

Update of Winchester, NH School-wide Title I plan

Winchester, NH is a small, rural community in the southwestern corner of Cheshire County. The demographic information is from the 2005 census. An update isn't available of more current information. Winchester's population is approximately 4,281 with 78 % of the population over 25 years or older having a high school diploma or another degree. The town's per capita income earnings are \$16,000 and the median household income for 4 is \$37,000. Ten percent of the families who reside in Winchester are below poverty level. The town has an unemployment rate of 4.3%

Winchester School district has one school that has students from pre-kindergarten through 8th grade. The population of the school is 422 students, 46 teachers, a superintendent, a principal, an assistant principal/ curriculum coordinator, a guidance counselor, social worker and 36 para professionals. We have a psychologist, a Sped Director for out of District placement and one for coordinating in school Special Education, a nurse, OT, PT and speech. We have a part time Reading Specialist, a librarian as well as an Alternative Education program for some of our high school age students. This is our third year providing free breakfast and lunch to all our students through the CEP grant.

Comprehensive Needs Assessment

A complete needs assessment hasn't been completed in a few years. Staff members met to update information written in our last plan during the 2015-2016 school year. We have enlisted the help of our RTI team to work on this throughout this year. We met once a month and part of every meeting we reviewed information in the plan and had an evaluation of the year's progress in the spring which we will invite parents to attend. Even though we have parent curriculum nights throughout the year, we are planning meetings where parents can give more direct suggestions, ask questions and give their input to our Title I program. They will be scheduled after the curriculum nights are scheduled.

Our assessment results show that we are making progress with student achievement but as always we can improve more. We are using research based curriculum and have lots of support and resources available. We provide a safe, secure environment for students. We have many events that involve parents and the community. We also provide a free pre-school and a before and afterschool ACCESS program to students who wish to attend.

Our Title I staff has grown over the years. We currently have 7 certified teachers as a team. We concentrate our staff on the primary grades to help students reach benchmarks as early as possible. We have 1 full time and 1 part time teachers working primarily with grades K-2, 2 full time teachers working primarily with grades 3-5, 1 part time teacher that does LLI with grades K-1 and 1 LLI

Teacher that does LLI with grades 2-8. Some of the staff cross grade levels when the need arises. One part time staff as an administrator and supervisor to the Title team.

We use the information from our academic assessments to drive our instruction. We are seeking a Progress Monitoring tool that will help us be more specific as to what each student needs extra help with to meet the Common Core requirements.

As students are registered, the office staff will notify teachers of any inadequate housing situation that would put a student in the homeless or migratory status. Then as a grade level team with other support staff, we will evaluate how each student may require extra support from our Title I resources.

Identify the Research- Proven Instructional Strategies Adopted in your SWP

Almost all of our approaches to instruction have been revised since the original SWP was written. We no longer strictly use basal programs for Reading instruction. In all grades we have spent the last couple years giving teachers time to develop teacher made units using the Common Core standards. They are focused on implementing the understanding by design concept. Grades K-6 use the BAS Benchmarks for baseline assessments 3 times a year. We have added more grade level kits each year so that these can be done in a timely fashion. Tools used in building these units include, but are not limited to; Houghton-Mifflin Basal literature books, fiction and non-fiction leveled books from our book closet, Guided Reading groups, Daily 5 structure, on-line resources such as; Discovery Education, Edcite and Newsella. Title I has its own small library of books and Soar to Success supplemental reading kits for reading groups as well. We also use stories and skill work from Learning A-Z, (Reading A-Z). Part of each unit are pre- and post-tests that are helpful with forming skill groups for further instruction. Intervention groups are formed when staff meets to review assessment results of teacher made tests, MAP results and other formative assessments. We expect a minimum of 90 minutes/day to be spent on Literacy activities.

For Mathematics, we also have spent time on developing teacher made units using the Common Core standards. Again we incorporate understanding by design. We have unit pre- and post-tests that help us form small groups of students that need extra help with some skills. Although most of our intervention groups are focused on literacy, we do have some students who need more intensive help on math. Tools used in building these units include, but are not limited to; Engage NY modules, Eureka math, parts of Everyday Math and Math Scapes, on line sources such as, Define stem, Sumdog, Thinking blocks, also we are trying to use parts of Learn Zillion, but our lack of technology doesn't make this an easy match. For each unit we have a pre- and post-test for gathering data. We expect a minimum of 75 minutes/day for math activities.

Writing is no longer a separate goal but is incorporated into all curriculum. Writing skills are taught as needed in each unit and samples of writing are always part of the unit's requirements.

Instructional Support for Children Experiencing Difficulties Mastering the Standards

We decided that restructuring our Title I staff would help us reach struggling students earlier in their academic life. We place more of our staff in grades K-2 because research has shown the sooner we give students needed help, the less time it takes for them to reach expected levels of achievement. We still know that students beyond grade 2 will need extra assistance so we have some of our staff work with students in grades 3-6 as well. Results from assessments given in the classroom are used to form groups of students who require more time and extra instruction. Every grade has a PLC meeting at least once a month where classroom teachers, Special Education teacher, Title teachers, and administration meet to discuss progress of struggling students and what will be the plan to meet their individual needs. Many extra groups are done on a pull-out basis. Once students are in a small place away from distractions, more intensive instruction and learning can take place. We are trying to work on having more push-in groups. This requires more learning what is acceptable and how to work around core teaching time.

Parent Involvement

Two staff members are responsible for School/Family/Community Partnership. We set aside time every day to focus on any up-coming event. We vary these activities from year to year so that we are able to capture the interest of both parents and students. Some of the things we have done recently have been; Pancake Night, Casino math night, Dessert- Literacy night, Read-Across-America week long activities that are done during school and shared with parents at night events. We often partner with our PTA to sponsor nightly events. We have also had an Illusionist give an end of year performance. At each of these events we share Title I information, resources to help parents with academic and social-emotional issues they may have with their students. We always include a survey but our results are always very disappointing because few parent take the time to participate. Each year we assemble a bag of activities and supplies to give to parents full of activities they can complete with their students who will be entering kindergarten in the fall. When students register for Kindergarten they receive this bag of goodies. We have recently updated our school web site page to help provide a more green way to get information to families and the community.

Professional Development

Professional development is integrated into the school year calendar. At several times a year we have daylong sessions where the students are not present and topics of interest and need are shared with the staff. Administration and the Curriculum Coordinator assess and then develop sessions on topics such as; grading systems, brain based learning and other topics of interest. We have 2 early release days/year that are used for PD on topics the administration has found the staff is in need of. We have a vertical math team that is working to make our math curriculum more consistent. We have had a team attend the Summer Summit at Keene State College since it has begun. Individuals attend workshops and conferences throughout the year to better their teaching and learning.

Preschool Transition

Winchester has a free preschool program for three and four year olds. We are closely aligned with the progress of students and are aware of student's needs. Speech and other services are provided, as the need becomes apparent. We also have a Head Start and a Learning Center in town that helps met the needs of the preschool population. Again, our own preschool teacher has made connections with these other local settings. Children in need of services are identified and are provided services. The transition to our school's Kindergarten is a smooth one with family sessions in the spring and summer.

High School Transition

Attached is an e-mail that describes the many ways we prepare our students for attending Keene High School.

Instruction by Highly Qualified Staff

Our school has 7 Title I staff members who are all highly qualified and certified by the state of New Hampshire. We only hire certified teachers for all of our Title I positions. All teachers in our district are highly qualified although some are on alternate plans of acquiring their certifications. We don't have any paraprofessionals paid by Title I funds. All our paraprofessionals working in the building are highly qualified and certified by the state.

Extended Learning Opportunities

When the need arises, supplemental support is given before and after school or at recess time if it is agreed upon by parents, students and staff. We have a before and after school program called ACCESS that has a session for students to work on homework in small groups and with tutors.

Goals for the school year 2017-2018

1. 80% of the Winchester students will score at the 40th percentile or higher on the Reading Language Arts section of the spring Smarter Balance testing session.

Method of attainment

- Focusing more Title I teachers in the primary grades
- Using data at PLC meetings to structure groups with like needs
- Using the LLI system to focus on our lowest achievers
- Use and continue to develop a tracking system of intervention strategies each student has received (Title I)
- Continue to use research-based literacy lessons that align with the Common Core standards

2. 80% of Winchester students will score at the 40th percentile or higher on the Mathematics section of the spring Smarter Balance testing session.

Method of attainment

- Our Title II math consultant will focus on Skill and Computation sessions in grades K-6
- Using data at PLC meetings to structure groups with like needs
- Use and continue to develop a tracking system of intervention strategies each student has received (Title I)
- Continue to use research-based math lessons that align with the Common Core Standards

3. 80% of Winchester families will be involved in their student's education

Method of attainment

- Our School/Family/Community/Partnership Facilitators will encourage and train staff, facilitate activities, and collect attendance/participation data on family involvement, including:
 - Open House

Family/School Compact

Parent/Teacher conferences

Family Community Newsletters

Family Resources and pertinent school information posted on the school's website

School events (i.e. literacy nights, math nights, etc.) that celebrate student learning

Teacher and family surveys, re-parent involvement

Transition activities (both into Kindergarten and into High School)

PTA events

Attached is the transition to High School procedure, and a new form we are trying out when forming Title I groups. We hope this will give us more information as we form and plan lessons for each group of students.