

## Title IA Targeted Assistance School Plan

**Name of School:** Iber Holmes Gove Middle School

**School Year:** 2017-2018

**Current Poverty Rate:** 28.18%

(Link to current poverty rates: [http://education.nh.gov/data/attendance.htm#free\\_reduced\\_school](http://education.nh.gov/data/attendance.htm#free_reduced_school))

**Date School Needs Assessment was completed:**  
Spring/summer 2017

**Data summary used in Needs Assessment (How does your data align with the plan?):**

According to DIBELS Reading data, all cohorts of students have increase in % Core at each benchmark during the 16-17 school year. 5<sup>th</sup> increased by 3%, 6<sup>th</sup> increased by 7%, 7<sup>th</sup> increased by 11%, and 8<sup>th</sup> increased by 12%. Overall, IHGMS increased by 8% in reading. According to SBAC data, many grade levels/cohorts surpassed the state average (Reading: grades 6, 7, and 8. Math: grades 7 and 8). Our goal is to maintain our LLI intervention system (reading) for students who are “intensive” and some who are “strategic” in terms of DIBELS Data. Reading Groups will be reevaluated after each DIBELS benchmarking period “Do the Math” will continue to be utilized in the 5-8 level in hopes to better improve math performance. Students in grades 5-6 may be offered additional intervention sessions after school. The desired outcome will be to increase the percentage of students on CORE in reading as indicated by DIBELS Data and increase the percentage of students at or above the proficient level on SBAC in reading and in math.

**Date Plan was Created:**  
Summer 2017

**School Planning and Review Team (members and their affiliation):** Melissa Lefebvre (Curriculum Coordinator), Bob Bickford (School Principal), Colleen Lavoie, Melissa Polk, Denise Schmidt, Gina Quattrochi (Title 1 Staff)

Please check the appropriate option:

\_\_\_ Initial Plan

  x   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)*

At IHGMS, our title 1 programs consist of mostly pull-out interventions in reading and math for grades 5-8. Title 1 staff primarily use the Leveled Literacy Intervention (Fountas and Pinnell) for students who need assistance in reading and use Marilyn Burns' "Do the Math" intervention for students who need assistance in math.

**Provision 1: Student Selection-** *Describe your two-step process for selecting Title I students. (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. All selection criteria must be academic in nature.*

Step 1: Identification of the pool of educationally disadvantaged students

Includes the following criteria:

- a. Students who fall into a below-average group on a class-ranking sheet, as recommended by a teacher.
- b. Students who score below grade level on Statewide Assessment System Summatives.
- c. Students scoring in the intensive or strategic category on the STAR 360 assessment.
- d. All students enrolled in the previous year's Title 1 program and transfer students with records of Title 1 participation
- e. Students identified at risk by the NH DOE Early Warning System
- f. Students who've been recommended by a parent, teacher, or Student Intervention Team will be considered as tiebreaker for students with the same number of points.

Step 2: Selection of Neediest Students:

**READING**

a. The pool of low achieving students in a grade level is ranked based on a 17.5 point system (grades 5-6) and a 5.5 point system (grades 7-8).

b. Point system:

Grade	<i>Prior Intervention</i>	<i>EWS</i>	<i>SBAC Level</i>	<i>Dibels Subtests (6 total)</i>	<i>Recomm. (tiebreaker)</i>	<i>Qualifying Pts for Consideration</i>
5-6	Yes: <b>.5</b>	High: <b>1</b> Mod: <b>.5</b> Low: <b>0</b>	Lvl 1: <b>2</b> Lvl 2: <b>1</b> Lvl 3, 4: <b>0</b>	Intensive: <b>2</b> Strategic: <b>1</b>	high: <b>2 /teacher</b> low: <b>1 /teacher</b>	<b>8 of 17.5</b>
7-8	Yes: <b>.5</b>	High: <b>1</b> Mod: <b>.5</b> Low: <b>0</b>	Lvl 1: <b>2</b> Lvl 2: <b>1</b> Lvl 3, 4: <b>0</b>	Intensive: <b>2</b> Strategic: <b>1</b>	high: <b>2 /teacher</b> low: <b>1 /teacher</b>	<b>3 of 5.5</b>

## **MATH**

a. The pool of low achieving students in a grade level is ranked based on a 5.5 point system (grades 5-8).

b. Point system:

Grade	<i>Prior Intervention</i>	<i>EWS</i>	<i>SBAC Level</i>	<i>SBAC RIT (if needed)</i>	<i>Recomm. (Tie Breaker)</i>	<i>Qualifying Pts. For consideration</i>
5-8	Yes: <b>.5</b>	High: <b>1</b> Mod: <b>.5</b> Low: <b>0</b>	Lvl 1: <b>2</b> Lvl 2: <b>1</b> Lvl 3, 4: <b>0</b>	.4- 1 <sup>st</sup> quartile .3- 2 <sup>nd</sup> quartile .2- 3 <sup>rd</sup> quartile .1- 4 <sup>th</sup> quartile	high: <b>2 /teacher</b> low: <b>1 /teacher</b>	<b>3 of 5.5</b>

Homeless and migratory students will be assessed for inclusion in the Title I Program using the same criteria as those established for transfer students. Slots will be reserved/open for these students through the school year.

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**Provision 2: Supplemental Support-** Describe how your Title I instructional program is in addition to the Title I student's basic reading/math program that is delivered by district staff. 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 education.

The Title I program for students in grades 5-8 it is a reading and mathematics program. Title I tutors at IHGMS provide supplemental support with a pull out model. All support is in addition to regular classroom instruction in reading and/or mathematics.

Students in grades 5-8 are usually supported in reading using the Leveled Literacy Intervention (LLI) program. They will be supported in math primarily with the program "Just Do the Math." Other materials such as technology, games and manipulatives may also be used to help children gain reading and math skills.

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**Provision 3: High Quality Instructional Strategies-** *Respond to the following four: (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 not a requirement for Targeted Assistance Schools, but it is a priority for all Title I schools.)*

Students in grades 5-8 are usually supported in reading using the Leveled Literacy Intervention (LLI) program. Other materials such as technology, games and manipulatives may also be used to help children gain reading skills.

Students in grades 5-8 will be supported primarily with an intervention program called "Just do the Math." Students in grades 5-6 receive some Title I support in the Math in Focus Program, which is aligned to Common Core State Standards. Mathematical concepts are taught and reinforced in multiple modalities from tactile and auditory approaches to mathematical modeling and the use of manipulatives. Students use educational games and activities, including multimedia computers, which are connected to the Internet and spend a fair amount of time using Khan Academy.

Tutors and teachers are given information about the structure of the Title 1 schedule and how to use the Title 1/What I Need time with the remaining students so that Title 1 students are not missing instructional time with the teacher. This information is given at the first or second faculty meeting once a year and is provided to new hires (tutors and teachers).

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**Provision 4: 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?*

- HGMS Title I reading/math staff obtain parental input relative to the IHGMS Title I Program through surveys and parent communication.
- The Raymond School District provides results of standardized tests, including the SBAC and NWEA results to parents. These results may be discussed at conferences and meetings with parents, along with other indicators of student progress.
- Parents of IHGMS Title I students are provided with a description and an explanation of the Title I Program.
- Parents of students who are considered for the Title I program receive written notification of their child's placement. Those who are accepted into the program also receive a Title I Learning Compact, Right to Know and a pamphlet describing Title I policies and parent involvement requirements, as well as the program format, selection process, and typical program activities. Title I progress reports are sent home three times per year.
- Parents may schedule an appointment with the Title I Tutors throughout the year, as the need arises.
- Title I staff may participate in annual school book fairs and curriculums nights which are attended by both parents and students.
- The Title I Coordinator communicates with parents at annual Title I Open Houses, during which program materials are on display. Parents are welcome to visit the school and observe their children participating in Title I activities. The pamphlet about the Title I Program, which is sent home to every parent of a Title I student, contains an invitation for parents to visit the program throughout the year.

In general, the Title I Tutors are available to meet with parents on an on-going basis, in addition to conferences. Matters of general interest communicated to the Title I Staff may be explained or surveyed in a newsletter.

Parents are to be invited to express their opinions through surveys of the program and are to take part in the writing/revising of the parent involvement policy.

**TITLE I PARENT INVOLVEMENT POLICY  
RAYMOND SCHOOL DISTRICT**

A. Parents are surveyed every spring to solicit input into the planning and design of the Title I program (i.e. program effectiveness, parent involvement, and student/staff ratios).

B. The Raymond School District provides the coordination, technical assistance, and other support necessary to assist the Title I program in planning and implementing parental involvement. This may include, but is not limited to use of supplies, computer technology, and meeting facilities.

C. The Iber Holmes Gove Middle School has an award-winning volunteer program called the Parent Core Group. The school also has an active Parent Teacher Organization

D. The Raymond School District will send results of the New Hampshire State Assessments, and the NWEA to parents at IHGMS. These results may be discussed at conferences and Student Assistance Team meetings with parents, along with other indicators of student progress.

E. Parents of IHGMS students who are considered for the Title I program receive written notification of their child's placement. Those who are accepted into the program also receive a pamphlet describing our Title I policies and parent involvement requirements, as well as the program format, selection process, and typical program activities. Title I progress reports are sent home three times per year. Title I Staff participate in conferences and Student Intervention Team meetings on Title I students. Parents may schedule an appointment with the Title I tutors/teachers throughout the year, as the need arises.

F. The Title I program sends home a voluntary Parent Learning Compact, which describes expectations and responsibilities for educators and parents.

G. Title I staff can participate in annual book fairs and math nights at IHGMS which are attended by both parents and students.

H. Program materials are on display at the annual Title I Open House. Parents are welcome to visit the school and observe their children participating in Title I activities at any time. The program description pamphlet that is sent home to every Title I parent contains an invitation for parents to visit the program.

I. The Title I Newsletter, published periodically, offers suggestions for developing literacy and mathematics skills at home and provides information on matters of general interest, such as upcoming events.

J. Title I Staff respond to communications from parents within two working days. If needed or requested, meetings are scheduled within two weeks.

K. Parents who lack literacy skills or whose dominant language is other than English are contacted verbally, rather than in writing. If necessary, parents may bring an interpreter with them to school. Parents who potentially may fall into this category are identified as a result of a home language and education survey, which is conducted by the district for all students.

L. The annual Title I parent survey provides an evaluation of the content and effectiveness of the parent involvement policy. It provides information to aid the Raymond School District and Title I program in designing strategies for school improvement. Parent involvement policies will be revised as needed.

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**Provision 5: 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?*

The Raymond School District provides and implements a professional development program, keeping abreast of recent methodologies to ensure effective teaching and learning in all classrooms and for all students. Staff development money is expended on professional development for Title I staff, as well as for regular classroom teachers. The professional development activities chosen will be aligned with our District Professional Development Plan and with our district goals. All professional development activities are evaluated using a form developed by the district professional development committee and approved by the Raymond School Board.

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**Provision 6: Coordination with the 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.*

Coordination between Title I teachers and regular classroom teachers is designed to be timely and regular. The Title I Coordinator communicates weekly with regular classroom teachers via Grade Level Learning Team meetings to share updates on reading and math skills being taught. Assessment results can be shared with Title I teachers to determine areas where increased support is necessary for students' success. Title I teachers and regular classroom teachers provide quarterly reports of Title I students' progress for communication to parents. Teacher plan books, individual calendars, grade level learning team minutes, and school schedules document coordination. Title 1 Tutors provide documentation of content covered to classroom teachers and invite them to provide feedback and suggestions. This is done via email or a Google Document.

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**Provision 7: Collaboration with other Programs-**

Students who participate in both Title I and other district programs are identified, and consultation is made with the other service providers to eliminate duplication. The Title I schedule is designed in coordination with other program schedules and in consultation with classroom teachers and the Grade Level Learning Team to maximize program effectiveness and reduce fragmentation.

The Title I Coordinator provides input to Learning Team and Student Intervention Team meetings on students who participate in Title I. Transitions to Special Education programs are adjusted according to the needs of the individual student. Title I Staff provide NWEA levels to facilitate the transition between elementary and middle school for Title I students.