

## Title IA Targeted Assistance School Plan

**Name of School:** Seacoast Charter School

**School Year:** 2020-2021

**Current Poverty Rate:** 11.15%

(Link to current poverty rates: [http://education.nh.gov/data/attendance.htm#free\\_reduced\\_school](http://education.nh.gov/data/attendance.htm#free_reduced_school))

**Date School Needs Assessment was completed:** September 3, 2020

**Data summary used in Needs Assessment (How does your data align with the plan?):** Typically, Seacoast Charter School uses PACE data (grades 3-8) Benchmark Assessments for reading in grades K-5 during the 2018-2019 and a phonemic awareness and phonics screen (Literacy Resources Inc.) in K-1 and select students in grade 2. Because of the pandemic and the move remote learning last March, we are using teacher observation and input about what was taught during to create our plan for 2020-2021.

**Date Plan was Created:** September 10, 2020

**School Planning and Review Team (members and their affiliation):** Nicole Outsen: Intervention Coordinator, Jessica Pine: Head of School, Jessica Cardow: Kindergarten Teacher, Maegan Adams: Kindergarten Teacher, Emily Norton: ½ Teacher, Kari Neeland: ½ Teacher, Kristin Wolthius: ½ Teacher, Shire Siegal: Special Educator K-2

**Please check the appropriate option:**

☐ Initial 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
	<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. I. First, the Benchmark Assessment System will be administered to each first and second grader to determine rank order. For the lowest quartile, we will then use our Criteria for Eligibility to select our students for Title I services. Our criteria gives points 1-5 for each of the following criteria</p> <ul style="list-style-type: none"> <li>-Previous years/ term report card,</li> <li>-Benchmark Assessments</li> <li>-Phonological awareness/ phonics screening</li> <li>-Teacher Recommendation</li> <li>-Homeless status</li> </ul> <p>to identify the pool of neediest students.</p> <p>II. The lowest scoring 12 students in both 1<sup>st</sup> and 2<sup>nd</sup> grade who are not already receiving services through Special Education in ELA will qualify for Title I services.</p>	<p>1. In response to the pandemic, we plan to implement an interim plan for the 2020-2021 school-year to address phonemic awareness and letter/ sound correspondence in our rising 1<sup>st</sup> graders. If we feel that we are able to address this need before the end of the 2020-2021 school-year, we will return to our original plan.</p> <p>To establish eligibility, the Heggerty Phonemic Awareness Assessment will be administered to all 1<sup>st</sup> graders along with a letter/sound correspondence screen. Students who:</p> <ul style="list-style-type: none"> <li>- know less than 22 letter names and 22 letter sounds</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>- score in the beginning or developing range on</li> </ul>

			<p>2 or more categories of the assessment and/or</p> <ul style="list-style-type: none"> <li>- are homeless</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- consistently performed poorly in phonemic awareness and/or letter/sound correspondence according to teacher observation and informal assessments and report cards in the last trimester of the 2019-2020 school year</li> </ul> <p>will constitute the most needy students and our pool of students eligible for Title I services.</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) Students receive points ranging from 1-5 in each of the following categories: report cards, Benchmark Assessments, phonological awareness/phonics screening, teacher recommendation, homeless status. Students with a total of 10 or more points are eligible for Title I services. Homeless students immediately receive 10 points on the criteria form and are immediately eligible for Title I services.</p>	<p>2) Seacoast Charter School will retain their eligibility point system with each of the following categories scoring from 1-5 points: letter/sound correspondence, Phonemic Awareness assessment, previous report card, and homeless status. Any child receiving 5 points is eligible, homeless students</p>

			will immediately receive 5 points and will immediately qualify for services.
	3) 3 forms of academic data for selection criteria are required.	3) Eligibility is determined by report cards, Benchmark Assessments, and phonemic awareness/ phonological screening as well as teacher recommendation.	3) Eligibility is determined by phonemic awareness assessment, letter/sound correspondence, previous year report card and teacher recommendation.
III. <b>Supplemental Support</b>	1) Describe how your Title I instructional program is in addition to the core competency instruction.	1) To ensure that Title I instruction is in addition to core competency instruction, all Title I sessions will take place before and after school. Therefore, students will receive Title I instruction in addition to classroom instruction. Title I sessions will supplement classroom instruction, reviewing concepts of individual need. Title I teachers work in the regular classrooms during the school day as assistants and classroom teachers. Title I teachers therefore know the core competency instruction that is taking place in the classroom. Consistent vocabulary and strategies will be employed so that students can connect the work in Title I sessions to the regular classroom instruction.	1) Students receiving Title I instruction will receive instruction in word study concepts as they typically would as part of their core competency. We anticipate that additional review of phonemic concepts and letter/sound correspondence will be needed by some of our rising 1 <sup>st</sup> graders due to the move to remote instruction last year. These concepts are reviewed in the regular classroom word study program. Title I services will provide addition time to practice and solidify these concepts for eligible students.

	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) Students selected for Title I services will receive an additional 1.5 hours of reading practice each week, They will also receive books and practice activities in addition to homework assigned by the classroom teacher. Finally, Title I teachers will use the Fountas and Pinnell Leveled Literacy Instruction system to strengthen all areas of reading for each student selected for Title I services.	2) Students selected for Title I services will receive an additional 30 minutes of phonemic/ letter sound work per week with the Title I teacher. That teacher will also provide activities, games and online practice for those students during distance/ asynchronous learning.
IV. <b>High Quality Instructional Strategies</b>	Respond to the following: 1) Describe how your instructional support model uses only evidence-based strategies for improving achievement of your Title I students.	N/A	1) N/A
	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) Seacoast Charter School will use the Leveled Literacy Intervention System (LLI) as its Title I curriculum. According to the What Works Clearinghouse, LLI improved general reading achievement by 14 percentage points, improved reading fluency by 11 percentage points and alphabetics by 5 percentage points in grades K-2. (WWC, P. 10)	2) N/A
	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) LLI has strong evidence.	3) N/A

	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 sessions will take place before and after school so that children do not miss regular classroom instruction.	4) Students will be pulled from independent reading to ensure they are not missing direct instruction from the classroom teacher. They will only miss independent reading time once per week.
	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) Schedules for Title I sessions will be determined by the Title I teacher and the family of the student to ensure that the session will take place at a time convenient for the family.	5) Students enrolled in our in person learning model, will be pulled in small groups during independent reading once per week to meet with the Title I teacher. If that schedule cannot be accommodated, the Title I teacher will set up a synchronous meeting with that group. For students learning remotely, the Title I teacher will set up a weekly synchronous meeting. All students will have access to games, activities and online practice through the Canvas portal.
	6) Acknowledge that all instructional staff paid for with Title I funds meet New Hampshire State Certification and Licensure requirements.	Yes.	Yes
<b>IV. Parent Involvement</b>	Describe plans for increasing parental involvement for this school year. Also,	Parents will be invited to an information meeting in early November to learn about/ be	We expect students to move out of the Title I

	how are parents involved in the planning, implementation and evaluation of this grant?	updated on Title I at Seacoast Charter School. Because sessions happen before and after school, a relationship develops between the teacher and the parent as they will see each other twice weekly and they will naturally check in on progress etc. Parents will be invited to attend Title I sessions to learn strategies they can use at home. Seacoast Charter School will provide at home resources through Raz-Kids and through the Seacoast Charter School Title I eboard so that students and parents can work on skills and strategies at home. Also, parents will receive quarterly progress reports. At the end of the year, there will be a celebration of learning, and a survey soliciting feedback and suggestions for next year.	program quickly (6-8 weeks) so we will not hold just one information meeting. Instead bi-month virtual meetings will be held for parents to learn about this interim Title I program. In addition, the Title I teacher will communicate with families regularly through Canvas so they can support their children at home. When a student exists the program, a survey will be sent home soliciting feedback on this model.
<b>V. Professional Development</b>	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?	The only PD activities funded by Title I will be bi-monthly meetings of Title I teachers facilitated by the Title I Coordinator. There will be a component of Professional Development in these meetings based on issues that arise during sessions, observations made by the Title I Coordinator or extensions or clarifications of the LLI system.	The Title I Teacher/Coordinator will be using the Michael Heggerty assessment and curriculum. She will access the free introductory webinar as well as the on-demand paid training available to learn more about this curriculum.

<b>VI. Coordination with Regular Classroom</b>	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.	Because Title I teachers work in the building, and often in the classrooms of the students they teach, there will be ongoing communication and coordination of instruction. To ensure consistency and timely conversations, Title I teachers will check in with classroom teachers either face to face or via email bi-weekly. In addition, the Title I Coordinator will regularly attend Title I sessions as well as spending one day a week in classrooms to ensure consistency. The Title I Coordinator will also attend teacher team meetings monthly to field questions, concerns and ensure consistency and communication between Title I teachers and classroom teachers.	The Title I teacher will work closely with grade 1/2 teachers to ensure that the needs of the students are being addressed and that the classroom teachers are aware of strategies being reviewed and progress made. The Title I teacher will regularly sit in on classroom word study lessons to ensure consistency in vocabulary.
<b>VII. Collaboration with Other Programs</b>	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 Title I Project Manager held meetings with the Homeless Liaison and the provider of ESL services to ensure that students in transition and/or ESL learners can get what they need through our Title I program. We did not have students in these situations in the program last year, but we want to be prepared in the case that we do this year.	
<b>VIII. Preschool Transition</b>	Describe steps for assisting preschool children transitioning to your school.	SCS has a preschool program which allows some children to smoothly transition from pre-school to Kindergarten. Because we are a charter school, students and families have many opportunities to tour and learn about the school. Students are selected by lottery so they are all at SCS because their families have elected SCS.	



<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>• Plans for an annual program evaluation of how the Title I program performed (not individual student).</li> <li>• Important questions should include               <ul style="list-style-type: none"> <li>- How many students were served?</li> <li>- What was the effectiveness of the TI interventions and activities?</li> <li>- What was the impact of Title I program in helping struggling students increase achievement?</li> <li>- How many students exited the program? (Be sure to clarify why they exited e.g., SPED placement or met targets)</li> <li>- How much growth did the average student achieve?</li> <li>- How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor.</li> </ul> </li> </ul> <p>* This evaluation should guide the Title I program next year and any program changes should be reflected in a modified school plan.</p>	<p>At the end of the year, the Title I Coordinator will analyze data and compile this information for the Title I team to use in planning for next year's program. In addition, parents, Title I teachers and classrooms teachers will be surveyed to see if any changes need to be made to meet the needs of all stakeholders.</p>	<p>At the end of this interim program, the Title I Coordinator will analyze and compile data. If needed, this data will be used to help plan next year's Title I plan.</p>
<b>Checklist for Other Program Requirements</b>	<ul style="list-style-type: none"> <li>• Annual meeting</li> <li>• Parent compact</li> <li>• Parent policy</li> <li>• Parent Right to Know</li> <li>• Parent Signature for Title I Participation or Refusal of services</li> </ul>	<p>The annual meeting will take place in November. All other documents are posted on the SCS website as well as distributed to families. Parent compacts and participation/refusal signatures will be kept in student folders. In addition to the annual meeting, SCS holds a celebratory breakfast in June where summer practice materials and parent surveys are distributed.</p>	<p>We will hold a series of virtual meetings to inform parents regarding the program. All other components will remain the same.</p>

