

Title IA Targeted Assistance School Plan

Name of School: East Rochester School

School Year: 2018-2019

Current Poverty Rate: 48.65%

(Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Date School Needs Assessment was completed: Spring – Summer 2018

Data summary used in Needs Assessment (How does your data align with the plan?):

NWEA Math: 84% of students in the 1st quartile and 66% of students in the second quartile made their growth targets in math. However, the school wide math proficiency scores have remained at 73% for two years in a row. This data shows that the tiered intervention services are working and should be expanded to serve more students in order to increase overall proficiency scores. The school wide goal is to have 90% of third graders reading at benchmark. At this time 83% of third graders are reading at benchmark which is an 8% increase from 2016. Targeted intervention services are needed for the 7% proficiency gap.

Date Plan was Created: July 2018

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

Christine Hebert, Principal
Steve LeClair, Title I Director
Kristy Croft, District Parent
Andrea Lancey, Teacher

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 plan components. **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	Plan Updates
I. Student Selection	1) Describe the two-step process for selecting Title I students: I. How is the pool of educationally disadvantaged students identified? II. How will the neediest students be selected?	1). Students will be selected based on criteria set from DIBELS scores, NWEA results, Competency results and teacher recommendation. These components will be weighted and students with the greatest need will be selected to receive services in math and/or reading. Students with the lowest scores will be selected first. The process will be reviewed and recalibrated in January to determine if students should move in or out of Title I services.	1)
	2) In a narrative, describe how you will include 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 students are also unacceptable.	2) Students who qualify under the McKinney-Vento Act will automatically qualify for services and will use the same weighted results information to determine what exact services are needed.	2)
	3) 3 forms of academic data for selection criteria are required.	3) NWEA, DIBELS, Competency Results	3)
III. Supplemental Support	1) Describe how your Title I instructional program is in addition to the core competency instruction.	1) East Rochester School utilizes scientifically-based, researched programs for core math and reading instruction. The core programs are the Reading Street series and Everyday	1)

		<p>Mathematics. During the reading block, all students receive 90 minutes of instruction on a daily basis and 75 minutes of math instruction. This is completed in whole and small group instruction by the classroom teacher.</p>	
	<p>2) In order to be in compliance with the law, the program must be able to identify how the services provided by the Title I staff to Title I students are in addition to what the district provides to every other child as part of his/her basic education.</p>	<p>2) Title I students will receive additional instruction in small group interventions by a Title I staff member. The instruction will be up to an additional 2.5 hours a week beyond what typical students receive in the classroom.</p>	<p>2)</p>
<p>IV. High Quality Instructional Strategies</p>	<p>Respond to the following: 1) Describe how your instructional support model uses only evidence-based strategies for improving achievement of your Title I students.</p>	<p>1) The Rochester School District utilizes scientifically-based research based curriculums. The Reading Street series and Everyday Math are the core programs for classroom instruction. Also, clear lesson goals, questioning, graphic summaries, feedback, reteaching/learning, collaboration, and reflection are used as part of our Personalized Learning instructional model.</p>	<p>1)</p>
	<p>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.</p>	<p>2) In addition to the core program, Title I students based on individual need will have access to: Read Naturally, Spire, Foundations, Sidewalks. Read Theory, Great Leaps and Orton-Gillingham. EDM4 offers differentiated options for in every lesson to help students who need extra scaffolding and increased practice opportunities.</p>	<p>2)</p>

	3) Identify the Level of Evidence for each instructional strategy: <i>Levels of Evidence Table is located on the last page of this document.</i>	3)	3)
	4) 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) East Rochester School has developed a meticulous school wide schedule that has each grade teaching reading and math at different times daily. This allows for greater support and intervention services to all students. Students will receive services during transitional blocks of time and/or while other independent activities are occurring.	4)
	5) Include the strategies you will use to provide extended learning time for your Title I students. (This is a priority for all Title I schools.)	5) Tutoring services will be offered before and after-school to Title I students.	5)
	6) Acknowledge that all instructional staff paid for with Title I funds meet New Hampshire State Certification and Licensure requirements.	Title I staff will meet NH state teacher qualifications.	
IV. Parent Involvement	Describe plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?	Signed parent permission forms will be on file for all students receiving services. This agreement will indicate the services being offered and that it is in addition to current instructional practices. Also, parent informational nights will be available to Title I families in the Fall and Winter. Family fun nights and parent workshops will be offered throughout the school year. The PTA will also take an active role in planning and	

		monitoring programs and events being offered.	
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 align with your school's Needs Assessment and relate to your PD Master Plan and your district's Technology Plan?	East Rochester is entering its second year collaborating with Education Elements to foster a personalized learning framework. The school has a multi-grade leadership team that attends quarterly PD sessions and then turn-keys the materials back to the staff including paraprofessionals. The core four focus areas are: data driven decision making, reflection on learning, targeted instruction and flexible instructional tools/digital technology.	

VI. Coordination with Regular Classroom	<p>Describe steps to ensure that instructional planning for participating students is coordinated into their existing school program. Specifically, describe how and when this coordination happens. If the coordination seems random or inconsistent, your application will not be approved until regular and timely coordination is designed. Describe record keeping procedures to document this coordination.</p>	<p>In the Fall and Winter, day long data meetings are held for each grade level with teachers, interventionists, special education and administration in attendance. At these meetings each student is analyzed on an individual basis for math/reading and personal learning plans are put into place. Ongoing, each month, two meetings will be held that are an hour in length where professional learning communities will meet to review current practices. Time will be dedicated for classroom teachers to meet with Title I staff to discuss strengths, weakness and next steps for instructional strategies. Faculty attendance is recorded at each of these meetings. Also, teachers have 225 minutes per week that is contractually agreed upon for planning purposes.</p>	
VII. Collaboration with Other Programs	<p>Describe strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, , adult education, violence prevention programs , including child abuse, nutrition programs, housing programs, vocational and technical education, and job training).</p>	<p>Weekly team meetings are held as a group with special education, guidance, behaviorist, etc. to discuss concerns and plan for adjustments.</p>	
VIII. Preschool Transition	<p>Describe steps for assisting preschool children transitioning to your school.</p>	<p>ERS is located on the same campus as the preschool and frequently collaborates with staff and students. Transition meetings are scheduled yearly where parents, students and staff attend to ensure each student's success. Also, transitioning preschool students visit the building at the end of the</p>	

		year and twice over the summer to meet staff and participate in screening activities.	
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 were served? - What was the effectiveness of the TI interventions and activities? - What was the impact of Title I program in helping struggling students increase achievement? - How many students exited the 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. <p>* This evaluation should guide the Title I program next year and any program changes should be reflected in a modified school plan.</p>	The school's academic growth will be measure by comparing pre and post results utilizing the DIBELS assessment, NWEA assessment and competency scores; it will also track if growth benchmarks were achieved. School records will indicate number of students recommended for services and actual services received. ERS staff members are participating in Learning Walks where peer observations use a tool for observable benchmarks in conjunction with staff reflections to plan short and long term goals for improvement.	
Checklist for Other Program Requirements	<ul style="list-style-type: none"> • Annual meeting • Parent compact • Parent policy • Parent Right to Know • Parent Signature for Title I Participation or Refusal of services 	Parent meeting-September 2018 Policies, signatures and agreements will be reviewed with a question and answer period.	

Evidence-Based Practices
Levels of Evidence

	Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrates a Rationale
Study Design	Experimental study	Quasi-experimental study	Correlational study with statistical controls for selection bias	Provides a well-specified logic model informed by research or evaluation
WWC Standard	Meets WWC Evidence Standards without reservations (or is the equivalent quality)	Meets WWC Evidence Standards with or without reservations (or is the equivalent quality)	N/A	N/A
Favorable Effects	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome
Other Effects	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere
Sample Size and Overlap	Includes a large sample and a multi-site sample, overlapping with populations and settings proposed to receive the intervention	Includes a large sample and a multi-site sample, overlapping with populations or settings proposed to receive the intervention	N/A	N/A