

Title IA Targeted Assistance School Plan

Name of School: **Pembroke Academy**

School Year: **2017-2018**

Current Poverty Rate: **22.65%**

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

Date School Needs Assessment was completed: **8/1/17**

Data summary used in Needs Assessment (How does your data align with the plan?): **STAR Reading, STAR Math Assessments, SAT Scores, SBAC Scores**

Date Plan was Created: **8/4/17**

School Planning and Review Team (members and their affiliation): **Jeannie Johnson - Teacher, Janet Allen - Teacher, Brigitte Cunningham - Teacher, Charles Mele - Teacher, Kim Bates - Special Educator, Dan Morris - Curriculum Coordinator, Paul Famulari - Principal, Tim Herbert - Dean of Students**

Please check the appropriate option:

Initial Plan

Annual Update

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

Please describe your Title I program activities in simple terms. 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
<p>I. Student Selection</p>	<ul style="list-style-type: none"> ● Describe your two-step process for selecting Title I students: <ol style="list-style-type: none"> 1) How is the pool of educationally disadvantaged students identified? 2) How will you select the neediest students? ● In a narrative, describe how you will include migratory and 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 and migrant students are also unacceptable. <p>3 forms of selection criteria, 2 of them must be academic in nature.</p>	<p style="text-align: center;">Title I Intervention Entry</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> ● If a student is performing below grade-level expectations he/she will be considered for intervention. ● Individual Student performance and classroom progress is discussed by the Title I staff along with teachers. Assessment data is reviewed by classroom teachers, parents, students, and Title I staff. ● A student needs to qualify based on the Selection Criteria Form. ● A program explanation and permission notice is sent home to parents. 2. Assessment Data is gathered and students are ranked based on their need. <ul style="list-style-type: none"> ● Reading – STAR Reading, NECAP Scores, Read 180 Assessments, SBAC Reading Results Summative Assessments ● Math – STAR Math, NECAP Scores, Summative Assessments, SBAC Math Results ● Students in transitional living situations are given a weighted ranking to ensure if they receive the necessary services they need to be successful. Transitional living along with the above mentioned assessments are taken into consideration when determining a student's program and services. <p>PA's Ranking System students receive points for the following reasons:</p> <ul style="list-style-type: none"> ● Homeless = 25 points ● NECAP Scores <ul style="list-style-type: none"> ○ Partially Proficient = 10 points (per each area assessed) ○ Substantially Below Proficient = 15 points (per each area assessed) ● STAR Assessment

		<ul style="list-style-type: none"> ○ Urgent Intervention = 20 points ○ Students in the First Quartile = 15 points ○ Students in the Second Quartile = 10 points ● SBAC Testing <ul style="list-style-type: none"> ○ Partially Proficient = 10 points (per each area assessed) ○ Substantially Below Proficient = 15 points (per each area assessed) ● Attendance <ul style="list-style-type: none"> ○ Absence = 1 point ● English/Language Arts Class <ul style="list-style-type: none"> ○ 75% - 65% = 10 points ○ 64% and lower = 15 points ● Math Class <ul style="list-style-type: none"> ○ 75% - 65% = 10 points ○ 64% and lower = 15 points ● Students are ranked from high risk to low risk using the above criteria to determine the level of risk. If a parent refuses services or a student meets the exit criteria (refer to Title 1 exit criteria form), the Title 1 committee will exit the student from Title – 1 and move on to the next student as he/she is ranked on the list.
<p>II. Supplemental Support</p>	<ul style="list-style-type: none"> ● Describe how your Title I instructional program is in addition to the core competency instruction. ● We need to know from your description that the Title I program services are supplemental to what the child is required to receive by law. In order to be in compliance with the law, your program must be able to identify how the services provided by the Title I staff to Title I students are in addition to what every other child receives as part of his/her basic education. 	<p>Pembroke Academy has the following Title - 1 support services</p> <ul style="list-style-type: none"> - <u>Academic Support Center</u> works with students on Executive Functioning skills to assist them in organization for their courses. In addition STAR Assessment Data is used to identify gaps in student achievement this information is used to guide interventions and remediation in Math or Reading using the curriculum. Students may have Academic Support built into their schedule or it is used as a drop in service as needed - <u>Activity 6 Transition Coordinator</u>: - Transition coordinator for students receiving Title 1 services and their families.. Pembroke Academy recently performed a survey of juniors and seniors receiving Title 1 services to determine how prepared they felt for post-secondary education. PA wanted to evaluate to what extent students felt college

		<p>and career ready. The results of the survey suggest students receiving Title 1 services are lacking a post high school plan. We propose to stipend a position for a transition coordinator who can assist students in exploring college and career opportunities, develop a curriculum to teach soft employment skills (interviewing, resume, cover letter, etc). In addition, exploration of local programs that student may have an interest, example automotive program at Manchester Community College. In an attempt to engage more families in preparing student for the post-secondary transition process, we would hold workshops that parents could attend to learn and work on their prospective career and schooling endeavors. Listed below are the indicators from PA's innovation plan that his activity would assist us in achieving or goal. We would look to continue the position into the 2017-2018 school year by including it in our Title 1 plan.</p> <p>The transition coordinator will assist students in the academic planning, development of professional skills, organization, and goal setting. The coordinator will begin working with students as soon as they become eligible for Title -1 services. Students would have regularly scheduled appointments with transition coordinator to begin developing academic and post-secondary goals, career exploration, and post-graduate planning. Students will use Naviance software to organize and track goals. The coordinator will assist students in identifying academic areas of strengths and needs using STAR Reading and Math Scores, academic progress will be monitored by pre and post evaluations of the academic goals, student attendance to meetings with the transition coordinator, and class attendance.</p> <p>The overall academic impact of the transition coordinator will be to assist students in planning out their individual path to graduation. It can be overwhelming for students especially if they have areas of academic need. The transition coordinator will have access to STAR Assessments to assist students in identifying and monitoring their academic progress. Parents and students will receive quarterly reports on students' academic progress and attendance</p>
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Activity 4 Title – 1 Summer School:

Title 1 – Summer School 2018 runs Monday – Thursday: from Monday June 25th – Thursday July 26th. The morning sessions run from 8:00 am – 11:30 am and the afternoon session runs from 11:30 am – 2:30 pm. The purpose of the Summer School is to remediate gaps and areas of deficits for students who qualify for Title – 1 services. The program is designed to provide students with supports in the areas reading, writing, and math but does by including the social studies and sciences. Students are able to do competency recovery, receive additional practice in areas of weakness, and complete work that the student may not have finished during the regular school year. June STAR Assessment Data is used as a baseline assessment students skills are assessed again at the start of school year.

Subjects:

- 2 sessions of English
- 1 Session of Civics
- 1 Session of Math
- 1 Session of Science

Indicators from Innovation plan met by this activity:

VC03-The school provides students with formal supports and a network of contacts with school personnel, community members and workplace personnel to ensure the social capital necessary to make informed decisions

IIC08 All teachers use a variety of instructional modes

NH402 KEY All teachers use effective and evidence-based instructional strategies.

VC03-The school provides students with formal supports and a network of contacts with school personnel, community members and workplace personnel to ensure the social capital necessary to make informed decisions.

		<p>IIA02 Units of instruction include standards-based objectives and criteria for mastery.</p> <p>VC01-The school expects all students to participate in activities to develop skills outside the classroom.</p> <p>IVD05 The school monitors progress of the extended learning time programs and strategies NH Turnaround Indicators Revised Aug. 18, 2013 page 5 being implemented, and uses data to inform modifications.</p> <p>VC01-The school expects all students to participate in activities to develop skills outside the classroom.</p> <p>VC03 -The school provides students with formal supports and a network of contacts with school personnel, community member and workplace personnel to ensure the social capital necessary to make informed decisions.</p> <p><u>Pembroke Academy Transition Lab Tutor:</u></p> <p>Pembroke Academy is trying to assist students who qualify for Title 1 services and are struggling with anxiety, the transition to the high school, social, organizational, and executive functioning skills. In addition, we have experienced a spike in other mental illness that can be attributed to stress, depression, and inability to process social situations amongst a number of our struggling learners.</p> <p>It is our intent to train our transition lab coordinator to assist students in developing executive functioning skills as well mindfulness of oneself. Using research based materials and interventions provided through the UNH Cooperative Extension Youth and Family Team, the tutor will</p>
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		<p>implement practices and strategies to assist students in developing self-management skills needed to be successful in their transition to High School.</p> <p>In addition to training and resources through UNH, we will be using Brad Chapin’s <i>Helping Teens Learn Self - Regulation</i> this program provides a solid, yet flexible, foundation for intervention with adolescents. The strategies are presented in lessons, activities and can be used for quick interventions with individual adolescents. As the term, self-regulation suggests, this approach emphasizes teaching teens how to regulate their own emotions and behaviors. The program will break down the self-regulation training process into three functional areas: physical, emotional, and cognitive. Using strategies based soundly upon evidence-based cognitive-behavioral psychology, the intent of these strategies is to help struggling students to progress through skills in each of these three areas of self-regulation.</p> <p>Pembroke Academy Leadership Team believes meeting the self-regulation needs of our students will help them to perform better academically. Progress will be measured using assessments from Brad Chapin’s <i>Helping Teens Learn Self – Regulation</i>, in addition to attendance, and STAR Assessment Data.</p> <p>Alg 1 Lab: Pembroke Academy offers students who struggle with Alg 1 concepts as indicated in STAR Math and SBAC data, the opportunity for remediation of skills with our Alg 1 Labs. The resources for the lab were purchased with Title - 1 Funds and enrich the opportunity for real time intervention specific to each individual student’s needs. I-Ready software is used for progress monitoring, data collection, and provides teachers with areas students need instructional interventions.</p>
<p>III. High Quality Instructional Strategies</p>	<p>● Respond to the following: 1) Describe how your instructional support model uses only</p>	<p>1. Our Academic Support Centers are using programs such as Read 180, I-Ready Software, Brad Chapin’s Helping Teens Learn Self-Regulation, and Mindfulness Strategies from UNH Education</p>

	<p>research-based strategies for improving achievement of your Title I students.</p> <p>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.</p> <p>3) 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.</p> <p>4) 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.)</p>	<p>Cooperative. These supplemental instructional resources are all research based.</p> <p>2. Read 180 provides students with a variety of short stories and assessments to at the student's instructional level. It provides teachers with progress monitoring data to determine necessary interventions and lessons. I-Ready is an adaptive math software that is used to identify areas students struggle specifically around Algebra 1 math skills. The software allows for real-time intervention, monitors students progress, and provides suggested lessons for interventions.</p> <p>UNH Mindfulness and Helping Teens Learn Self-Regulation focuses on students organizational skills, prioritizing tasks, and self-reflection to reduce anxiety around academic requirements and the transition into the High School Community.</p> <p>3. Services are provided for students during open periods or study halls. Students can be scheduled into a transition lab, algebra 1 lab, or Academic Support Center based on their needs. The majority of students access the resources as a drop in or when referred by their teacher during the students’ open block or study hall.</p> <p>4. Pembroke Academy is currently working with organizations such as but not limited to the Greater Concord Chamber of Commerce, Department of Corrections, Department of Health and Human Resources, and NH Fish and Game to offer students authentic learning experiences in the the community.</p>
<p>IV. Parent Involvement</p>	<p>Describe your plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?</p>	<p>Pembroke Academy has added Title 1 informational nights to other scheduled PA activities such as but not limited to: Freshman Orientation, Open House, and Parent Information Night. In addition we are asking parents to participate in the planning process of their students program. We send home reports on students progress a minimum of 4 times a semester. If we find a student is not making expected progress we request a meeting with the parents to review interventions and determine</p>

		if there is more we can do for the student or do they need additional resources.
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 relate to your PD Master Plan and your district's Technology Plan?	
VI. Coordination with Regular Classroom	Describe your steps to ensure that instructional planning for participating students is incorporated into their existing school program. We need to know specifically 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 your record keeping procedures to document this coordination.	<p>The Title 1 Team is made up of Title 1 staff, regular educators, guidance counselors, and administrators to ensure the programs are supplemental to the regular curriculum. In addition, regular educators work with Title 1 staff to use programs such as read 180, STAR Math/Reading, and I-Ready Software to identify student's area of need and ensure quality interventions are developed to support students.</p> <p>We assess students quarterly using STAR Math/Reading, Review SAT Data, Review 9th Graders SBAC scores, and use programs such as I-ready, Read 180, and Mindfulness to monitor students progress between STAR Assessments. The use of the progress monitoring tools allow the Title 1 staff and regular educator teachers to provide real-time interventions prior to the Quarterly STAR Assessments.</p> <p>Currently we keep files on students that include: interventions, grades, District and State assessment scores, attendance records, communication logs, and progress monitoring information</p>
VII. Collaboration with Other Programs	Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, Even Start, adult education, violence - including child abuse prevention programs, nutrition	The Title 1 team consists of the special education coordinator, a case manager, our ESOL specialist, Homeless Liaison, Adult Education Coordinator, and The School's intervention and prevention counselor. As a team we develop programs that we can implement to meet the widest range of student needs from ESOL, transitional living, reading and math intervention, truancy, or referring students for special evaluations to determine if they require special education services. Title 1 tutors and

	programs, housing programs, vocational and technical education, and job training).	program staff identify students who struggle to make progress and bring this information to the Title 1 Team. The Title 1 team works with students and parents to develop a plan to address the students needs.
VIII. Preschool Transition	Describe your steps for assisting preschool children transitioning to your school.	Does not apply to Pembroke Academy
Program Evaluation	<ul style="list-style-type: none"> ● Plans for an annual program evaluation of how the Title I program performed (not individual student). ● Important questions should include <ul style="list-style-type: none"> - How many students did we serve? - What was the effectiveness of the TI interventions and related activities? - What was the impact of our Title I program in helping our struggling students increase achievement? - How many students exited our 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 -whatever is relevant <p>* This evaluation should guide your program next year and any program changes should be reflected in a modified school plan.</p>	<p>At the conclusion of every school year the Title 1 staff reviews student data including: STAR Assessment, attendance, SBAC, SAT, I-Ready, and students' overall academic success to determine each program's' success. If it is determined that a program did not make a significant difference the staff explores additional resources that could be added to improve the program, or reconsiders the need for the program. In some cases we have discontinued a program and have used a different approach to provide students with services.</p> <p>In addition we have developed surveys for parents, students, and staff to gather data on communication, programs, resources, supports, and use this information to improve our programs or identify areas we need to address through interventions or new programs.</p>
Checklist for Other Program Requirements	<ul style="list-style-type: none"> ● Annual meeting ● Parent compact ● Parent policy 	<p>Annual Meeting: September 7th 5:30 p.m.</p> <p>Parent compact and Policy were mailed home over the summer or sent home the first day of school for parents prior to the September 7th</p>

		meeting. - All title one forms and documents will be reviewed at the September 7th Annual meeting