

Bartlett School District

Title I TARGETED ASSISTANCE SCHOOL PROFILE INFORMATION

Narrative description of Project

Name of School: **Josiah Bartlett Elementary School**

Name of District: **Bartlett**

Title I Program

The purpose of the Josiah Bartlett Elementary School (JBES) Title I Program is to help students improve their basic skills by supporting and reinforcing classroom instruction. The JBES Title I Program will service children in Grades K-6 for reading and writing. Title I students will work with a Title I teacher for one-on-one, small group, or in-class instruction. The Title I teacher, Reading Specialist and the classroom teachers plan to work together in order to determine the students' needs and the best way to address them. Early intervention and acceleration strategies will be used to assist students in need. Students are identified for the Title I Program based upon information from classroom teachers, informal assessments, standardized assessments and referral from parents.

K-2 students will be assessed twice a year with the SAU #9 Phonological Awareness Assessment (2001). Running records of reading levels and reading strategies will be logged periodically throughout the year by Title I staff. K is assessed twice a year with parts of the Marie Clay Observation Survey. First graders are retested as needed. The Fountas and Pinnell benchmark assessment will be given twice a year to grades 1-3. Kindergarten is only given the Fountas and Pinnell Benchmark at the end of the school year. Reading progress is also monitored through the NWEA (Northwest Evaluation Association 2001) twice a year to grades K-6. Communication will be frequent with classroom teachers to check on classroom performance for grades K-6 with the aid of periodic informal running records using level text.

The school's primary unit classrooms are using a balanced literacy program incorporating the five components. The Reading program will be using the Evidenced –based program Guided Reading by Fountas and Pinnell and the companion Phonics program, *Phonics lessons, letters, words and how they work* by Fountas and Pinnell The K-3 writing program will use *Units of Study for Primary Writing* by Lucy Caulkins.; *Reading With Meaning* by Debbie Miller; *Strategies That Work* by Stephanie Harvey; *The Power of Retelling* by Vicki Benson; *On Solid Ground* by Sharon Taberski; and *Snapshots* by Linda Hoyt. The Title I reading program supports those reading and writing strategies presented in the Fountas and Pinnell Continuum.

Components of a targeted assistance school:

1. Student Selection

Marie Clay's Observation Survey of Early Literacy Achievement as well as letter ID is used to identify kindergarten students in need of assistance. The Fountas and Pinnell Benchmark Assessment is used to identify students in grades K-3. In addition, the NWEA results are used in grades 1-3. Currently, there are no migrant students at JBES. Historically, we have identified a small number of homeless students. The school guidance counselor, family liaison and district homeless liaison work together to ensure that students who meet the criteria for migrant and homeless children are enrolled in Title I.

2. Supplemental Support

The Title I program is supplemental to core instruction. All students receive core instruction and identified Title I students are given additional reading and writing services both in the classroom and outside the classroom during “no new instruction” times. The focus of our Title I literacy support will be an early intervention plan—kindergarten and first grade will receive the highest priority with second, third and fourth grades completing our rosters. A summer reading program for struggling students is also implemented.

3. High Quality Instructional Strategies

Josiah Bartlett Elementary School is implementing Reader’s and Writer’s Workshops based upon Lucy Calkin’s Units of Study. This model is based upon the work that comes from the Teachers’ College Reading and Writing Project. Their research shows that “kids need to read a lot of texts, with high comprehension, in order to move up levels of text complexity. TCRWP reading workshops are structured to allow for students to read (eyes on print) every day for 35-45 minutes in the reading workshop. Volume is vigilantly watched.”

There is not the only significant research that supports the importance of engaging in a high volume of reading in increasing reading achievement (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Cullinan (2000) reviewed the research on the effects of independent reading and concluded that independent reading, supports learning and school achievement. The Reader’s Workshop model also aligns with the research that shows students should be reading texts they can read independently, with at least 96% fluency, accuracy, and comprehension. In this model teachers confer with students, taking data in the form of conferring notes and running records. We then use the Fountas and Pinnell Benchmark Assessment System to conduct more formal assessments three times each year. For students who need more frequent monitoring we use tools from TCRWP as well as LLI. An efficacy study was conducted by CREP (Center for Research in Public Schools) in 2010 and in 2012 and found that students using LLI had greater reading gains than those who did not. Our District Literacy Committee continues to meet, update and revise the literacy curriculum guide. It has created a scope and sequence for instruction to ensure all standards are addressed and to clearly identify what students must know and be able to do at each grade level.

The valuable information gained from the assessment tools described above will guide instruction and academic plans for the Title I students and will monitor and chart their progress as well. 1) All strategies we use are research based as evidenced by studies and/or are district data proven. 2)The K-3 program consists of LLI by Fountas and Pinnell and phonemic awareness skills with the companion book to Guided Reading: *Phonics Lessons, letters, words and how they work*. Historically LLI has been effective at moving students to a year’s growth, but when that doesn’t occur, Reading Recovery strategies are used. Additionally, the Reader’s Workshop model has been implemented and has really helped with fluency. The Title I literacy program also reinforces *Lucy Calkins: Units of Study for Primary Writing*. 3) *Students are pulled out only during “no new instruction” time for tutoring. Additionally, our staff pushes in during literacy lessons to provide additional supports for Title I students.* 4) *JBES also offers a summer reading program for students in-need.*

4. Parent Involvement

The JBES Parent Involvement Program includes: a parent involvement policy, parent compact, parent information nights, monthly parent information and surveys. Formal written progress reports will be sent home three times during the school year. A Parent Survey will be sent home in the spring of each year to give parents the opportunity to evaluate our program and make suggestions as to how the program could better meet their needs. Parents are invited to attend the Title I Evaluation meeting in the Spring and

they offer input and feedback. The information from the evaluation meeting and survey will guide us in the planning of the next year's program.

5. Professional Development-

Professional development is vital in helping teachers and aides deal with new content and instructional strategies in language arts as they work towards becoming more highly qualified. Activities will relate to their teaching assignments, their three-year individual and school wide professional development goals and their continuous improvement targets as outlined in the SAU #9 Professional Development Master Plan (2016). This process is evaluated when the building principal reviews each individual teacher's professional goals outlined in their three-year individual professional development plan. Embedded in this evaluation process is the CATE form which monitors more closely the teacher's effectiveness in his/her teaching assignment. Tuition reimbursement will be available for those Title I staff that take courses in order to keep up with best practices and retain highly qualified status. Title I professional development activities will be based on the ongoing collection of the District's Title II needs assessment data. Since the Title II needs assessment is ongoing we will further develop the activities as we learn more about the District's needs.

6. Coordination with the Regular Classroom-

Title I staff will meet with classroom teachers formally twice a year to discuss students' progress and to complete a classroom performance checklist. They will meet with teachers at least monthly to plan instruction and discuss progress. Each teacher will keep a record of the meeting dates and a brief summary of what was discussed. With the Title I staff frequently in the classrooms during instructional time for reading, the sharing of information about students needs and progress will be immediate and frequent. Drafts of Title I students' progress reports, which go home three times a year, will be shared with classroom teachers before being sent home so that they are a collaborative effort.

7. Collaboration with Other Programs-

Title I staff frequently attend intervention team and collaboration meetings during which time information on students is shared among all specialists, including special education and speech and language. If a child in Title I is an ESL student then frequent communication between the Title I teacher and ESL teacher take place. If a child receives special education services then Title I staff make every effort to attend IEP meetings for that child.

8. Instruction by Highly Qualified staff

The Title I teacher meets the requirements for Highly Qualified Teachers. It is district policy not to hire any teachers or paraprofessionals who are not highly qualified. The JBES staff ALL meet the requirements of Highly Qualified Teachers and Paraprofessionals. The administration is working with the staff in order to ensure that all Bartlett School District teachers and paraprofessionals meet the Highly Qualified requirements

