

Hinsdale Elementary Title I Schoolwide Plan, 2017-2018

A Needs Assessment was conducted at Hinsdale Elementary in May/June 2017 to determine updates to the Title I Schoolwide Plan. Assessment results for the 2016-2017 school year were examined, and students, parents, district teachers, administrators and Title I staff were surveyed in order to identify and support directions for change in order to improve educational results for all learners. In August, 2017 the District Provisions were updated in the Title I, Part A grant application to indicate the following changes:

Hinsdale Elementary Title I Schoolwide Program:

The Title I School wide program at Hinsdale Elementary School will offer additional support in correlation with an academic goal developed under Focused Monitoring, past School Improvement initiatives, and Restructuring: *To improve achievement in the area of Reading.* By examining data, gaining the input of grade level teams /professional learning communities, and using research-based effective programs, a fully-trained Title I staff will deliver additional instruction to small groups of struggling students based on their demonstrated instructional needs. To the extent possible, the HES Title I program also will help develop and support the strength of school programs related to the teaching of reading.

Title I services for grades K-5 will focus on quality language readiness, reading, writing and vocabulary-building experiences that provide additional educational assistance to students assessed “most in need” of help in meeting the state’s academic standards. An intensity of services model is used so that some students receive additional instruction daily, while others are typically scheduled for 30-40 minutes 3-4 times a week.

Title I Schoolwide Goal #1: 80% of Hinsdale Elementary students will achieve Proficient or higher on the yearly state assessment in the area of Reading.

Method of Attainment: We are focusing the use of our Title I staff to give maximum additional instruction during the school day at grades Kindergarten through grade 2. One Title I tutor will work with students in grades K-1 supplementing the reading curriculum. One Title I tutor/teacher will work with student groups in grades 2-3 supplementing the reading curriculum. One Title I teacher/Project Manager will work part-time at grades 4 – 5 to supplement the reading curriculum. An additional Title I tutor, shared with the middle school, will work part-time at Hinsdale Elementary delivering additional reading/language arts instruction at K-2 to help meet the needs at these early grade levels. As funding provides the position, an outreach early childhood tutor will support preschool and kindergarten reading activities and strengthen supportive connections with parents as additional teachers of their children.

At grades K-2, the school's core reading program, *Reading Street*, will be a focus for daily additional instruction for small groups of struggling students. Groups will be taken in close coordination with the regular classroom teachers so that that Title I is additional and the students receive a full share of instructional input from district teachers in reading/language arts. A rotating or "centers" approach will be used in the reading/language block. The Wilson Language programs, *Wilson Reading, Foundations* and *Just Words*, will be used, in Kindergarten through grade 5, as additional interventions to help students who require additional, multi-sensory work at the word level. Fountas and Pinnell *Leveled Literacy Intervention* programs will be used, K-5, with groups of students to support phonetic understanding, vocabulary development, writing, and reading comprehension. As needs arise, the early language program, *NewHaus Language and Literacy* (Farm and Kitchen) and *Wordly Wise Systematic Vocabulary* materials are available K-2 for additional oral language experiences and academic vocabulary development. At all grade levels, *Junior Great Books* programs are available to support comprehension, writing and higher order thinking and the computer-based Scientific Learning program *Reading Assistant* is available for additional fluency and comprehension work.

A focus goal of the early childhood Title I reallocation project, developed by the HES planning team at the 2017 NH Summer Summit, is to strengthen literacy learning for the many children who come into the school significantly behind. As needed, additions will be made to research-based supplemental resources that are effective in strengthening foundational skills for reading and relevant trainings will be provided. The role of the school library staff will be strengthened to provide additional literacy experiences at preK, K, and grade 1, when students cannot yet take books out from the school library, and incentives will be established to support students to become self-motivated readers throughout the elementary grade span. Initiatives will begin to strengthen connections between reallocation grant efforts and the 21st Century-supported Hinsdale Afterschool Program (HASP), including literature circles and other literacy activities based on identified needs and interests of students. An emphasis for afterschool students Kindergarten to grade 3 will be on literacy activities supported by quality literature, music and art.

The program will coordinate with the Hinsdale district-wide *Keys to Literacy* initiative by attending district professional development and integrating this approach to the extent feasible to help attain our school-wide goals.

Title I School-wide Goal #2: 80 % of Hinsdale Elementary students will achieve Proficient or higher on the yearly state assessment in the area of mathematics.

Hinsdale Elementary School is changing the core Math program from Everyday Math to *Bridges in Mathematics*, beginning with the 2017-2018 school year. Classroom teachers received professional development in the new program over the summer of 2017. *Bridges Intervention* training will be available for Title I staff, including a 12 week on-line course, beginning with the 2017-2018 school year. A minimum of 60-75 minutes a day will be required for math instruction in grades K-5. Title I instruction and support will be additional, using *Bridges Intervention* resources and preteaching and reteaching resources in this research-based math series.

Pinpoint Math and the SRA series *Number Worlds* will continue as resources for additional instruction that are available for use with qualifying students during afterschool or before-school tutoring.

Title I School-Wide Goal #3: 80% of Hinsdale families will be involved in their student's education

Method of Attainment: The school will continue to emphasize and increase activities that encourage parent involvement. Family literacy nights will be scheduled each school year, including Family Celebration of Learning, Family Math Night, Books for Bingo, and others. A part-time Title I Parent Links Coordinator will work with the Title I Project Manager to arrange timely distribution of required Title I notifications to all parents; help facilitate school/family partnership activities, and collect data on participation and evaluation of family involvement. The Coordinator will work weekly to organize and send home literacy and math materials specific to student weakness in coordination with the Title I tutors, and to help arrange parent training sessions in reading and math.

Participation in our take-home weekly reading programs ("Weekend with a Good Book") is essential to the success of our parent involvement goal. The Parent Links Coordinator has responsibility for organizing this program and input, along with the Project Manager, into the selection of new books for the dialogic and interactive-themed programs that go home on Fridays with all preschool, kindergarten and first grade students. The Parent Links Coordinator and Title I Project Manager will continue to develop these programs and to plan related parent workshops. Considering the current high percentage (90%) of parents and children regularly participating in this program, a goal was established by the HES summer 2017 planning team to gradually expand the take-home weekend reading program by developing more dialogic

materials and eventually providing parents, preschool to grade 3, with supportive materials and high quality literature to read and discuss with their children.

As a result of the focus of the HES planning team at the 2017 NH Education Summer Summit to “Strengthen Achievement in Early Childhood Programs,” the school will aim to gradually strengthen the resources and instructional support available to the parents and other caregivers of Hinsdale students, preK to grade 3. Hinsdale children attending the HES preschool will be a focus of this project as well as those preschool age children remaining at home or attending other area centers. Parents and children will be invited to preschool activities at the school, including *Ready for Kindergarten* sessions. Resources will be made available to caregivers on- line; in print through books, posters, and flyers, and in person. The school website will be developed to provide access to resources. A new, early childhood outreach educator will explore the resources of the community, participate in parent workshops and trainings, and be available to go into homes to support caregivers and their children with early reading activities, the *Kindergarten Readiness* indicators, and other relevant outreach. This experienced, early childhood educator will help facilitate the early childhood project along with the Title I Project Manager, the HES principal and other members of the HES 2017 Summer Summit planning team.

A Hinsdale Elementary Parent Survey and Needs Assessment, June 2017 was sent home for parental input to use in planning for family programs using Title I federal funds. Based on results, the following activities will be funded or otherwise supported by the Title I program (percentage of parental interest indicated): (1) A free educational family night with supper provided, such as Books for Bingo, An Evening of Storytellers, or a local National History presentation(75%); A workshop or training on “Helping my Child with...Social-Emotional Issues”(69%); Receiving regular newsletters with tips to support elementary students and their successful learning, or other information to support literacy in my home (64%); expanded` Parent/Teacher Conference Days(58%).