

Strafford School

2017-18 Title 1 Program Plan

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Program Abstract:

The Strafford School Title 1 Program serves eligible students in grades 4 through 8. Students receive support from a Title 1 Reading Specialist that goes above and beyond regular literacy instruction. Support occurs both in and out of classrooms in the areas of: comprehension, fluency, book choice, stamina, engagement, motivation, vocabulary, and word analysis.

Additional Assessment:

All students in Strafford are assessed routinely using the NWEA/MAP, STAR Reading, DRA2 or Qualitative Reading Inventory and the Smarter Balanced Assessment. Results allow us to identify students who are having difficulty with reading or who may be at risk for falling behind. Strafford School offers a variety of supports for students with needs including Child Study, referral to Reading Specialist, Title 1 Reading Specialist and/or Special Education for diagnostic assessment. Grade level teams which include classroom teachers, the Title 1 teacher, the reading specialist, administration, and specialists meet regularly to discuss student progress and needed interventions. Through progress monitoring, individual student goals are measured. Decisions are made at regular intervals to discharge a student or change the amount or type of intervention.

Student Selection in Targeted Assistance Schools:

Homeless and Migrant students will be automatically eligible for Title 1 services regardless of when they enter school.

Students will be considered educationally disadvantaged if:
they score at the 40%ile or below on the Spring or Fall NWEA **AND/OR**
they score at the 40%ile or below on the STAR **AND/OR**
they are below grade level on the DRA2.

NWEA will be administered in September and May. The STAR and/or DRA2 (or an IRI, fluency check, benchmark DRA, etc.) will be administered in September, January and May.

DRA2 - Grade Level Expectations

	<u>Level</u>	<u>Beginning of year</u>	<u>End of year</u>
4th grade	38	Independent	N/A
4th grade	40	Instructional	Independent/Advanced
5th grade	50	Instructional	Independent/Advanced
6th grade	60	Instructional	Independent/Advanced
7th grade	70	Instructional	Independent/Advanced
8th grade	80	Instructional	Independent/Advanced

Students will be identified as needing writing support specific to each unit of instruction based on the results of the Lucy Calkins on demand unit assessment. Students scoring below grade level will be considered. So as not to exceed the cap of 25 students, the most needy students will be selected across grades 4 through 8. Any additional students in need of writing support will be supported by the Reading Specialist. Scoring across grades 4 through 8, is consistent in both the areas assessed and the rating scale of 1 through 4 with 1 and 2 being below grade level and 4 being above grade level.

Students identified as educationally disadvantaged will then be eligible for services when they score 2 points on the Student Selection form, which includes the above criteria, as well as, parent or teacher request and excessive absences in current or previous year (defined as 11-16% of days available or 20-30 days absent per 180 days available.)

Our Title 1 program will serve only 25 students at one time with any additional students needing services being seen by the full-time school reading specialist. The educationally disadvantaged students in classrooms with an aligned, research-based literacy curriculum will be given top priority and selected to participate in Title 1 until the cap of 25 is reached. Three intervention periods will correlate with the trimester schedule in the school, at which time, progress will be measured and a student will be discharged or have an altered instructional plan.

Students will be discharged from Title 1 when they have met their instructional goals, and/or demonstrated steady progress in intervention, and/or scored at the 41st%ile or above on the NWEA or STAR, and/or scored on or above grade level on the DRA2, and/or their parents and instructional team agree that discharge should happen.

Supplemental Support:

Services will be delivered during WIN (What-I-Need) time, silent reading and during classes where reading support is needed. Services will be provided using a push in and/or a pull out model.

Push In - Communication between the classroom and Title I teacher will aid the Title I teacher in the development of a plan of instruction for individual Title I students to be delivered in the classroom at the time that students are doing independent work. The Title I teacher will provide individualized instruction based on needs to support the student. This instruction will occur after direct instruction.

Pull Out -Communication between the classroom and Title I teacher will aid in the development of a plan of instruction for individual Title I students to be delivered outside the classroom. This pull out instruction will occur after direct instruction, at a time when students are working independently. The Title I students will be getting instruction above and beyond what they would receive in the classroom. For example, silent reading occurs everyday for 20 minutes. Title 1 students will receive support for comprehension and fluency of their self-selected reading during this time from the Title 1 teacher.

WIN time - The Title I teacher will participate in the team planning of intervention groups for students he sees based on their literacy needs. This will be driven by data. Title I students can receive services during WIN time when students are working independently on literacy activities or in a Reading or Writing intervention class. This will be a time for a student to receive personalized instruction above and beyond what they would be getting by working independently.

Quality Teachers

The Reading Specialist teacher paid through Title 1 funds must meet the highly qualified requirements of the State of New Hampshire as a Reading and Writing Specialist. Certification is kept on file.

Professional Development

The Title 1 teacher will participate in all professional development activities offered by the district. In addition, Title 1 grant money will be set aside for her to pursue outside staff development in the areas of literacy development, instructional methods and strategies, family engagement, book study, etc.

Homeless and Migrant Students

Homeless and Migrant students, as well as those in Foster Care, regardless of their grade level will be automatically eligible for Title 1 services regardless of when they enter school. This has historically not been a need in Strafford but the school guidance counselor, nurse and administration will inform the Title 1 project manager of any students who are homeless/migrant or in foster care so they can promptly receive services.

Students in Foster Care

Students in foster care attending Strafford School will be treated as all other students and will have the same rights to receive educational services. Students in foster care do attend school in the district in which they reside. Every effort will be made to expedite enrollment to allow for continuity of educational services. Records will be sent to a receiving district in a timely manner, as well. Scott Reuning is the court liaison for Strafford School. He attends court and works with DCYF and Juvenile Justice in regards to the needs of students in foster care.

Parent Involvement Policy

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

1. GOAL - The Title 1 program will share information at the annual Open House in September of each year. (brochure)
2. The Title 1 program will be described in the Parent/Student Handbook.
3. Parents with a child who has not participated in the program before will be informed of their child's eligibility to participate via a phone call to include an explanation of the reasons why their child is eligible. Parents may request individual assessment material and interpretation of criteria that makes them eligible.
4. Parents will receive a packet of information when their child is eligible for services that includes:
 - Parent's Right to Know
 - Strafford School Learning Compact
 - Title 1 Take Home Technology Agreement
 - Parent Involvement Policy
 - Parent Feedback Form
 - Title 1 Information
 - Permission for child to receive services
5. Parents will be invited to participate in writing the school's parent involvement policy and offer suggestions for revision.
6. Parent feedback will be gathered through a yearly survey.

7. Parents will receive a written progress report for each trimester. Phone calls, emails and conferences occur as needed to maintain regular contact and support student progress.
8. The Title 1 Project Manager will support the Title 1 teacher in developing and carrying out family engagement activities. Opportunities to involve students with their parents in fun literacy activities will be a focus. Some examples include: the Bananagrams Challenge, Game Night, Book Club, Literacy Showcase, etc.
9. Parents will be informed of school-wide and Title 1 specific events through the weekly newsletter, emails, the school website and notices sent home.
10. An extensive packet of information to support summer reading will be given to each parent including books for their child to read over the summer and ways they can help their child be successful.
11. Parents will be notified in writing/phone call when their child is eligible to be discharged. Parents will be notified in writing/phone call when their child is eligible to receive services again after being discharged if it is within the same school year.

Coordination and Integration

The Title 1 teacher will coordinate specific instructional services with classroom teachers through regular meetings, generally once every six day rotation. Together they will discuss intervention goals, classroom lessons and how Title 1 services will be delivered. The Title 1 teacher will write an individual instructional plan for the next 6 days and use it to record progress. Classroom teachers will be expected to participate in these meetings in order for services to be effective. In addition, the Title 1 teacher is part of a larger team that includes grade-level classroom teachers, the reading specialist, administration, special education and specialists including Speech, OT, the Guidance Counselor and the nurse. This team meets regularly to coordinate overall educational services.

High Quality Instructional Strategies

The Title 1 program uses research based instructional strategies to improve achievement of Title 1 students. The teacher uses The Florida Center for Reading Research *Guidelines for Reviewing a Reading Program*. (see below for annotation) to monitor and evaluate her instructional practices. The goal is to support the “five components of reading identified by the National Reading Panel (phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension) in a comprehensive reading program” (p.377.) Goals for improvement set last year (SY

2016-17) have been met and include: setting up fluency goals for each student and having more frequent contact with families. Strafford School has begun the process of “unwrapping the standards” and building curriculum for all subjects K-8. Lucy Calkins’ *Units of Study for Writing* is being adopted with support for PD in the Fall of 2016. The reading curriculum in grades 6-8 is Collections which is aligned to the Common Core. This will be important as we look to launch writing support in the future. The 5th grade reading curriculum is in progress. Additionally there is a teacher at each grade level who is piloting Lucy Calkins’ *Units of Study for Reading*. Title 1 has investigated a variety of curricula and did purchase a comprehension/fluency program with a home component.

Students are removed from class during silent reading time and receive individualized support which is above and beyond what students in the regular classroom are receiving. If a classroom teacher breaks the class into groups for reading and comprehension work the Title 1 teacher may take Title 1 students only out of the room. There is no more instruction being given as all students are in groups for reading and comprehension. Our school offers WIN (what I need) time most everyday. All students receive additional instruction based on data and the team’s decision. The Title 1 teacher is part of the the team.

When needed Title 1 students will receive instruction before school starts for about 20 minutes and after school ends for about 20 minutes. Students still take the bus home.

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