**Comprehensive Needs Assessment:** 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?

The Needs Assessment committee consisted of: Jackie Daniels, Principal, Lisbon School, Carolynn Myers, Title One Math Teacher, Laura Mulkigian, Title One Reading Teacher, Mary Blowey, Reading Paraeducator, and Paul Williams, SAU #35 Title One Project Manager and Grant Writer. This group met and assessed the data.

***The committee conducted a needs assessment by reviewing the following:***

**DISTRICT LEVEL DATA ANALYSIS**

**This information is based on 2014-2015 Smarter Balanced results. This data will be compared to the 2015-2016 result data as soon as it is available. Because of our small numbers, data for elementary, middle school, and high school separately could not be determined.**

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| **District** | **Content Area** | **Subgroup** | **Baseline, Trend and/or Gap Analysis** | **Plan to Ensure Equitable Access** |
| Lisbon Regional School Elem | Math | Econ. Dis. | 41% of the economically disadvantaged students scored at a level 3 or above on the Smarter Balanced assessment. Our goal is to move at least 10% of the level 1 students to level 2 or above. | Continue with RTI and Title I support along with instruction in Common Core aligned curriculum to insure that all students are proficient in the grade level competencies. |
| Lisbon Regional School Elem | Reading | Econ. Dis. | 43% of the economically disadvantaged students scored at a level 3 or above on the Smarter Balanced assessment. Our goal is to move at least 10% of the level 1 students to level 2 or above. | Continue with RTI and Title I support along with instruction in Common Core aligned curriculum to insure that all students are proficient in the grade level competencies. |

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| **District** | **Content Area** | **Subgroup** | **Baseline, Trend and/or Gap Analysis** | **Plan to Ensure Equitable Access** |
| Lisbon Regional School  middle | Math | Econ. Dis. | 40% of the economically disadvantaged students scored at a level 3 or above on the Smarter Balanced assessment. Our goal is to move at least 10% of the level 1 students to a level 2 or above. | Provide additional subject area assistance for students who are not making progress on grade level competencies by scheduling RTI/competency recovery time into the students’ day. |
| Lisbon Regional School  middle | Reading | Econ. Dis. | 57% of the economically disadvantaged students scored at a level 3 or above on the Smarter Balanced assessment. Our goal is to move at least 15% of the level 2 students to a level 3 or above. | Provide additional subject area assistance for students who are not making progress on grade level competencies by scheduling RTI/competency recovery time into the students’ day. |

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| **District** | **Content Area** | **Subgroup** | **Baseline, Trend and/or Gap Analysis** | **Plan to Ensure Equitable Access** |
| Lisbon Regional School | Math | Econ. Dis. | 33% of the economically disadvantaged students scored at a level 3 or above on the Smarter Balanced assessment. Our goal is to have the high school students score well on the SAT. | This is the only year that the high school students took this assessment. In 2015-2016, the 11th graders took the SAT. The SAT test should be more of a motivator to do well as compared to the Smarter Balanced or NECAP tests. Mathematics teachers will incorporate activities to familiarize students with the new SAT format and remediate areas of weakness. |
| Lisbon Regional School | Reading | Econ. Dis. | 66% of the economically disadvantaged students scored at a level 3 or above on the Smarter Balanced assessment. Our goal is to have the high school students score well on the SAT. | This is the only year that the high school students took this assessment. In 2015-2016, the 11th graders took the SAT. The SAT test should be more of a motivator to do well as compared to the Smarter Balanced or NECAP tests. English teachers will incorporate activities to familiarize students with the new SAT format and remediate areas of weakness. |

*a) This data is constantly updated. We used to receive NECAP data once a year, usually in the spring. We now use the Smarter Balance Test and receive those results. We review and update our NWEA data three times a year. We review and update our DIBELS data every time the DIBELS testing is administered (about every 2 weeks for students who are in interventions) and Fountas and Pinnel running record scores.*

*b) So far, this data has driven the need for math and reading materials for the elementary school classrooms. The interventions being used at this time in reading may be: Earobics, Wilson Fundations, various leveled readers, Read Naturally, as well as teacher created materials. The math program adopted by Lisbon Regional School is the Everyday Mathematics program. Also, we have devoted 2 Title One Teachers to the elementary school to provide supplemental assistance to those students who need extra help in math and reading.*

Needs assessment results

*1. Lisbon Regional School's data will be compared to the 2015-2016 results as soon as it is available.*

*2. Lisbon Regional School has a high percentage of students in each class receiving reading and math interventions.*

*3. Scores will be compared with the National MAP results from NWEA.*

*We continue to provide for all migratory, homeless, or foster care children. Our Migratory, Homeless, Foster Care Coordinator is Mike Nevlin. We follow the law as we are required. All of these specific children are automatically included in our Title One program. Further, through Title One and many other funding sources, we provide for their needs. We will work (through our coordinator, Mike Nevlin) with all other agencies that might be involved: for example: The NH Department of Health and Human Services, the Division for Children, Youth and Families, local school guidance programs, and the foster parents.*

*We will keep this document updated by reviewing it each year and making an evaluation of its effectiveness. In a way, this does not change our need for Federal Funds providing support for Title One. We presently have 2 full time Title One Teachers.*

**Identify the Research- Proven Instructional Strategies Adopted in your SWP:** 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.

*a) The basal reading program being used by Lisbon Regional Elementary School is the Houghton Mifflin Reading. Students involved in interventions, depending on their area of deficit, are using Read Naturally, Earobics, Wilson Fundations, leveled readers, and teacher created materials. The math program adopted by Lisbon Regional School is the Everyday Mathematics program.*

*b) We will identify students who may be at-risk for reading and math failure or who have difficulty with reading or math by the use of some or all of the following: formal teacher recommendation, informal meetings with teachers, fall, winter and spring NWEA scores, DIBELS scores, and Smarter Balance test scores.*

*Success will be measured by: fall, winter and spring NWEA scores, Smarter Balance test scores, and DIBELS. Also, teacher feedback and student classroom performance will be examined. We will measure/review and analyze our program’s effectiveness by using: a Teacher questionnaire, parent questionnaire, administration questionnaire, individual student evaluations, DIBELS scores, and student report cards and test score data analysis.*

*We have Data Team meetings 3 times a year (every time we benchmark). At these meetings we all look at the testing results and move students into and out of groups that best fit their immediate educational needs. Based on these needs, students may need more intervention time or less or none. We get input from all of the interventionists (including special ed., classroom teachers and, where appropriate, OT and Speech).*

*Students are assessed and evaluated on a regular basis. All students in grades K-6 are benchmarked with DIBELS materials three times a year. All students take the math, reading, and language (if appropriate) NWEA MAP (Measures of Academic Progress) tests in the fall, winter, and spring. Students in grades 3 through 6 take the PACE Assessment. Teachers are also using the materials and tests created by the Houghton Mifflin publishers as part of student evaluation and teachers use the Everyday Math journals and tests as part of their math assessments.*

*c) All of this data is used to create a picture of each child as a learner. The teachers and staff are able to make decisions based on the data to help each individual child make the most progress possible.*

**Instructional Support for Children Experiencing Difficulties Mastering the Standards:** 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?

*a/b) Students who are not making progress have the opportunity to participate in interventions. The interventions being used at this time in reading may be: Earobics, Wilson Fundations, various leveled readers, and Read Naturally.* *We presently have 2 full time Title One Teachers, Zachary Hawkins and Carolynn Myers. Zachary is the full time Title One Reading Teacher. Carolynn is the full time Title One Math teacher. We typically work with individuals or small groups for 30 minute blocks for reading interventions in reading and math.*  *In addition to the staff members, the Title One Reading Teacher works with as many reading students as possible, providing more, additional, reading interventions. In math, students are identified for intervention by the testing listed previously. The Title One Math teacher also works with small groups to remediate deficit areas in math.*

*c) Teachers are included in the decisions regarding the choice of and results from the academic assessments for all students. They discuss, review data and implement interventions at their weekly unit team meetings.*

*d) All migrant and homeless children are automatically eligible for Title One services. As always, we ensure that migrant and homeless children will have access to timely assessments and, when applicable, instructional interventions regardless of the time of year when they enter school. No child is (or has ever been) denied access to the educational programs as Lisbon School.*

**Parent Involvement:** 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?

*The Lisbon Title One Program uses a Parent Questionnaire/survey that is given to all Parents at the end of the year. The Program is also individually described to each parent during the Title One Fall Open House (Parent Right to Know is also given to each parent at this time. The Parent Right to Know statement is also in the Parent Student Handbook, which is given to all students and their parents). Each parent has the opportunity to give feedback to the teacher on their child based on their learning style and interest. The Title One teachers use the questionnaire/survey to enhance the program for the following year and to reflect on the teachers’ practices as Title One Teachers. We do a survey at the end of the year, read and collate the results. Also, at our end of the year we do a Title One Celebration which features a breakfast or STEM night to engage all families. We also hand out our school-parent involvement policy with lots of space for comments – all parents get this as they come in – they give this back to us. We discuss possible changes, updates, deletions to the policy. We read this over and look for changes that will help our program.*

**Professional Development:** 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?

*a) Staff members are required to develop individual professional development goals that align to the school goals. Each staff member is on a three year cycle of recertification and must acquire the state’s minimum number of hours of professional development in order to stay certified.*

*b) Lisbon Regional School provides opportunities for professional development in math, reading, and interventions. Previously, there has been training in DIBELS assessments, the Houghton Mifflin Reading program implementation, Everyday Mathematics and RTI, Read Naturally program and Wilson Fundations. Teachers have had the opportunity to attend the NERA Conference in Nashua, the NCTM Regional Conference in Baltimore, the NHATMNE conference in Nashua.*

*c) Credentials for all teachers are on file with the SAU #35 Office, and their staff development records are complete and up to date. Staff development goals include content areas, SAU 35 goals and building LEIP goals. Each staff member is responsible for meeting their own required goals set toward recertification. Staff development opportunities can include: Granite State College; White Mountain Community College; Plymouth University; Conventions; whatever staff development opportunities are available. Unfortunately, with the yearly lowering of our Title One allocation, we are not able to fund staff development through Title I funds. Staff is also offered an opportunity to present or attend the North Country Title One Project Managers' Conference. There are also five staff development days set aside for either SAD goals or building goals.*

**Preschool Transition:** Describe your steps for assisting preschool children transitioning to your school.

*a) Lisbon Regional School has a preschool coordinator on staff to assist with the transition of children to the school. Kindergarten registration includes assessments to determine a child’s readiness for school.*

*b) Child find screenings are held each year to identify children who are not meeting milestones in an expected timeframe. Children may also be referred to the school by pediatricians or local childcare centers.*

*c) Lisbon Regional District has tried the Ready for Kindergarten. Ten elementary teachers had been trained to educate parents on the importance of readiness for kindergarten (from birth to age 5). They met with groups of parents in the following groupings: birth-age 1, ages 1-2,ages 2-3,ages 3-4 and ages 4-5. The teachers facilitated groups of parents based on the year their children enter kindergarten. The parents got a chance to learn and share along side of other parents who had children entering kindergarten at the same time. The educational materials were provided free of charge to the parents – the parents were required to sit through the class to receive the materials. The whole program emphasized that the parents are the first and foremost teachers in a child’s life. The teachers held this class 3 times during the year. This past year no parent group attended.*

*d) There is a transition day from Landaff (grade 3 to 4) to Lisbon. this is usually held in May during their 3rd grade year. There is also a transition day for students from Bath (6th grade entering 7th) who will come to Lisbon.*

*e) Transition from 8th to 9th. We do a meeting of parents and students to choose classes for their freshman year in the spring of their 8th grade year. The high school core teachers come and describe their programs. Of the four high school classes they have during a semester, they already have had at least 2 of the teachers they had during middle school.*

**Instruction by Highly Qualified Staff:** All core academic teachers and instructional paraprofessionals who work in a Title I Schoolwide 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** ☒

*All of the Lisbon School staff members are highly qualified. The district only hires staff members who are highly qualified. When reviewing resumes, the administration only chooses to interview those who are highly qualified.*

**Extended Learning Opportunities:** In what ways does your Title I Schoolwide Plan increase the amount and quality of learning time?

*a) Lisbon Regional School will provide after school, before school, and “lunch-bunch” opportunities for enrichment and remediation to all students. Students who are not making benchmarks will be encouraged to participate in these learning opportunities. Students who are working above grade level will also be encouraged to participate in these groups to challenge and extend their learning. There will be groups for reading and math.*

*b) The Title One staff will continue interventions in reading for students not making benchmarks. All students not meeting their target scores will be provided with appropriate intervention to remediate their deficit areas. Interventions will be adjusted as determined during data team meetings to be sure that positive growth is being made.*

*c) Math interventions for all students not scoring proficient on assessments will be increased. The response to intervention model that is being used in reading will also be used in math.*

*Updated 8/26/19*