Title IA Targeted Assistance School Plan

Name of School: David R. Cawley Middle School

School Year: 2017-2018

Current Poverty Rate: 18.62%

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

Date School Needs Assessment was completed: December 2017

Data summary used in Needs Assessment (How does your data align with the plan?): Math and Language Arts NWEA Data (to include RIT scores and students meeting their growth targets) Smarter Balance Data, and teacher report card data.

Date Plan was Created: December 2017

School Planning and Review Team (members and their affiliation):
Mathew Benson, Principal
Brad Largy, Assistant Principal
Becky Wing, Director of Mathematics, Assessment, and Accountability
Christine Gialousis, Director of Student Services
Jayne Abbas, Math Teacher
Laura Piccilo, Reading Specialist, parent
Mark Gregoire, Special Education Teacher
Lori Adams, Parent
Kellie Martineau, Parent

Please check the appropriate option:

__X__ **Initial Plan**

_____ **Annual Update**

_____ **Focus or Priority school? (Please align all activities with the Innovation Plan)**

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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	1) Describe the two-step process for selecting Title I students:
	I. How is the pool of educationally disadvantaged students identified?
	II. How will the neediest students be selected?
		1) How is the pool of educationally disadvantaged students identified?
		   i) Multiple data points are analyzed to select students
		   ii) Student NWEA RIT scores, overall percentile (in regards to where students stand against 2015 norms), and growth percentile are analyzed for three specific periods (fall 2016 - winter 2017; winter 2017 - spring 2017; and fall 2017 - winter 2018).
		   iii) Whether or not NWEA growth was met is assessed (how many times out of three ranges)
		   iv) Student Smarter Balanced Assessment Consortium scores are analyzed, and those who fall into level 1 or level 2 are identified
		   v) Teacher recommendation is sought out (highly recommended, recommended, not recommended)
		2) How will the neediest students be selected?
		   a) Determined by using the last three NWEA measures of academic progress assessments, Smarter Balanced Assessment Consortium and teacher recommendation.
		     i) Students are assigned points based on where they land in NWEA percentile range, how many times NWEA growth has been met, the level of teacher recommendation, and the level students achieved on the Smarter Balanced Assessment.
			1)

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	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.	2) All homeless students will be considered and an eligibility form will be completed.	2)
	3) 3 forms of academic data for selection criteria are required.	3) NWEA RIT and Growth Target; Smarter Balance; Report Cards	3)
II. Supplemental Support	1) Describe how your Title I instructional program is in addition to the core competency instruction.	1) Services are ONLY provided before and after school and utilize learning software that targets individual students' skill gaps.	1)
	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) Services are ONLY provided before and after school and utilize learning software that targets individual students' skill gaps.	2)
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) The programs that have been selected have been researched and found to be Strongly effective (DreamBox Learning-Math) and Promising (Lexia Reading) according to ESSA.	1)

	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) The programs utilized for reading and math support track student progress through activities and other summative assessments which in turn calculates into data. Instructors will see student progress and anything identified with a "red flag" will then lead to students being pulled then for direct instruction either 1:1 with a teacher or in a small groups to reinforce skills in need of extra support.	2)
	3) Identify the Level of Evidence for each instructional strategy: *Levels of Evidence Table is located on the last page of this document.*	3) Strongly effective (DreamBox Learning-Math) and Promising (Lexia Reading) according to ESSA.	3)
	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) Students are not pulled from class. They are receiving in-addition to instruction before/after school.	4)
	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) Access to on-line learning systems and small group or 1:1 targeted instruction from the data collected in the learning platforms.	5)

	6) Acknowledge that all instructional staff paid for with Title I funds meet New Hampshire State Certification and Licensure requirements.	Yes.	
IV. Parent Involvement	Describe plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?	Parents have been involved in the development of the program. They will be invited in for informational sessions, meet with Title I tutors to understand their child's data and instructional action plan, and how they can provide support at home. Ongoing efforts for continued involvement will be sought out and recommendations are welcome.	
V. 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 align with your school's Needs Assessment and relate to your PD Master Plan and your district's Technology Plan?	**NA at this time.**	

VI. Coordination with Regular Classroom	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.	Teachers will communicate weekly to share skills being addressed, progress and carryover in the classroom. Staff will complete a collaborative document that addresses the needed areas.	
VII. Collaboration with Other Programs	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 education, and job training).	The Director of Student Services will meet monthly with the Title I team to ensure all students from each pertinent subgroup are accounted for and receiving the appropriate needed supports.	
VIII. Preschool Transition	Describe steps for assisting preschool children transitioning to your school.	**NA**	

Program Evaluation	• Plans for an annual program evaluation of how the Title I program performed (not individual student).
	• Important questions should include
	  - 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?
		At the end of each school year, parents and teachers will complete a survey sharing their input about the structure of the program. The Title I teachers, building administrators and other stakeholders will review the surveys and consider it in conjunction with other data points. Any needed revisions will be made for the upcoming year.	

	- 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. * This evaluation should guide the Title I program next year and any program changes should be reflected in a modified school plan.		
Checklist for Other Program Requirements	• Annual meeting • Parent compact • Parent policy • Parent Right to Know • Parent Signature for Title I Participation or Refusal of services	All documents are in place and utilized accordingly.	

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 reservations (or is the equivalent quality)	Meets WWC Evidence Standards with or without reservations (or is the equivalent quality)	N/A	N/A
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

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