

**Broken Ground School  
2016-2017 Title I Part A Plan**

**Program Abstract**

A federal grant, known as Title I Part A, provides opportunities for children to acquire the knowledge and skills to meet the state proficiency standards. This purpose is accomplished in two ways: (1) by providing children supplemental support in reading and/or mathematics through enriched and accelerated education programs; and (2) by providing instructional personnel in participating schools with substantial opportunities for professional development.

At the Broken Ground School, Title I funds are used to provide in-school reading and math support, extended day and extended year learning opportunities, parent involvement support, support for students deemed homeless, and supplies and materials to be used with eligible Title I students. The reading and math supplemental support is provided through scientific research-based interventions.

Criteria for Title I eligibility for students is based on a common assessment in reading and/or mathematics. If the Broken Ground School Title I team deems a child "academically disadvantaged", they will determine the most appropriate intervention/s, some of which may include meeting with Title I teachers to provide supplemental support to classroom instruction on targeted skills in which the child lacks proficiency. Students in Title I programming will receive targeted interventions and be monitored for success. Families will be notified if their child is eligible for Title I services. If families agree for their child to receive Title I support, then progress reports will be issued for students who receive the Title I services. Parent involvement plays a large part of the Broken Ground Title I programming.

**Program Structure**

**I. Student Selection**

Students are selected for Title I services based on a two – step process of identifying at each grade level those students deemed educationally disadvantaged and then selecting the neediest students. Migratory and homeless students are included in the selection process regardless of the date the students enter the Broken Ground School.

The selection protocol for determining student eligibility for Title I at Broken Ground School is based on all students in the same grade being administered a common assessment. This common assessment is primary used to rank order the students from the lowest performing to the highest performing on the common assessment. The selection process naturally includes migratory and homeless students as automatically eligible for Title I. The selection process further uses a selection form that has a point system and selection criteria that is academic in nature.

**II. Supplemental Support**

The Broken Ground Title I instructional program is in addition to the Title I student's basic reading and/or mathematics program that is delivered by district staff. Based on working with the Broken

Ground School Principal and the school's master schedule, the Title I Program services are provided in a manner that is supplemental to what the students is required to receive by law. Each student in Title I school day programming is provided Title I services by the Title I staff that is in addition to what every other child receives as part of his/her basic education.

### **III. High Quality Instructional Strategies**

The Broken Ground School Principal, Reading Specialist and Title I staff have created the Broken Ground School Title I school day program, Title I extended day program, and Title I extended school year program based on an instructional support model that uses only scientific research-based strategies for the improving the achievement of the Broken Ground School Title I students in the areas of reading and/or mathematics. The research based curricula chosen to support each Title I student's skill development area in reading and/or mathematics is based on formative assessment which identifies each student baseline. Each intervention in the area of reading and/or mathematics is accelerated and of high quality so that the intervention will assist the Title I student to reach the standards set in the New Hampshire State curriculum frameworks.

The Broken Ground School Principal, Reading Specialist, Title I staff and general education staff work to create a master schedule that allows for general education to be provided as well as the intervention blocks to occur. The Title I staff minimizes removing Title I students from the general education classroom during regular hours for instruction. There is ongoing planning by general education teachers and Title I staff to ensure that Title I students are not missing direct instruction from his/her general education classroom teacher.

The Broken Ground School Principal, Reading Specialist, Title I staff and general education staff have created and maintained strategies to provide extended learning time for Title I students by creating intervention blocks in the master schedule, Title I extended day programming and Title I extended school year programming.

### **IV. Parent Involvement**

Parent involvement is a critical part of the Broken Ground School Title I program. Parents of Title I students are involved to the Broken Ground School Annual Title I Parent Involvement Meeting. At the Broken Ground School Annual Title I Parent Involvement Meeting, parents review the Title I Parent Involvement Guidelines, discuss, and plan with the Principal Reading Specialist and Title I staff what Title I Parent Involvement activities they would like offered for the school year. The parents are encouraged to share the best days and times Title I Parent Involvement activities should occur. The parents of Title I students complete a survey that evaluates their impressions of the effectiveness of the Title I Program at the Broken Ground School.

### **V. Professional Development**

The Broken Ground School Principal, Reading Specialist and Title I staff participate in on the job training in implementing with fidelity the scientific research based interventions in reading and mathematics for each Title I student. Title I staff training in progress monitoring also occurs.

The Title I staff are provided opportunities to evaluate the success of their training. Naturally, the Title I staff training is focused on closing the learning gap in areas of reading and mathematics for students who are educationally disadvantaged. The Title I staff professional development activities have a direct relationship to the Concord School District's Professional Development Master Plan as well as the district's Technology Plan in that the activities align to the Concord School District goals of:

- 1.) insuring all students have access to the general education,
- 2.) for students who require more supplemental instruction in reading and/or mathematics the students receive the supplemental instruction beyond the general education curriculum time with on-going progress monitoring to insure that the scientific research based intervention/s result in closing the gap on learning for each student and
- 3.) technology is being naturally infused into the scientific research based interventions e.g. Lexia Core 5 Reading System and/or Dreambox – Mathematics Intervention.

## **VI. Coordination with the Regular Classroom**

The Broken Ground Principal, Reading Specialist, Title I staff and general education teachers work cooperatively to build and maintain a master schedule that ensures that instructional planning occurs for participating Title I students. Instructional planning is incorporated into the existing Broken Ground School Program. The instructional planning takes place during planning sessions known as “Collaborative”, Curriculum Work Time and Grade Level staff meetings. The instructional planning is well documented in the above sessions by the Broken Ground Principal, Reading Specialist, Title I staff and general education teachers.

## **VII. Collaboration with Other Programs**

A critical part of the Broken Ground School Title I Program is the collaboration with other school programs. Title I programming collegially works with the school's special education program, EL program, and programming for homeless students to insure that these student populations are proportionately represented in Title I programming. Title I also works closely with the Concord School District Food and Nutrition Program.

## **VIII. Program Evaluation**

As for the Broken Ground School's 2016-2017 Title I End of Year Evaluation, the following is revealed in the areas of:

- Title I School Day Programming:

The 2016-2017 Title I School Day Programming, grades 3 thru 5, provided interventions services to 122 Title I Students in the areas of Reading and Mathematics. The strong evidenced scientific research based interventions in the areas of reading provided to the Title I students included: Foundations, Lexia Core 5 Reading System, LLI, Soar to Success, RAVE-O, LiPS, Just Words and Great Leaps. The strong evidenced scientific research based

interventions in the area of mathematics provided to the Title I students included: Dreambox, Number Worlds, Fraction Nation, FASST Math, Do the Math and Do the Math Now!

- Title I Extended Day Programming:

Title I extended day programming was provided to 66 Title I students. The Title I student were enrolled in grades 3 -5. Strong evidenced research based interventions were provided to the 66 grades 3 – 5 in the areas of reading and mathematics.

- Title I Summer programming:

The 2016-2017 Title I Summer Programming, grades K, 1 thru 5, provided interventions services to 54 Title I Students in the areas of Reading and Mathematics. The strong evidenced scientific research based interventions in the areas of reading provided to the Title I students included: Foundations, Lexia Core 5 Reading System, LLI, Soar to Success, RAVE-O, LiPS, Just Words and Great Leaps. The strong evidenced scientific research based interventions in the area of mathematics provided to the Title I students included: Dreambox, Number Worlds, Fraction Nation, FASST Math, Do the Math and Do the Math Now!

- Student Title I Progress Reporting:

Each Title I student receives a Title I Progress Report that details the student's days of attendance in the Title I Programming, area/s of intervention in reading and/or mathematics, and progress achieved as a result of the Title I intervention.

- Title I Parent Involvement:

Parents have participated in the annual Title I Parent Involvement Meeting, Breakfast and Books, and three Family Math Game Days. Parents of Title I students are strongly encouraged to attend all Title I Parent Involvement trainings.

- Services to students deemed homeless under the McKinney Vento Homeless Act: Students deemed homeless under the McKinney Vento Homeless Act are automatically eligible for Title I services. Each student deemed homeless receives many Title I services including school meals at no cost, clothing, shoes, supplies for school, and transportation to his/her school.