

Danville, Pollard, Sandown Schools

Title I Plan Provisions

2017-2018

1. Student Selection

A tri-annual universal screening tool, Renaissance STAR, will be administered in September, January, and May each year. The screening tool will identify students who scored below a target set at the 40%ile in Early Literacy, Reading, and/or Mathematics. Additionally, other measures as specified on the Weighted Criteria sheet, including Early Literacy Screeners, Fountas and Pinnell Reading benchmarks, envision Math assessments, and other considerations such as parent or teacher request, attendance, etc. may be used to identify educationally deprived students.

The Weighted Criteria sheet will indicate a total score. Total scores will be ranked and students will be invited, with parent permission, to participate in the Title I program. While every effort will be made to service as many students as possible, invitations will be generated based on the program staffing capacity.

Homeless and Migrant students will be automatically eligible for participation in the Title I program.

During a rank order period for the school, current Title I students will remain in the program and be placed at the top of the ranking list, until exit criteria have been met or the end of the school year, whichever comes first.

Exit or withdrawal from the Title I program will occur when at least 3 positive data points indicate that the student has met their instructional goals, demonstrated steady progress in their small intervention group, has met targets set in STAR Early Literacy, Reading or Math assessment or in Fountas & Pinnell Reading benchmarking program. Withdrawal or exit from the Title I program may also occur through collaborative discussion with the student's instructional team and parent.

2. Supplemental Support

Title I programming is an integral part of our Response to Instruction (RTI) model at the Strategic Tier II level. Title I services are provided "over and above" and supplemental to the core educational program provided to all students. Master school-wide schedules are developed to include a designed Tier II block when Title I students may be served without concern for removing students during core instruction. Supplemental instruction may be provided to students in a push-in or pull-out model, however, a push-in model is preferred and highly encouraged. Student groups meet at least 3x per week for apx. 25-30 minutes. Student groups are expected to stay within a 3-5 student to teacher ratio. In addition to small group instructional support, Title I students may have access to technology-based Reading and/or Math

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assistance in such programs as Lexia Learning or SuccessMaker in order to extend learning opportunities during and after school hours.

3. High Quality Instructional Strategies

All strategic actions and/or resources used to support literacy and mathematic skill development are research based and recommended for use with Title I students, including but not limited to Guided Reading instruction, Leveled Literacy Intervention, SuccessMaker, Lexia Core Reading, Lively Letters, Foundations, Words Their Way, LiPs, and F&P Phonics System. Assessment results and classroom performance are considered when determining specific and targeted instructional support for Title I students. Instruction in all areas is aligned with the Timberlane Regional School District's Language Arts and/or Mathematics Curricula, which is based upon the NH College and Career Ready Standards.

4. Parent Involvement Policy

All parents will be provided information and the opportunity to be involved in the following ways.

1. The Title I program will be described at the annual Parent Open House in the fall of each school year. At this time, parents will be informed of the program's requirements and their right to be involved.
2. The Title I program will be described in the Parent/Student Handbook. The Title I brochure explaining the program will be distributed at various times during the school year.
3. Parents of participating students will be provided information about the program at Open House and how students qualify for participation in the Title I program. Information regarding Title I will also be available in the main office, and posted on the school's website.
4. Parents of children who have not yet received Title I services will receive a phone call from the classroom teacher, or other school personnel explaining the Title I program. Recommendation for the program follows an RTI assessment model and a team approach to instructional support.
5. Parents may request their child's individual assessment results and the interpretation of criteria that makes them eligible for program participation. Parents are notified in writing by the Title I tutor when their child qualifies for the Title I program.
6. Parents are asked to sign a parent, student, teacher compact listing each person's responsibilities.
7. The Title I tutor and the classroom teacher collaborate to develop an instructional program that meets the individual needs of the Title I student. The instructional program is based on authentic assessment using an RTI model. Placement into Title I is based on those assessment results.

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8. Parents are given the opportunity to borrow books from the parent lending library and/or share in the "We Both Read" lending library.
9. Parent representatives will participate in writing the school's parent involvement policy and offer suggestions for revision.
10. Parent suggestions will be solicited as part of our yearly assessment (parent survey) and considered during program development. Parents will be invited to participate in the evaluation and revision process prior to writing the grant for the following year.
11. Bi-annual progress reports will be sent home in January and June. Conferences including the parent, classroom teacher, Title I tutor may be requested at any time. Phone calls, email, and written notes are encouraged whenever necessary.
12. Each school's Curriculum Coordinator and Literacy Specialist will support the Title I Tutors in developing and implementing effective parent involvement activities.
13. Parents will be informed of various Title I activities through the use of monthly school newsletters, school website, announcements, and notices sent home.
14. Parents of Title I students will be invited to other curriculum based programs that are offered throughout the district.
15. Parent meetings will be offered at flexible times. Child care, home visits or information regarding transportation options will be made available to parents who are not able to attend scheduled meetings.
16. Parents of Title I students who may require assistance under the McKinney-Vento Act are encouraged to reach out to the district's Director of Student Services or their child's school guidance counselor.

6. Professional Development

High quality professional development will be provided to all TRSD educators, including Title I tutors, as supported by Title I and II grant funds. Professional development will be geared toward increasing parent involvement, understanding Title I requirements and expectations, supporting Title I staff and teachers of Title I students in the improvement of teaching and learning, supporting the development of effective practices and strategies to meet the needs of a variety of learners, enriching the curriculum, and supporting school district goals through on-site trainings, district-wide PD, off campus workshops, book studies, staff meetings, etc.

7. Coordination and Integration with the Regular Classroom

PLCs, Target Teams, and Data Teams consist of representatives from Regular Education, Special Education, Title I, Guidance, Literacy Specialists, and school administration. Collaborative discussions ensure targeted and coordinated support/ services for students, including those who are identified with

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educational disabilities, homeless under the McKinney-Vento Act, regular education students, or those who may be struggling with behavioral, social, or emotional concerns. Title I tutors provide supplemental support in the areas of Math and/or Reading, however, collaborative teams are responsible for ensuring coordination of services and that duplication of services is minimized.

Guidance Counselors work closely with the Director of Student Services and the Title I Project Manager to ensure allocation of homeless set-aside funds for students in need of tutoring, technology assistance, supplies, etc.

A Title I Social Worker provides support to Title I students, families, and teachers of Title I students. This may include crisis intervention, assisting with conflict resolution and anger management, helping Title I children in understanding and accepting self and others, providing families with resources and support to enable the child to function more effectively in school and in the community. Further, the Title I Social Worker works with Title I tutors and school district staff to plan and coordinate Title I Family Events, collect student data, and keep accurate records.

8. Collaboration with Other Programs

Homeless and Migrant students will be automatically eligible for participation in the Title I program.

The Timberlane Regional School District identifies students requiring assistance through the McKinney-Vento Act internally through our staff members including: School Nurses, School Resource Officer, Registrars, Bus Drivers, Classroom Teachers, Guidance Counselors, and Building level staff. This information is provided to the Director of Student Services and a meeting is held with the family.

Our external resources for the identification of students requiring assistance through the McKinney-Vento act are also extensive: Department of Children Youth and Families, Family Promise, Local Police and Fire Department, Neighbors, SEAL group of New Hampshire, and Local Housing Authority.

The district services the McKinney-Vento population in two salient ways. The first method is the Director of Student Services meets with the families and provides services and information that can be completed right at the SAU office. Families are given the necessary Free and Reduced Lunch information, transportation information, and information is shared regarding educational opportunities including tutoring when applicable. After the meeting with the Director of Student Services, the building level guidance counselor and the principal are provided with the new student information and the McKinney-Vento students are enrolled. The families also receive the process information for the next

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school year. These are the two methods used to support families with enrollment and education in our school.

During the enrollment time at Timberlane the students are monitored for progress and provided additional services to meet the changing needs of the student. Set-aside funds are used to support academic growth and include; counseling, web-based instruction, and tutoring.

The same process is followed when an internal referral is made. This process is also followed for unaccompanied youth.

School Board policy is reviewed on a six year cycle. A packet of information provided to parents includes the dispute process and the written notification.

9. Quality Teachers and Paraprofessionals

All teachers and instructional paraprofessional paid through Title I funds shall meet the highly qualified requirements of the State of NH. At the start of each school year, the school principal will write a letter to the Superintendent and cc 'd to the Title I Project Manager verifying the highly qualified status of each Title I staff member. Certifications are kept on file at the SAU office.

10. Program Evaluation

At the end of each school year and in preparation for writing the following year's Title I grant application, each school will work with the district Title I Project Manager to evaluate the current Title I program and decide what revisions are needed to grow the Title I program and meet the needs of educationally disadvantaged students.

The following procedures will occur and a record of meeting notes will be created:

1. Conduct an end-of-year meeting to reflect and assess needs to inform future Title I programming decisions.
2. Analyze Title I student achievement data spreadsheets and note progress of students receiving Title I services.
3. Identify number of students who entered and exited the Title I program.
4. Identify (with evidence) what is working well and what is not with Title I programming.
5. Answer the question why are we doing what we are doing and what are the outcomes?
6. Review parent surveys (school-year and summer) to inform Title I programming.
7. Other important questions should include
 1. * How many students did we serve?
 2. * How many students exited our program and for what reasons?
 3. * How much growth did the average student achieve?
 4. * How much growth did various subgroups achieve?

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5. *Race, Age, language level, Subject, Grade level, Instructor...whatever is relevant
6. * Did students whose parents participant in our FCE events should more, less, or equivalent growth?