



Title IA Targeted Assistance School Plan

Name of School: Mont Vernon Village School

School Year: 18-19

Current Poverty Rate: 5%

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

Date School Needs Assessment was completed: April 23, 2019

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

Date Plan was Created: April 23, 2019

School Planning and Review Team (members and their affiliation): Christine Landwehrle, Assistant Superintendent; Charline Brown, Title I project manager; John Schuttinger, Principal

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 plan components. 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	Plan Updates
I. Student Selection	<p>1) Describe the two-step process for selecting Title I students:</p> <p>I. How is the pool of educationally disadvantaged students identified?</p> <p>II. How will the neediest students be selected?</p>	<p>1).</p> <p>We have developed rubrics for entry into the Title I program. For students in K-3 we are using the following criteria: fall and winter NWEA MAP scores along with teacher recommendation and the likelihood of summer regression. In grades 4-5 we are using prior year SBAC scores along with winter NWEA MAP scores. In addition, we are including teacher recommendation and the likelihood of summer regression. For our incoming K students we will be using results from a kindergarten screening. Our rubric for each grade level will assign points for each criterion and allow us to rank order all students. We will serve the neediest students.</p>	<p>1)</p> <p>Update – SBAC to NHSAS. All other criteria remain the same.</p>
	<p>2) In a narrative, describe how you will include 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 students are also unacceptable.</p>	<p>2)</p> <p>Any identified migratory or homeless students will automatically be given the opportunity to attend our Title I summer program.</p>	<p>2)</p> <p>No updates</p>

	3) 3 forms of academic data for selection criteria are required.	3) NWEA MAP SBAC Kindergarten Screener	3) Replace SBAC with NHSAS Kindergarten screener used – DIAL assessment
II. Supplemental Support	1) Describe how your Title I instructional program is in addition to the core competency instruction.	1) Title I services will be provided to eligible students during the summer. These services are above and beyond the general curriculum and above what all other students receive as a basic part of their education.	1) No updates
	2) In order to be in compliance with the law, the program must be able to identify how the services provided by the Title I staff to Title I students are in addition to what the district provides to every other child as part of his/her basic education.	2) Title I services will be provided to eligible students during the summer. These services are above and beyond the general curriculum and above what all other students receive as a basic part of their education.	2) No updates
III. High Quality Instructional Strategies	Respond to the following: 1) Describe how your instructional support model uses only evidence-based strategies for improving achievement of your Title I students.	1) Our instructional support model uses only research-based strategies to improve students' reading and math abilities and to accelerate their learning using curriculum based measures and curriculum based assessments. This model includes intensive direct instruction for students along with continual progress monitoring.	1) Our Title I instructional support model uses only research-based strategies to improve students' reading and math abilities and to accelerate their learning using curriculum-based measures and curriculum-based assessments. For our

			<p>Title I programs, teachers will be using research based instructional strategies and resources including: Khan Academy, Do the Math, Dreambox, and Foundations. The model for reading includes the 5 facets of reading (fluency, comprehension, vocabulary, phonics, and phonemic awareness). This model includes intensive direct instruction for students and requires continual progress monitoring and adapting to students' needs. Teachers will be working with small groups of students which will allow them to individualize instruction to meet student need.</p>
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	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.	2)	2) See above
	3) Identify the Level of Evidence for each instructional strategy: <i>Levels of Evidence Table is located on the last page of this document.</i>	3)	3) See grant application
	4) 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) Title I students are serviced during the summer to minimizing removing them from the regular classroom/instruction. .	4) No updates
	5) 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.)	5) Title I students are serviced during the summer to provide extended learning time. This summer program also helps to mitigate summer regression.	5) No updates
	6) Acknowledge that all instructional staff paid for with Title I funds meet New Hampshire State Certification and Licensure requirements.	All instructional staff paid with Title I funds meet NH state certification and licensure requirements.	No updates
IV. Parent	Describe plans for increasing parental	Parents are involved through various parent	In addition, we will be

<p>Involvement</p>	<p>involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?</p>	<p>information session(s) as well as parent surveys. The feedback from the parent sessions and surveys help to guide our planning and improvement of the Title I program. The parent surveys and parent sessions help us in assessing the effectiveness of our parent involvement policy, parent activities, and program as a whole. Evaluations help to guide our future planning of parent sessions as well as the program as a whole.</p> <p>Parents are provided information about the Title I program at our parent info sessions. We hold parent meetings to disseminate critical Title I information to parents in an understandable format. They receive a brochure which contains the learning compact, parent involvement policy, and Parent Right to Know policy.</p>	<p>updating parents weekly about their child's progress in our Title I summer program.</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 evaluation component. How do these professional development activities align with your school's Needs Assessment and relate to your PD Master Plan and your district's Technology Plan?</p>	<p>Not applicable</p>	<p>Not applicable</p>

<p>VI. Coordination with Regular Classroom</p>	<p>Describe steps to ensure that instructional planning for participating students is coordinated into their existing school program. Specifically, describe 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 record keeping procedures to document this coordination.</p>	<p>Our Title I project manager is a teacher and curriculum coordinator at the school. She oversees the identification of students and ensures coordination of summer services. She works closely with our math and reading interventionist to ensure that the appropriate students are being identified for services. She also gathers the interventionists' progress reports to share with the Title I instructors to coordinator services. Title I instructors prepare brief narrative/checklist reports for each student they service over the summer. Those reports are given to interventionists and classroom teachers in the fall.</p>	<p>Our Title I project manager is a math interventionist and curriculum coordinator at the school. She oversees the identification of students and ensures coordination of summer services. She works closely with our reading interventionist to ensure that the appropriate students are being identified for services. She also gathers the interventionists' progress reports to share with the Title I instructors to coordinator services. Title I instructors prepare brief narrative/checklist reports for each student they service over the summer. Those reports are given to interventionists and classroom teachers in the fall.</p>
<p>VII. Collaboration with Other Programs</p>	<p>Describe strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, , adult education, violence prevention programs , including child abuse, nutrition programs, housing programs, vocational and technical</p>	<p>The Coordinator of Special Education, Principal and Director of Curriculum and PD meet on a regular basis to plan and coordinate the Title I program to ensure coordination with special education programming. Many times we include our homeless liaison / school counselor in our regular meetings to collaboratively determine</p>	<p>No updates</p>

	education, and job training).	needed supports for students. Our reading specialist and math interventionist are also involved in planning of Title I services to ensure coordination and integration.	
VIII. Preschool Transition	Describe steps for assisting preschool children transitioning to your school.	We screen all incoming kindergarten students using a nationally normed screening tool. This helps us provide summer Title I services to our eligible incoming K students. This helps to help ease the transition from preK to K.	No updates
Program Evaluation	<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 <ul style="list-style-type: none"> - How many students were served? - What was the effectiveness of the TI interventions and activities? - What was the impact of Title I program in helping struggling students increase achievement? - How many students exited the 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. <p>* This evaluation should guide the Title I program next year and any program changes should be reflected in a</p>	We evaluate the program each year using feedback from student throughout the program, parents through a parent survey/parent info session, and staff through a staff survey. We review pre and post test data to examine student growth throughout the program to help inform changes for future years. We also view fall NWEA growth and achievement levels to provide information on the success of our Title I program.	No updates

	modified school plan.		
Checklist for Other Program Requirements	<ul style="list-style-type: none"> • Annual meeting • Parent compact • Parent policy • Parent Right to Know • Parent Signature for Title I Participation or Refusal of services 		

Evidence-Based Practices
Levels of Evidence

	Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrates a Rationale
Study Design	Experimental study	Quasi-experimental study	Correlational study with statistical controls for selection bias	Provides a well-specified logic model informed by research or evaluation
WWC Standard	Meets WWC Evidence Standards without	Meets WWC Evidence Standards with or without	N/A	N/A

	reservations (or is the equivalent quality)	reservations (or is the equivalent quality)		
Favorable Effects	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome
Other Effects	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the equivalent quality)	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere
Sample Size and Overlap	Includes a large sample and a multi-site sample, overlapping with populations and settings proposed to receive the intervention	Includes a large sample and a multi-site sample, overlapping with populations or settings proposed to receive the intervention	N/A	N/A