

Title IA Targeted Assistance School Plan

Name of School: Florence Rideout Elementary School

School Year: 2017-2018

Current Poverty Rate: 30.37%

Date School Needs Assessment was completed: 6//2017

Data summary used in Needs Assessment (How does your data align with the plan?): From needs assessment data and end of year data matrix.

Date Plan was Created: 8/8/2017

School Planning and Review Team (members and their affiliation):

Tim O'Connell, Principal

Julie Heon, Project Manager/Curriculum Coordinator

Tammy Cargill, Reading Specialist

Michelle Locke, Intervention Coordinator

Kristin Dame, Title 1 Tutor

Kim Swanson, Title 1 Tutor

Please check the appropriate option:

☐ Initial Plan

☒ Annual Update

☐ Focus or Priority school? (Please align all activities with the Innovation Plan)

Please describe your Title I program activities in simple terms. In this abstract, the district should describe the strengths of its Title I program and practices. Please include specific examples of effective practices and their impact on student learning.

All structural elements should be tied to the needs assessment (e.g., common pages data)

| Plan Criteria | Explanation | Your School Plan |
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| I. Student Selection | <ul style="list-style-type: none"> Describe your two-step process for selecting Title I students: <ol style="list-style-type: none"> How is the pool of educationally disadvantaged students identified? How will you select the neediest students? In a narrative, describe how you will include migratory and homeless students in your selection process regardless of the date that the student enters your school. Forms that do not have a point system/or weights are not acceptable. Forms that do not recognize the special needs of homeless and migrant students are also unacceptable. <p>3 forms of selection criteria, 2 of them must be academic in nature.</p> | <p>Title I student selection will be based upon several data points for math and/or reading, depending on those available for a grade. Those currently include scores for STAR 360, past NWEA, NH state assessments, and Leveled Literacy Intervention assessment. Points are assigned for levels of performance on assessments as well as for recommendations.</p> <p>Students are ranked by the assigned points to determine the students who are in most need of support in each grade level. Homeless, migratory, and foster students receive priority though additional points in the recommendation category in order to give priority and confidentiality. The number of students who receive support in each grade level is determined by the available resources.</p> <p>(Point chart attached)</p> |
| II. Supplemental Support | <ul style="list-style-type: none"> Describe how your Title I instructional program is in addition to the core competency instruction. We need to know from your description that the Title I program services are supplemental to what the child is required to receive by law. In order to be in compliance with the law, your program must be able to identify how the services provided by the Title I staff to Title I students are in | <p>Title I tutors/teachers will see each student during designate intervention time built into the grade level schedules. Non-Title I students also receive various types of intervention or enrichment during this time. No direct, classroom instruction occurs while students receive pull-out Title I tutoring or push-in support during guided practice time. A student may receive support during classroom instruction whereby the tutor provides restating and guidance, but is careful not to supplant a lesson. We may also provide before and/or after school programming, such as a math or reading lab utilizing personalized software.</p> |

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| | <p>addition to what every other child receives as part of his/her basic education.</p> | <p>Each student receives support 3-5 times per week, mostly 5 times per week, for approximately 25 minutes, depending on the student's needs and available resources. Tutors provide direct, systematic and explicit research-based instruction incorporating multi-sensory, repetitive, and engaging activities with technology as appropriate. Reading support focuses on phonemic and phonological awareness, vocabulary, fluency and comprehension. Common resources include Foundations and Leveled Literacy Intervention. Similarly, math support focuses on building foundational skills, especially number sense and automaticity of math facts, as well as concepts of number operations and fractions.</p> |
| <p>III. High Quality Instructional Strategies</p> | <ul style="list-style-type: none"> • Respond to the following: <ol style="list-style-type: none"> 1) Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students. 2) Describe the curricula you have chosen to support your Title I students. Explain how it is accelerated and of high quality and will assist Title I students to reach the standards set in the State's curriculum frameworks. 3) Describe how you have minimized removing children from the regular classroom during regular hours for instruction. If you do pull students out of class, describe how you will ensure that they are not missing direct instruction from the classroom teacher. 4) Include the strategies you will use to provide extended learning | <p>Title I instruction is based upon research-based strategies, such as those attached to this year's grant, and will assist Title I students to reach the standards set in the State's curriculum frameworks. They include repetition and small grouping.</p> <p>For reading, the Foundations and Leveled Literacy Intervention programs are research-based and have proven highly effective for our students as evidenced by growth on the program assessments and standardized assessments. For math, fact fluency and the Number Worlds program are high quality approaches that have proven highly effective for student growth.</p> <p>Students are not removed or missing direct instruction by the classroom teacher. As described in the Supplemental Support section above, if a student receives support during classroom instruction, the tutor provides restating and guidance, but is careful not to supplant the teacher's instruction.</p> |

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| | time for your Title I students. (This is a priority for all Title I schools.) | Extended learning time is provided before and after school as well as during designated intervention times separate from direct classroom instruction. |
| IV. Parent Involvement | Describe your plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant? | <p>During each school year, our intention is to involve as many families as possible. We do find there is more involvement by families of younger students. We continue to provide child supervision during parent meetings and to award small prizes (such as pencils, erasers, stickers, etc.) to students of families that attend Title I sponsored events as motivation. Title I is part of our school wide response to intervention program, affectionately called W.I.N. (What I Need) and we partner to provide family involvement. In addition to Title I events, we coordinate with school wide events, such as Open House, parent conference days, and academic fairs to provide information and demonstrations for families, during which we experience higher attendance.</p> <p>Families are solicited at meetings and through a written survey to contribute to the planning, implementation, and evaluation of the Title I program grant.</p> |
| V. Professional Development | Describe any professional development activities funded by Title I. Who will participate and how do the activities support the educationally disadvantaged population? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan? | Professional development is provided to tutors through district funds and our Title IIA grant. Tutors/teachers are training in the strategies and programs used in providing support to our students either in district or through off-site workshops. |
| VI. Coordination with Regular Classroom | Describe your steps to ensure that instructional planning for participating students is incorporated into their existing school program. We need to know specifically how and when this coordination happens. If the coordination seems random or inconsistent, your application will not be approved until regular and timely | Title I tutors/teachers regularly communicate with classroom teachers, at least every two weeks, if not more often. Two-way communication involves providing information to the classroom teacher regarding the strategies and progress of the students. In turn, the classroom teacher informs the tutor/teacher of the current and upcoming classroom instruction and whether the student demonstrates application of what is learned through Title I instruction. This is very important since transferring the skills to other learning is the goal, not just learning the skills in isolation. |

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| | coordination is designed. Describe your record keeping procedures to document this coordination. | Tutors/teachers communicate in person or by email when meetings cannot be arranged in a timely manner. Communication is recorded by saving emails, or in a Teacher Communication Log. |
| VII. Collaboration with Other Programs | Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, Even Start, adult education, violence - including child abuse prevention programs, nutrition programs, housing programs, vocational and technical education, and job training). | The district is very small. The Title I program manager has on-going consultation with school Principal as well as the Special Services Director who coordinates educational programming for migrant, special education, homeless, Head Start, Even Start, and English Language learners, as well as community adult education, violence prevention, nutrition, housing, vocational, technical, and job training. |
| VIII. Preschool Transition | Describe your steps for assisting preschool children transitioning to your school. | Students from our district preschool are in the same building as kindergarten, so students are familiar with the facility and are introduced to the kindergarten teachers. They, along with incoming Kindergarten students that did not attend district preschool, are asked to attend kindergarten screening in the spring and also invited to attend an orientation to school in August. |
| Foster care students | <ul style="list-style-type: none"> How services are coordinated with Every Child Succeeds Act of 2015 Foster Youth and Juvenile Justice Provisions. How will the district help students in foster care remain in their school or origin unless it is in their best interest to change schools. How will the district ensure that when a change in school placement is necessary, students in foster care are immediately enrolled, even if they lack records typically | The school will coordinate with the Every Child Succeeds Act of 2015 Foster Youth and Juvenile Justice Provisions. The district liaison ensures that a foster student will remain in the school unless it is in the student's best interest to change schools. When a change in school placement is necessary, students in foster care are immediately enrolled, even if they lack records typically required for enrollment. This is coordinated by the liaison, school nurse, and/or school counselor. The district liaison works directly with child welfare agencies regarding transportation needs for students in foster care. |

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| | <p>required for enrollment; requiring the enrolling school to contact the prior school to obtain the student's records.</p> <ul style="list-style-type: none"> • How will the district appoint a liaison to work with child welfare agencies regarding transportation needs for students in foster care. • How will the district provide disaggregated data on foster youth. | <p>Disaggregated data on foster youth is provided by extracting a student's data individually as we do not designate such students in our student information data system for privacy reasons.</p> |
| Program Evaluation | <ul style="list-style-type: none"> • Plans for an annual program evaluation of how the Title I program performed (not individual student). • Important questions should include <ul style="list-style-type: none"> - How many students did we serve? - What was the effectiveness of the TI interventions and related activities? - What was the impact of our Title I program in helping our struggling students increase achievement? - How many students exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets) - How much growth did the average student achieve? - How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor - whatever is relevant | <p>The school program evaluation will occur before the end of school the previous school year once the end of year student data is available. The Planning and Review Team shall consist of the school principal, program manager, and specialists/interventionists. Parent input will be collected through a meeting and printed surveys.</p> |

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| | * This evaluation should guide your program next year and any program changes should be reflected in a modified school plan. | |
| Checklist for Other Program Requirements | <ul style="list-style-type: none"> • Annual meeting • Parent compact • Parent policy | <ul style="list-style-type: none"> • Fall and spring • Sent with student permission letter. • Sent with student permission letter. |
| The school Principal | Certifies that the Title I Program at my school will: | <ul style="list-style-type: none"> • Be conducted according to the Title I Plan included with the grant application; • Provide support to only Title I identified students with the exception of an allowable incidental inclusion; and • Meet all parent involvement requirements. Including but not limited to: annual meeting, parent compact, parent policy, and Parents Right-to-Know. |

Student Selection Process

Students are clustered into matrices by grade level. The following charts indicate the point assignments for the assessments used for data.

| Assessment | Level | Points |
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| STAR benchmark assessments | Secure level On Watch Intervention Urgent | 0 10 25 50 |
| NH state assessment | Level 4 Level 3 Level 2 Level 1 | 0 0 25 50 |
| Recommendations | Above Grade Level At Grade Level Below Grade Level Homeless, migratory, foster criteria | 0 0 0-25 per criteria 0-200 |
| Leveled Literacy Intervention assessment | Exceeds Expectations Meets Expectations Approaches Expectations Does not meet Expectations | 0 0 25 50 |