



Title IA Targeted Assistance School Plan

Name of School: **South Elementary School – Londonderry School District**

School Year: **2017 -18**

Current Poverty Rate: **18.65%**

Date School Needs Assessment was completed: **August 2017**

Data summary used in Needs Assessment (How does your data align with the plan?): **2016-17 i-Ready Diagnostic Results, Gates-MacGinitie 2016-17 Results, DIBELS 2016-17 Results, Student Grades, and Smarter Balanced Assessment 2016-17 results for some grade levels**

Date Plan was Created: **September 2017**

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

- 1) **Linda Boyd – South Elementary School Principal**
- 2) **Courtney Lownie – Educational Support Teacher (Title 1)**
- 3) **Judith Martin – Reading Teacher (Title 1)**
- 4) **Hilary Walter – Educational Support Teacher (Title 1)**
- 5) **Dan Black – Assistant Superintendent**

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 – NH DOE Questions	Your School Plan – Londonderry South Elementary School
<p>I. Student Selection</p>	<ul style="list-style-type: none"> • Describe your two-step process for selecting Title I students: <ol style="list-style-type: none"> 1) How is the pool of educationally disadvantaged students identified? 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. <p>3 forms of selection criteria, 2 of them must be academic in nature.</p>	<p>The first step in identifying students is compiling the formative assessment data we have in terms of i-Ready Diagnostics, Gates-MacGinitie, and DIBELS for grades 1 to 5. These results are then compared to current and past report card grades and teacher observations, depending on the time of year. All this data is compiled and students are given a score based on need. Finally, we compile these needs with the students already referred to the school's "RTI" school-wide team.</p> <p>The second step in our process is to weight the students that are "below grade level" or "does not meet benchmark" as well as weight the students with evidence of "skill deficiencies." This scoring allows us to determine all the students that are eligible for Title 1 services. The Title 1 teaching staff in the building (3 teachers) can handle caseloads of about 30 students at a time. From the weighted scoring list, we will prioritize the 90 neediest students school-wide based on all the above factors if we have more than 90 students that are identified for Title 1 services.</p> <p>Typically, the South Elementary School, nor the Londonderry School District as a whole, has not experienced homeless or migratory students in substantial numbers. For example, in the current 2017-18 school year there is only 1 homeless student district-wide K to 12. If a new student is homeless or migratory at South Elementary School, this status can be given a weighted score in our assessment process to enable Title 1 services for that student, if needed.</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 addition to what every other child receives as part of his/her basic education. 	<p>Students only attend Title 1 services in Literacy and Numeracy only after they have attended their Literacy and Numeracy blocks in their homerooms. They have a schedule of 5 – 30 minutes a week for either Literacy, Numeracy, or both. These 30 minute blocks are coordinated with the homerooms to occur after the Literacy or Numeracy blocks when their homerooms are typically in “centers” or other groupings working individually or in small groups. Students do not lose out on any required services by law when they attend Title 1 small group instruction.</p>
III. High Quality Instructional Strategies	<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. 	<p>Title 1 utilizes small group instruction for students in groups of three to five to work with Title 1 staff on their literacy and/or numeracy skills. Again, these services are supplemental and only occur after students attend their Literacy and Numeracy block in their homerooms.</p> <p>For Literacy supports, the Title 1 staff will craft individualized to small-group lessons that focus on phonics, fluency, reading comprehension, and writing skills depending on the nature of the deficiencies of each student. For Math supports, the Title 1 staff will craft individualized to small-group lessons that focus on the grade level numeracy skills, problem solving, and specific content for each grade level depending on each student’s deficiencies. A mixture of resources are utilized during this time but tend to be from i-Ready, Math in Focus, Project Read, Keys to Literacy, Read Naturally, Number Worlds and Touch Math. We have taken the time over the last year to research and validate all these curriculum tools.</p> <p>To extend the learning time for students, Title 1 staff will coordinate with the homeroom teacher as well as parents to maintain and fill out a nightly reading log to reinforce the specific skills each student is working on for both Title 1 services and their homeroom.</p>

	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.)	
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?	We host a "Title 1 Day" for all parents of students that receive services to meet the staff, understand the program, and if possible talk about their student's progress. Title 1 Staff also participant in our yearly "Open House" in the Fall, as well as the two Parent Teacher Conference Days to make individual appointments with parents. At the end of every year we send home a "Title 1 Parent Questionnaire" that allows parents to provide feedback on the program which then informs our planning for each subsequent year.
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?	Currently, our Title 1 Grant does not provide for professional development.
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 coordination is designed. Describe your record keeping procedures to document this coordination.	Currently, both Title 1 staff and grade level teachers have three ways to stay in constant contact and coordination with each other. Grade level teachers meet in "PLC" – Professional Learning Community" teams weekly that Title 1 staff will attend to coordinate. Title 1 staff will also send a weekly summary email on each student to the grade level teacher. If for some reason, both of these systems are not enough to stay coordinated, Title 1 Staff have open times in their schedules for grade level teachers to come to them to coordinate and catch up in an ongoing and as necessary basis. The documentation of this coordinated effort between staff will be in the PLC meeting notes as well as the weekly email summaries.

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).	Since Londonderry’s only Title 1 program exists at South Elementary School, the coordination of services happens within the normal coordination of one school. For example, if an ESL student were in need of Title 1 services, we provide both at South Elementary School. The same coordination can also occur with Special Education and a number of services provided by the Guidance Department such as child abuse prevention. The staff of all programs can coordinate during the “PLC” meetings within the building, as well as “RTI” meetings. Any coordination needed outside of South Elementary School would happen at the District Office between appropriate staff.
VIII. Preschool Transition	Describe your steps for assisting preschool children transitioning to your school.	Our district-wide Kindergarten program occurs in one building – Moose Hill School, and students enter South Elementary School at first grade.
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, 	<p>In the Spring of each year, Title 1 staff and the school’s leadership analyze the performance and growth results of the program through the Diagnostic Assessments in i-Ready. During the 2016-17 school year, 77% of Title 1 students experienced at least 1 year’s growth, (and their grade level growth target) in their Reading or Math assessment. Many of these students were still below the grade level benchmark based on the Fall to Spring results. The 2016-17 performance and growth levels of students were typical of prior years.</p> <p>From the 2016-17 school year, by the end of the school year, about 15% of the students were able to exit Title 1 services, (discharged), because they made the necessary improvements in their deficiency areas.</p> <p>For the 2017-18 school year, the Title 1 program intends to have higher performance and growth metrics for the students in the program than the 2016-17 school year. After we perform the Diagnostic Assessments we will set clear benchmarks to achieve these goals for the school year.</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>Checklist for Other Program Requirements</p>	<ul style="list-style-type: none"> • Annual meeting • Parent compact • Parent policy 	<p>We have an annual meeting in the form of an open house, ask parents to sign a “parent contract” with us for services, and have a parent policy for Title 1 in our school’s handbook.</p>