



## Title IA Targeted Assistance School Plan

**Name of School:** Nancy Loud School

**School Year:** 2017-18

**Current Poverty Rate:** On 10/1/16, the date for which data was available, enrollment at Nancy Loud School was 68 with 35 or 51% of those enrolled eligible for free/reduced lunch.

(Link to current poverty rates: [http://education.nh.gov/data/attendance.htm#free\\_reduced\\_school](http://education.nh.gov/data/attendance.htm#free_reduced_school))

**Date School Needs Assessment was completed:** Nancy Loud School completed a School Climate and Culture Study in the spring of 2017.

**Data summary used in Needs Assessment (How does your data align with the plan?):** The needs assessment generated information about five broad categories:

- Parent Involvement
- Peer and Adult Relations
- Structure for Learning
- Physical Environment
- Staff Connectedness
- School Safety

The needs assessment reported the results of the School Culture and Climate survey using a four point scale (1= Very Unfavorable, 4= Very Favorable). The results of this survey indicated that Structure for Learning, Physical Environment, Staff Connectedness and School Safety scored in the Very Favorable range.

Parent involvement scored in the Somewhat Favorable range and has most room for growth. Therefore, data suggests that parent involvement must be as a priority in our plan. Nancy Loud Staff indicated that peer and adult relations had room for expansion.

Similarly, Peer and Adult Relations scored Somewhat Favorable. Data from this category suggests a second priority is professional development to peer partnerships. This plan includes professional development and systematic reflection to support professional practices and collaborative staff interactions.

Data from the needs assessment indicated that students feel safe, and respected by to the teachers. Students felt connected to peers and teachers as well. Students responded that classroom behaviors can interfere with teaching despite rules clearly posted. Students will be encouraged to apply systematic reflection and metacognition to their behaviors.

**Date Plan was Created: June 2017**

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

**Dr. Erin Mahoney, Principal**

**Gayle Gary, Reading Specialist**

**Julie Thompson**

**Nicole Sanchez, parent**

**Heather Martel, parent**

**Kerry Husted, paraprofessional**

**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
<p><b>I. Student Selection</b></p>	<ul style="list-style-type: none"> <li>• Describe your two-step process for selecting Title I students:               <ol style="list-style-type: none"> <li>1) How is the pool of educationally disadvantaged students identified?</li> <li>2) How will you select the neediest students?</li> </ol> </li> <li>• 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.</li> </ul> <p>3 forms of selection criteria, 2 of them must be academic in nature.</p>	<p>The pool of educationally disadvantaged students will be identified through the use of an eligibility criterion checklist. This checklist will use scores from standardized tests (NWEA, DIBELS), baseline tests from the Scott Foresman and/or EveryDay Math as well as teacher input. Scores from these assessments will be assigned weighted points. Points on the criterion will be tallied and students' scores will be rank ordered, with the highest scores indicative of greatest academic need. Each grade level will have an eligibility criterion that will be completed on each child (See attached). The children who score eligible in the appropriate categories will have the opportunity to receive Title I services in Language Arts, Mathematics or both. After determining that the child is eligible for Title I support, parental consent will be obtained prior to working with the child.</p> <p>In January 2018, all students at Nancy Loud School are reassessed with the NWEA and DIBELS. At this point, a mid-year eligibility criterion checklist will be completed on all students. Individual performance on the standardized assessments (NWEA and DIBELS) and Teacher input will also be considered for student eligibility of Title I services should continue to receive services. The mid-year review will help determine if there are students that no longer meet eligibility requirements, or if there are students eligible for services.</p> <p>(2) 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. All selection criteria must be academic in nature.</p> <p>Each student in the school will be examined to determine if they qualify for Title I services. Students that are classified as being homeless or migrant automatically qualify for Title I services. An eligibility criterion will still be completed in order to have it on file. Due to the nature of</p>

		<p>being homeless or migrant, these students will automatically be eligible for Title I services so that they may be successful in school.</p>
<p><b>II. Supplemental Support</b></p>	<ul style="list-style-type: none"> <li>• Describe how your Title I instructional program is in addition to the core competency instruction.</li> <li>• 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 addition to what every other child receives as part of his/her basic education.</li> </ul>	<p>Rochester School District uses a Multi-Tiered Support System (MTSS) for reading. Every child in the Nancy Loud School receives a minimum of 90 minutes of in-class reading instruction. Every child in the Nancy Loud School receives a minimum of seventy five minutes of in-class math instruction.</p> <p>Nancy Loud School uses the Reading Street series. This series is a scientifically-based, researched program designed to be utilized in the elementary school classroom. Children receive large group instruction and then small group instruction based upon their skill level. Utilizing Title I funding, children who do not meet the benchmark for the reading series will be entitled to receive additional instruction with different curriculum materials at a different time during the school day. This time may be up to thirty minutes in length. This instruction will use one of a few different scientifically based curricula. The school's goal is to have ninety percent of third grade children reading at or above grade level by the end of the third grade. This supplemental material and instruction will enable the students of the Nancy Loud School to attempt to be reading at or above grade level by the end of third grade.</p> <p>Our students receive instruction in Mathematics using the Everyday Mathematics program. This program is a scientifically research based curriculum for instructing students in the area of mathematics in the elementary program. Each child in the Nancy Loud School receives a minimum of seventy five minutes of math instruction in the classroom. The Title I funding would enable the students to receive an additional thirty minutes of instruction which would supplement their daily in class instruction. This instruction may use the Everyday Mathematics program or an additional scientifically research-based curriculum in the area of mathematics.</p> <p>The Rochester School District currently operates with a Competency-Based Education system. Math and Language Arts have competencies skills and performance indicators within each core subject area. Eligible students receive supplemental competency-based instruction centered</p>

on their individual academic needs. Any instruction provided by Title I staff or with Title I funding will be in addition to classroom instruction that is already provided to the students of the Nancy Loud School.

Research-based strategies are vital the educational success of Title I students. The Rochester School District uses scientifically-based research based programs in Reading and Mathematics. Reading Street is used during the core reading block. Supplemental research based reading programs offered by Nancy Loud School include: My Sidewalks, Read Naturally, Rave-O, Spire, Foundations and RAVE-O.

- My Sidewalks, a part of the Reading Street program, is a reading intervention that is research-based. Each 30-45 minute lesson facilitates sustained instruction of language, concepts, and comprehension skills. Students will benefit from increased time on task, teacher modeling, and links to social studies and science. It is designed to accelerate reading through research-based issues. My Sidewalks helps to build success in comprehension skills with daily intensive language and concept development along with vocabulary instruction.
- SPIRE and Foundations are reading programs that focus instruction on words and letters and their relationships. In addition, Foundations and SPIRE focuses on phonemic awareness and direct phonics instruction. Both contain instruction in phonemic awareness and provides a systematic approach to teaching total word structure. In addition, it incorporates literature based, controlled texts which are designed to allow children to have daily repetition while teaching vocabulary development. SPIRE is a program that utilizes structured, explicit teaching in a multi-sensory approach that teaching all aspects of language.
- Read Naturally develops fluency, support vocabulary development, and promote comprehension using the research-based strategies of teacher modeling, repeated reading, and progress monitoring.

**III. High Quality Instructional Strategies**

- Respond to the following:
  - 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 time for your Title I students. (This is a priority for all Title I schools.)

		<ul style="list-style-type: none"> <li>• RAVE-O is a systematic approach to reading fluency that systematically addresses students' challenges with phonological processing and naming speed.</li> <li>• Everyday Math is a scientifically-based, researched program used during core math instruction.</li> <li>• The Elements of the Daily Math program is a scientifically research-based mathematics program developed to coordinate with the NCTM standards. This math program aligns with the Everyday Mathematics program that we are currently using in the school. This program will provide supplemental instruction to eligible students that are weak in math skills and need additional instruction.</li> <li>• Extended learning opportunities will be available to Nancy Loud School students. Nancy Loud School will offer before and after school tutoring to students throughout the school year. This tutoring will be in addition to any supplemental instruction/intervention that the student is receiving during the regular school day.</li> </ul>
<p><b>IV. Parent Involvement</b></p>	<p>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>	<p>Parental involvement at Nancy Loud School has steadily increased over the past several years. Nancy Loud School has a very active PTA. We also have several parent volunteers who are involved in school activities and events. Our goal is to continue this trend and increase the number of parents involved in our school. During the upcoming year, Nancy Loud School will host three informational events for parents. The workshops will focus on the following topics: <i>The Anxious Child, Trauma and Children</i> and <i>Right Question</i>. Likewise, Nancy Loud School will offer three themed "fun" nights for families. Child care will be offered at all events.</p> <p>Parents of students receiving services are directly involved in the program as the school will need to receive permission for any eligible child that participates in the Title I program. A school-parent compact will be developed which states the responsibilities and goals of the school, parents and the children. This compact will need to be signed by the parents, child and teacher as an agreement to provide instruction that will be in addition to the instruction received in the</p>

		<p>classroom and hopefully advances the child's ability in the chosen curriculum area.</p> <p>November, during parent conferences, would be an ideal opportunity to discuss the Title I plan with parents of children eligible for services. A time to meet and discuss progress would be near the end of the school year (May) to determine the growth of the child and if summer services might be necessary to ensure academic gains hold steady.</p>
<b>V. Professional Development</b>	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?	Teachers and paraprofessionals at Nancy Loud School will participate in a professional development to learn about resilient learners. Staff will complete a book study on <i>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</i> by Kristin Souers and Pete Hall. Teachers and paraprofessionals will examine current instructional practices to refine the delivery of their instruction and differentiate teaching. Time will be set aside during staff meetings for reading, journaling and systematic reflection. Likewise, teachers will reflect on their practices during 1:1 meetings with the principal. These professional development activities are in line with those of the Rochester School District, which is working on continuously evaluating professional practices for the express purposes of informing instructional best practices.
<b>VI. Coordination with Regular Classroom</b>	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 coordination is designed. Describe your record keeping procedures to document this coordination.	Each classroom teacher receives at least 225 minutes of guaranteed instructional planning time in the contract. Each classroom teacher will be assigned a thirty minute planning session per week with the Reading Specialist. This time will be devoted to planning for the eligible students that are receiving the Title I services only. The teacher will be responsible for making sure the Title I teacher is knowledgeable in the areas of weakness displayed by the child. The Title I teacher will be responsible for providing additional educational materials and instruction in the areas of weakness displayed by each individual child. This coordination will also be evident in the Reading Specialist progress note which will be reviewed with the teacher prior to going home to the parents. The Reading Specialist will be expected to attend scheduled data team meetings which are held at the school.
<b>VII. Collaboration</b>	Describe your strategies to ensure collaboration with other programs (i.e.,	The Nancy Loud School participates and has children that qualify under special education, identified homeless, identified ESOL and the school

<p><b>with Other Programs</b></p>	<p>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).</p>	<p>as a whole works with nutrition programs. All students will be considered eligible if they meet the criteria as set by the school. Homeless children will automatically be considered eligible and will be served from the first day that the school is aware of the situation. There is great communication between the school and the ESOL, Special Education, and Nutrition Department as well as the Homeless Liaison coordinator. All involved individuals will collaborate on a weekly basis in order to ensure that each child's needs are met to the best of the schools' abilities.</p>
<p><b>VIII. Preschool Transition</b></p>	<p>Describe your steps for assisting preschool children transitioning to your school.</p>	<p>Preschool students transitioning to Nancy Loud School will be invited to participate in a Kindergarten camp. This three week program is designed to introduce social and academic routines to incoming preschool students. Nancy Loud School would reach out to parents of preschool students prior to the end of the school year to invite their child to participate in Kindergarten camp.</p>
<p><b>Program Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Plans for an annual program evaluation of how the Title I program performed (not individual student).</li> <li>• Important questions should include <ul style="list-style-type: none"> <li>- How many students did we serve?</li> <li>- What was the effectiveness of the TI interventions and related activities?</li> <li>- What was the impact of our Title I program in helping our struggling students increase achievement?</li> <li>- How many students exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets)</li> <li>- How much growth did the average student achieve?</li> <li>- How much growth did various subgroups achieve? For example: Race, Age, Language Level,</li> </ul> </li> </ul>	<p>Nancy Loud School will evaluate its Title I program with multiple measures.</p> <p>The academic growth of students is measured with two standardized assessments: NWEA and DIBELS. The pre/post scores of eligible students will be examined to determine the effectiveness of Title I services. NWEA reports information on growth made by individual students. Records will be kept on the growth of subgroups. Nancy Loud School will also evaluate our Title I program by reviewing records to determine the number of students served. Records will reflect when students became eligible for Title I services and if/when they exited services. If students exit the program, records will reflect the number of students and corresponding reasons.</p> <p>Nancy Loud School will evaluate Title I through the use of systematic reflection. Part of Nancy Loud School's professional development is reading <i>Fostering Resilient Learners: Strategies for Fostering a Trauma Sensitive Classroom</i>. In September 2017, teachers will complete the reflection survey included in the book. This will provide baseline data about instructional practices and differentiation of instruction. Teachers will re-take the same survey in June 2018 to measure individual and school-wide change.</p>

	<p>Subject, Grade level, Instructor - whatever is relevant</p> <p>* This evaluation should guide your program next year and any program changes should be reflected in a modified school plan.</p>	<p>Nancy Loud School will also measure School Culture and Climate, specifically parent involvement and peer/adult relations. Data from these evaluations will be used to assess this year's plan and to make informed decisions about the following year's Title I program, specific to academics and parent involvement.</p>
<p><b>Checklist for Other Program Requirements</b></p>	<ul style="list-style-type: none"> <li>• Annual meeting</li> <li>• Parent compact</li> <li>• Parent policy</li> </ul>	<p>Prior to September 2017, Nancy Loud School will hold an annual meeting. Parents of eligible students will be invited to attend. Information about Title I will be shared with parents and they will have the opportunity to ask questions. At this time, the Parent Compact and the Parent Policy will be reviewed with parents to gain their input. Child care will be provided at this event.</p>