All students will have an opportunity for additional practice in reading during sustained silent reading time.

Teachers will also provide a significant amount of time daily to math instruction that includes short-term learning of repetitive procedures and concepts. Teachers will also incorporate hands-on learning activities, technology, and manipulative tools to enhance their instruction.

We will make decisions based on the evaluation of the data from Acadience tests, RISE tests, progress monitoring assessments, and formative assessments to determine whether instruction and participation has been meaningful. Teachers will adjust instructional strategies based on the results, focusing on core standards, objectives and intended learning outcomes.

The teachers will utilize special strategies for learners with special needs. When making these decisions, we will include all relevant faculty and staff in the decision-making process of how best to meet the needs of our students at our data meetings. As part of this process, we will determine how the school will be accountable for meeting all measurable objectives for students with diverse needs and ensure that adequate progress is made by these students. Students not reading at benchmark or reaching proficiency in math will receive additional targeted instruction by a paraprofessional. Students will be kept in the classroom during instructional time to minimize removal from the classroom.

Teaching and learning strategies that teachers use to ensure the success of all students will include assessment and analysis that provides feedback and guidelines for improvement for teachers. The instructional strategies will be based on Utah core standards.

A school counselor is available to provide services to those students who are experiencing some kind of difficulty that interferes with their school success.

4. Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs.

- The kindergarten teacher visits with parents, family, and students during February registration, discussing ways to help their child be prepared for school. For many parents, family, and students, this is the first connection between home and school. Parents and family members are notified in writing and in the local newspaper of registration.
- Parents and family are invited to attend a Kindergarten Back to School conference before school starts and learn about the curriculum that will be taught that year. They are also encouraged to volunteer in the classroom during literacy and math centers.
- During the afternoons in the first week of kindergarten, teachers will meet with individual students and their parents and family members to administer a kindergarten developmental screening assessment. The information gathered is used to plan the kindergarten curriculum for the upcoming school year and identify at-risk students. All students have the option to attend a full day of school and receive extra help and support in mastering the Kindergarten Core curriculum. This will help give these students a better school experience and reach the state's high academic achievement standards.

5. Provide Instruction by Highly Qualified Teachers **Quality Teachers**

The teachers at Castle Dale Elementary have met the necessary requirements and are highly qualified. Those who are not highly qualified are working towards meeting the requirements of becoming a highly qualified teacher. If a teacher is found to be not highly qualified, the school and district will provide parents and family members with a detailed explanation of the situation and how it will be resolved.

The school will ensure that teachers of English Language Learners are proficient in the language of instruction and the methods of instruction for ELL students by having highly qualified teachers in these areas.

Providing ongoing educational opportunities for teachers and paraprofessionals is a priority at Castle Dale Elementary and Emery School District. Teachers and paraprofessionals have the opportunity to participate in professional development throughout the year including Rural Schools, and Acadience Reading and Mathematics. Emery District, through Southern Utah University and Utah Valley University, has made available to teachers in our district a Reading Endorsement, Math Endorsement, Educational Technology Endorsement, and ELL Endorsement programs.

New teachers also are paired with mentor teachers, who help them throughout the year.

To help retain highly qualified teachers, professional development training will be paid for by the teacher enhancement funds. This training will be chosen by the teacher to meet his/her grade level curriculum.

All teachers will be observed and evaluated by the school administrator following the district schedule.

Quality Paraprofessionals

The Title I program is led and facilitated by a Title I certified teacher with Title I paraprofessionals. All Title I and other paraprofessionals at Castle Dale Elementary are highly qualified by either passing the ETS ParaPro, other state endorsed options, or having 2 years post secondary education.

Paraprofessionals work with students in the classroom under the direction of the classroom teacher to provide additional practice for those who require intervention in reading and/or math.

All paraprofessionals receive in-service training and on-going support from the Title 1 teacher. In-service training targets research-based skills and strategies classroom teachers feel will best help their struggling students. After determining which students will be targeted for intervention through Acadience Reading and Math, RISE, and informal classroom observation, the administrator, classroom teacher, Title 1 teacher, Special Ed. teacher and assigned paraprofessionals discuss at our data meetings the responsibilities of the paraprofessional, what interventions will be implemented to best meet the needs of the students, and the skills needed to implement them.

Paraprofessional time will be divided between small groups in the classroom, or individual tutoring. All paraprofessionals will be observed and evaluated by the school administrator following the district schedule.

6. Provide opportunities for professional development for teachers, principals, and paraprofessionals; and, if appropriate, to parents, families, and other staff who work with participating children.

Castle Dale Elementary will develop a school improvement plan to enable all children in the school to meet the state and school's high standards, including those with diverse learning needs.

The results of the following will be the basis for determining staff development needed to meet the school's goals and performance standards:

- Staff members, parents, family members, and students will be surveyed using the Needs Assessment Survey to determine professional development goals for the coming year.
- Teachers will meet after the previous school year ends to develop a school improvement plan for the coming school year and determine goals in the areas of language arts and math to focus on for the upcoming year based on assessment results.
- All teachers will have the opportunity to receive additional professional training that will be paid for by the teacher enhancement funds to help retain highly

qualified teachers. This training will be chosen by the teacher to enhance his/her grade level curriculum and help them gain re-licensure points in order to remain highly qualified.

- All teachers will have the opportunity to attend conferences and in-service such as Rural Schools. They will in turn share this information with the faculty and staff.
- Title I paraprofessionals and other school paraprofessionals will receive training in areas of math and reading to reinforce classroom curriculum and provide skills to tutor students. They will also have the opportunity to attend Acadience Reading and Mathematics, and other reading training. These programs will teach the paraprofessionals skills they need to assist teachers in the classroom, tutor students and monitor their progress.
- Staff members, teachers and the administrator will meet as Professional Learning Communities to discuss the progress of students, monitor those who are at-risk, and share ideas to increase student achievement.
- The district will organize quarterly grade-level Professional Learning Communities for all teachers in the district in order to share ideas that reinforce grade level curriculum.
- The district will organize Language Arts and Math committee meetings. Schools will choose teachers to participate on each of these committees.
- The district will ensure that teachers of English Language Learners are proficient in the language of instruction and the methods of instruction for ELL students.
- The principal, district office personnel, and SESC will continue to work together to bring in professional development that is focused on the needs of our area.
- New teachers are paired with mentor teachers, who help them throughout the year.
- Emery District, through Southern Utah University and Utah Valley University, has made available to teachers in our district a Reading Endorsement, Math Endorsement, Educational Technology Endorsement, and ELL Endorsement programs.

7. Provide strategies to increase parent engagement in accordance with section 1118.

Communication

- Before school starts, the school will provide a packet to each student and his/her parents/family. Included in the packet are letters from the classroom teacher and administrator welcoming the student and information about Castle Dale Elementary, including policies on discipline, attendance, and availability of supplemental programs.
- The school will host Back-To-School conferences where teachers and administrators meet with parents/family to discuss school and classroom policies and fill out necessary forms including a registration form that identifies each student's primary language.
- At Back-to-School conferences, parents/family will be informed of the school's participation in Title I and encourage their involvement. The Title I teacher will

be available in her classroom to address any specific questions or concerns that parents/family may have.

- Parents/family will be given the opportunity to plan, review and improve our Parent/Family Engagement Policy, School-Parent-Family Learning Compact, and Targeted Assistance Title 1 Plan through our School Community Council. The council will review these items and give approval. Contact information is given on these plans if parents/family wish to review the entire document. Parents/family are also welcome to give input at the office, to the administrator, or Title 1 teacher.
- Notes will be sent home and messages will be posted on websites and social media to promote parent and family engagement in their child's education. The classroom teacher will also update curriculum and activity information to the parents/family, as needed either through newsletters, telephone calls, class websites, progress reports or internet access to the Student Information System grading program.
- Parents/family will also be informed of school activities through an automated phone calling and texting system and social media. This system will also be used to contact parents/family in an emergency situation.
- Math and literacy activities may be held for parents/family to teach them how to help their students with math concepts and reading skills.
- A letter will be sent to inform parents/family of a child's placement in a supplemental program. The letter will give parents/family information about the program and who can be contacted for more information.
- In the spring, parents/family will be asked to offer suggestions for continued school program improvement on our Needs Assessment Survey. The assessment will determine what areas need to be addressed through workshops, in-service and meetings, and to assess the quality of communication between home and school.

Parent-Family-Teacher-Student Conferences

- Students, parents, family, and teachers meet together two times during the year to assess the strengths of each student and set goals to help each student achieve high standards of achievement. Goals will be reviewed and revised by the parents, family, teachers and students at the next conference.
- Students' RISE and Acadience Reading and Math scores will be shared with parents and families at Parent-Family-Teacher-Student Conferences, as well as any informal assessments the teacher chooses to discuss.

Committees

- The School Community Council, made up of parents, teachers, classified employees, Title 1 teacher and administrator, meet throughout the year to make decisions regarding the school. The school plan will be made available to the members of the School Community Council for their approval. Also, the Title 1 Targeted Assistance Plan, Parent Family Engagement policy, and School-Parent-Family Learning Compact will be made available to the members of the School Community Council for their approval.

Parent Volunteers

- Castle Dale Elementary encourages parent/family volunteers. They are reading tutors in the individual classrooms, help in the classroom, work with individual students, test fluency, act as room parents for parties and activities, and other duties as assigned by the classroom teacher. Volunteers are expected to follow state and district guidelines regarding background checks.

8. Coordinate and integrate Federal, State, and local services and programs.

- **Emery County Sheriff's Office**

The Emery County Sheriff's Office is an accredited law enforcement organization. Their mission is to protect life and property. It is accomplished in partnership with citizens and communities within Emery County, including the Emery School District. They also bring deputies to the school to teach 5th graders about the N.O.V.A. program. N.O.V.A. assists parents, families, and communities in protecting youth from the potentially devastating effects of illegal drugs, violence, and negative media exposure.

- **Southeastern Education Service Center**

SESC is a not-for-profit service center that supports the four public education school districts in rural Southeast Utah and exists to provide services needed and requested by the schools/districts served.

- **Forest Service**

The Forest Service provides science instruction for our fourth grade students. Students travel to Huntington Canyon to receive small group instruction and learn about science topics related to the Common Core.

- **Castle Dale City Fire Department**

The Castle Dale Fire Department presents safety programs to our school, including Fire Safety Week.

- **Four Corners Mental Health**

Four Corners Mental Health provides counseling services to families and children who are dealing with serious emotional, behavioral or mental disorders.

9. The school has a defined procedure for reviewing, on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the state's challenging student academic achievement standards.

- The Community Council will make decisions related to the targeted assistance Title 1 Plan. The committee will meet throughout the year to discuss school related issues, including those related to the Title 1 program. They will be responsible for communicating these decisions to the faculty and community.
- Administrator, Classroom Teachers, Title 1 Teacher, and Special Ed. Teacher will meet to identify at-risk students, determine an intervention, monitor progress, and modify the intervention if necessary. They may also suggest ways to improve the targeted assistance plan if student needs are not being met.