

Title IA Targeted Assistance School Plan

Name of School: Ellis School

School Year: 2017-2018

Current Poverty Rate: 17.39%

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

Date School Needs Assessment was completed: 7/15/17

Data summary used in Needs Assessment (How does your data align with the plan?): Our NWEA data from Spring 2016 to Spring 2017 shows reading sliding back a bit however we were without a reading specialist for the first half of the year which left our reading intervention lacking. Our afterschool Title I program focused on improving our math proficiency, which it seemed to do as grade levels which received services all showed strong growth.

Date Plan was Created: 8/1/17

School Planning and Review Team (members and their affiliation): Abby Dobson, Title I Coordinator, Andrew Haas, Principal

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>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>	<ol style="list-style-type: none"> 1) Ellis uses the NWEA district assessment and teacher recommendation to identify educationally disadvantaged students in grades 1-4. In Kindergarten, the PNOA, the kindergarten screening tool and teacher recommendation are used to identify students. 2) Students will be given a score based on the following scale. 0%-20% 3 points, 21%-40% 2 points for the assessment data points and 3 points for a favorable teacher recommendation. Students will then be ranked based on those with 9 points are deemed the neediest students and so on. A total number of students that the program can accommodate is determined. Students who are deemed homeless or migratory are offered spaces. A number of students from the rank ordered list which totals the available space is invited to participate in the program.
<p>II. Supplemental Support</p>	<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 	<p>The Title I Instructional Program is offered as additional small group instruction to what the classroom teacher provides. This comes at a time where students would be performing independent practice and is in addition to the small group already pulled by the classroom teacher or school support staff. The materials used (Math Triumphs) are also supplemental as the program was purchased with Title I funds and so is limited to use only by students participating in Title I services.</p>

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<p>III. High Quality Instructional Strategies</p>	<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. 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.) 	<p>1a) Our program follows a developmental progression to teach math concepts. What Works Clearinghouse deemed teaching number and operations with a developmental progression as a moderate level of evidence. Using a Progression to teach Geometry and M and D were unable to receive a moderate level of evidence as the studies conducted did not meet the What Works Clearinghouse criteria but they did show promise.</p> <p>1b) Our program also uses student data to support instructional decisions. This practice is recommended by What Works Clearing House.</p> <p>1c) Our Program is also following the recommendations for chronically low performing schools to become “turnaround schools.” Signal the need for dramatic change with strong leadership. – School leadership and program leadership are working together to make a change , Maintain a consistent focus on improving instruction,- review and analysis of instructional practice will assist in improving instruction. Make visible improvements early in the school turnaround process (quick wins)- Organizing the title I program materials and paperwork is one such visible improvement. Build a committed staff- strategic hiring for the teaching position will add to the title I staff’s level of commitment.</p> <p>2. The Curricula used during Title I services will be Math Triumphs. It is a targeted tier 2 intervention program aligned with the core math instructional program. It is correlated to the CCSS. The program is presented is a fashion conducive to our small group session with many opportunities for use of manipulatives and practice. Each day includes a quick exit assessment for the t4eacher to gain an understanding of each day’s progress to best meet the needs of students’ the next day.</p> <p>3. As much as possible, we have designed a push in program where the title I teacher will enter the classroom and run an additional small direct instruction group while the class is working at stations or centers. The classroom teacher may be running a small group as well during this time. The students seen by the Title I teacher will still have their typical turn with the classroom teacher during the station rotation. If groups do need to leave the classroom, it would still be during this time of stations however a group might meet in another room or in the hall in an effort to reduce distraction and extraneous noise.</p> <p>4. The math triumphs intervention includes a home practice portion that will be used in conjunction with the lessons taught so students have a chance to practice at home with families as well as share what they are working on with families.</p>

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?	Parent Involvement will be increased this year through increased outreach from the Title I teacher. He/She will participate in parent conferences and open house. Formative assessment surveys will be sent to collect family feedback 3 times a year instead of just at the completion of the year. At the end of each year an survey is conducted to collect suggestions from families about the program moving forward, this process will continue as family feedback has been valuable in the development of this program.
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 there is no plan to provide professional development with Title I Funds. Any PD that is conducted would be by the Title I Coordinator for the Title I Teacher based on implementation of the intervention and instruction in Title I rules and regulations which would not require funds.
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.	Classroom teachers will be responsible for emailing the Title I Coordinator any student concerns. The Title I Coordinator will review notes of weekly team meetings at the end of the week and review data based on the reported concerns. Emails and notes from team meetings will also reflect data on currently serviced students so that intervention can be coordinated with core instruction by classroom teachers. Team meetings will have a record of notes and the Coordinator will also keep a record of reports by student that will be housed in the title I student folder.
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	The Program Manager will attend administrative meetings monthly and report any needed information to the Coordinator in ensure that Title I is collaborating with the other programs.

	<p>programs, housing programs, vocational and technical education, and job training).</p>	
<p>VIII. Preschool Transition</p>	<p>Describe your steps for assisting preschool children transitioning to your school.</p>	<p>At Ellis we hold a kindergarten information night the spring before incoming year. WE discuss a student's typical day at kindergarten and help parents feel comfortable sending their children to school. At the end of each academic year we hold kindergarten screening an assessment to give baseline data for academic skills. We also hold a kindergarten academy where students are able to come to school and "play" in order to increase their own comfort for coming to school. In addition the district provides incoming kindergarten students with a kindergarten readiness packet that promote whole child readiness.</p>
<p>Program Evaluation</p>	<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, Subject, Grade level, Instructor - whatever is relevant <p>* This evaluation should guide your program next year and any program</p>	<p>The Program evaluation plan is to use the same data sources we used to qualify students (NWEA, PNOA, Kindergarten Screening) and compare students who received services to students who did not. An interesting comparison would also be the population (if it exists) of students who were offered services but refused them compared to those who accepted services.</p> <p>We only plan to have one instructor this coming year and given our small sample, the sub groups are typically too small to be statistically significant (under 10).</p>

	changes should be reflected in a modified school plan.	
Checklist for Other Program Requirements	<ul style="list-style-type: none"> • Annual meeting • Parent compact • Parent policy 	<p>Our program includes the parent compact and parent policy with the permission to participate slip that we mail to parents when we invite students to join our program. Our annual meeting is scheduled for mid-January and is based on Student Progress. We highlight the student efforts and invite parents to come in and meet the teacher and ask any questions they may have. Our title I program is also available during open house in mid-September and at parent conferences in mid-November. If we have funds available, we may also hold a celebration at the end of May to congratulate our families on their successes and progress for the year.</p>