

## Title IA Targeted Assistance School Plan

Name of School: Compass Classical Academy

School Year: 2017-2018

Current Poverty Rate: 50%

(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: 6/30/17

Data summary used in Needs Assessment (How does your data align with the plan?):

Date Plan was Created: 6/30/17

School Planning and Review Team (members and their affiliation): Judy Tilton, Director, Toni Booth, certified teacher and SPED, Nancy Childress, educational consultant.

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 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 |
|---------------------------------|---|---|--------------|
| <b>I. Student Selection</b>     | 1) Describe the two-step process for selecting Title I students:<br>I. How is the pool of educationally disadvantaged students identified?<br>II. How will the neediest students be selected?   | 1).The student will be selected based on their quarterly assessments using ez cbm and teacher referral. The lowest ranked students will be chosen. If a student is already receiving support services through an IEP, they will not receive RTI.  | 1)           |
|                                 | 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) Homeless students will be assessed the same as other students. We will make sure that equitable support services will also be provided as needed. Should we have homeless children enrolled, we will also provide outreach support services outside of school hours if needed.               | 2)           |
|                                 | 3) 3 forms of academic data for selection criteria are required.  | 3) Quarterly assessments using ez cbm and Singapore Math. Grade ranking as well as teacher referral will be used.   | 3)           |
| <b>II. Supplemental Support</b> | 1) Describe how your Title I instructional program is in addition to the core competency instruction.   | 1)Title 1 will not be given during regular instructional time. This program is to be supplemental to classroom instruction.   | 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 will be provided outside regular instructional time in the classroom. They will not be given during any time that would interfere with that classroom instruction. The purpose of the Title 1 program is to work with students to bring them up to grade level in reading and math. | 2)           |

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| <b>III. High Quality Instructional Strategies</b> | Respond to the following:<br>1) Describe how your instructional support model uses only evidence-based strategies for improving achievement of your Title I students.   | 1) Wilson Reading and Singapore Math are high quality programs, shown to improve academic achievement in all students.                     | 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)Wilson Reading, and Singapore Math are both will provide the support to ensure the opportunity to close the existing gap in test scores. | 2) |
|   | 3) Identify the Level of Evidence for each instructional strategy:<br><i>Levels of Evidence Table is located on the last page of this document.</i>   | 3)Wilson Reading is strong based on the "evidence of essa " website. Singapore demonstrates rational/logic model of thinking.              | 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 will only be given Title 1 instruction during non -instructional classroom time and 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) Title 1 students will be pulled during independent work time and after school as well as summer school.                                 | 5) |

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|                                    | 6) Acknowledge that all instructional staff paid for with Title I funds meet New Hampshire State Certification and Licensure requirements.  | All instructional staff will be NH certified educators.   |  |
| <b>IV. Parent Involvement</b>      | Describe plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?   | We have a parent involvement policy . The program involves professional development for parents in educating their children. We will have parent events or trainings. We design our communication to parents in an understandable format.   |  |
| <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? | We will coordinate with professional development in providing trainings on parent involvement and remedial instruction strategies. Title 1 will provide parent meeting to encourage involvement in the program and trainings on educating their children. Title 1 staff will attend professional development to learn new remedial strategies to better meet their student's educational needs. |  |

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| <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.   | Each identified student will receive a minimum of 2.5 hours per week of supplemental instruction, in reading and math. The person giving the instruction will maintain daily logs of instruction. The logs will be reviewed and signed by the Title 1 coordinator on a weekly basis. |  |
| <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).  | We will coordinate with other programs such as SPED, Even Start, Head Start, etc and work with special populations. (SPED, migrant, homeless etc. as well as with counseling and College and Career Ready programs.  |  |
| <b>VIII. Preschool Transition</b>              | Describe steps for assisting preschool children transitioning to your school.  | All incoming students will be screened and ranked to identify students that will need Title 1 services.  |  |
| <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> </ul> </li> </ul> | Using our quarterly school assessments as well as the NEWA test, we will monitor school wide progress.   |  |

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|  | <ul style="list-style-type: none"> <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> <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><b>Checklist for Other Program Requirements</b></p> | <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>  |  |  |

**Evidence-Based Practices**  
**Levels of Evidence**

|                                | <b>Strong Evidence</b>  | <b>Moderate Evidence</b>  | <b>Promising Evidence</b>   | <b>Demonstrates a Rationale</b>  |
|--------------------------------|---|---|---|--|
| <b>Study Design</b>            | Experimental study  | Quasi-experimental study  | Correlational study with statistical controls for selection bias  | Provides a well-specified logic model informed by research or evaluation   |
| <b>WWC Standard</b>            | 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  |
| <b>Favorable Effects</b>       | 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                              |
| <b>Other Effects</b>           | 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 |
| <b>Sample Size and Overlap</b> | 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  |

9/27/2017