



What is Title I and How Can I be Involved?

FAIRGROUNDS ELEMENTARY SCHOOL

JUNE 2021

Fairgrounds Elementary School Demographics

- ▶ Fairgrounds Elementary is a school-wide Title 1 neighborhood school with an enrollment of about 489 students.
- ▶ Our current poverty level is 57.14%. Our Attendance rate is 88.6%.
- ▶ Fairgrounds Elementary is a diverse school culturally, racially and linguistically.
- ▶ We are currently focusing on improvement in three specific areas: MTSS in the areas of Reading, Math, Trauma Responsive Teaching and Learning.

Definition of Title I:

- ▶ Title I provides federal funding to schools to help students who are low achieving or at most risk of falling behind.
- ▶ Title I is allocated to schools based on percentages of free and reduced lunch along with other community data.
- ▶ Schools with a percentage of at least 40% are eligible for a schoolwide program. For the 2021-2022 our percentage is 57.14%




Fairgrounds Elementary
operates a Title I Schoolwide
Program.

Schoolwide means:

- ▶ The school uses Title I funds to upgrade the entire educational program of the school.
- ▶ Title I funds are used to serve all children in order to raise academic achievement.
- ▶ Title I funds will be used to provide additional assistance to all students who experience difficulties in meeting the State's performance targets.

To be a “Schoolwide” School:

- ▶ The school must have a free/reduced lunch count of at least 40%. Fairgrounds has 57.14%.
- ▶ The school must collect and analyze data that effects student achievement.
- ▶ The school must develop a comprehensive site plan and annually review the effectiveness of the plan.



Fairgrounds Elementary's Title I Schoolwide Program

Planning Team:

- ▶ Michael Harrington-Principal
- ▶ Colleen Hussey – Assistant Principal
- ▶ Nicole Phaneuf – Kindergarten Teacher
- ▶ Savanna Costa – Grade 1 Teacher
- ▶ Elizabeth Gregoire – Grade 2 Teacher
- ▶ John Flanagan – Grade 3 Teacher
- ▶ Marisa Duncan – Grade 4 Teacher
- ▶ Emily Chrusciel – Grade 5 Teacher
- ▶ Julie Peaster – Special Education Teacher
- ▶ Kimberlee Reich – Library Teacher
- ▶ Maria Roger – Reading Specialist
- ▶ Lisa Stempler – Family Liaison/Parent Educator
- ▶ Jillian Benson – Parent

Summary:

- ▶ We use our Title 1 Funds to provide supplemental support for students. All students are screened and benchmarked multiple times per year to assess their progress towards grade level standards. In reading, all students take the Benchmark Assessment System (BAS) two or three times/year (September/January/May). This data is analyzed and students can be referred for additional intervention. In addition, students are assessed using various teacher generated assessments. These are created within grade level PLCs and shares with support/intervention staff. This data is used to flag students for intervention, as well as to determined groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school.
- ▶ In math, all students take the Eureka end –of-modular assessments. This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held at consistent intervals through grade level PLCs. However, a student can be referred into or out of intervention at any time. The School PLC teams examine grade level data (Including academics, attendance and behavior) and flag students who need additional support.

Our Plan:

- ▶ Overall data shows a significant decrease in both ELA, Math, and SEL in terms of percentage of students being assessed in the proficient or high range. However, given all the factors of the pandemic and Covid-19 protocols we do not feel the data is an accurate reflection of the importance and significance of our Title 1 Programs and Services. The only exception being those student served through Title 1 small group instruction, we have seen a significant growth with students in those small groups.
 - ▶ We will continue to schedule PLC meetings to allow grade level teams to work together, look at the data, and make informed instructional decisions
 - ▶ We will use data collected to group students according to their literacy needs. All students will be assigned to a tier group and all service providers will be assigned a group at each grade level. Instruction will be focused on the literacy needs of each group.
 - ▶ Readers and Writers workshop will be the structure utilized by all staff to deliver the Lucy Callkins Writing Units of Study and the Fountas and Pennell Reading Mini Lessons.
 - ▶ Increase teacher skill/proficiency in delivering a balanced literacy framework. Beginning this process by focusing on developing skill in teachers to move students from “dependent” to “independent” learnings, developing a healthy sense of “productive struggle” within students, and exploring “gradual release of responsibility’ as it pertains to next generation guided reading instruction.
 - ▶ Provide additional culturally responsive and culturally representative books for students who struggle with the English Language to add classroom libraries.
 - ▶ Lucy Calkin’s Writing and Founts and Pennell Reading Mini Lessons will be the curriculum utilized and implemented school wide.
 - ▶ Continue to revise best practices to enhance Tier 1 instruction through work with the latest brain research.
 - ▶ Hire an additional ELL teacher to improve caseload sizes from 36 students to 27 students.

Focus Goals

- ▶ Our school goals are created through the MTSS committee which involves partnerships with NH DOE and district leadership. A focus for 2021-2022 will be to align our school goals and have a consistent school wide approach to learning.
 - ▶ Growth in the areas of Reading and Math across all grade levels
 - ▶ Provide opportunities for ELL students to access grade level curriculum

Curriculum and Instructional Strategies:

- ▶ Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writer's workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials including the Lucy Calkins Units of Students in Writing and the Fontas and Pinnell Mini Reading Lessons. In math, teachers utilize the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Teachers have been guided on how to dig deeper into their various data sets for math and reading through PLS's in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provided additional targeted small group lessons utilizing re-teaching lessons from the core programs as well as supplemental lessons to support struggling learners.
- ▶ We are currently focusing on improvement in three specific areas: MTSS in Reading and Math Instruction, Students who are ELLs, and Trauma Responsive Teaching and Learning.

Data Sources:

- ▶ Performance Data
 - ▶ BAS (Benchmark Assessment System) – ELA k -5
 - ▶ Early Literacy Skills Assessment – K-1
 - ▶ NH SAS – ELA and Math
- ▶ Non-Performance Data
 - ▶ Poverty Rate
 - ▶ Intervention Protocols
 - ▶ Access Testing Data
- ▶ Process Data
 - ▶ Lucy Calkin's Writing Units of Study (N,I,O) – K-5
 - ▶ Eureka Unit Assessments – K-5
 - ▶ Science/Social Studies Performance Tasks

Levels for 2021- NHSAS

- ▶ The results of our 3 -5 SAS Testing -

- ▶ Science (Grade 5 Only)

- ▶ Level 1 – 59%
 - ▶ Level 2 – 24%
 - ▶ Level 3 – 18%
 - ▶ Level 4 – 0%

- ▶ ELA (Grades 3 -5)

- ▶ Level 1 – 49%
 - ▶ Level 2 – 23%
 - ▶ Level 3 – 25%
 - ▶ Level 4 – 3%

- ▶ Math (Grades 3-5)

- ▶ Level 1 – 51%
 - ▶ Level 2 – 27%
 - ▶ Level 3 – 18%
 - ▶ Level 4 – 3%

- ▶ Overall data continues to show students requiring additional support in basic literacy and numeracy skills. Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and about the test comprehension in both Literary and Informational tests and the Tier 2 vocabulary was a need for all sub groups.

ACCESS Scores 2021

▶ #of Students Scoring

▶ 1.0 < 1.9 – 26

▶ 2.0 < 2.9 – 33

▶ 3.0 < 3.9 – 25

▶ 4.0 < 4.9 – 5

▶ 3 students – 0

*Students currently enrolled.

Students with an ACCESS Score of 1 < 2.9 – Pulled 2x day for 45 min

Students with an ACCESS Score of 1 < 1.9 Need to be pulled in separate groups according to need

Students with an ACCESS Score of 3 < 4 need to be seen 1x day for 45 min

Students with an ACCESS Score of 4 < 4.4 need to be seen in group time with an ELL teacher

DATA Summary 2021

- ▶ As of Spring 2021, 57.5% of assessed students were below end of year (EOY) grade level as measured by the BAS.
- ▶ As of Spring 2021, 39.9% of assessed students were below end of year (EOY) grade level as measured by the Eureka Math Assessment
- ▶ Kindergarten Letter Sound/Identification
 - ▶ Fall of 2020
 - ▶ On average students could identify 20/52 Letter names and 5/26 letter sounds
 - ▶ Spring of 2021
 - ▶ On average students could identify 40/52 letter names and 16/26 letter sounds

Staffing Needs

- ▶ Staffing Needs that are identified in response to the data summaries:
 - ▶ 1 Full Time Reading/Math Interventionist
 - ▶ In addition to our current 0.8 Title Teacher
 - ▶ 1 Additional ELL Teacher
 - ▶ In addition to our 3 ELL Teachers



Title I Parent Notification Requirements

Parent Involvement Policy

- ▶ Title 1, Part A plan under section 1112, and the development of school support and improvement plans under section 1111(d).
- ▶ B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title 1 schools within the Nashua School District in planning and implementing effective parent and family involvement activities. These activities must improve student academic achievement and school performance, which may including meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
- ▶ C. Coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federals, state, and local laws and programs.
- ▶ D. Conduct, with the meaningful involvement of parents and family members and annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part.
- ▶ E. Use findings of such evaluation to design evidences based strategies for more effective parental and family engagement, and to revise if necessary, the parent and family engagement policies described in this section.
- ▶ F. Involve parents in the activities of the schools, which may including establishing a parent advisory board comprised a sufficient number and representative group of parents or family members served y the Nashua Title 1 Part A schools.

School-Parent Compact



- ▶ The School-Parent Compact is posted on our website, as well as available in the front office for those who would like a printed copy.

Parent's Right to Know – Student Achievement

- ▶ Parent Teacher conferences are held each fall, in November, to review math/reading assessment data for students
- ▶ Student achievement information is sent home each spring along with report cards (trimesters)

Parent's Right to Know – Non-Highly Qualified Teachers

- ▶ Schools are required to notify parents if their child has been taught for four or more consecutive weeks by a teacher that is not highly qualified.
- ▶ (Insert here information on Highly Qualified status of teachers. Provide parents a sample letter and discuss at this time.)



How Can You Be Involved?

Parent Involvement in Decision Making

- ▶ Parents can be involved in our PTO. This group serves as a forum for sharing information and soliciting input on our school's programs and initiatives. In addition, this groups plans family nights in conjunction with our school staff. Several of these evenings are academic in nature including Open House and various Math and Reading nights. Ours school's goal for this upcoming year is to continue to expand our Parent group and be larger and more diverse, as well as provide more culturally relevant events for our families.
- ▶ Another way parents can give input is through parent teacher conferences. Parent communication is reciprocal and is a critical component of a student's programming. Classroom and interventionist teachers communicate with parent regularly regarding student progress and areas of concern. Having parents reading with children nightly is also a critical part of the school program.
- ▶ Parents are encouraged to volunteer at our school. This model has been on hold due to COVID-19, however, these meeting swill be restarted next school year.

Right to Request Meetings

- ▶ Upon the request of parents, the school must provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- ▶ The school must respond to any such suggestions as soon as practicably possible.



Questions?

Contact Information

- ▶ Colleen Hussey, Assistant Principal
 - ▶ Michael Harrington, Principal
 - ▶ Arlene Agosto De Kane, Family Engagement Coordinator
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- ▶ Fairgrounds Elementary School
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