



## **NH School Administrative Unit #95**

### **2022-2023 Title IA Plan**

#### **Program Abstract and Use of Assessment Data**

The Windham School District has one Title I Targeted Assistance School: Golden Brook School. Our Title I Program provides supplemental intervention services to Golden Brook students in grades Kindergarten through grade 4 who have been identified as having academic challenges in content areas of reading and/or math and are at risk of not meeting expected benchmarks and grade level standards. Students are identified for Title I intervention services through a multi-tiered approach including multiple benchmark performance data measures and teacher recommendations. The program goal is to provide students with additional assistance to supplement their classroom instruction in the content areas of reading and/or math with the focus to assist students in filling academic gaps, experiencing success in their classrooms, and meeting grade-level expectations.

The Title I tutor works to move students along their individual continuum to create a solid foundation for continued growth to produce lifelong learners. Windham School District's data-driven decision-making process uses both formative and summative assessments through the Response to Intervention (RtI) criteria process. Assessment data is used to not only qualify students for Title I programming, but to assess skill mastery, and to inform instruction in order to build upon their academic foundation. Students are progress monitored based on their personal goals bi-weekly using curriculum-based measures in literacy and math. District and program data is used to determine not only students in need, but students who are ready to discontinue their Title 1 Services.

## Plan Components

### *1. Selection of Title I Students in Targeted Assisted Schools*

The selection process for Title I is based on a ranking system with multiple criteria. The ranking system is used to identify disadvantaged students who are at risk and in need of receiving supplemental services. All students are included in this ranking process. If a Special Education Student does not have a goal for math and/or reading and qualifies through the ranking system they will receive support in this area through Title I. Homeless and foster care students automatically qualify for Title I Services.

Rank ordering occurs in the fall, winter, and spring through the use of our district assessments. Classroom teacher input is also used as part of the ranking system.

When the student selection process is complete, tutors create student goals and determine a plan of action for each student. Students are progress monitored bi-weekly to ensure proper programming is in place to move students along their continuums. When a student reaches 3 data points that are above the expected target based on their goal, the tutor will use a curriculum based measure in the next area and meet with the classroom teacher to use other data to determine if the child is ready to be released from services. When a child is released from services, they will continue to be progress monitored in the classroom. Although the core of our students are picked up for intervention services through benchmarking, classroom teachers have the opportunity to bring students with concerns to our SST (Student Support Team) where both formative, summative, and district assessments are used to determine eligibility for services using the ranking system at various times throughout the year.

### *2. Supplemental (Additional) Supports for Title I Students*

All Title I students access the full core curriculum instruction within their classrooms. Qualifying students also receive a targeted dose of instruction through Title 1 intervention services by participating in small, flexible groups to focus on their specific skills and needs. Students meet for intervention multiple times per week. Students are also provided with home to school connections to involve just right book bags, Raz Kids On-line books as well as games to practice skills that are sent home and available to parents on-line.

### *3. High Quality Instructional Strategies*

**Reading:** The Windham School District strives to provide high quality reading instruction for all students. Reading instruction is provided both in a push in/pull out model based on individual student needs. Within this model students are taught:

- a. **Phonemic Awareness**-Phonological awareness is a broad term used for all things related to the sounds of spoken language. Phonological awareness is entirely oral and forms the building blocks for later reading before print is even introduced.
- b. **Phonics** - Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print.
- c. **Fluency**- Fluency consists of reading accurately, at an appropriate rate, and with expression.
- d. **Comprehension**- Reading Comprehension is a student's ability to understand and make meaning of what they have read.

**Tier I - Core literacy instruction**

- Lucy Calkins Reading Units of Study
- Lucy Calkins Writing Units of Study
- Foundations (Grades K-2)
- Phonics Foundational Units (3-4)
- Language Foundational Unit (3-4)
- Heggerty Phonemic Awareness (Pre-K, Kindergarten, Grade 1)
- Lexia

**Assessments:** STAR/ Renaissance, Running Records, Words Their Way Inventory, Lucy Calkins, F&P High Frequency Words (K-2), Phonological Screener (K-1), RAN (Kindergarten)

**Tier II -**

- Leveled Literacy Intervention (LLI)
- Foundations
- Heggerty/ Bridge the Gap
- S.P.I.R.E
- Really Great Reading- Heart Words, Word Mapping, Decodables

**Assessments:** STAR/ Renaissance progress monitoring, Running Records, Phonics Screener (QPS), F&P High Frequency Words (K-4), Heggerty Phonological Screener

**Tier III -**

- Leveled Literacy Intervention (can modify phonics scope and use something more systematic ie: Foundations/Wilson, etc.)
- Foundations
- Wilson
- LIPS
- OG Approach
- Heggerty Phonemic Awareness (available but need more training and resources)

**Assessments:** STAR/ Renaissance, Running Records, Phonics Screener (QPS), F&P High Frequency Words (K-4), Phonological Screener

**Math:** During the 2022/2023 year, the Windham School District continues to implement enVision Math 2.0 (SAVVAS) math program as the core math program. This program encompasses Common Core State Standards and includes a high rigor in order to increase higher-level math performance in our students.

The enVisions benchmarks, STAR universal screener, and math facts tracker are used to determine the needs of students. Math intervention services are focused on filling the gaps in previous learning and the reteaching of skills based on the current pacing of the math program. The services are provided in a push-in or pull-out group model to ensure that necessary materials are ready and available to the students. There is not one common program that is used to support our students in math, but a variety of tools to meet their diverse needs.

#### *4. Parent Involvement/Family Community Engagement*

The effectiveness of WSD parent involvement policy, family activities, Title I Events and the Title I Program as a whole is assessed by families and the community through an annual survey, feedback following parent events, on-going interactions, and through our School Council. When student permissions for services are signed, parents receive both the Home/School Compacts as well as the Parent Right to Know Policy. During the school year, a parent night is held for all families with students in the RtI program. During this meeting, the parents are able to meet the high-quality teacher(s) who provide their child with instruction, learn more/understand the Title 1 process, and learn ways to support their child at home. Title I tutors send home monthly newsletters to parents with an overview of what they are working on as well as ways to support their child at home. Parents are provided options on ways to communicate with their child's tutor and are sent home progress reports each trimester. The progress reports not only provide families with information of where their child is currently working, but what is expected in their grade-level during this time.

#### *5. Professional Development*

Professional Development is on-going and provided both throughout the school year as well as in the summer months for all GBS Staff. PD aligns with the current needs of the school and students. The Title I tutor is provided the same PD opportunities as all staff to ensure they are all working towards a common goal.

#### *6. Coordination, Collaboration, an Integration*

The Title 1 tutor collaborates with classroom teachers in a way that works for both of their schedules. While some communicate in scheduled meetings, others collaborate through Google documents and emails. Regular progress monitoring is shared along with how their small group targeted instruction is carrying over into the classroom. The Title I tutor maintains records of student learning and progress which is shared out with their classroom teachers. Progress reports are created once per trimester by the Title I tutor and classroom teachers collaborate and provide feedback. Title I tutors also play a role in the SST (Student Support Team) process and work with teachers to ensure the proper programming is put in place. Feedback from classroom teachers is solicited in order to continue to make the process and the collaboration the best it can be.

#### *7. Homeless Students/Foster Care/Migrant Students*

The Title I Grant Project Manager works closely with the district's designated McKinney-Vento Liaison in order to coordinate services and supports for students identified as being homeless. The Homeless Liaison works closely with the community agencies and district staff, including school counselors, building administrators, school resource officers, and secretaries to identify and support student needs in our district. School Board Policy JFABD "Admission of Homeless Students" addresses homeless education in Windham. Title I services are provided for eligible homeless students throughout the year regardless of when they enroll in the district. The Windham School District understands the importance of the goal of Every Student Succeeds Act (ESSA) and continues to work to strengthen supports for children in foster care. Like our homeless students, students in foster care are automatically eligible for our Title I Program.

### **Program Input & Evaluation**

The effectiveness of the program will be measured through the review of student progress data, formative/summative assessments, teacher classroom data, as well as input from administration and parents. Input for the program will be solicited from our Title I parents as well as through our School Council in order to continuously improve upon what we are offering our students.