

Title IA Targeted Assistance School Plan

Name of School: Lamprey River Elementary School

School Year: 2023-2024

Current Poverty Rate: 22.38% (21-22)

Date School Needs Assessment was completed: Spring 2023

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

According to iReady reading data, 89% of kindergarten students, 58% of first grade students, 73% of second grade students and 62% of third grade students scored in the “early on grade level” or “mid or above grade level” ranges for combined reading skills. Overall, more students met grade level expectations in the domains of phonological awareness and high frequency words. Phonics, vocabulary, and comprehension were domains that could use improvement. In order to increase the percentage of students who are meeting grade level expectations in these areas, students at LRES will continue to participate in the second year of WIN (What I Need) groups during the grade level intervention blocks. At the end of each benchmarking period, classroom teachers, Title 1 teachers and reading specialists will meet to review data and group students based on specific skill level. Additional assessments, including Acadience and the CORE phonics survey will be administered and the results will be analyzed during these grade level data meetings. In order to more effectively remediate specific areas of weakness, students may be placed in groups with those in another class. This flexible grouping model will allow classroom teachers, instructional specialists, and Title 1 students to provide explicit, differentiated instruction for all students. Reading instruction during this block will be targeted to the needs of each group. Phonics for Reading, Foundations, Michael Heggerty, and Guided Phonics are programs that may be used based on student need. All students will be progress monitored using the iReady assessments on a monthly basis. After each progress monitoring assessment is completed, teachers will meet to create new or revised WIN groups and develop instructional outcomes that reflect student progress. Formal data dives will be conducted by the intervention team after each benchmarking period and trends noted across the school and/or grade level will be shared with classroom teachers and Title 1 teachers to better inform instruction in both the classroom and intervention settings.

According to iReady math data, 75% of kindergarten students, 51% of first grade students, 40% of second grade students, and 48% of third grade students scored in the “early on grade level” or “mid or above grade level” range for combined math skills. Overall, more students met grade level expectations in the domain of algebra and algebraic thinking and number and operations, measurement and data, and geometry were domains that could use improvement. In order to increase the percentage of students who are meeting grade level expectations in these areas, students at LRES will continue to participate in the second year of WIN (What I Need) groups during the grade level intervention blocks. At the end of each benchmarking period, classroom teachers, Title 1

teachers, and math specialists will meet to review data and group students based on specific skill level. This year, classroom teachers and interventionists will use the iReady math program to better target specific skills that students need reinforcement in. Additional multisensory strategies and games will be used to further engage students in their work. All students will be progress monitored using the iReady assessment on a monthly basis. After each progress monitoring assessment is completed, teachers will meet to create new or revised WIN groups and develop instructional outcomes that reflect student progress. Formal data dives will be conducted by the intervention team after each benchmarking period and trends noted across the school and/or grade level will be shared with classroom teachers and Title 1 teachers to better inform instruction in both the classroom and intervention settings.

Date Plan was Created: May 2023

School Planning and Review Team (members and their affiliation): Laura Yacek (Principal), Keri Watts (Title 1 Coordinator), Laura Pierce (Reading Specialist), Lisa Baka (Reading Specialist), Amy Rocci (Math Interventionist), Lisa Colburn (Math Specialist), Betty Ann Leclerc (Title 1 Teacher)

Please check the appropriate option:

- ☐ Initial Plan
- ☒ Annual Update
- ☐ Focus or Priority school?

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 Lamprey River Elementary School, the Title 1 Program is primarily focused on providing additional support in the areas of reading and mathematics. It is the goal of the program to provide accelerated remediation for targeted skills in order to help students close the gap between achievement level and grade level expectations. Students who qualify for Title 1 services at LRES receive this additional instruction in the general education setting during the “What I Need” (WIN) block. This is a non-instructional block of time that is provided for all students to review previous learning.

During this block, Title 1 teachers use research based programs to provide additional instruction to students who qualify. These programs use a systematic and explicit approach to master specific skills and are aligned with the grade level curriculum presented to all students. In reading, programs including Reading Reading, Guided Phonics, Lively Letters, Equipped for Reading Success, and Michael Heggerty are used to remediate and accelerate foundational literacy skills. In math, iReady Math, Do The Math, and Math in Focus are used to provide additional instruction in specific areas.

Students who qualify for Title 1 support at LRES are grouped based on specific needs. These groups are flexible and can change as needed. The Title 1 and Intervention teams complete progress monitoring probes monthly and review student data during their Professional Learning Community meetings. This practice allows for the team to continually monitor effectiveness of the program and adjust instruction and groupings based on student need.

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 score below average on the iReady, Acadience, and/or CORE Phonics Survey.
- b. All students enrolled in the previous year's Title 1 program and transfer students with records of Title 1 participation.
- c. Students who've been recommended by a parent, teacher, or the Student Intervention Team will be considered.
- d. Qualification for the Title 1 Summer Program will be determined using the sum of the reading and math scores, with a qualifying point value of 5 of 11 possible points (as detailed below).

Step 2: Selection of Neediest Students:

READING

- a. The pool of low achieving students in a grade level is ranked based on a 6.5 point system.
- b. Students who score in the "strategic" range on Acadience or the "<1 level below" range on iReady will also be assessed using the CORE Phonics Survey. This assessment data will be used to effectively group qualifying students based on specific academic needs. Students who do not require this assessment will automatically receive a score of 0.

- c. Teacher recommendation, retention, SIT referrals for academic concerns, etc. will be considered in the selection process.
This data will be used when a tie-breaker is needed.
- d. Point system:

Grade <i>*F=Fall W=Winter S=Spring</i>	CORE Phonics Survey <i>K: Sections A&B (F), C-E (W&S) 1: Sections A-E (F), E-K (W&S) 2: Sections E-L 3: Sections E-L</i>	Acadience Composite Score	iReady	Prior Intervention (students enrolled in T1 the previous year)	Qualifying Points
K	0-64%: 2 65%-89%: 1 90%+: 0	Intensive: 2 Strategic: 1 Core: 0	>1 level below: 2 <1 Level Below: 1 On Level: 0	Yes: 0.5 No: 0	3 of 6.5
1	0-64%: 2 65%-89%: 1 90%+: 0	Intensive: 2 Strategic: 1 Core: 0	>1 level below: 2 <1 Level Below: 1 On Level: 0	Yes: 0.5 No: 0	3 of 6.5
2	0-64%: 2 65%-89%: 1 90%+: 0	Intensive: 2 Strategic: 1 Core: 0	>1 level below: 2 <1 Level Below: 1 On Level: 0	Yes: 0.5 No: 0	3 of 6.5
3	0-64%: 2 65%-89%: 1 90%+: 0	Intensive: 2 Strategic: 1 Core: 0	>1 level below: 2 <1 Level Below: 1 On Level: 0	Yes: 0.5 No: 0	3 of 6.5

MATH

- a. The pool of low achieving students in a grade level is ranked based on a 4.5 point system.
- b. Teacher recommendation, retention, SIT referrals for academic concerns, etc. will be considered in the selection process.
This data will be used when a tie-breaker is needed.
- c. Point system:

Grades	Acadience Composite Score	iReady	Prior Intervention:	Qualifying Points
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			<i>(students enrolled in T1 the previous year)</i>	
K	Intensive: 2 Strategic: 1 Core: 0	>1 Level below: 2 <1 Level Below: 1 One Level: 0	Yes: 0.5 No: 0	2 of 4.5
1	Intensive: 2 Strategic: 1 Core: 0	>1 Level below: 2 <1 Level Below: 1 One Level: 0	Yes: 0.5 No: 0	2 of 4.5
2	Intensive: 2 Strategic: 1 Core: 0	>1 Level below: 2 <1 Level Below: 1 One Level: 0	Yes: 0.5 No: 0	2 of 4.5
3	Intensive: 2 Strategic: 1 Core: 0	>1 Level below: 2 <1 Level Below: 1 One Level: 0	Yes: 0.5 No: 0	2 of 4.5

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 throughout the school year.

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 K-3 is an elementary reading and mathematics program. Title I teachers at LRES provide supplemental support in a small group environment, provided as explicit, 25 minute lessons with a group of five students or less. All support is in addition to regular classroom instruction in reading and/or mathematics and takes place during the grade level WIN "What I Need" block. One time per week (Fridays), Title 1 teachers support qualifying students in the classroom during each Flex Day. This support focuses on connecting reading to writing, and embedding math skills in the science and/or social studies curriculum.

This support is designed to help Title 1 students carry skills over from their small group instruction to the classroom curriculum, while providing additional support and targeted instruction.

Students in grades K-3 are supported in reading using the Foundations, iReady, and/or Michael Heggerty programs. Supplemental programs including Equipped for Reading Success, West Virginia Phonics, Guided Phonics, Phonics for Reading, Leveled Literacy Intervention (Grades 2&3), and Lively Letters (grades K & 1) are used with students who benefit from having the curriculum presented to them in a different way.

Students in grades K-3 are supported in math using the iReady math curriculum. Supplemental programs, including Guided Math, are used with students who benefit from having the curriculum presented to them in a different way. Evidence based practices, including explicit instruction, visual representation, and student discussion are incorporated into all math lessons.

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.)*

Kindergarten and first grade students in the Title I reading program are supported to further develop phonological awareness, phonics, fluency, vocabulary, and comprehension skills that are taught in the regular education classroom. In the fall, most of the students work on strengthening alphabetic principle (including letter recognition, formation, and letter sound association) and phonological awareness skills. They read both leveled and decodable books to apply decoding skills and sight word knowledge while enhancing fluency, vocabulary, and comprehension. They also participate in guided or dictated sentence writing that connects to the stories that are read.

Students in grades 2-3 are usually supported in reading using SPIRE, Equipped for Reading Success and Guided Phonics or Guided Reading. When appropriate, decodable texts are used to help solidify specific phonics patterns. During reading instruction, students use hands-on manipulatives and multisensory materials to reinforce previously taught concepts. Other materials such as technology, games and manipulatives may also be used to help children develop and apply various reading skills.

Students in grades K-3 receive Title I math support using the iReady Math curriculum, 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 at all levels use educational games and activities, including computers, to help strengthen their math skills in an engaging format.

Tutors and teachers are given information about the structure of the Title 1 schedule and how to use the Title 1 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). Title 1 teachers push into the classroom to provide additional instruction during the WIN block, when other students are reviewing or practicing skills taught in the grade level curriculum. Title 1 teachers use the research based programs listed above to provide additional direct instruction that is differentiated to target specific areas of need using an explicit, systematic scope and sequence to accelerate their learning. The scope and sequences of these programs align with the grade level curriculum and are designed to provide students with the instruction and support needed to meet grade level expectations.

Students in the Title 1 program receive additional extended learning time in multiple ways. Students in the Title 1 reading program are provided with decodable and/or leveled texts that align with their lessons. These texts can be read in the classroom with the classroom teacher and re-read during silent reading time. Students can also bring these texts home to practice reading with a caregiver. All Title 1 students receive extended learning time with a Title 1 teacher throughout their “flex day” on Fridays. This time allows students to connect their Title 1 instruction with their classroom instruction and can include support in bridging the gap between reading and writing skills, support applying their skills to content area instruction, or support applying targeted strategies to classroom instruction or assignments.

Students participating in Title 1 mathematics primarily utilize hands-on manipulatives and visual representatives for math concepts. When Mathematics problems are solved with paper and pencil, work is sent back to the classroom and home for application to the student's core program. This work may include completed charts, fact ladders, or recording sheets related to skills being taught and practiced.

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?*

Parents are included in the planning, implementation and evaluation of this grant by participating in an annual parent survey that allows them to provide feedback on all their experience throughout the year. In order to increase parental involvement this school year, a Title 1 information night will be planned to help foster a strong home to school connection between Title 1 staff and families. The purpose of this information night will be to provide parents with information about the program, present the parent

involvement policy and educate parents about practices to support literacy and math skills at home. This event will connect with activities that are provided during the beginning of the year Open House event.

Following this event, Title I Staff will continue to be available to meet with parents on an on-going basis. At the conclusion of the school year, Parents will be invited to express their opinions through surveys of the program and invited to take part in revising and improving the parent involvement policy for the following year.

**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. Parent volunteers are encouraged to come in and work directly with students in the classrooms. The district also has an active Parent Teacher Organization at LRES and Parent Core Group at IHGMS, which provides parents with opportunities to get involved in a variety of ways, including attending or supporting school sponsored events.

D. The Raymond School District will send results of the New Hampshire State Assessments and iReady and Acadience (LRES only) assessments to parents at IHGMS. These results may be discussed at conferences and Student Intervention Team meetings with parents, along with other indicators of student progress including work samples and formative or summative classroom assessments.

E. Parents of LRES and/or IHGMS students who are considered for the Title I program receive written notification of their child's placement, in the form of a hard copy sent home with the student and/or Google Form sent to the parents email. Those who are accepted into the program also receive a packet that includes a letter describing our Title I policies and procedures, the parent involvement policy, and parent right to know information. Title I progress reports are sent home three times per year. Title I Staff may participate in conferences and Student Intervention Team meetings on Title I students. Parents may schedule an appointment with the Title I Staff 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 host or participate in annual book fairs and literacy and math nights, which are attended by both parents and students.

H. Program materials are on display at the annual Open House and Kindergarten Readiness screening sessions. 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. Title I Staff respond to communications from parents within two working days. If needed or requested, meetings are scheduled within two weeks.

J. Parents whose dominant language is other than English are contacted verbally, in addition to written communication. If necessary, parents may bring an interpreter with them to school.

K. 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.

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.

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 tutors communicate weekly with regular classroom teachers via Grade Level PLC 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 provide reports of Title I students' progress to parents three times per year. Teacher plan books, individual calendars, grade level PLC 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, Google Document, or during PLC meetings.

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 Team to maximize program effectiveness and reduce fragmentation.

The Title I Coordinator and/or Title 1 teacher provides input to Professional Learning Communities 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. The Title 1 Coordinator provides iReady and Acadience levels to facilitate the transition between elementary and middle school for Title I students.