

## Title IA Targeted Assistance School Plan

**Name of School:** ELC/Dr. H.O. Smith Elementary School

**School Year:** 2019-2020

**Current Poverty Rate:** 16.44%

(Link to current poverty rates: [http://education.nh.gov/data/attendance.htm#free\\_reduced\\_school](http://education.nh.gov/data/attendance.htm#free_reduced_school))

**Date School Needs Assessment was completed:** May 29, 2019

**Data summary used in Needs Assessment (How does your data align with the plan?):**

**Dibels Correct Letter Sounds**

**Average point increase for 1<sup>st</sup> grade from Fall to Spring 37.9.**

**PAST (Phonological Assessment Skills Test)**

**Average point increase for kindergarten from Fall to Spring was 46.**

This data aligns with our plan as it corresponds with the criteria used for eligibility and release. The data is used during school team data catch meetings. Title I Staff and classroom teachers use data from these sources throughout the year to measure growth and progress of students as well as drive instruction both in the classroom and in Title I supplemental support.

**Date Plan was Created:** June, 2019

**School Planning and Review Team (members and their affiliation):**

Assistant Superintendent: Mary Wilson

Title I Coordinator: Joan Harper

Reading Specialists: Mary Levesque, Ashley DuCharme, Robin Cruz-Nichols

Principal: Sandie Johnstone, Scott Baker, Lois Connors

Teachers: Deb Root  
 Interventionists: Cindi Stratton, Kelly Garas, Tracie Neary, Amy Blackwell  
 Paraprofessionals: Paula DeAngelis, Sue Bistany, Kathy Kuczkowski, Mary Dopp, Emily Ogozaly, Kim Normand, Nicole Moeckel, Shellene Blaikie  
 Parent: Maggie Thomas

**Please check the appropriate option:**

**Initial Plan**

**Annual Update**

**Focus or Priority school? (Please align all activities with the Innovation Plan)**

**Please describe your Title I program activities in simple terms. In this abstract, the district should describe the strengths of its Title I program and practices. Please include specific examples of effective practices and their impact on student learning.**

*All structural elements should be tied to the needs assessment (e.g., common pages data)*

Plan Criteria	Explanation	Your School Plan
<b>I. Student Selection</b>	<ul style="list-style-type: none"> <li>• Describe your two-step process for selecting Title I students:               <ol style="list-style-type: none"> <li>1) How is the pool of educationally disadvantaged students identified?</li> <li>2) How will you select the neediest students?</li> </ol> </li> <li>• In a narrative, describe how you will include migratory and homeless students in your selection process regardless of the date that the student enters your school. Forms that do not have a point system/or weights are not acceptable. Forms that do not</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>The Hudson School District uses the following process to identify students eligible for Title I services: review of student performance on the state assessment, Star assessment, a universal screening tool, additional diagnostic assessments in reading and math, and curriculum based assessments.</b></li> <li>2. <b>The Hudson School District selects the neediest students by assigning a point value to each identifying score and ranking students by descending point value.</b></li> </ol> <p><b>The Title I Plan coordinates with the McKinney-Vento Homeless Assistance Act by working in close conjunction with the District Homeless Liaison and At-Risk Coordinator to determine Homeless, Migrant, and Foster Care students. Homeless Liaison, At-Risk Coordinator, and Title I Director work together to</b></p>

	<p>recognize the special needs of homeless and migrant students are also unacceptable. 3 forms of selection criteria, 2 of them must be academic in nature.</p>	<p><b>determine appropriate Title I supports for these students. Title I uses homeless set-aside dollars to fund transportation to courses required for graduation, iPads for homeless students, school supplies, and summer learning camp opportunities. Title I automatically assigns eligibility status to homeless, migrant, and foster children throughout the year.</b></p>
<p><b>II. Supplemental Support</b></p>	<ul style="list-style-type: none"> <li>• Describe how your Title I instructional program is in addition to the core competency instruction.</li> <li>• We need to know from your description that the Title I program services are supplemental to what the child is required to receive by law. In order to be in compliance with the law, your program must be able to identify how the services provided by the Title I staff to Title I students are in addition to what every other child receives as part of his/her basic education.</li> </ul>	<p><b>Support for reading and mathematics will be provided by Para II certified staff, Title 1 certified teacher tutors, and Title 1 certified teacher Interventionists. Title I students who meet eligibility criteria will receive additional support in these content areas of study.</b></p>
<p><b>III. High Quality Instructional Strategies</b></p>	<ul style="list-style-type: none"> <li>• Respond to the following: <ol style="list-style-type: none"> <li>1) Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students.</li> <li>2) Describe the curricula you have chosen to support your Title I students. Explain how it is accelerated and of high quality and will assist Title I students to reach the standards set in the State's curriculum frameworks.</li> <li>3) Describe how you have minimized removing children from the regular classroom</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li><b>1. Following a Response-to-Instruction framework, students will be assessed in reading and mathematics three times per year, with additional progress monitoring assessments for students who are receiving support services.</b></li> <li><b>2. Curriculum and instruction is aligned with Common Core State Standards. Individual student growth and development will be viewed through both a vertical and horizontal lens within each standard. Ongoing professional development in differentiated instructional strategies ensures that student needs are being addressed by the classroom teacher and the Title I instructor.</b></li> <li><b>3. All students will receive direct instruction from their classroom teacher and supplemental services from Title I staff.</b></li> </ol>

	<p>during regular hours for instruction. If you do pull students out of class, describe how you will ensure that they are not missing direct instruction from the classroom teacher.</p> <p>4) Include the strategies you will use to provide extended learning time for your Title I students. (This is a priority for all Title I schools.)</p>	<p><b>4. Title I Schedule is determined through working closely with classroom teacher. There is delineated time for direct instruction and delineated time for extended Title I support.</b></p>
<p><b>IV. Parent Involvement</b></p>	<p>Describe your plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?</p>	<p><b>Teachers will maintain communication with parents of students participating in the program to review progress and coordinate home support. School-Parent Compact, Title I Parent Involvement Policy, and parent “Right to Know” document provided to Title I eligible students. Monthly Title I Newsletters are sent home to Parents. Progress monitoring reports for Title I students are sent home along with classroom report cards. The district will provide parents with a Title I Survey to review the effectiveness of the parent involvement policy, parent activities and the Title I program as a whole, along with determining subject requests for parent professional development meetings. The results will be used to help craft and formulate the grant for the current and following year, and also inform parent training opportunities. Parent input will be solicited through the district website and surveys. Parent nights will be held throughout the school year by professionals to provide strategies to increase student achievement in literacy and mathematics, taking into account subjects requested by parents in survey. Two parent meetings are held to provide information regarding curriculum instruction, assessment and child development. Title I Director and Reading Specialists work together to ensure that each school holds these meetings. Parents will have opportunities to meet with the professionals &amp; handouts will be provided. Parents from the private school will be included in all parent involvement activities. Parents are given the opportunity to become part of a Title I Advisory Committee.</b></p>

<b>V. Professional Development</b>	Describe any professional development activities funded by Title I. Who will participate and how do the activities support the educationally disadvantaged population? Include your evaluation component. How do these professional development activities relate to your PD Master Plan and your district's Technology Plan?	<b>Professional Development will be funded by the District. There will not be any professional development funded using Title I funds.</b>
<b>VI. Coordination with Regular Classroom</b>	Describe your steps to ensure that instructional planning for participating students is incorporated into their existing school program. We need to know specifically how and when this coordination happens. If the coordination seems random or inconsistent, your application will not be approved until regular and timely coordination is designed. Describe your record keeping procedures to document this coordination.	<b>Title I instruction occurs independent of whole group instruction either before or after. Title I paraprofessionals meet regularly with classroom teachers to discuss Title I students' programs. Title I paraprofessionals will document their meetings with classroom teachers. This will provide coordination between Title I services and classroom objectives.</b>
<b>VII. Collaboration with Other Programs</b>	Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, Even Start, adult education, violence - including child abuse prevention programs, nutrition programs, housing programs, vocational and technical education, and job training).	<b>The Title I Plan coordinates with the McKinney-Vento Homeless Assistance Act by working in close conjunction with the District Homeless Liaison and At-Risk Coordinator to determine Homeless, Migrant, and Foster Care students.</b>
<b>VIII. Preschool Transition</b>	Describe your steps for assisting preschool children transitioning to your school.	<b>N/A</b>

<p><b>Program Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Plans for an annual program evaluation of how the Title I program performed (not individual student).</li> <li>• Important questions should include <ul style="list-style-type: none"> <li>- How many students did we serve?</li> <li>- What was the effectiveness of the TI interventions and related activities?</li> <li>- What was the impact of our Title I program in helping our struggling students increase achievement?</li> <li>- How many students exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets)</li> <li>- How much growth did the average student achieve?</li> <li>- How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor - whatever is relevant</li> </ul> </li> </ul> <p>* This evaluation should guide your program next year and any program changes should be reflected in a modified school plan.</p>	<p><b>Program Evaluation held May 29, 2019. Evaluation, Compact, and Parent Policy shared and evaluated by Parent Advisory Committee. It was determined by all stakeholders that the School Plan should be modified to include more support at Kindergarten as well as support for grades 3-5 school year. Title 1 certified teacher tutors will be added to work with students in grades k-5 for math and reading. Title 1 certified teacher Interventionists will be added to work with students in grades 2-5. Otherwise, no other need for modification to the upcoming school year's plan.</b></p>
<p><b>Checklist for Other Program Requirements</b></p>	<ul style="list-style-type: none"> <li>• Annual meeting</li> <li>• Parent compact</li> <li>• Parent policy</li> </ul>	<p><b>Annual Meeting Held Parent Compact Reviewed and Distributed Parent Policy Reviewed and Distributed</b></p>