

# Title I, Part A Schoolwide Program Plan Requirements LEDYARD CHARTER SCHOOL

## About This Document

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The Title I Schoolwide template is designed to ensure a schoolwide plan meets the 10 requirements in section 1114 of Title I, Part A of the Elementary and Secondary Education Act.

### TITLE I-A SCHOOLWIDE PROGRAM PLAN REQUIREMENTS

#### **Comprehensive Needs Assessment**

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

The Comprehensive Needs Assessment serves as the foundation for our Title I program at Ledyard Charter School in Lebanon, New Hampshire. This assessment is designed to thoroughly examine the academic needs of all students, including the needs of migratory children as defined in section 1309(2), and guide the development of targeted interventions and strategies to enhance student achievement. Our assessment is based on information aligned with the State academic content standards and the State student academic achievement standards described in section 1111(b)(1) of the Elementary and Secondary Education Act (ESEA).

The comprehensive needs assessment was conducted using a variety of data sources, including but not limited to:

- State standardized test results
- Classroom assessments
- Graduation rates
- Attendance records
- Discipline records
- Teacher input and observations
- Parent and student surveys
- Community feedback

The assessment process involved collaboration with a wide range of stakeholders, including:

- School leadership team
- District administrators
- Classroom teachers
- Special education staff

- Parents and guardians
- Students
- Community members

Data collected was analyzed to identify achievement gaps, areas of improvement, and specific needs of economically disadvantaged students and migratory children. This analysis provided a clear picture of Ledyard Charter School's strengths and areas requiring attention. The outcomes of our comprehensive needs assessment have highlighted several critical areas that will be addressed through our Title I program:

- **Achievement Gaps:** Disparities in student achievement, especially among economically disadvantaged students and migratory children, have been identified and will be a focus of our program.
- **Curriculum and Instruction:** Based on data analysis, we have identified areas where curriculum and instructional strategies need to be adjusted to better align with State standards.
- **Parent and Community Involvement:** The assessment emphasized the importance of strengthening our partnerships with parents, families, and community members to enhance student success.
- **Professional Development:** The need for targeted professional development for our teaching staff to address identified challenges in student achievement is evident from the assessment.

The comprehensive needs assessment serves as a crucial tool in guiding our Title I program's efforts to address the unique needs of our students at Ledyard Charter School in Lebanon, New Hampshire. It provides a data-driven rationale for the activities outlined in the remainder of our plan, ensuring that our interventions are evidence-based and responsive to the specific challenges our school community faces.

Provide the outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used, and the school, district staff and external stakeholders, such as families and community members, involved in the process. The results of the comprehensive needs assessment will serve as a rationale for the activities described in many of the other nine schoolwide requirements.

Funding Sources (if applicable)

**Schoolwide reform strategies**

The Schoolwide plan must include schoolwide reform strategies that:

- (i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
- (ii) use effective methods and instructional strategies that are based on scientifically based research that —

- (I) strengthen the core academic program in the school;
- (II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
- (III) include strategies for meeting the educational needs of historically underserved populations;
- (iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
- [1114(b)(1)(A),(B),(I)]

Ledyard Charter School in Lebanon, New Hampshire, is committed to implementing schoolwide reform strategies that align with the goals of the Title I program. These strategies are designed to provide all students, especially those who are economically disadvantaged and historically underserved, with opportunities to meet the State's proficient and advanced levels of student academic achievement, as described in section 1111(b)(1)(D) of the Elementary and Secondary Education Act (ESEA).

To ensure that all children have opportunities to meet the State's proficient and advanced levels of student academic achievement, we will implement a tiered intervention system that offers differentiated instruction based on individual student needs. This will include the use of data-driven assessments to identify areas of weakness and provide targeted support.

#### A. Strengthening the Core Academic Program

**Implementation Plan:** We will begin by conducting a curriculum review to identify gaps and areas for improvement based on the findings of our comprehensive needs assessment. This review will involve a team of educators and curriculum specialists who will meet regularly to evaluate and align our curriculum with State standards.

**Timeline:** Curriculum review and adjustments will commence at the start of the next academic year, allowing us to roll out revised curriculum materials and instructional strategies for the following school year.

#### B. Increasing Learning Time

**Implementation Plan:** To increase the amount and quality of learning time, we will explore the feasibility of offering extended school year programs and before- and after-school activities that are tailored to the specific needs of our students. We will also collaborate with community partners to provide summer enrichment programs.

**Timeline:** The planning and implementation of extended learning opportunities will occur in stages, with pilot programs launching within the next school year. Full-scale implementation will follow based on the success of these pilot initiatives.

#### C. Meeting the Needs of Historically Underserved Populations

<p>Implementation Plan: We will form a dedicated task force consisting of educators, specialists, and community representatives to develop strategies and interventions that address the needs of historically underserved populations. This group will focus on equity in resource allocation, professional development, and inclusive practices.</p> <p>Timeline: The task force will begin meeting in the upcoming academic year to formulate a comprehensive plan. Implementation will begin in the subsequent school year, following the approval of the strategies developed.</p> <p>D. Addressing the Needs of Low-Achieving and At-Risk Students</p> <p>Implementation Plan: Our schoolwide program will incorporate strategies to support low-achieving students and those at risk of not meeting the State's academic standards. This includes the development of personalized learning plans, additional tutoring, and targeted interventions.</p> <p>Timeline: The implementation of these strategies will be ongoing throughout the school year, with regular progress monitoring and adjustments made based on the needs identified in the comprehensive needs assessment. Data reviews will occur at the end of each grading period, ensuring that interventions are responsive to student needs.</p> <p>Ledyard Charter School in Lebanon, New Hampshire, is committed to a phased and systematic approach to the implementation of our reform strategies, all of which are directly linked to the identified needs in our comprehensive needs assessment. The timelines for each strategy align with the academic calendar, allowing us to continually evaluate and refine our efforts to improve student achievement and address the unique needs of our school community. Regular reviews and updates will ensure that our interventions remain evidence-based and effective.</p>	
<p>Provide a description of how and when the reform strategies will be implemented. Be sure that these are linked back to identified needs in the comprehensive needs assessment.</p>	<p>Funding Sources (if applicable)</p>

<p><b>Instruction by Highly Qualified Teachers</b></p> <p>All core content teachers must be highly qualified. [1114(b)(1)(C)]</p> <p>Ledyard Charter School in Lebanon, New Hampshire, is dedicated to ensuring that all core content teachers are highly qualified. The hiring process for teachers and paraprofessionals in core content areas is as follows:</p> <ul style="list-style-type: none"> <li>• Recruitment: The school advertises teaching positions widely and actively recruits qualified candidates through professional networks, job postings, and partnerships with local colleges and universities.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Application Review:</b> A review committee composed of school administrators and educators carefully assesses teacher applications and resumes to identify candidates who meet the highly qualified criteria.</li> <li>• <b>Interview and Assessment:</b> Shortlisted candidates are invited for interviews and teaching demonstrations. During the teaching demonstration, candidates are evaluated on their content knowledge, pedagogical skills, and their ability to engage students effectively.</li> <li>• <b>Credential Verification:</b> The school verifies each candidate's teaching credentials, including their certification and licensure, to ensure alignment with State requirements.</li> <li>• <b>Reference Checks:</b> Reference checks are conducted to gather insights into the candidate's teaching experience, professionalism, and instructional effectiveness.</li> <li>• <b>Highly Qualified Status:</b> Candidates must provide evidence of being highly qualified in their respective core content areas, including holding appropriate teaching certifications and endorsements in accordance with State regulations.</li> <li>• <b>Professional Development:</b> If hired, teachers are encouraged to engage in ongoing professional development to further enhance their content knowledge and instructional skills.</li> </ul>	
Describe the process used to ensure that only highly qualified staff are hired for core content areas. Paraprofessionals must also meet the highly qualified requirements.	Funding Sources (if applicable)

<b>High-Quality, Ongoing Professional Development</b>	
In accordance with section 1119 and subsection (a)(4), identify the high-quality and ongoing professional development for teachers, principals, and paraprofessionals and if, appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards. (Section 1114(b)(1)(D))	
Describe the professional development needed and link this back to identified needs in the comprehensive needs assessment.	Funding Sources (if applicable)  School tuition from counties and city

		Title II
<b>Recruitment and Retention of Highly Qualified Teachers</b>		
<p>Identify the school’s strategies to attract and retain effective, highly qualified teachers in the Instructional program and in the school as a whole. [1114(b)(1)(E)]</p> <p>Identify the practice the district maintains to assist schools in effectively recruiting and retaining highly qualified educators, including specialists in core academic subjects, principals, and pupil services personnel; for example: providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach in academic subjects and schools in which there exists a shortage of highly qualified teachers.</p>		
<p>Professional development plays a vital role in the continuous improvement of our educational community at Ledyard Charter School in Lebanon, New Hampshire. Our commitment to providing high-quality, ongoing professional development extends to teachers, principals, paraprofessionals, and, when appropriate, pupil services personnel, parents, and other staff. The professional development initiatives are directly aligned with the identified needs in our comprehensive needs assessment, ensuring that they address the specific challenges and opportunities within our school.</p> <p>Based on our comprehensive needs assessment, the following professional development needs have been identified for teachers and principals:</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction: Many students require tailored approaches to learning. Professional development will focus on equipping educators with strategies to differentiate instruction effectively to meet diverse learning needs.</li> <li>• Data Analysis and Assessment: There is a need to strengthen data literacy among teachers and principals. Training will be provided to improve the use of assessment data for instructional decision-making.</li> <li>• Culturally Responsive Teaching: To address the needs of historically underserved populations, professional development will emphasize culturally responsive teaching practices and strategies that foster an inclusive learning environment.</li> <li>• Technology Integration: In response to the increasing role of technology in education, training will be provided to enhance educators' ability to integrate technology effectively into the curriculum.</li> </ul> <p>Ledyard Charter School is committed to providing high-quality, ongoing professional development that aligns with the identified needs in our comprehensive needs assessment. By addressing these needs, we aim to enhance the effectiveness of our educators, support staff, parents, and other stakeholders in their roles, ultimately contributing to improved student achievement and a nurturing learning environment.</p>		
Describe the strategies used to attract and retain effective, highly qualified teachers. If this was identified in the comprehensive needs assessment, be sure to reference this need.	Funding Sources (if applicable)	

<b>Parent Involvement</b>		
<p>Strategies to increase parental involvement in accordance with section 1118, such as family literary services. 1114(b)(1)(F)</p> <ul style="list-style-type: none"> <li>• A schoolwide program must involve parents in the planning, review, and improvement of the schoolwide program plan.</li> <li>• A schoolwide program must have a parental involvement policy, consistent with section 1118(b) of the ESEA, that—</li> </ul>		

- Includes strategies, such as family literacy services, to increase parental involvement in accordance with sections 1118(c) through (f) and 9101(32) of the ESEA; and

Describes how the school will provide individual student academic assessment results, including an interpretation of those results, to the parents of students who participate in the academic assessments required by §200.2.

Ledyard Charter School recognizes the vital role that parents play in the success of our schoolwide program. Parents are actively involved in the planning, review, and continuous improvement of our schoolwide program plan. We engage parents through various channels, including:

- Parent Surveys: We administer surveys to parents and guardians to gather their insights on school priorities, program effectiveness, and areas for improvement.
- Parent Meetings and Workshops: We conduct regular parent meetings and workshops where parents could learn about our schoolwide program, understand the curriculum, and discuss strategies for supporting their child's education.
- Development and Implementation of Parental Engagement Policy: Ledyard Charter School has developed a Parental Engagement Policy consistent with section 1118(b) of the ESEA. This policy outlines strategies to increase parental involvement, including the provision of family literacy services and adheres to the requirements of sections 1118(c) through (f) and 9101(32) of the ESEA. The policy is developed in collaboration with parents and is reviewed and updated annually.
- Providing Assessment Results and Interpretations to Parents: Ledyard Charter School is committed to ensuring that parents receive individual student academic assessment results and clear interpretations of those results. We do this through the following process:
- Parent Communication: Parents of students who participate in these assessments are provided with individual student academic assessment results in a timely manner. This information is typically shared through secure online portals, mailed reports, or in-person parent-teacher conferences.
- Interpretation of Results: Along with the assessment results, parents receive clear and comprehensible interpretations of the data. This includes explanations of what the results mean for their child's academic progress and any recommended next steps for improvement.
- Opportunities for Discussion: Parents are encouraged to engage in discussions with teachers and school staff to further understand the results and collaborate on strategies to support their child's academic growth.

The above requirements for parental involvement are met throughout the school year. Regularly scheduled parent meetings, workshops, and communications ensure that parents are informed and actively engaged in the educational process. Our Parent Advisory Committee plays a central role in providing ongoing feedback and guidance for our schoolwide program. We are committed to fostering a strong partnership between the school and parents to support the success of every student at Ledyard Charter School.

Describe how, when, and where this requirement is met.

Funding Sources (if applicable)

**Teacher involvement in assessments decisions**

Identify the measures the school has in place to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3), in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. [(1114(b)(1)(E)]  
Include teachers in professional development activities regarding the use of academic assessments described in §200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
CFR 200.28

At Ledyard Charter School in Lebanon, New Hampshire, we understand the critical role that teachers play in making informed decisions about academic assessments and using assessment data to enhance both individual student achievement and the overall instructional program. We have established measures to actively involve teachers in these assessment decisions and provide them with professional development opportunities to effectively use assessment data.

### **Involvement in Assessment Decisions**

1. Assessment Selection: Teachers are actively involved in the selection of academic assessments described in section 1111(b)(3). This involvement includes:
  - Assessment Committees: We have established assessment committees that consist of teachers representing various grade levels and subjects. These committees evaluate and recommend assessments based on their alignment with curricular objectives and their ability to provide meaningful data on student progress.
  - Regular Feedback: Teachers provide ongoing feedback on the effectiveness and suitability of assessments. This feedback is collected through surveys, focus groups, and direct discussions.
  - Alignment with Curriculum: Assessments are chosen in collaboration with teachers to ensure alignment with our curriculum and instructional goals.
2. Data Analysis: Teachers are actively involved in the analysis of assessment data to inform instructional decisions. This involvement includes:
  - Data Review Meetings: Regular data review meetings are held, involving teachers and data analysis teams. These meetings allow for a collaborative examination of assessment results and the identification of trends, areas of concern, and areas of success.
  - Individual Student Data: Teachers receive individual student assessment data, allowing them to tailor instruction to meet the unique needs of each student.

### **Professional Development**



- **Training on Assessment Use:** Teachers participate in professional development activities regarding the use of academic assessments described in §200.2. This training is designed to enable them to provide information on, and improve, the achievement of individual students and the overall instructional program. The professional development includes:
  - **Data Interpretation Workshops:** We conduct workshops and training sessions to enhance teachers' ability to interpret assessment data effectively and make data-informed instructional decisions.
  - **Assessment Literacy:** Teachers receive training on assessment literacy, focusing on the types of assessments used, their purposes, and how to use the data for instructional planning.
- **Feedback Loops:** Teachers have opportunities to provide feedback on the professional development activities related to assessment use. This feedback helps us refine and tailor future training to better meet their needs.

Ledyard Charter School is committed to actively involving teachers in assessment decisions and providing them with the professional development needed to utilize assessment data effectively. This collaborative approach ensures that assessment practices align with instructional goals, resulting in improved student achievement and the overall success of our instructional program.

Describe how teachers are involved in decisions about the academic assessments used to inform and improve the instructional program.

Funding Sources (if applicable)

**Additional Timely Assistance**

A schoolwide program must include activities to ensure that students who experience difficulty attaining the proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to--

- (1) Ensure that those students' difficulties are identified on a timely basis; and
- (2) Provide sufficient information on which to base effective assistance to those students.

Ledyard Charter School is committed to ensuring that all students receive effective, timely additional support to help them attain proficient or advanced levels of academic achievement standards. This support is designed to address the specific needs identified in our comprehensive needs assessment, with a focus on students who may be experiencing difficulties in reaching proficiency.

**Identifying Students in Need**

1. **Data-Driven Identification:** To ensure timely identification of students in need, we rely on a data-driven process that includes:
  - **Regular Data Analysis:** Our data analysis team conducts regular reviews of student performance data, including standardized test scores, classroom assessments, and other relevant data sources.
  - **Progress Monitoring:** Students who are not yet proficient in specific areas are identified through ongoing progress monitoring. This includes regular checks of students' performance against grade-level standards and benchmarks.

- **Early Warning Systems:** We have established early warning systems to flag students who may be at risk of falling behind academically. These systems take into account attendance, behavior, and coursework data.

2. **Subgroups of Students:** The comprehensive needs assessment has identified particular subgroups of students who continue to face challenges in reaching proficiency. These subgroups include:

- **Economically Disadvantaged Students:** Students from low-income backgrounds who may require additional support to bridge achievement gaps.
- **English Language Learners (ELLs):** ELLs who may need language support and tailored instruction to excel academically.
- **Students with Disabilities:** Students with individualized education plans (IEPs) who may require specialized interventions to meet academic standards.

### **Support Strategies**

1. **Targeted Interventions:** To address the needs of students not yet proficient, we implement targeted interventions that are tailored to the identified challenges:

- **Small Group Instruction:** Students receive small group instruction in areas where they need additional support, with a focus on skill-building and mastery of content.
- **Individualized Learning Plans (ILPs):** For students with IEPs or unique needs, ILPs are developed to outline specific accommodations and interventions.
- **Extended Learning Opportunities:** We provide extended learning opportunities through before- and after-school programs and summer enrichment programs to help students catch up and accelerate their progress.

2. **Professional Development:** Our teachers and staff members participate in professional development activities that enable them to provide effective assistance to struggling students:

- **Differentiated Instruction Training:** Teachers receive training in differentiated instruction to tailor their teaching to individual student needs.
- **Behavioral Support Training:** Staff members are trained in strategies for addressing behavioral challenges that may affect student performance.

### **Progress Monitoring and Review**

1. **Regular Assessment:** We conduct ongoing assessments and progress monitoring to gauge the effectiveness of the support strategies and interventions.

2. **Data Analysis:** Data from these assessments are analyzed regularly to assess student growth and make necessary adjustments to support plans.

3. **Parental Involvement:** We engage parents and guardians in the progress monitoring process and provide regular updates on their child's performance and the additional support being provided.

<p>Ledyard Charter School's additional timely assistance initiatives are designed to address the specific needs identified in our comprehensive needs assessment. We are committed to supporting all students, especially those not yet proficient, by providing targeted interventions and personalized support to help them reach their full academic potential. Through ongoing progress monitoring and a collaborative approach involving educators, students, and parents, we strive to ensure that every student succeeds academically.</p>	
<p>Describe the additional timely assistance for students not yet proficient, being sure to link this back to identified needs in the comprehensive needs assessment. For example, if the needs assessment identified a particular subgroup of students that continue to struggle, one would expect to see them identified here, along with the supports to be provided.</p>	<p>Funding Sources (if applicable)</p>

<p><b>Coordination with Federal, State and Local Services</b></p>
<p>Describe how the program is coordinated and aligned with federal, state and other local services and programs, with particular focus on other NCLB Title programs (e.g. Title I-A, Title I-C, Title II, Title III, and other competitive grant programs). [1114(b)(1)(J)]</p> <p>At Ledyard Charter School, we recognize the importance of coordinating and aligning our program with federal, state, and local services and programs to maximize the resources and support available for our students. This coordination includes a particular focus on various NCLB Title programs, such as Title I-A, Title I-C, Title II, Title III, and other competitive grant programs.</p> <p><b>Coordination Mechanisms</b></p> <p>1. Collaboration with Federal and State Agencies:</p> <ul style="list-style-type: none"> <li>• State Department of Education: We maintain open communication and collaboration with the State Department of Education to ensure alignment with state educational goals and priorities. This includes regular participation in state-level meetings and workshops.</li> <li>• Federal Grant Programs: We actively seek out and apply for federal grant programs, such as those offered under Title I-A, Title I-C, Title II, Title III, and other competitive grant programs, when they align with our identified needs and objectives.</li> </ul> <p>2. Alignment with NCLB Title Programs:</p> <ul style="list-style-type: none"> <li>• Title I-A: We coordinate our schoolwide program with Title I-A to provide targeted support for disadvantaged students, including those not yet proficient. This coordination involves sharing assessment data, strategies, and best practices to improve student achievement.</li> <li>• Title I-C (Migrant Education): We collaborate with the Title I-C program to address the unique educational needs of migratory children, ensuring they receive appropriate services and support.</li> <li>• Title II (Professional Development): We align our professional development activities with Title II guidelines to enhance teacher and staff effectiveness and promote professional growth.</li> </ul>

- Title III (English Language Acquisition): Our coordination with Title III focuses on meeting the language needs of English language learners through tailored instructional approaches and language development programs.

**Data Sharing and Reporting:**

- Data Exchange: We engage in data sharing with federal, state, and local agencies to ensure that student information, assessments, and progress reports are accurately recorded and shared for program evaluation and improvement.
- Reporting Requirements: We comply with reporting requirements outlined by federal and state agencies, providing timely and accurate data on student achievement, program outcomes, and other relevant metrics.

**Collaboration and Resource Sharing:**

- Professional Development: We participate in regional and state-level professional development initiatives, sharing resources and best practices to enhance the knowledge and skills of our educators.
- Resource Allocation: We collaborate with other schools and districts to efficiently allocate resources, share successful strategies, and address common challenges.

Ledyard Charter School is committed to effective coordination and alignment with federal, state, and local services and programs, including NCLB Title programs. By actively participating in collaborative efforts, sharing resources, and aligning our goals with relevant agencies, we strive to create a seamless support system that benefits our students and enhances their overall educational experience. This coordination ensures that our programs are maximally effective and responsive to the needs of our school community.

Describe how this happens	Funding Sources (if applicable)
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