

2017-2018
Effingham
Elementary
School
Plan Components

Requirements

Comprehensive
Needs
Assessment

Yes No

Include dates of when you completed your needs assessment. Your needs assessment must have taken into account the needs of migratory and homeless children. What steps will you take to keep this data updated? How does this data change your request for federal funds?

Each spring parents anonymously evaluate the Title I program and the school. In the fall, parents of students at Effingham Elementary School anonymously take a survey indicating what they would like to experience in the year ahead. The information gathered is used to plan strategies for school improvement during the current and the following school year.

Effingham Elementary School staff utilize fall, winter and spring NWEA MAP testing, *E-Z CBM* (three or more times per year), Fountas and Pinnell Benchmark Assessments, Three Minute Reading Assessments, Qualitative Spelling Inventories, and Observational surveys to determine individual student academic need. A data team meets *five to six* times per year to review the current assessment data and plan the necessary intervention.

Students and families who are considered homeless under the McKinney-Vento Act are brought to the attention of the Homeless Liaison and receive Title I services immediately.

Identify the
Research-Proven
Instructional
Strategies
Adopted in your
SWP

Yes No

Describe how your SWP model is based on research-proven instructional strategies for getting all students to reach high standards. Describe how the strategies you have chosen (1) strengthen the core academic program in the school; and (2) include strategies for meeting the educational needs of historically underserved populations.

The Effingham School Wide Plan bases its instructional model on research based practices rather than on programs. Literacy instruction for children in grades K – 6 involves phonemic awareness, reading, writing, word study (vocabulary, spelling, sight words), speaking and listening experiences that help students to learn the purposes of literacy, as well as, how written language works.

The model used in Effingham is part of a coordinated approach that

combines whole group, small group and individual teaching as well as modeling, explaining, direct instructing, and application of learning. Due to the fact that our needs assessments continue to show us that literacy, which includes critical reading, writing and thinking, affects all aspects of the curriculum and student learning, our literacy program is the core program.

In Math, the staff at Effingham Elementary School is working with the district math coach to improve instructional practices and to become more familiar with curricular changes to the core curriculum. Professional staff and support staff have taken training sessions, graduate classes through Plymouth State University, and participated in in-service professional development opportunities with the math coach. She visits the school monthly to observe, model and meet with teachers in an effort to improve math instruction. In particular, grades five and six will be a focus of the math coach for the 2017-2018 school year. We have used nationally-normed assessments with all students to inform our instruction and to track their progress in mathematics. We review the data at regular data team meetings, and make instructional changes as needed. Interventions are provided to those who are not performing within the average range. Future endeavors will include continued work with embedded formative assessment, differentiation, student-questioning techniques, and focus on the common core. In addition, we will offer math classes for parents to help them understand the content and to better help their children at home. Teachers will continue to take graduate course work with the district math coach, and will continue to benefit from her regular observation, modeling, and follow-up discussion.

We have continued to update and expand our curricular and instructional materials in relation to the Common Core State Standards. This fall work began on building level student learning objectives (SLO) that will be geared toward student improvement in math.

In Science, several Effingham teachers have recently concluded their three year training with the NH DOE Math-Science Partnership having become resident “experts” in a vertical approach to science instruction, in field investigations/inquiry and in the use of science notebooks. They have also increased their knowledge on topics such as water and watersheds, ecosystems and habitats, weather, atmosphere and climate. In 2017-2018 all K-6 teachers will teach to the more rigorous standards of the NGSS.

Teachers will use what they have learned to enhance reading, writing and math skills through an integration of the subject areas, and to produce better critical thinkers and problem solvers.

In an effort to bring more STEM education to Effingham School, we have offered a robotics club for students in grades 3-6 and brought Camp Invention to our school for the past three years. Students and families have shown a great deal of interest in both of these new opportunities.

Effingham School has developed a school wide, systematic approach to student intervention and enrichment. Three blocks per day (K-1, 2-3, 4-6) are built into the schedule to provide time for all students to access needed support. All staff members use the RtI model to improve student achievement.

Instructional
Support for
Children
Experiencing
Difficulties
Mastering
the Standards
Yes No

What strategies have you incorporated into your SWP design to ensure that students experiencing difficulties are identified on a timely basis? How do you provide additional support to these students? Please describe these interventions and how they are funded. Describe the measures you will use to include teachers in the decisions regarding the choice of and results from the academic assessments for these students. Lastly, how will you ensure that migrant and homeless children will have access to timely assessments and, if applicable, instructional interventions regardless of the time of year that they enter school?

The academic achievement of all students entering Effingham School, and those who have been with us over time, are assessed on a regular basis. The following assessment tools are used at EES: fall, winter and spring NWEA MAP testing, *E-Z CBM* (three or more times per year), Fountas and Pinnell Benchmark Assessments, Three Minute Reading Assessments, Qualitative Spelling Inventory, Observational Surveys, and district developed assessments for math (quarterly performance tasks), reading and writing (district developed writing prompts for specific writing anchors).

Students who demonstrate below level performance are provided with instructional support. Out Title I staff members assist students working in

the core curriculum by providing support in the classroom setting whenever possible. If the environment proves to be too distracting for an individual, the student and Title I staff may work in an alternate environment that is in close proximity to a certified staff member. Additional intervention is also provided to students by special education staff members or by certified teachers during RTI blocks.

Classroom teachers and specialists meet on a regular basis to discuss student academic strengths and weaknesses in data team meetings. Student progress is monitored, intervention strategies are reviewed and the effectiveness of the strategies/intervention assessed.

At Effingham School, all staff members are invested in the success of all students. Due to our small school size, each classroom teacher will eventually have each student in his/her classroom. This type of dynamic is unique. Each staff member will have a voice in determining the assessment tools to be used and the manner in which instructional interventions are delivered. Staff members have the opportunity to learn from one another and become very familiar with the effective strategies and learning style of each individual student.

Parent
Involvement
Yes No

Describe your plans for increasing parent involvement for this school year. How are your parents involved in the planning, implementation and evaluation of this grant?

Currently the Effingham PTO works closely with the staff and often cosponsors family events. Parents, guardians, and extended family members are included in Family Math and Science nights, Book Fairs, Title I Literacy Events/Book Giveaways, Poetry Picnics and Reading is Fundamental book distributions throughout the year. The school newsletter, which is distributed twice per month, contains lots of information about each classroom as well as community resources that are available to families. Parents are also provided with a copy of the "Parents Make A Difference" newsletter on a regular basis.

At times, parenting classes are offered at Effingham School or in the local area. The school counselor is available to meet individually with parents, who are interested, to assist them in dealing with their children's specific

learning and behavioral needs.

Each year families are provided with a school handbook in a hardcopy form as well as digital access. Included in the handbook are the Title I Learning compact, the EES Title I Parent Involvement Guidelines, the District Parent Involvement Policy, Title I Parent Survey and the Parents Right to Know. In addition, parents are provided with all of the “nuts and bolts” information about the school routines, school practices and school/district policies. Several items found in the handbook must be signed and returned to school. Help is readily available if parents require assistance reading or understanding the information in the student/parent handbook.

Title I is briefly discussed at Open House. At that time parents are made aware that a Title I Annual Meeting will be held in the fall. School Messenger, an automated phone messaging system, is used to communicate the date and time of the Annual Meeting to all parents. At the Annual Meeting parents are educated about Title I and are asked for their input into the program. Parents are also encouraged to join the Title I Parent Advisory Group. This group meets on a regular basis to review and revise the Title I paperwork and to help plan and carry out all of the parent involvement activities. All activities are planned based on the results of the Parent Survey that is home to each family in the School Handbook. Membership in the group is fluid and open to all parents. The input gained from this group also helps to shape the Title I program in Effingham for the following year.

Work in the area of parent involvement is ongoing. Staff at EES will continue to reach out to parents and will attempt to draw them into the school to a greater degree. Many teachers have increased the number of parent/teacher, and sometimes, student conferences held within a year. In addition, a school focus will continue to be on improving attendance. Disengaged parents will be encouraged to become more of a part of our school community. *UNH Cooperative Extension has come on board to offer nutritional and cooking classes for parents and families for 2017-2018 and to provide a monthly nutrition newsletter.*

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Professional
Development
Yes No

Describe any professional development activities. Who will participate and how does it support all children reaching high standards and support having highly qualified staff? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?

Each year, professional staff throughout the Governor Wentworth Regional School District set professional goals. Every three years, professionals are expected to present a portfolio of their work to a colleague and administrator. Teachers are asked to submit an update/reflecting on their professional development or goals (which are tied to district goals) mid-year.

Teachers are working on developing reading/writing skills through Lucy Caulkins Reader's Workshop, Lucy Caulkin's Writing Units, using The Common Core Writing Book, The Daily Five, embedded formative assessments and quarterly performance tasks in mathematics, technology, RtI and on science literacy. Professional staff meetings are held one to two times per month and during three whole-day professional development days throughout the school year.

The district continually provides professional development opportunities through partnerships like the NHEET/Math Science Partnership and Plymouth State College. In house workshops are often provided (for example, math course work with Karolyn Wurster, guided reading or reading assessment trainings with Jill Duffield, or others). Teachers are also encouraged to attend trainings outside of the district to meet their professional needs. In-service time will be spent on working with student data, improving action research projects, developing student learning objectives and building level objectives, using formative assessment, differentiated instruction, guided reading, implementing the common core curricula, and improving written expression.

The district will host a science workshop in the late summer of 2017 which will focus on the NGSS Science Standards. Math professional development workshops are also scheduled to be offered.

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Preschool
Transition

Yes **No**

Describe your steps for assisting preschool children transitioning to your school.

Staff members observe and attend team meetings on the incoming district wide inclusionary preschoolers who are serviced within the Governor Wentworth Regional School District in the spring. Incoming kindergarten children are screened at registration in the spring and are encouraged to attend a summer program which offers academic and social support to students.

Contact is made with the local Head Start Program to determine if the School District can provide any support to local students/families that may be enrolled in the program.

Instruction by
Highly
Qualified Staff

All core academic teachers and instructional paraprofessionals who work in a Title I School Wide Program School must meet the highly qualified requirements regardless of source of funds (federal, state or local).
Do all applicable staff meet this requirement? **Yes** No

Extended
Learning
Opportunities

Yes No

In what ways does your Title I Schoolwide Plan increase the amount and quality of learning time?

Effingham Elementary School offered, and may continue to offer, morning tutoring sessions to students as needed. In addition, EES hopes to continue to offer a summer school program that would also include transportation for students.

In 2016-2017, EES offered a number of afterschool opportunities including robotics, Nutritional Cooking Class for Kids, Running Rascals, and a Lunch Bunch Book Club

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Principal's
Assurance

I hereby certify that the Title I Program at my school will:

1. 1. Be conducted according to the Title I Plan included with this application; and
2. 2. Meet all parent involvement requirements. Including but not limited to: annual meeting, parent compact, parent policy, and Parents Right-to-Know.

Yes No