



## **NH School Administrative Unit #95**

# **2017-2018 Title IA Plan**

### **Program Abstract and Use of Assessment Data**

The Windham School District has one Title I Targeted Assisted School: Golden Brook School. Our Title 1 Program provides supplemental intervention services to Golden Brook students in grades Kindergarten through grade 2 who have been identified as having difficulty in reading and/or math and are at risk for failing to meet expected standards and growth. Students are identified for intervention services through Title I through a rank order system using schoolwide assessments and teacher recommendations. Our goal is to provide these students with a double dose of instruction for reading and/or math in order to assist them in catching up with their peers, experiencing success in their classrooms, and meeting grade level expectations. The interventionists work to move students along their own continuums to create a solid foundation for continued growth to produce lifelong learners. Windham School District's data driven decision-making process uses both formative and summative assessments through the SST (Student Support Team) process. All students at Golden Brook School are screened 3X a year using the Aimsweb Plus Benchmarking System. This assessment screens students in the areas of math and literacy. Students in Kindergarten are given the F & P (Fountas & Pinnell) Benchmark Assessment 2X per year while in grades 1 & 2 they are assessed 3X per year. Students in grade 2 are also assessed 2X per year through the NWEA (Northwest Educational Association) reading and math assessments to provide additional progress data. Assessment data is used to not only qualify students for Title I programming, but to assess skill mastery, and to inform instruction in order to build upon their academic foundation. Students are progress monitored based on their personal goals bi-weekly

using Aimsweb literacy and math and by weekly using F & P Leveled Literacy Intervention System Running Records. District and program data is used to determine not only students in need, but students who are ready to discontinue their Title 1 Services.

## **Plan Components**

### *1. Selection of Title I Students in Targeted Assisted Schools*

The selection process for Title I is based on a ranking system with multiple criteria. The ranking system is used to identify disadvantaged students who are most at risk and in need of receiving supplemental services. All students other than our students with an Individualized Educational Plan (IEP) that already receive intervention services through their plan/goals are included in this process. If a Special Education Student does not have a goal for math and/or reading and qualify through the ranking system they will receive Title I Supports. Homeless and foster care students automatically qualify for Title I Services. Rank ordering occurs in the winter and fall through our district assessments. Classroom teacher input is also used as part of the ranking system. When the student selection process is complete, interventionists create student goals and determine a plan of action for each student. Students are progress monitored weekly to bi-weekly to ensure proper programming is in place to move students along their continuums. When a student reaches 3 data points that are above the expected target base on their goal, the interventionist will give them an informal Aimsweb Assessment in the next area and meet with the classroom teacher to use other data to determine if the child is ready to be released from services. When a child is released from services, they will continue to be progress monitored for 3 more data points to ensure they are solid with their skills prior to a full release from the program. Although the core of our students are picked up for intervention services through Benchmarking, classroom teachers have the opportunity to bring students with concerns to our SST (Student Support Team) where both formative, summative, and district assessments are used to determine eligibility for services using the ranking system at various times throughout the year.

### *2. Supplemental (Additional) Supports for Title I Students*

All Title I students access the full core curriculum instruction within their classrooms, and during instructional interventions and progress monitoring. These students also receive a second dose of instruction through Title 1 intervention services. Students meet for intervention 5X per week with the fifth day being an assessment day. This information is

vital for the continued planning and goal setting of each student. Students identified to receive Title 1 Services will participate in small, flexible groups to focus on their specific skills and needs. Students are also provided with a home-school connections to involve just right book bags, Raz Kids On-line books as well as games to practice skills that are sent home and available to parents on-line.

### *3. High Quality Instructional Strategies*

**Reading:** In order to provide high quality reading instruction strategies, the Windham School District follows the Readers Workshop Model. Within this model students are taught a. **phonemic awareness**-which includes teaching children to break apart and manipulate sounds b. **phonics skills**-teaching children that sounds are represented by letters of the alphabet which are blended together to form words, c. **fluency**-the ability to read fluently with accuracy, speed and expression, and d. **reading comprehension**-to improve their understanding of what they have read and to create a love for reading. Core literacy instruction is taught through the Lucy Calkins Reading and Writing Units of Study, Wilson Foundations, & Words Their Way. The Windham School District uses LLI (Leveled Literacy Intervention) to target Title 1 Students and to move them along their own personal continuum. This program incorporates the workshop model by providing students intervention in phonics, fluency, reading comprehension, and writing. Based on the needs of students and their personal goals, Wilson Foundations and/or Words Their Way could be used to supplement their instruction at a variety of levels. Reading instruction is provided both in a push in/pull out method based on student needs.

**Math:** In the 2016/2017 year, the Windham School District adopted Pearson's Education enVision Math 2.0 math program as the core math program. This program promotes Common Core and rigor in order to increase higher-level math students. The enVisions benchmarks along with Aimsweb Plus benchmarking is used to determine the needs of students. Their math intervention service is provided by filling the gaps in their previous learning and the re-teaching of skills based on the current pacing of the math program. This service is provided in a pull-out group to reduce the distractions of the classroom and to ensure necessary materials are ready and available to the students. There is not one common program that is used to support our students in math, but a variety of tools to meet their diverse needs.

**Extended Learning Opportunities:** Our neediest students in K-2 are provided additional math/and or reading support in both the winter and spring through our Title I Care Club

Program. This is a five-week program with 4 days of ½ hour of instruction that is offered before or after school based on the needs.

#### *4. Parent Involvement/Family Community Engagement*

The effectiveness of WSD parent involvement policy, family activities, Title I Events and the Title I Program as a whole is assessed by families and the community through an annual survey, feedback following parent events, on-going interactions and through our School Council/Title I Parent Committee. Each fall, when student permissions are signed, parents receive both the Home/School Compacts as well as the Parent Right to Know Policy. In addition, each fall an Annual Title 1 Parent Meeting is held. During this meeting, the parents are able to meet the high-quality teachers who provide their child with instruction, learn more/understand the Title 1 process and learn ways to support their child at home. Title I teachers send home monthly newsletters to parents with an overview of what they are working on as well as ways to support their child at home. Parents are provided options on ways to communicate with their interventionist and are sent home progress reports each trimester. The progress reports not only provide them with information of where their child is currently working, but what is expected in their grade level during this time. The end of the year is concluded with a Title I Family Night. This is to celebrate their child and their learning as well as to get feedback on the effectiveness of the program and provide parents with tools to support their child over the summer to reduce the summer slide.

#### *5. Professional Development*

Professional Development is on-going and provided both throughout the school year as well as in the summer months for all GBS Staff. PD aligns with the current needs of the school and students. A calendar is created yearly.

#### *6. Coordination, Collaboration & Integration*

With regular classroom teachers: Title 1 teachers collaborate with their classroom teachers in a way that works for both of their schedules. While some communicate in scheduled meetings, others collaborate through Google documents and emails. Title I teachers are provided the same PD as all staff to ensure they are all working towards a common goal. Regular progress monitoring is shared along with how their small group work is carrying over into the classroom. The Title I teachers maintain records of their

student learning and progress which is shared out with their classroom teachers. Progress reports are created once per trimester by Title I teachers and classroom teachers collaborate and provide feedback. Title I teachers also play a role in the SST (Student Support Team) process and work with teachers to ensure the proper programming is put in place. Feedback from classroom teachers is solicited in order to continue to make the process and the collaboration the best it can be.

### *7. Homeless Students/Foster Care/Migrant Students*

The Title I Grant Project Manager works closely with the district's designated McKinney-Vento Liaison in order to coordinate services and supports for students identified as being homeless. The Homeless Liaison works closely with the community agencies and district staff, including school counselors, building administrators, school resource officers, and secretaries to identify and support student needs in our district. School Board Policy JFABD "Admission of Homeless Students" addresses homeless education in Windham. Title I services are provided for eligible homeless students throughout the year regardless of when they enroll in the district. The Windham School District understands the importance of the goal of Every Student Succeeds Act (ESSA) and continues to work to strengthen supports for children in foster care. Like our homeless students, students in foster care are automatically eligible for our Title I Program.

### **Program Input & Evaluation**

The effectiveness of the program will be measured through the review of student progress data, formative/summative assessments, teacher classroom data as well as administration and parents. Input for the program will be solicited from our Title I parents as well as through our School Council/Title I Committee in order to continuously improve upon what we are offering our students.