

**Beaver Meadow School
2017-2018 Title I Part A Plan**

Program Abstract

A federal grant, known as Title I Part A, provides opportunities for children to acquire the knowledge and skills to meet the state proficiency standards. This purpose is accomplished in two ways: (1) by providing children supplemental support in reading and/or mathematics through enriched and accelerated education programs; and (2) by providing instructional personnel in participating schools with substantial opportunities for professional development.

At the Beaver Meadow School, Title I funds are used to provide in-school reading and math support, extended day and extended year learning opportunities, parent involvement support, support for students deemed homeless, and supplies and materials to be used with eligible Title I students. The reading and math supplemental support is provided through scientific research-based interventions.

Criteria for Title I eligibility for students is based on a common assessment in reading and/or mathematics. If the Beaver Meadow School Title I team deems a child "academically disadvantaged", they will determine the most appropriate intervention/s, some of which may include meeting with Title I teachers to provide supplemental support to classroom instruction on targeted skills in which the child lacks proficiency. Students in Title I programming will receive targeted interventions and be monitored for success. Families will be notified if their child is eligible for Title I services. If families agree for their child to receive Title I support, then progress reports will be issued for students who receive the Title I services. Parent involvement plays a large part of the Beaver Meadow Title I programming.

Program Structure

I. Student Selection

Students are selected for Title I services based on a two – step process of identifying at each grade level those students deemed educationally disadvantaged and then selecting the neediest students. Migratory and homeless students are included in the selection process regardless of the date the students enter the Beaver Meadow School.

The selection protocol for determining student eligibility for Title I at Beaver Meadow School is based on all students in the same grade being administered a common assessment. This common assessment is primary used to rank order the students from the lowest performing to the highest performing on the common assessment. The selection process naturally includes migratory and homeless students as automatically eligible for Title I. The selection process further uses a selection form that has a point system and selection criteria that is academic in nature.

II. Supplemental Support

The Beaver Meadow Title I instructional program is in addition to the Title I student's basic reading and/or mathematics program that is delivered by district staff. Based on working with the

Beaver Meadow Principal and the school's master schedule, the Title I Program services are provided in a manner that is supplemental to what the students is required to receive by law. Each student in Title I school day programming is provided Title I services by the Title I staff that is in addition to what every other child receives as part of his/her basic education.

III. High Quality Instructional Strategies

The Beaver Meadow School Principal, Reading Specialist and Title I staff have created the Beaver Meadow School Title I school day program, Title I extended day, and Title I extended school year program based on an instructional support model that uses only scientific research-based strategies for the improving the achievement of the Beaver Meadow School Title I students in the areas of reading and mathematics. The research based curricula chosen to support each Title I student's skill development area in reading and/or mathematics is based on formative assessment which identifies each student baseline. Each intervention in the area of reading and/or mathematics is accelerated and of high quality so that the intervention will assist the Title I student to reach the standards set in the New Hampshire State curriculum frameworks.

The Beaver Meadow School Principal, Reading Specialist, Title I staff and general education staff work to create a master schedule that allows for general education to be provided as well as the intervention blocks to occur. The Title I staff minimizes removing Title I students from the general education classroom during regular hours for instruction. There is ongoing planning by general education teachers and Title I staff to ensure that Title I students are not missing direct instruction from his/her general education classroom teacher.

The Beaver Meadow School Principal, Reading Specialist, Title I staff and general education staff have created and maintained strategies to provide extended learning time for Title I students by creating intervention blocks in the master schedule, Title I extended day programming and Title I extended school year programming.

IV. Parent Involvement

Parent involvement is a critical part of the Beaver Meadow School Title I program. Parents of Title I students are involved to the Beaver Meadow School Annual Title I Parent Involvement Meeting. At the Beaver Meadow School Annual Title I Parent Involvement Meeting, parents review the Title I Parent Involvement Guidelines, discuss, and plan with the Principal Reading Specialist and Title I staff what Title I Parent Involvement activities they would like offered for the school year. The parents are encouraged to share the best days and times Title I Parent Involvement activities should occur. The parents of Title I students complete a survey that evaluates their impressions of the effectiveness of the Title I Program at the Beaver Meadow School.

V. Professional Development

The Beaver Meadow School Principal, Reading Specialist and Title I staff participate in on the job training in implementing with fidelity the scientific research based interventions in reading and/or mathematics for each Title I student. Title I staff training in progress monitoring also occurs.

The Title I staff are provided opportunities to evaluate the success of their training. Naturally, the Title I staff training is focused on closing the learning gap in areas of reading and/or mathematics for students who are educationally disadvantaged. The Title I staff professional development activities have a direct relationship to the Concord School District's Professional Development Master Plan as well as the district's Technology Plan in that the activities align to the Concord School District goals of:

- 1.) insuring all students have access to the general education,
- 2.) for students who require more supplemental instruction in reading and/or mathematics the students receive the supplemental instruction beyond the general education curriculum time with on-going progress monitoring to insure that the scientific research based intervention/s result in closing the gap on learning for each student and
- 3.) technology is being naturally infused into the interventions e.g. Lexia Core 5 Reading System and/or Dreambox – Mathematics Intervention.

VI. Coordination with the Regular Classroom

The Beaver Meadow Principal, Reading Specialist, Title I staff and general education teachers work cooperatively to build and maintain a master schedule that ensures that instructional planning occurs for participating Title I students. Instructional planning is incorporated into the existing Beaver Meadow School Program. The instructional planning takes place during planning sessions known as “Collaborative”, Curriculum Work Time and Grade Level staff meetings. The instructional planning is well documented in the above sessions by the Beaver Meadow Principal, Reading Specialist, Title I staff and general education teachers.

VII. Collaboration with Other Programs

A critical part of the Beaver Meadow School Title I Program is the collaboration with other school programs. Title I programming collegially works with the school's special education program, EL program, and programming for homeless students to insure that these student populations are proportionately represented in Title I programming. Title I also works closely with the Concord School District Food and Nutrition Program and the 21st Century Grant Program.

VIII. Program Evaluation

As for the Beaver Meadow School's 2016-2017 Title I End of Year Evaluation, the following is revealed in the areas of:

- Title I School Day Programming:

The 2016-2017 Title I School Day Programming, grades 1 thru 5, provided interventions services to 79 Title I Students in the areas of Reading and Mathematics. The strong evidenced scientific research based interventions in the areas of reading provided to the Title I students included: Foundations, Lexia Core 5 Reading System, LLI, Soar to Success, RAVE-O, LiPS, Just

Words and Great Leaps. The strong evidenced scientific research based interventions in the area of mathematics provided to the Title I students included: Dreambox, Number Worlds, Fraction Nation, FASST Math, Do the Math and Do the Math Now!

- Title I Extended Kindergarten Programming:

Title I extended kindergarten programming was provided to 9 Title I students. Based on the extended kindergarten programming, 2 out of 9 or 22% of the Title I students exited the Title I extended kindergarten programming.

- Title I Extended Day Programming:

Title I extended day programming was provided to 15 Title I students. The Title I student were enrolled in grades 3 -5. Strong evidenced research based interventions were provided to the 15 grade 3 – 5 in the area of mathematics.

Title I Summer programming:

The 2016-2017 Title I Summer Programming, grades K, 1 thru 5, provided interventions services to 45 Title I Students in the areas of Reading and Mathematics. The strong evidenced scientific research based interventions in the areas of reading provided to the Title I students included: Foundations, Lexia Core 5 Reading System, LLI, Soar to Success, RAVE-O, LiPS, Just Words and Great Leaps. The strong evidenced scientific research based interventions in the area of mathematics provided to the Title I students included: Dreambox, Number Worlds, Fraction Nation, FASST Math, Do the Math and Do the Math Now!

- Student Title I Progress Reporting:

Each Title I student receives a Title I Progress Report that details the student's days of attendance in the Title I Programming, area/s of intervention in reading and/or mathematics, and progress achieved as a result of the Title I intervention.

- Title I Parent Involvement:

Parents have participated in the annual Title I Parent Involvement Meeting, Breakfast and Books, Family Center, READY for Kindergarten Program, Books for Bingo, Math Nights, and Literacy Nights. Parents of Title I students are strongly encouraged to attend all Title I Parent Involvement trainings.

- Services to students deemed homeless under the McKinney Vento Homeless Act:

Students deemed homeless under the McKinney Vento Homeless Act are automatically eligible for Title I services. Each student deemed homeless receives many Title I services including school meals at no cost, clothing, shoes, supplies for school, and transportation to his/her school of enrollment.

Beaver Meadow School 2016-2017 Title I End of Year Evaluation
Evaluation completed by: Principal Michele Vance and Reading Specialist Sarah Bond
Title I School Day Program provided in reading in Grade K, 1 – 3, mathematic Grade 1-5
Title I Extended Day Program provided in mathematics in Grades 3 -5
Title I Summer Program provided in reading and math in Grade 1 – 5
Title I School Day Program enrollment = 79 students
Title I Kindergarten Extended Day enrollment = 9 students
Title I Extended Day enrollment = 15 students
2016 Title I Summer Program enrollment = 45 students in Grades K, 1 - 5
Title I School Day # of students no longer eligible – exit program = 8 or 10%
Title I Kindergarten Extended Day # of students no longer eligible = 2 or 22%
Title I Extended Day # of students no longer eligible – exit program = 4 or 27%
Scientific research-based interventions used to close the gap in learning: LLI (Leveled Literacy Interventions, Foundations, Lexia, Dreambox
What criteria does the school’s Title I staff use to identify when a student in Title I is no longer eligible? Title I Reading uses F & P Benchmark and Title I Mathematics uses Eureka End of Module Assessment and Teacher Recommendation
How does Title I communicate student progress for a Title I student to the Title I student, student’s general education teacher and parent/legal guardian? Student – shared reading goal and shared formative assessment Teacher – shared in collaborative meetings Parent – Progress Reports sent to parent/legal guardian
Did all Title I students in the school receive a Title I Progress Report? Yes, in the Title I school day for reading. Yes, in the Title I extended day program for mathematics.
Did you find the Title I school day program make a significant difference in closing the learning gap in reading for the Title I students? Yes, but not for all.
Did you find the Title I extended day program make a significant difference in closing the learning gap in mathematics for the Title I students? Yes, but not for all.
Did you find the Title I summer program make a significant difference in closing the learning gap in reading? Why? Not enough time for program which was only three weeks in July – The program may have eliminated summer regression in reading and/or mathematics.