



Title IA Targeted Assistance School Plan

Name of School: Mason Elementary School

School Year: 2018-19

Current Poverty Rate: 17.86%

(Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Date School Needs Assessment was completed: Spring 2018

Data summary used in Needs Assessment (How does your data align with the plan?): Continue to communicate with parents about students' progress in Title I. District wide we need to work on students citing evidence in their writing as well as strengthening concepts such as money, time, and measurement.

Date Plan was Created: July 2018

School Planning and Review Team (members and their affiliation): Kristen Kivela (District Administrator), Jill LaMontagne (Title I Teacher), Jonas Taub (Student Support Service Director), Karen Mann (classroom teacher), Alexcina Leel (classroom teacher), Larissa Terrill (Preschool Teacher and Title I tutor)

Please check the appropriate option:

Initial Plan

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)

| Plan Criteria | Explanation | Your School Plan |
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| <p>I. Student Selection</p> | <ul style="list-style-type: none"> • Describe your two-step process for selecting Title I students: <ol style="list-style-type: none"> 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. 3 forms of selection criteria, 2 of them must be academic in nature. | <p>Students are selected by using data collected through DRA, DIBELS, local assessments (classroom assessments and NWEA), and state assessments (ELA and Math). Teacher input is also considered as well as grade level, homeless, migrant, and LEP status. Points are awarded based in each of these areas and those students with the highest points are offered Title I services. Those students that are homeless, LEP and migratory are automatically entered into the Title I program and will be monitored by Title I staff even if they don't need direct Title I services.</p> <p>Data collection forms are filled out on students in the fall of each school year and then the most needy students are determined and offered Title I math and/or ELA services.</p> |
| <p>II. Supplemental Support</p> | <ul style="list-style-type: none"> • Describe how your Title I instructional program is in addition to the core competency instruction. • 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 | <p>All students receive 90 minutes a day of ELA instruction. Mason Elementary School uses the Wonders ELA program with all students. This program allows for differentiation to be done in the classroom on a daily basis. Those students receiving Title I services receive additional instruction (typically 30 minutes 2-4 times a week) using scientifically based curricula to supplement what they are being taught in the classroom.</p> <p>All students receive a minimum of 60 minutes of math instruction per day. Singapore Math and Engaged NY math programs are</p> |

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| | <p>the Title I staff to Title I students are in addition to what every other child receives as part of his/her basic education.</p> | <p>used with all students. Differentiation is provided within the classroom for all students. Title I students receive additional small group instruction 2 to 4 times a week for 30 minutes per session where they are provided with research based curricula that targets their areas of weakness.</p> <p>In some cases before and after school tutoring works better for students. Highly Qualified teachers provided before and after school tutoring to students that benefits from these services.</p> <p>Title I students are also eligible to receive Title I tutoring during the summer months. Students will attend tutoring based on their needs. The tutoring will be provided weekly over the month of July.</p> |
| <p>III. High Quality Instructional Strategies</p> | <ul style="list-style-type: none"> • Respond to the following: <ol style="list-style-type: none"> 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. | <p>Mason Elementary School uses scientifically-based research based programs with all students. The specific programs used with Title I students are also research based programs.</p> <p>Sounds Sensible is a structured, sequential, hands on program used to develop phonological awareness and beginning phonics sounds. It is based on the Orton-Gillingham Philosophy.</p> <p>Touchphonics is a manipulative, multisensory instructional system designed to develop students' phonics knowledge as they discover patterns in word structures.</p> <p>Sound Partners Kindergarten is an explicit, balanced, phonics-based tutoring program that provides individual instruction in early reading skills.</p> <p>Singapore Math Extra Practice is the program used to supplement the program the students are being taught in class. The workbooks match the books used in class, but give different problems with a similar style and level of difficulty.</p> |

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| | <p>4) Include the strategies you will use to provide extended learning time for your Title I students. (This is a priority for all Title I schools.)</p> | <p>Students at Mason Elementary are provided with Title I services during the school day but they are also eligible for before and after school tutoring when necessary. The goal is to provide students with the services they need at a time of day that will best meet their needs.</p> |
| <p>IV. Parent Involvement</p> | <p>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?</p> | <p>Mason Elementary School is always looking for ways to improve parental involvement. The Mason School Club meets monthly and at that time the principal is able to disseminate information as well as get feedback from parents. There is also a parent principal meeting offered 4 times a year where parents come in and meet with the principal and learn about programs and initiatives that are happening in the school. This is also a time to share information about programs as well as share information about state assessment results. It gives parents an opportunity to ask questions.</p> <p>Title 1 also sponsors educational events for families. We teach parents fun ways to practice ELA and Math at home with their children. Our goal with the events is to provide parents with something (game) to take home with them that they can use immediately with their child.</p> <p>Before a child receives Title I services the parents are given a permissions slip, a parent compact, as well as parental rights. The Title I teacher provides progress reports to the parents of Title I students 3 times a year. Parents are also provided with information on the topics that are being addressed in the Title I sessions. The title I teacher attends parent teacher conferences for all Title I students at least 1 time a year.</p> |
| <p>V. Professional Development</p> | <p>Describe any professional development activities funded by Title I. Who will participate and how do the activities support the educationally disadvantaged population? Include your</p> | <p>Typically Title I funds are not used for professional development but if they are used it will be used to provide teachers with professional development opportunities by either paying for attendance to workshops, seminars, national conferences, etc. The funds could also be used to purchase reading materials for</p> |

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| | <p>evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?</p> <p>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.</p> | <p>the staff to participate in a book study. All professional development will align with the district goals. Approval of all professional development must happen before the PD is paid for with Title I funds.</p> <p>The Title I teacher meets with classroom teachers on a weekly basis where they discuss concerns and progress. The classroom teachers also need to fill out a form due on Thursday afternoons that outline the topics they will be teaching the following week. This form also has a spot for the teacher to highlight any areas of concern they have for their students.</p> |
| <p>VI. Coordination with Regular Classroom</p> | | |
| <p>VII. Collaboration with Other Programs</p> | <p>Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, Even Start, adult education, violence - including child abuse prevention programs, nutrition programs, housing programs, vocational and technical education, and job training).</p> <p>Describe your steps for assisting preschool children transitioning to your school.</p> | <p>Mason is a very small district and there are very few staff. Staff members have multiple roles and responsibilities for example our Title I teacher is also our special education teacher. The Principal is also the superintendent who also plays the role of homeless coordinator, foster care liaison, etc. We communicate constantly about students and their needs.</p> |
| <p>VIII. Preschool Transition</p> | | |
| <p>Program Evaluation</p> | <ul style="list-style-type: none"> Plans for an annual program evaluation of how the Title I program performed (not individual student). Important questions should include | <p>Many of the students in Mason attend the integrated preschool program at Mason Elementary School thus allowing the staff to be aware of students' needs. Preschool students are eligible to receive summer tutoring services and/or preschool parents are provided with resources to use with their children over the summer months when this is needed.</p> <p>A survey is sent out annually to parents of Title I students to ask for feedback based on their experience with the Title I program. Teachers also complete a survey to provide feedback on their experience. The staff analyzes the performance of Title I students</p> |

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| | <ul style="list-style-type: none"> - How many students did we serve? - What was the effectiveness of the TI interventions and related activities? - What was the impact of our Title I program in helping our struggling students increase achievement? - How many students exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets) - How much growth did the average student achieve? - How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor - whatever is relevant <p>* This evaluation should guide your program next year and any program changes should be reflected in a modified school plan.</p> <ul style="list-style-type: none"> • Annual meeting • Parent compact • Parent policy | <p>on local assessments such as NWEA and DIBELS. Their pre and post scores are analyzed to determine the effectiveness of the services. Classroom assessments are also used to determine the effectiveness of the instruction. The classroom teacher and Title I teacher meet on a regular basis to look over the data collected to make sure students' are making progress. Title I students are eligible for services for the school year and are provided services at the beginning of the next school year until new data has been collected to determine Title I eligibility.</p> <p>A student may be exited from the Title I program once they have shown that they have made the desired growth or if they have been accepted into a special education program.</p> |
| <p>Checklist for Other Program Requirements</p> | | <p>An annual meeting will be held by the end of each school year. A parent compact is distributed and signed by all stake holders upon entering the Title I program. The Parent Involvement Policy is also available to all parents and updated as needed.</p> |