



Jaffrey-Rindge Cooperative School District  
**JAFFREY GRADE SCHOOL**

**TITLE I SCHOOLWIDE PLAN**

*Submitted July 2011*

**I. Introduction**

Jaffrey Grade School serves approximately 375 students in grades K-5. The school is centrally located in the rural community of Jaffrey, New Hampshire. Jaffrey is a town of about 5,500 people in Cheshire County. The local economy is strongly linked to the manufacturing, service and government sectors. The Jaffrey-Rindge School District is the third largest employer in the town. Jaffrey is home to Mt. Monadnock and Monadnock State Park, which receives over 100,000 visitors each year.

The Jaffrey-Rindge Cooperative School District (SAU 47) is made up of four schools. Students in grades K-5 attend either Jaffrey Grade School or Rindge Memorial School. Town of residence is the primary determining factor in attendance. However, several specialized programs are housed at Rindge Memorial School, including the district's Inclusive Preschool and several of the district's Intensive Learning Center programs for the elementary grades. Starting in grade 6, students from both towns attend school together, first at Jaffrey-Rindge Middle School and then at Conant High School. Overall, the district enrolls approximately 1,600 students.

The free/reduced meals participation rate within the Jaffrey-Rindge School District as a whole was approximately 34% in October 2010. This continued to grow throughout the school year. As of October 1, 2010, **Jaffrey Grade School** had 148 students eligible for free or reduced meals. This equated to **47.13%** of the total population. Throughout the 2010-11 school year, this number continued to grow slightly and our internal reports show that we crossed the 50% threshold by June 2011. With this demographic in mind, we are requesting to become a Title I Schoolwide Program beginning with the 2011-12 school year.

**II. Planning Process**

Our planning process began during the summer of 2010. We were a newly identified School in Need of Improvement in the area of Reading. A team representing various stakeholder groups met to complete a comprehensive needs assessment and identify SINI goals. During our discussion, we found ourselves wondering whether many of our needs could be better addressed within a schoolwide program. Therefore, we decided to complete the SWP planning process during the 2010-11 school year.

Letters, newsletter articles, and meetings were used to share information and invite parents and community members to participate in the school improvement process. Some parents chose to give feedback through emails or written communication. The school improvement plan, which included the planning phase of becoming a Title I Schoolwide Program, was shared and discussed at meetings of the Parents Group and during the Title I Annual Meeting.

The entire faculty participated in an orientation session to learn about the similarities and differences between schoolwide and targeted assistance programs. After the orientation, the faculty listed their preliminary viewpoints regarding pros and cons of shifting to a schoolwide program, as well as questions they felt needed to be answered before a decision could be reached. These lists were useful in planning presentations and discussions throughout the school year. In addition to whole group meetings, smaller focus groups were established to refine specific goals. These groups included:

- a) Curriculum and Instruction
- b) Data Analysis & Individual Learning Plans
- c) Parent and Community Involvement
- d) Instructional Technology
- e) School Climate

During a spring whole school meeting, the faculty was asked to confirm support for becoming a schoolwide program. Approximately 95% voted yes, with the remaining faculty members taking a neutral position. We feel we have successfully planned and gained stakeholder support for becoming a Title I Schoolwide Program beginning in the 2011-12 school year.

### **III. Needs Assessment**

Our needs assessment utilized the “root cause” analysis model. We analyzed data from the NECAP, NWEA Measures of Academic Progress and DIBELS. Throughout the year, we also analyzed local assessments, such as running records, writing prompts, and assessments correlated with our math series.

In order to identify possible achievement gaps, we reviewed performance levels for the school as a whole, and also looked for trends or patterns within the performance of various subgroups (i.e. specific grade levels, males/females, students qualifying for special education services, economically disadvantaged students, students receiving Title I services, students scoring within the top/middle/bottom quartiles).

Planning team members also completed the *Assessment Continuum of Schoolwide Achievement Outcomes* to compare our current practices with those identified by research as critical to student achievement. This spring, we added information gathered by a SERESC consulting team, which was hired by the district to complete *A Study of Special Education and Use of Student Data*.

#### **Needs Assessment Findings - READING**

Overall our school has made progress in building reading proficiency. The following charts show current and longitudinal proficiency levels as demonstrated on the state assessment.

#### **2010 NECAP Results - Reading**

<b>School / State</b>	<b>Percent of Students Substantially Below Proficient</b>	<b>Percent of Students Partially Proficient</b>	<b>Percent of Students Proficient</b>	<b>Percent Proficient with Distinction</b>
<b>State of NH</b>	6	16	58	20
			<b>78% proficient or above</b>	
<b>Jaffrey Grade School</b>	5	14	54	27
			<b>81% proficient or above</b>	

## Longitudinal NECAP Results - Reading

Data shows the percent of students who were proficient or above (Levels 3 & 4).

		2005	2006	2007	2008	2009	2010	Growth 2005- 2010
<b>Grade 3</b>	<b>JGS</b>	<b>65</b>	<b>80</b>	<b>79</b>	<b>77</b>	<b>83</b>	<b>86</b>	<b>+21</b>
	<i>State</i>	71	75	77	78	80	80	+9
<b>Grade 4</b>	<b>JGS</b>	<b>64</b>	<b>83</b>	<b>78</b>	<b>77</b>	<b>72</b>	<b>79</b>	<b>+15</b>
	<i>State</i>	69	72	74	75	75	77	+8
<b>Grade 5</b>	<b>JGS</b>	<b>60</b>	<b>65</b>	<b>73</b>	<b>86</b>	<b>86</b>	<b>85</b>	<b>+25</b>
	<i>State</i>	67	72	71	76	79	78	+11
<b>Grade 6</b>	<b>JGS</b>	<b>58</b>	<b>66</b>	<b>69</b>	<b>72</b>	<b>72</b>	<b>76</b>	<b>+18</b>
	<i>State</i>	65	72	73	74	76	77	+12

Proficiency levels were also analyzed by reading standard (i.e. informational text, literary text, vocabulary, word identification). Performance was relatively flat across the content standards and we did not see clear and consistent patterns or trends. We concluded that we must continue to improve curriculum and instruction overall, as well as improve our strategies for helping the lowest achieving students to demonstrate proficiency.

The biggest achievement gap identified is that between our students identified for special education services and our non-IEP population. Our Educational Disability subgroup has not made adequate yearly progress in reading for three consecutive years. We analyzed the average proficiency by standard to determine whether a particular content weakness was causing the achievement gap for this group. We did not find consistent patterns. For example, "Vocabulary Strategies" was a relative weakness at one grade level and a relative strength at another. Our conclusion was that the needs of these diverse learners would be best addressed through individualized planning and instruction. We need to research and utilize best practices for accelerating progress for this group of students.

We also analyzed data for other subgroups:

- We found that performance within gender groups varied class to class. However, at the fifth and sixth grade level the percentage of females scoring in the proficient range is an average of 14% higher than that of males. Our conclusion is that we need to focus extra attention on our struggling male readers and that we need to research best practices in providing support services for this group.
- Proficiency rates for our economically disadvantaged subgroup have also varied class to class. On the Fall 2010 NECAP, our school's performance for this subgroup was stronger than the subgroup's performance statewide. However, our school results still show a gap averaging 13% between this subgroup and the non-economically disadvantaged group. We will continue to monitor the performance of this subgroup to see if any further patterns develop. A decline in proficiency rate in the upper elementary grades could indicate a need to increase focus on background knowledge and vocabulary. Overall we have concluded that it is important to continue focusing on the impact of poverty on education.
- While analyzing data, we have repeatedly observed a strong correlation between individual achievement and the student's motivation to do his or her best. Therefore, we have also concluded it is important to boost motivation and teach skills for self-monitoring work quality.

## Needs Assessment Findings - MATH

Overall our school has made progress in building math proficiency. The following charts show current and longitudinal proficiency levels as demonstrated on the state assessment.

### **2010 NECAP Results - Math**

<b><u>School / State</u></b>	<b>Percent of Students Substantially Below Proficient</b>	<b>Percent of Students Partially Proficient</b>	<b>Percent of Students Proficient</b>	<b>Percent Proficient with Distinction</b>
<b>State of NH</b>	11	16	47	26
			<b>73% proficient or above</b>	
<b>Jaffrey Grade School</b>	9	11	53	27
			<b>81% proficient or above</b>	

### **Longitudinal NECAP Results - Math**

Data shows the percent of students who were proficient or above (Levels 3 & 4).

		<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Growth 2005-2010</b>
<b>Grade 3</b>	<b>JGS</b>	<b>61</b>	<b>62</b>	<b>73</b>	<b>64</b>	<b>79</b>	<b>86</b>	<b>+25</b>
	State	68	69	73	72	76	76	+8
<b>Grade 4</b>	<b>JGS</b>	<b>58</b>	<b>67</b>	<b>67</b>	<b>78</b>	<b>78</b>	<b>83</b>	<b>+25</b>
	State	65	66	68	73	75	74	+9
<b>Grade 5</b>	<b>JGS</b>	<b>59</b>	<b>54</b>	<b>77</b>	<b>87</b>	<b>83</b>	<b>81</b>	<b>+22</b>
	State	63	67	69	73	75	73	+10
<b>Grade 6</b>	<b>JGS</b>	<b>52</b>	<b>52</b>	<b>55</b>	<b>78</b>	<b>78</b>	<b>67</b>	<b>+15</b>
	State	61	67	68	69	72	71	+10

Proficiency levels were also analyzed by math standard (i.e. numbers and operations, geometry and measurement, functions and algebra, data, statistics and probability). Performance was relatively flat across the content standards and we did not see clear and consistent patterns or trends. We concluded that we must continue to improve curriculum and instruction overall, as well as improve our strategies for helping the lowest achieving students to demonstrate proficiency.

The biggest achievement gap identified is that between our students identified for special education services and our non-IEP population. Our Educational Disability subgroup has not made adequate yearly progress in math for two consecutive years. We analyzed performance by standard to determine whether a particular content weakness was causing the achievement gap. We did not find consistent patterns. Our conclusion was that the needs of these diverse learners would be best addressed through individualized planning and instruction. We need to research and utilize best practices for accelerating progress for this group of students.

We also analyzed data for other subgroups:

- We found that performance within gender groups varied class to class. For example, our 2010 NECAP results show grade 3 girls with a proficiency rate 14% higher than boys at the grade level. However, grade 4 girls have a proficiency rate 11% lower than the boys. Our conclusion is that we need to address the needs of individual students regardless of gender. Teachers should consider

- whether there is a pattern of gender differences within their fall test results and adjust instruction accordingly.
- Proficiency rates for our economically disadvantaged subgroup have also varied class to class. On the Fall 2010 NECAP, our school's performance for this subgroup was stronger than the subgroup's performance statewide. However, our school results still show a gap averaging 18% between this subgroup and the non-economically disadvantaged group. In some years, the performance of this subgroup is weaker at the upper elementary level, however this is not a consistent pattern. Since our math program is very language based, a decline could indicate a need to increase focus on background knowledge and vocabulary. Overall we have concluded that it is important to continue focusing on the impact of poverty on education.
  - In recent years, there has been a drop in achievement scores as students enter the middle school. We need to review this transition and implement strategies to ensure students are prepared and do their best on the Grade 6 NECAP.
  - While analyzing data, we have repeatedly observed a strong correlation between individual achievement and the student's confidence and motivation level. Therefore, we have concluded it is important to continue offering fun math extensions that encourage students to develop positive attitudes about math (i.e. math club, project-based math extensions).

#### **IV. Schoolwide Program Goals**

Our school has identified the following goals:

##### **CURRICULUM**

Improve student achievement by:

- Refining the correlation of our curriculum with the GLEs and Common Core Standards.
- Identifying clear expectations and benchmarks to guide teachers, parents and students.

##### **INSTRUCTION**

Improve student achievement by:

- Utilizing research-based instructional practices
- Utilizing instructional strategies and resources matched to the identified needs of students

##### **INDIVIDUALIZED LEARNING PLANS**

Reduce achievement gaps by:

- Creating and implementing individualized learning plans for students at-risk of not meeting state standards
- Focusing on the identified needs of individual students

##### **PARENT & COMMUNITY PARTNERSHIPS**

Improve student achievement by:

- Engaging parents and community members in working toward our goals
- Engaging parents and community members in supporting at-risk students

##### **STRUCTURE**

Improve student achievement by:

- Refining our organizational structures (i.e. schedule, use of RTI model)
- Increasing professional collaboration
- Relating professional development activities to our identified goals
- Utilizing a shared leadership model (i.e. SINI focus groups)

Jaffrey Grade School

## **V. Action Plan**

Our Schoolwide Action Plan builds upon the SINI Action Plan that was utilized during the 2010-11 school year. Activities for 2011-12 are described below. The timeline for these activities is coded as follows:

- \* = Activities to be introduced or initiated during the 2011-12 school year.
- \*\* = Activities to be maintained, refined or continued during the 2011-12 school year.
- \*\*\* = Activities to be completed by the end of the 2011-12 school year.

### **CURRICULUM**

*Strategy #1: Review the reading curriculum at the school and district levels*

- a) Identify a districtwide scope and sequence for reading instruction\*\*\*
- b) Review and refine universal assessments and benchmarks for grades K-5\*\*
- c) Maximize our use of NECAP resources (i.e. released items, scoring rubrics, key vocabulary) and review procedures for NECAP preparation and administration\*\*
- d) Provide professional development to build teacher knowledge of the reading process and the research base for teaching reading\*\*

*Strategy #2: Review the math curriculum at the school level*

- a) Clarify focal points for each grade level and examine how these are correlated with pacing guidelines for utilizing the Growing with Math program\*\*
- b) Review and refine universal assessments and benchmarks for grades K-5\*\*

### **INSTRUCTION**

*Strategy: Maximize use of instructional strategies and resources that match the identified needs of our student population*

- a) Research and implement strategies to build background knowledge/vocabulary\*\*
- b) Research and implement strategies for working with struggling boy readers\*
- c) Increase utilization of technology resources to support reading and math achievement\*\*
- d) Examine the use of instructional time, looking specifically at student engagement and time allocated for work at independent/instructional levels\*\*
- e) Offer extended learning opportunities in the areas of reading & math\*\*
- f) Research and implement strategies for helping all students build higher-order thinking skills (i.e. mathematical problem solving skills, inferential comprehension skills)\*
- g) Research and implement strategies for improving the achievement of student with learning differences\*

### **INDIVIDUALIZED LEARNING PLANS**

*Strategy: Develop and implement individualized learning plans to address specific needs*

- a) Utilize a template for individualized learning plans and create action plans for all students not meeting performance standards (i.e. not proficient on the NECAP and/or not achieving at the expected level on NWEA or DIBELS assessments)\*\*
- b) Implement systemic strategies for encouraging all students to do their best and use rubrics throughout the school for self-assessment\*\*
- c) Increase the capacity of all staff members to have a positive impact on the achievement of students with learning differences\*\*
- d) Provide training & resources on the educational impact of poverty\*\*
- e) Streamline our record keeping systems for individual student data\*\*
- f) Research and implement strategies to motivate students\*\*
- g) Develop an incentive program to encourage good attendance\*\*

## PARENT AND COMMUNITY PARTNERSHIPS

*Strategy: Engage parents and community members in the process of educating our students*

- a) Communicate our goals and invite parents to participate in a variety of ways (e.g. reader-friendly summaries, newsletter updates, discussions, online communication, personal contact, automated messages)\*\*
- b) Offer a series of parent education/family learning events\*\*
- b) Develop support systems to help parents help their children (e.g. curriculum pamphlets, homework hotline)\*
- c) Increase the number of volunteers providing support to students in reading and Math\*\*

## STRUCTURE

*Strategy: Refine organizational structures to support our efforts to increase achievement*

- a) All teachers will participate in focus groups charged with implementing specific SINI and/or Schoolwide activities\*\*
- b) All individual professional development plans will have a clear link to a SINI and/or Schoolwide goal\*\*
- c) Review and revise the schedule to build in more time for collegial planning and Support (e.g. team meetings, peer observations, walkthroughs, RTI discussions)\*\*
- d) Refine current practices as they relate to the Response to Intervention model (grouping and differentiation, provision of support services, use of the “skills block”)\*\*
- e) Implement a Title I Schoolwide Program and continually monitor to obtain feedback, problem solve and make adjustments\*\*

## **VI. Plan Components**

### **a. Comprehensive Needs Assessment**

Our initial needs assessment was completed in July 2010. The assessment served a dual purpose. It provided data to make decisions about our Year 1 SINI Plan and also provided the information necessary to begin the planning process for becoming a Title I Schoolwide Program. We utilized the “root cause” analysis model and examined data from the NECAP, NWEA Measures of Academic Progress and DIBELS. In order to identify possible achievement gaps, we reviewed performance levels for the school as a whole, and compared them with the performance of various subgroups (i.e. specific grade levels, males/females, students qualifying for special education services, economically disadvantaged students, students receiving Title I services, students scoring within the top/middle/bottom quartiles). The analysis of achievement levels and identified needs of homeless students was completed on an individual basis to maintain confidentiality. We do not currently have any migratory students in attendance, but if that were to change we would complete a confidential and individualized analysis upon enrollment.

During the 2010-11 school year, we analyzed additional data as it became available. In order to continually update our data, we will analyze the following on an annual basis:

- Fall NWEA MAP scores (September/October)
- Fall DIBELS scores (September/October)
- Fall benchmark assessments (September/October)
  - *Growing with Math* Beginning-of Year Assessment
  - Running Records
- Fall NECAP scores (January/February)
- Mid-Year DIBELS scores (January/February)
- Spring DIBELS scores (May/June)

Jaffrey Grade School

- Spring NWEA MAP scores (May/June)
- Spring benchmark assessments (May/June)
  - *Growing with Math* End-of-Year Assessment
  - Running Records
  - Scored writing prompt

It should be noted that our school district is in the process of reviewing the language arts curriculum and related assessments. Teachers will be involved in selecting high-quality assessments. It is anticipated that DIBELS and benchmark assessments will be reviewed during the 2011-12 school year.

When students are identified as either homeless or migratory, the Homeless Liaison and the Guidance Counselor will be responsible for initiating an analysis of achievement levels and needs. Teachers who work directly with the students will be engaged in the analysis as appropriate.

Data from our comprehensive needs assessment has been utilized to craft action plans for both our SINI Plan and our Schoolwide Title I Plan. Requests for federal funds will support these action plans. The goal for funding utilization is to improve academic achievement throughout the school, particularly for the lowest achieving students.

**b. Research-proven Instructional Strategies**

Our schoolwide action plan correlates with indicators of effective educational practice outlined in the *Steps to Success* comprehensive school improvement planning process. The chart below outlines these correlations. *Steps to Success* is research-proven and has been validated by the NH Department of Education for use by schools in need of improvement.

Goal Area	Strategies	<i>Steps to Success</i> Indicators
Curriculum	Review the reading curriculum Review the math curriculum	IIA02 – Units of instruction include standards-based objectives and criteria for mastery. IE07 – The principal monitors curriculum and instruction regularly.
Instruction	Maximize use of instructional strategies and resources that match the identified needs of our student population	IIIA07 – All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. IIIA17 – All teachers re-teach when necessary. IIC05 – All teachers use a variety of instructional modes. IID08 – Instructional teams use student learning data to assess strengths and weaknesses of the curriculum & instructional strategies.
Individualized Learning Plans	Develop and implement individualized learning plans to address specific needs	IIB04 – Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

Goal Area	Strategies	Steps to Success Indicators
Parent & Community Partnerships	Engage parents and community members in the process of educating our students	IIIC05 – All teachers use a variety of instructional modes.
Structure	Refine organizational structures to support our efforts to increase achievement <ul style="list-style-type: none"> <li>• Schoolwide schedule</li> <li>• RTI model</li> <li>• Professional collaboration</li> <li>• Professional development</li> <li>• Shared leadership model</li> </ul>	ID03 – All teams operate with work plans for the year and specific work products to produce. ID03 – The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. IF08 – Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.

Our strategies in the areas of Curriculum, Instruction and Structure will be particularly effective in strengthening the core curriculum. The strategies in Individual Learning Plans and Parent/Community Partnerships will provide additional focus on the educational needs of historically underserved populations.

c. Instructional Support for Children Experiencing Difficulties Mastering Standards

Transitioning to the schoolwide model will improve professional collaboration and coordination of programs, which will strengthen both our core academic programs and our support services for children experiencing difficulties mastering standards. As a school, we continuously review our programs and modify implementation models to improve teaching and learning. Our vision is to help all students reach high standards.

Our schoolwide program will employ research-based strategies. The reading curriculum corresponds to the NH Grade Level Expectations. The faculty has received introductory training on the Common Core Standards, and the building-level Language Arts Committee has begun the process of identifying correlations and/or gaps within our current practices. During the 2011-12 school year, a new core reading program will be selected. The full faculty will be involved in the selection process, with leadership provided by a group of teacher leaders and administrators.

Nationally recognized resources were referenced to choose strategies to strengthen the core reading program (i.e. *National Reading Panel Report, Put Reading First, Preventing Reading Difficulties in Young Children*). We utilize research-based programs to help students learn the sound-symbol code. The Wilson *Foundations* program is part of the core academic curriculum for grades K-2. It is also used within Tier II and Tier III intervention programs. The Wilson Language program is used in intervention programs for upper elementary students. We are currently researching the Wilson *Just Words* program and are exploring options for expanding our instruction on the six syllable types within the core academic program. Students learn about the sounds of language through phonological awareness activities pulled from a variety of research-proven programs (i.e. *Foundations, Lindamood,*

*Sounds Abound*). To strengthen instruction in comprehension, the full staff completed a book study of *Strategies that Work*. Several staff members have also been trained in and are able to share resources from the *Project Read* comprehension strand and *Lindamood-Bell Visualizing and Verbalizing*. All of these skills are integrated within guided reading, whole group reading, and individual practice to ensure they are used meaningfully and contribute to increased fluency.

The core math program is also correlated with the NH Grade Level Expectations. We use the *Growing with Mathematics* program, which was chosen using nationally recognized guidelines, such as the standards established by the National Council of Teachers of Mathematics. Tier II and Tier III intervention programs supplement classroom work in problem solving, mathematical thinking and computation. Research-proven programs, such as *Touch Math* and *Singapore Math*, are used to supplement and build upon the core program.

Technology is utilized to provide extended practice and accelerate learning. We supplement our core math program with *Accelerated Math*, a research-based program. The program spirals so that students are reviewing previous materials as they learn new information. This has been shown to be an important factor in increasing achievement in mathematics. The district has also implemented the use of *Study Island*, an online learning program linked to the NH Grade Level Expectations. Both intervention and classroom teachers use technology to increase student engagement and “time on task” for individualized learning. Since the online programs feature assessment tools and data management systems, teachers are able to target instruction to specific needs more effectively. *Study Island* is also available for use by students at home.

The Title 1 Schoolwide Program will support children experiencing difficulties by extending learning time and providing instruction geared specifically to individual needs. Students within historically underserved populations will work toward the same curriculum goals as all students at their grade level. We believe the strategies we have selected will improve our ability to meet the educational needs of these historically underserved populations.

#### d. Parent Involvement

The Jaffrey-Rindge School District recognizes that educating our children is a responsibility shared by the school and family. School Board policy clearly supports and encourages community involvement. Details related to parent involvement are included in the school’s Handbook (i.e. Parent Group information, communication plans, information on volunteer opportunities). The Handbook also includes information on curriculum, assessment and support services, as well as notices necessary to comply with the “Parents Right-to-Know” requirement.

Additionally, a Parent Involvement Policy specific to Title I has been developed and implemented. The Title I Project Manager ensures that an Annual Meeting is held and materials are distributed. Parents attending the meeting receive information about Title I programs and have opportunities to ask questions or offer input. They also complete the Home-School Compact and are provided with copies of the Parent Involvement Policy and “Parents Right-to-Know” document. If parents are unable to attend the meeting, materials are sent home and/or posted on the website.

Input and feedback are essential to successful parent involvement. Interested parents are invited to join a Title I Parent Advisory Council. Surveys are utilized at the beginning of the year to identify parent topics of interest for family involvement activities. At the end of the

year, surveys are utilized to evaluate the program and gather input on how to improve the program.

Communication is another key factor in parent involvement. Teachers are expected to communicate regularly. This communication may be in the form of notes, email, newsletters, progress reports, conferences, and phone calls. Parents are also encouraged to call, write or set up an appointment to discuss questions or concerns. New teachers receive information about communicating with parents through our mentoring program.

Throughout the year, we provide printed materials and schedule special events in response to the identified math/literacy needs and topics of parent interest. Examples include guest speakers, family learning events, brochures about educational topics, open house displays, et cetera. Information about individual students is shared through parent/teacher conferences and quarterly report cards. First and second grade students participate in an individualized home reading program. Take-home materials are also available for other grades.

To ensure information is disseminated in an understandable form, the principal reviews information going home and asks for it to be rewritten if it appears to be in language that is unfriendly or confusing. Faculty members have formed a Social Action Committee. One of their tasks is to provide guidance on the impact of poverty on education. The committee has created family resources and provides ongoing staff training on how to communicate more effectively with families of all backgrounds and socioeconomic levels.

Parents of Title I students in participating private, nonpublic schools are invited to all meetings, given the same information, and are provided with the same training opportunities. If the private school parents wish to have their own program, arrangements will be made.

If the district receives \$500,000 or more in Title I funding, the Project Manager will be responsible for ensuring that at least 1% is set aside for parent involvement activities.

#### e. Professional Development

Our district Master Plan utilizes *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson as a philosophical core. Title 1 professional development activities relate to the core components of the framework: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Our faculty is always learning about practices that have been proven to accelerate progress for all students. We attend regional conferences and workshops to enhance our implementation of effective instructional strategies, use of current resources, and knowledge of learning and learners. As funds are available, we offer local workshops on research-based instruction. Book studies are conducted to address identified needs and build upon strengths. Teachers meet regularly to plan, discuss and evaluate programs, resources, and instructional practices. The professional learning community model is supported and encouraged. These types of professional development activities are endorsed within our Professional Development Master Plan.

The Title I Project Manager, building principal, district curriculum coordinator, and applicable faculty leadership groups will ensure that professional development activities provided using Title I funds are coordinated with those provided with local funds. Title I professional development funds will be utilized to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, can demonstrate proficiency.

Activities will focus on the goals outlined in the SWP plan. After each professional development activity, staff members are asked to complete an evaluation form, which includes numeric ratings of the presenter, content, materials, and time frame. They are also asked to comment on the benefits derived from participation in the activity, ideas for application of the information within their classroom, and suggestions for improving the activity. The evaluation data is compiled and reviewed by building and district administrators.

In order to maximize job embedded professional development opportunities, instructional coaches will be utilized to support instruction and learning in the areas of math and/or literacy. Master teachers will support the staff in implementing data-driven instruction and other best practices that will allow all students, and particularly the lowest-achieving students, to meet high standards. Specific activities may include the following:

- Disseminate information on curricula and current research related to teaching educationally disadvantaged students.
- Collaborate collegially with teachers to implement best practices in instruction. This may include classroom visitations, observations of student performance, and modeling lessons.
- Assist with the design of in-service workshops.
- Assist with analyzing data and using the information to make instructional decisions.
- Facilitate communication and instructional collaboration among faculty members.
- Assist with planning activities to help teachers engage parents in the educational process.
- Assist with the orientation of teachers who are new to working in a Title I Schoolwide Program.

Within the schoolwide program, coaches will utilize hours funded through Title 1 solely to work toward the goals outlined in the SWP plan. These hours are in addition to coaching provided through the district utilizing other funding sources, including Title IIA. A time record will be maintained to clearly delineate work hours funded from each source.

Both district and school technology committees have been established to support implementation of the district's Technology Plan. As we work to enhance student achievement, professional development activities will include training and coaching in effective use of instructional technology.

#### f. Preschool Transition

A first step in ensuring successful preschool transitions is building good working relationships with local preschools. The principal, kindergarten teachers and special educators communicate with and schedule visits to local preschools. All students entering kindergarten participate in a classroom visit/screening in the spring. There is also a special kindergarten orientation session before the school year begins. Several preschools, including the local Head Start program and our district's inclusive pre-school, bring their children for an additional visit to Jaffrey Grade School in the spring.

We also communicate with pre-school parents. Parents of students eligible to enter kindergarten are contacted through mailings. They are invited to a registration session, as well as an information session led by a panel of kindergarten teachers. The principal also attends a Head Start parent meeting to answer specific questions.

As a new schoolwide program, our goals include increasing the involvement of Tier II teachers in the preschool transition process. We would also like to explore and implement new strategies for meaningful collaboration between preschools and the elementary school. Ideas include:

- Invite preschool teachers to take part in discussions on topics mutual interest (i.e. curriculum, community resources, supporting families in poverty, etc.)
- Explore how we can collaborate with preschools to provide parent education activities or resources

**g. Instruction by Highly Qualified Staff**

The SAU office and the district Professional Development Committee monitor certification requirements and complete an annual report on the HQT status of all district professionals. All teachers of core academics are New Hampshire certified and have met standards for being highly qualified. Candidates for any new position are required to show proof of HQT status before hiring (i.e. passing score on the Praxis II, completed Housse rubric, certificate issued by another NH district).

All instructional paraprofessionals working within Jaffrey Grade School have met standards for being highly qualified. Candidates for any new position will be required to show proof of HQT status before hiring (i.e. passing score on the ETS Para-Pro Assessment, completion of two years of study at an institution of higher education, completion of an associate's degree, completed portfolio assessment demonstrating competencies). Our school has registered to be a testing site for the ETS Para-Pro Assessment.

**h. Extended Learning Opportunities**

Extended learning opportunities are provided throughout the school year. As funding permits, before or after school lessons and activities are offered to address specific skill needs and reinforce learning.

Also as funding permits, students are selected for individual tutoring and/or small group tutoring based on academic need. Flexible groupings are utilized to ensure students can join or exit a skills group based on their current level of mastery. Certified, highly qualified teachers provide the instruction. If applicable, SES guidelines will be followed to offer tutoring on a first-come, first-served basis to low-income students.

Extended learning opportunities are also offered during the summer. Students are selected for participation based on academic need. The proficiency enhancement program provides approximately 36 hours of support within four weeks. Certified, highly qualified teachers provide the instruction. Additionally, a bookmobile program has been developed to provide leveled reading material to students who are not participating in site-based extended learning opportunities.

**VII. Targeted Assistance / Schoolwide Comparison**

<b>Targeted Assistance Model</b>	<b>Schoolwide Model</b>
<b>Needs Assessment:</b> <ul style="list-style-type: none"> <li>• Focus on identifying individual students to be placed on the Title I roster and receive Title I support.</li> </ul>	<b>Comprehensive Needs Assessment:</b> <ul style="list-style-type: none"> <li>• Focus on the strengths and needs of all learners to improve achievement schoolwide and identify students who require re-teaching or additional support.</li> </ul>
<b>Research-based strategies for instruction and assessment:</b> <ul style="list-style-type: none"> <li>• Use of best practices</li> <li>• Coordination between Title I and the regular classroom program</li> </ul>	<b>Research-based strategies for instruction and assessment:</b> <p>Increased focus on-</p> <ul style="list-style-type: none"> <li>• Cohesive curriculum</li> <li>• Best practices utilized in a more</li> </ul>

	<p>consistent and collaborative manner</p> <ul style="list-style-type: none"> <li>• Personalized instruction</li> <li>• Assessment-driven instruction</li> <li>• Response to Intervention</li> </ul>
<p><b>Instructional support for students not mastering state standards:</b></p> <ul style="list-style-type: none"> <li>• Historically, our TAS program utilized pull-out instructional groups to a greater extent than the push-in instructional model. This has sometimes led to disconnect between programs. There were sometimes concerns about the carryover of skills into the regular classroom.</li> </ul>	<p><b>Instructional support for students not mastering state standards:</b></p> <ul style="list-style-type: none"> <li>• Increased focus on push-in support and collaborative planning for instruction targeted to individual needs. Our goal will be to achieve greater consistency and increase the degree to which students apply skills within all areas of instruction.</li> </ul>
<p><b>Family &amp; Community Involvement:</b></p> <ul style="list-style-type: none"> <li>• Support and encourage involvement in the educational process</li> </ul>	<p><b>Family &amp; Community Involvement:</b></p> <ul style="list-style-type: none"> <li>• Continue to support and encourage involvement in the educational process.</li> <li>• Increase understanding of specific achievement goals</li> <li>• Increase utilization of family and community resources to personalize instruction</li> </ul>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Support and encourage professional development to increase use of best practices within the Title I program and with Title I students</li> </ul>	<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Support and encourage professional development to increase use of best practices schoolwide</li> <li>• Professional development activities focused on common goals and addressing identified needs and/or achievement gaps.</li> </ul>
<p><b>Preschool Transition:</b></p> <ul style="list-style-type: none"> <li>• Communication with and visits to local preschools (principal, classroom teachers, special educators)</li> <li>• Preschool visits to Jaffrey Grade School (tours, spring visit day)</li> <li>• Parent communication (meetings, mailings)</li> </ul>	<p><b>Preschool Transition:</b></p> <ul style="list-style-type: none"> <li>• Build upon current transition activities</li> <li>• Increase involvement of Tier II teachers in transition visits, meetings, and communication with preschool teachers and parents.</li> <li>• Explore and implement new strategies for meaningful collaboration between preschools and the elementary school (i.e. invite preschool teachers to take part in discussions on topics, such as curriculum, community resources, supporting families in poverty, etc.)</li> </ul>
<p><b>Highly Qualified Staff:</b></p> <ul style="list-style-type: none"> <li>• All core subject area teachers meet HQT requirements</li> <li>• All paraprofessionals hired with Title I funds meet HQT requirements</li> </ul>	<p><b>Highly Qualified Staff:</b></p> <ul style="list-style-type: none"> <li>• All core subject area teachers meet HQT requirements</li> <li>• All paraprofessionals with instructional duties in core subject areas meet HQT requirements, regardless of funding source</li> </ul>

<p><b>Extended Learning Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Before, after school and summer learning opportunities</li> <li>• Title I funds utilized for an identified student population</li> <li>• District funds utilized for schoolwide activities</li> </ul>	<p><b>Extended Learning Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Expanded before, after school and summer learning opportunities</li> <li>• Title I funds will continue to be used to supplement district funding</li> <li>• Additional funding available through the 21<sup>st</sup> Century Community Learning Center grant</li> </ul>
<p><b>Culture of Collaboration:</b></p> <ul style="list-style-type: none"> <li>• Collaboration with other programs, including special education, ESL, homeless education, Head Start, adult education, violence prevention programs, nutrition and housing programs</li> </ul>	<p><b>Culture of Collaboration:</b></p> <ul style="list-style-type: none"> <li>• Continue building collaborative strategies</li> <li>• Improve collaboration by utilizing the Response to Intervention approach more effectively</li> </ul>
<p><b>Evaluation &amp; Accountability:</b></p> <ul style="list-style-type: none"> <li>• The Title I program staff focused on analyzing the progress of an identified group of at-risk students</li> </ul>	<p><b>Evaluation &amp; Accountability:</b></p> <ul style="list-style-type: none"> <li>• Utilize the comprehensive needs assessment model to analyze schoolwide achievement</li> <li>• Increased focus on “success for all”</li> <li>• All staff members collaboratively responsible for student achievement</li> </ul>

**VIII. Coordination of Resources**

It is our intent to continuously grow our culture of collaboration. Details follow on specific plans for coordination of services and resources.

*Special Education, ESL* – Teachers paid with Title 1 funds participate in START (pre-referral) or Special Needs Team meetings whenever referrals are made on current or former students. These meetings offer opportunities for communication and coordination with learning specialists, classroom teachers, administrators, school psychologists, speech therapists, other special services personnel, and parents.

*Homeless/Migrant education* – The Title I Project Manager and the district Homeless Liaison communicate to address the needs of homeless or migrant students. Additionally, the school has established relationships with local providers of homeless assistance (i.e. the NH Food Bank, Shelter from the Storm, the Jaffrey Food Bank). The staff has formed a Social Action committee focused on issues related to educating students living in poverty. The whole staff has been introduced to the work of Ruby Payne (*A Framework for Understanding Poverty*) and staff study groups have further researched the professional literature related to closing the achievement gap.

*Violence prevention programs, Nutrition programs* - The School Nurse and the Guidance Counselor are available for consultation with all staff members, including those funded through Title I. START meetings may also be utilized as a forum for collaboration on these issues. Information is shared at staff meetings on school-wide programs (e.g. Positive Behavior Support, Responsive Classroom, Second Step).

*Town Resources* – The school staff and the town librarians communicate and coordinate initiatives to promote literacy. The library helps distribute the weekly school newsletter to community members. Flyers on homeless education are provided to the town welfare officer annually.

*Head Start* - The school is in communication with local Head Start teachers. Head Start students entering kindergarten visit the school in the spring. Additionally, Head Start parents are invited to meet with the principal and kindergarten teachers prior to the transition into kindergarten.

*Adult Education* - The Title 1 project manager and the building principal will notify parents of adult education opportunities available within the community, especially those that pertain to literacy.

## **IX. Program Abstract**

The daily activities of our program will revolve extensively around two components:

- Utilization of research-based strategies for instruction and assessment.
- Instructional support for students not mastering state standards.

Teachers, including those funded with local, Title I and special education resources, will be organized into grade level teams. The teams will operate as professional learning communities to implement the RTI model. They will be jointly responsible for the achievement of all students at the grade level. Regularly scheduled times for collaboration will allow them to keep our program goals at the forefront by:

- Developing and implementing a cohesive, specific and challenging curriculum
- Supporting each other (both new and veteran teachers) in building well-crafted lessons that offer explicit instruction
- Using data to:
  - Evaluate what's working and what's not
  - Tailor efforts to meet individual student needs
  - Match the needs of students with teacher strengths
- Developing Individualized Learning Plans to guide efforts to meet individual student needs

Instructional blocks of at least 90 minutes for language arts and 60 minutes for math will be scheduled. Classroom teachers will teach the core curriculum and staff funded through Title I will be utilized strategically to re-teach and support the learning of students experiencing difficulty. The schoolwide program will increase our utilization of push-in support, however pull-out small group or individual tutoring with goals established through data analysis will also be utilized as appropriate. The Title I funding will supplement district programs by allowing us to provide additional individualized support to the students who are at-risk for not mastering state standards. We will work collaboratively with special education programs, but Title I funds will not be used to supplant programs or resources offered with special education funding.

In order to effectively implement the RTI model, we will also plan K-5 for consistent utilization of:

- Universal fall screenings
- Data meetings throughout the year
- Progress Monitoring throughout the year
- Problem solving for Tiers II and III throughout the year
- Universal mid-year screenings
- Universal end-of-year screenings

All teachers will participate in focus groups charged with implementing specific Schoolwide and SINI activities, including family and community involvement. A Schoolwide/SINI Leadership Team will be established to coordinate our efforts.

## **X. Sustainability**

Team meetings will be used to continually monitor the schoolwide program and identify problems and successes. The feedback will be utilized to make adjustments as needed. The principal will meet with each grade level team at least once per month and the schoolwide program will be a standing agenda item. The teams will utilize the professional learning community model to analyze formative assessment data and make decisions about instruction. We will continually work to refine strategies for strengthening the core academic program and meeting the needs of at-risk learners.

At least one faculty meeting per academic quarter will focus on schoolwide topics and activities. These meetings will provide opportunities for feedback and problem solving. Additionally, the staff focus groups established to work on specific schoolwide goals will meet monthly to oversee activities and monitor progress.

Parent newsletters will be used to share information with the entire community. Articles related to schoolwide goals will continually invite parents to offer feedback. Interested parents may join the Title I Advisory Council or participate in discussions during Parents Group meetings, Open House or parent discussion groups.

Formal surveys will be utilized at the end of the year to gather data. This information, along with data on student achievement, will be utilized to complete a formal program evaluation.