

2017-2018 Title IA School Plan for Derry Village School

Program Abstract

Derry Village School is one of three Targeted Title I schools within the Derry Cooperative School District. The Derry Village Title I Program provides supplemental math support services to students in second (and first if space and scheduling allow) through fifth who have been identified as having difficulty in math and are at-risk for failing state standards. We identify these students through rank ordering systems using a variety of school-wide assessments. Our goal is to accelerate the math progress of these students in order to help them catch up with their peers and experience success in their classrooms. We work to reinforce core skills and knowledge towards helping students have a strong, solid academic foundation through targeted interventions and family engagement. Preschool Services are not provided through Title I at this time. All teachers and instructional paraprofessionals paid out of Title I funds meet highly qualified requirements. The District's data driven decision-making process uses both formative and summative assessments within an RTI (Response to Instruction) framework. While annual changes in the assessment schedule occur, core components for students in K-5 remain consistent and include participation in NH statewide assessments and frequent, selective administration of NWEA (Northwest Educational Association) math. Assessment data is used to assess content and skill mastery, inform instruction and curriculum work, and to plan instruction and interventions to improve the learning of all students. All Title I students are screened and assessed according to this schedule and have access to the tiered RTI levels of core instruction, increasingly intensive instructional interventions and progress monitoring. District and program data is used to determine individual student success and readiness for discontinuance of Title I services. Eligibility criteria is monitored to determine if appropriate students are identified and the effectiveness of the program is further measured through review of student progress data, classwork, and anecdotal and survey data from classroom teachers, administration, and parents.

Plan Components

1) Selection of Title I Students in Targeted Assistance Schools

The selection process for Title I students is based on a ranking with multiple criteria in order to identify disadvantaged students who are most in need of receiving supplemental services. Economically disadvantaged, ELL, learning disabled and migrant students are selected on the same basis as all other students. However, students who have an Individual Education Plan (IEP) that includes reading and/or math support do not receive Title I support in the areas in which goals are written as services are provided through Special Education. Regardless of date of enrollment in school, migrant students are provided access to Title I services based upon criteria used for all students. Homeless students and foster care students are automatically eligible for Title I programs in their school. Students coming from Headstart are automatically eligible for Title I programs in their school during Kindergarten and first grade. Rank ordering for selection will occur in the fall and the winter following district assessment administrations and collection of teacher data on classroom (core and intervention) academic performance. School caseloads will be capped by school to align with class size policies and guidelines of 25 students per teacher and 15 students per

paraprofessional. Title I services will be provided to students who qualify according to our ranking process upon receipt of permission from parents. In collaboration with the classroom teacher and other support personnel, the Title I teacher creates a *Student Needs, Goals and Instructional Plan* for each student. Students who are making progress in their small groups, meet their instructional goals and test at the 41st percentile on the math NWEA will be discharged from Title I unless, through collaboration with the classroom teacher and families, the Title I teacher decides to extend the exit criteria through an additional assessment period in order to monitor progress. When rank ordering occurs for the school, students currently receiving Title I will remain in the program, and be placed at the top of the list, until they fulfill exit criteria or the end of the school year, whichever occurs first. When a spot opens in Title I, if there are additional academically needy children, the neediest will be placed in the program.

First Grade: In February, if applicable, using the most recent qualifying (within the 10th – 35th %ile) NWEA and academic performance reported by the teacher.

Second and Third Grade: In October and February, using most recent qualifying (within the 10th – 35th %ile) NWEA and academic performance reported by teacher.

Fourth and Fifth Grade: In October using most recent qualifying (within the 10th – 35th %ile) NWEA, Spring Statewide assessment and academic performance reported by teacher. In February, using most recent qualifying (within the 10th – 35th %ile) NWEA and academic performance reported by teacher.

2) Supplemental (Additional) Supports for Title I Students

All Title I students will have access to their school's continuum of services including core instruction, instructional interventions, and progress monitoring with an added layer of Title I support. Title I Interventions may vary in intensity (i.e. teacher-student ratio, length of session, frequency and duration of the intervention), but will be in addition to the core instruction provided by the classroom teacher. Students identified to receive Title I services will participate in small, flexible groups to focus on specific skills with instructional goals written to inform instruction and monitor progress. In collaboration with the classroom teacher and other support personnel, the Title I teacher creates a *Student Needs, Goals and Instructional Plan* for each student. A home practice component is supported and encouraged by sending home materials including books, games and review/practice materials from our lending library and by providing access to the Dreambox online math learning program at home. Assessments, including the NWEA (Northwest Evaluation Association), NH Statewide Assessments, district and curriculum material benchmark assessments, teacher-made formative assessments, and data from Dreambox are used to inform teaching and monitor student progress. Eligible Title I students will have an opportunity to participate in the extended learning opportunities described below.

3) High Quality Instructional Strategies

Math: The Derry school District has chosen enVisionmath2.0 (published by Pearson Education) as our new program for math materials. This program, according to Pearson “focuses on Common Core Clusters, giving students time to dive deeper and make connections. Coherence and rigor promote higher achievement. Students experience an environment full of interactive learning aids with personalized practice and feedback. Built-in RtI ensures support for all students. Actionable data helps prepare learners for Next-Generation Assessments”. The District has implemented a formative assessment schedule using the NWEA, along with enVisionmath2.0 benchmark assessments and a curriculum map in order to identify areas of student weakness and design instruction. The Title I program has been further designed at the school level to provide supplemental support within an evolving RTI framework. The school has worked to develop a schedule that allows students to receive Title I support with math concepts at times when they will not miss direct instruction. The Title I

staff works with students either in a small group in a classroom or in a Title I room, focusing on skill development, pre-teaching or reteaching. Service may be provided in a Title I room to reduce distractions and allow more ready access to support materials including iPad and interactive whiteboard technologies. Title I services are provided using a variety of supplementary intervention materials which vary in intensity based on their academic need which may include math manipulatives (concrete and virtual), iPad apps, Dreambox math program and skill-based games. All activities reinforce skills from the district's curriculum maps which are updated by district committees to align with the Common Core State Standards.

Extended Learning Opportunities: Title I students have access to a voluntary tutoring program before and/or after school through a Tutoring Club program in which students are scheduled up to four times each week for 9-12 week sessions. Math Lunch Bunch groups are made available to students when scheduling permits. During these voluntary drop-in sessions, students self-select activities for practice and engage in math discourse with grade level peers and teachers. A Title I Lending Library of literacy and math materials and resources is available to all Title I students and their families to borrow from throughout the year and over the summer. This includes books, games and math manipulatives. Should sufficient funding be available, the District will use carry-over funds to offer continued support for students over the summer months to students who have received Title I Math services during the school year or who may be recommended for support for the following year. All students eligible under the McKinney-Vento Act will be invited to participate in these extended learning opportunities. Funds are used to develop and implement programming, with input from classroom teachers and families through collaboration and surveys, that provides summer learning opportunities that will decrease the summer regression (summer slide) and recoupment that impacts achievement. Summer programming may be offered through 1:1 or 2:1 tutoring or through small group "Summer Camp" programs that align with the Common Core State Standards (i.e. Literacy, 21st Century Skills using iPad technology, Math Practices and Content standards, and Speaking and Listening standards). Title I students and their families may have access to a Lending Library and librarian open during Camp hours that includes a range of literacy and math materials that support student learning and parent involvement in education. All Title I and McKinney-Vento eligible students may receive a summer learning kit that will be differentiated for them to encourage literacy and math practice, family engagement and enrichment of home libraries and access to math materials.

4) Parent Involvement (also known as Family Community Engagement)

The effectiveness of Derry's parent involvement policy, family activities and the Title I program as a whole is assessed by families and community members through an annual survey, feedback on parent activities, and through on-going interactions. Parents are invited to help us plan, review and improve the Title I program both verbally and in writing. Each fall, Home/School Compacts, developed by teams of parents and teachers at each school, which outline the responsibilities of parents, students and teachers in a successful partnership, are sent home for parent/child discussion and signatures. The Title I Parent Policy is also sent to all parents. Signatures sheets, filed in individual student folders, provide evidence that parents have received required documents. (Enclosures: School-Parent Compacts; District and School Parent Involvement Policies) Involving and encouraging parents to participate in their child's literacy and math development is an important priority for the Title I staff. The Title I teachers, with the support of the district Title I Project Manager, coordinate with building administrators, school improvement teams, teachers, counselors and reading specialists to provide a variety of events that meet the unique needs of parents in each Title I school. A Title Open House and Annual Meeting is held in the fall to allow parents an opportunity to meet the Title I staff, listen to a presentation, receive information and literature describing the Title I program and learn ways they can support and participate in their child's learning. Parents are informed of their "Right to Know" through the Parent/Guardian Involvement Policy sent home. The "Parent's Right-To-Know" requirement regarding teacher and paraprofessional certification/qualifications is also stated on program participation forms. Written progress reports are sent home each trimester and Title I teachers participate in school parent conferences. Parents are encouraged to communicate regularly with Title I teachers. Informational programs, family involvement nights, monthly newsletters, parent conferences, and Take-Home

Books are all designed to foster family participation. Parent involvement and communication has always been a priority in our schools, as evidenced by the presence of parents in our schools, the setting aside of 1% of our Title IA grant, communications artifacts and parent participation in the home-school partnerships. Parents are communicated regularly with through monthly newsletters, school websites and Twitter feeds, phone calls, emails and face-to face meetings. Parent presence is welcome and their input well received with parents participating on school committees including school improvement teams. Families, administrators and teachers participate in PTA. Strengthening the dual capacity of the partnership is increasingly a focus of the district. If a parent needs literacy training they are referred to programs such as those offered through the Derry School District's Adult Education Program which includes: Adult Literacy classes, English for Speakers of Other languages classes, GED preparation, etc. Parents complete a Home Language Survey as part of the registration process where they may indicate a desire to have written information translated into a preferred foreign language. This applies to all information disseminated. Information is written in an understandable format. Contingent upon funding availability for summer programming, families will be surveyed during the planning stage regarding their interest, input will be used to provide services, and a spring activity will be held with families to kick-off the summer program and open the summer learning kits. Families who cannot attend the event will be provided with the summer kits and information via written or oral communication.

5) Professional Development

Professional development is ongoing and is offered throughout the school year and summer months. District professional development initiatives are closely coordinated throughout the consolidated application as well as with District funding sources. Professional Development (PD) provides support for proven and effective, instructional practices and includes methods to teach children with differentiated needs in a 21st Century learning environment. District professional development initiatives support our annual PD Needs Assessment, the current District Professional Development Plan and the district's Technology plan and include PD in priority areas identified by our Assistant Superintendent of Curriculum and the Director of Federal Projects/Title I Project Manager. The Director of Federal Projects is part of the District Leadership Team and is responsible for writing and managing other parts of the Consolidated Application, including Title IIA. This insures coordination with Title II and includes activities which support developing high quality teachers and administrators as well as supporting Title I staff and teachers of Title I students. This is demonstrated in the ongoing math, literacy and Teacher Effectiveness professional development offered with Title I, Title IIA, Title III, IDEA and District funds.

6) Coordination, Collaboration & Integration

With regular classroom teachers: Title I teachers collaborate with classroom teachers both formally and informally. The Title I teacher tries to create schedules that cluster students from several classrooms minimizing the number of teachers s/he must coordinate with. The school has weekly grade level meetings which the Title I teacher attends when scheduling allows. These collaborative curriculum meetings give the Title I teachers an opportunity to review curriculum and information that will be used in lesson planning, in creating modifications and materials and suggesting strategies which the Title I students may need during their regular classroom instruction. Title I staff regularly visit classrooms to work with students and/or for check-ins to provide student support in the classroom. During this time, the Title I staff becomes familiar with the teacher expectations for content and academic performance. In turn, the Title I teacher is able to support, pre-teach or reteach as needed for the at-risk student. The Title staff maintains progress notes and updated testing information on each student. Progress monitoring is discussed by teacher and Title I at grade level meetings and with a communication system that involves additional face-to-face meetings, email and logs. Title I staff maintain Weekly Logs that document coordination with classroom teachers as well as meeting with grade level teams. Progress Reports are prepared each trimester by Title I and the classroom teachers reviews these reports before they are sent home to parents. This information is discussed at parent conferences with both parent and classroom teacher. This information assists the regular education teachers in developing reasonable expectations for students. Additionally, the Title I teacher attends school level RTI/child study meetings with the

classroom teacher to collaborate on providing supplemental services to Title I students and to provide information on progress. Title I staff annually survey classroom teachers for feedback on how to improve programming and communications.

With other programs: The Derry Cooperative School District has many strategies in place to ensure collaboration with other programs. The District and the Derry Preschool Headstart Program coordinate programming for students. A Headstart transition plan includes children, parents, Headstart and Derry teachers with a series of transition activities including school visits and parent meetings to insure a smooth transition. Preschool and Kindergarten students who are identified as needing special education services may attend the Derry Early Education Program (DEEP) in order to receive their specialized instruction in an integrated program with typically developing peers whose families tuition them in. All of the incoming Kindergarten students attend an Orientation day at their “new” school and often are able to meet their new teacher. Parents have an opportunity to meet the school Principal and learn about the school. In order to ease the transition from grade to grade or elementary to middle school, there is a designated move up day. Those students transitioning to a new school within the district are offered an opportunity to visit their new school on that day. Title I teachers collaborate with classroom teachers both formally and informally through grade level meetings, school teams (Leadership, Data, etc), communication and progress reporting, participate in the special education referral process, and consult with colleagues regarding students moving between schools within the district. The Director of Federal Projects and the Director of Supplemental Services coordinate services for eligible English Language Learner (ELL) students. The Director of Federal Projects works closely with the District Homeless Liaison to insure that homeless and migrant students receive services they are eligible for and collaborates with the district’s Foster Care Point of Contact. In addition, the Director of Federal Projects works closely with school and district leadership to coordinate programs, services and professional development. Grinnell Elementary School has previously been designated as a Focus School. District administrators, including Director of Federal Projects, actively participate on the school’s Leadership Team and provide support in carrying out the activities of the Action Plan, including support with Instructional Rounds, RTI planning and implementation and professional development to enhance the level of teacher effectiveness. Title I resources, including assessment data on student progress, coaching/modeling in the use of tools and strategies, and input through collaboration, will be made available to the Focus School as applicable. Vocational Education and School to Work Programs are offered through Pinkerton Academy, the private high school that serves Derry. The District coordinates with Pinkerton Academy to place interested students interns in District schools or other programs within the District. Coordination between college students and the Title I program may occur over the summer with college students being part of summer programming that is offered. Student teachers are welcomed into the District schools in an effort to work together with local universities in developing highly effective teachers.

7) Homeless Students

The Director of Federal Projects works closely with the designated McKinney-Vento Liaison, who is funded through Title IA to work two days a week year-round, to coordinate services and supports for students identified as being homeless. The Homeless Liaison works closely with the community agencies and district staff, including social workers, attendance officers, secretaries, nurses, and guidance counselors as well as building administrators to identify and support student needs. This includes determining eligibility, providing support to homeless families, coordinating services with other town agencies, and providing support and professional development to staff. School Board Policy JFABD-JLG “Admission of Homeless Students” adopted September 2006, revised in 2011, addresses homeless education in Derry. The District makes every effort to accommodate homeless students. These accommodations include registering students when they arrive, assisting with transferring records, accessing the Derry Food Service and Special Education services, providing basic school supplies, providing transportation to school of origin, and providing other supports that will help homeless students enroll, attend and succeed in school. Title I services are provided for eligible homeless students throughout the year regardless of when they enroll. The District accommodates homeless students as necessary to provide services comparable to those provided at Title I, Part A-funded schools if they do not attend participating schools. Title I funding of our TAP

(Technology Access Program) provides technology access and support to middle school students who are in transitional housing in order to help bridge the gaps in their academic, social and emotional domains widened by their highly mobile status. Contingent upon funding availability, incremental transportation costs may be paid and summer interventions offered)

8) Students in Foster Care

The Derry School District understands the importance of the goal of the Every Student Succeeds Act (ESSA) of 2015 and will continue to work to strengthen our supports for children in foster care in the areas of school of origin, best interest determination, dispute resolution, transportation, immediate enrollment, and student data. We have appointed our Assistant Superintendent of Special Education as our Point of Contact and are working to further determine the roles and responsibilities of District staff and work toward increasing awareness of the needs of these students. It is expected that our approach toward supporting these vulnerable students will be similar to our work with homeless students. Students in foster care are automatically eligible for Title I programs in their school.

9) Migrant Students

The NH Department of Education notifies school districts if there are migrant students enrolled within the District. The Title I Project Manager, school administration and Title I teachers work together to ensure that, regardless of date of their enrollment in school, migrant students are provided access to Title I services based upon criteria used for all students.

Program Input & Evaluation

The effectiveness of the program will be measured through review of student progress and participation data, classwork, and anecdotal and survey data from classroom teachers, administration, and parents. To the extent possible, program data will be collected and reported out at the subgroup and intervention level. Important questions for consideration will include how many students were served, number and reason for exiting program (e.g. met goals or exited to Special Education), growth comparisons (e.g. to peers in program, within subgroups, to school, to district, to state, to assessment norms), and teasing out of variables such as family engagement and accessing extended learning opportunities. An annual evaluation of the program, compiled by the Director of Federal Projects and Title I staff, will assist in determining next level of work for Title I in the District.

If you have questions about the Derry Title I program or would like to provide input, please contact one of the following.

Thank you!

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