

Student Selection

(Accompanies pages: Griffin Memorial S-2)

1. The pool of educationally disadvantaged students is identified by the grade levels with the least district-funded intervention support and those that have shown to struggle the most.
2. The neediest students will be selected from grade level selection lists according to the following criteria and point distribution:

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|---|--|
| Last 2 SBAC scores | Substantially Below Proficient (L1): 50 points Partially Proficient (L2): 40 points Proficient (L3): 10 points Proficient with Distinction (L4): 0 points |
| Last 2 MAP-NWEA scores (percentile breakdowns may vary slightly at natural break points) | 1-10%ile: 50 points 11-20%ile: 40 points 21-30%ile: 30 points 31-40%ile: 20 points 41-47%ile: 10 points |
| Most recent AIMSWEB | Below = 25 points Well-Below = 50 |
| Recommendations (using the attached form) | 0-300 points Below Grade Level: 25 points each category Points for narrative explanation At Grade Level, Above Grade Level: 0 points |

3. The following sample Selection Matrix is used for data gathering and analysis:

| LAST NAME | FIRST NAME | NECAP SCORE 2009 | PTS | NECAP SCORE 2010 | PTS | NECAP SCORE 2011 | PTS | MAP SPRING SCORE 2011 | PTS | MAP SPRING SCORE 2012 | PTS | Recommendation points | TOTAL |
|-----------|------------|------------------|-----|------------------|-----|------------------|-----|-----------------------|-----|-----------------------|-----|-----------------------|-------|
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4. Migratory and homeless students will be assessed and offered tutoring as they enter our schools.

How is the pool of educationally disadvantaged students identified?

Students will be selected based on individual student performance on the NECAP, SBAC, Aimsweb and NWEA. Students being selected for reading will then be ranked according to fluency rates achieved on Aimsweb Benchmark and progress monitoring assessments.

How will you select the neediest students?

Students with the highest point value will be selected for inclusion in the at-risk program based on the point system described on the previous page.

How will you include migratory and homeless students in your selection process regardless of the date that the student enters your school?

A minimum of two (2) slots will be reserved for migratory and/or homeless students to ensure their inclusion in the program if and when the need arises.

Summer School (*Summer school is an extension of the existing program provided for all students grades K-12*)

Student will be identified for summer school through the use of previous and spring assessments. The students with the lowest scoring/highest points per grade will be selected to participate in the program.

Supplemental Support

Student involved in the Title I program will attend regularly scheduled classes and receive additional reading and/or math instruction during the school day.

Instructional Strategies

Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students:

The reading program will use Fountas and Pinnell Leveled Literacy Intervention, a research-based program proven to improve student reading achievement.

Math tutoring will incorporate math automaticity and Common Core researched strategies for improving numeration.

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:

The Title I program uses the Litchfield School District reading and math curricula and utilizes a variety of resources to implement this curriculum which is aligned to the Common Core State Standards, the State's curriculum frameworks.

Describe how you have minimized removing children from the regular classroom during regular hours for instruction:

The Title I instruction will take place for ½ hour 1-3 days a week, not during direct reading and mathematics instruction time.

Parent Involvement

When are parents provided information about the program, including participation in professional development activities and training to help them teach their children?

Parents are notified through individual phone calls, individual meetings, Infinite Campus (student information system), event flyers/brochures/notices, school newsletter and the school website.

Do parents receive literacy training or are they referred to other agencies for support?

In the past we have provided literacy training and will continue to offer this opportunity. GMS offers a parent literacy/numeracy night once or twice a year as well as special opportunities for math and reading training.

What are your plans to comply with the “Parents Right to Know” requirements in the law?

Parents are notified in their permission letter that they can and are permitted to access all information concerning their child at Litchfield School District or our website.

If applicable, how will you comply with all the Title I parent involvement requirements in a participating private, non-profit school?

Parents of participating students in a private school are invited to all parent events at the public school.

What is the plan and who will be responsible to ensure that each Title I school holds an annual meeting?

Title I parent meetings are the responsibility of the building principal or his/her designee at each school.

Schools in Need of Improvement:

- *Describe how the LEA assists the low-achieving school to implement its improvement plan.*

The LEA provides the facilitator for both schools in need of improvement groups and supports the initiatives through grant funding and professional development.

Professional Development

Describe any professional development activities funded by Title I. Who will participate and how do the activities support the educationally disadvantaged population?

Title I coordinates with Title IIA professional development in providing trainings on parent involvement and remedial instruction strategies. Title I will provide parent meetings to encourage involvement in the program and trainings on educating their children as outlined in the involvement section. Title I staff will attend professional development to learn new remedial strategies to better meet their students' educational needs.

How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?

The PD activities align with our district's goal for Resiliency trainings. Trainings on the student use of individual Chromebooks will also be provided for all students to meet our Technology goals. Evaluation on the PD activities will be submitted at the end of the grant period.

Coordination

Title I will coordinate with the regular class by meeting regularly with the classroom teacher to be informed as to the current units of study and skills being taught. These regular monthly meetings are documented by the agenda/minutes.

Collaboration with Other Programs

Describe your strategies to ensure collaboration with other programs.

The reading program being utilized in Title I is also being piloted with special education students in the 2010-11 school year. Title I and SPED staff will collaborate on program implementation and training funded by the GMS Restructuring plan.

Summer School

The Reading Intervention Summer School will be funded by IDEA funds as well as Title I funds. Those students qualifying for Special Education extended school year (ESY) will continue to attend ESY, but those special education students identified in reading and needing additional reading support will be identified, placed in the Reading Intervention Summer School by the IEP team, and funded through IDEA funds. Reading Intervention Summer School will be open to all homeless students in participating grades.

Instruction by Highly Qualified Staff

Teachers and paraprofessionals working in Title I programs within the Litchfield School District are highly qualified and/or certified as para-educators by the NH DOE.

