

## **2022-2023 Schoolwide Plan**

### **Introduction**

The Hinsdale School District currently operates a Schoolwide model of Title 1 at Hinsdale Elementary School and Targeted Assistance at Hinsdale Middle School. This plan is based on data from the 2021 -2022 school year, surveys administered in 2020, the 2020 Needs Assessment and teacher feedback. Due to the pandemic no complete Needs Assessment has been done since 2020. The plan includes an evaluation of the effectiveness of Title 1 programming. By using the data gleaned from the evaluation efforts can be made for program improvement.

### **Purpose**

The purpose of Title 1 Part A in a schoolwide model is to provide opportunities for ALL children to meet high levels of academic achievement. This is accomplished through effective methods and instructional strategies that are based on scientifically based research and that: strengthen the core academic program, increase the amount of quality learning time, include strategies for meeting the needs of historically underserved students, provide counseling, college and career guidance, and address how the school will measure if such needs have been met. The schoolwide plan will support strategies to ensure there is instruction by highly qualified teachers with access to high quality professional development. The plan shall include methods to assist preschool children in their transition from early childhood programs and the home into the school setting. Teachers will be included in the decisions regarding the use of data to inform academic instruction and activities will ensure that students who have trouble reaching mastery will be afforded, effective and timely additional assistance to reach mastery.

### **Highly Qualified Staffing**

In the Hinsdale School District, we are lucky to have had four retired teachers serve in the role of the Title 1 tutors. Together they have over one hundred years of teaching experience and a broad knowledge of reading/writing programs and instructional techniques. In addition, three of the four have been to training in our math intervention program.

### **Program Evaluation of School Year 2021 -2022**

The Hinsdale Elementary School and Hinsdale Middle School both returned to full-time in person learning throughout the school year. However, the impact from the pandemic carried on in the form of high rates of student absenteeism (due to COVID policy) and staffing issues. Two tutors were hired for Title 1, but at the last minute decided to not be exposed to the possibility of coming in

contact with COVID-19 and we were unable to replace them. As a result, adjustments to student supports had to be made and the decision was to focus on our Kindergarten through grade 2 students, despite high needs for students in grades 3 to 5 as well. Our Title 1 staff was able to form cohorts this year based on academic needs which proved helpful. For the past 2 years we had to keep students in the same classroom cohorts. Although unable to conduct a full Needs Assessment, a review with Title 1 staff was completed over the course of three meetings in the spring of 2022. In agreement with the research, the findings showed that when students had a routine with respect to how reading and writing were taught, they made great gains. In addition, when students were given additional high-quality instruction in literacy, great gains were realized. Grade 2 was very successful due to fidelity to both areas referenced above, routine and what we termed ‘double-dosing’. As a result, the Title 1 team and Reading Coach worked together to mimic the schedule used by grade 2 for **all** grades in the upcoming school year. See Table 1 below.

**TABLE 1**

Time	Grade	MJ Penfield	Linda DeLong	Ellen Gomarilo/Brenda Kelly	Andy Woodcock
9:15 to 9:45	2	Double dose			Double dose
9:15 to 10:00	K		WIN	WIN	
10:00 to 10:45	2				WIN (high group)
10:15 to 11:00	1	WIN	WIN	WIN	
11:00 to 11:40		Planning	Planning	Planning	Planning
11:40 to 12:00	4	Double dose	Double dose	Double dose	Double dose
12:00 to 12:30		LUNCH	LUNCH	LUNCH	LUNCH
12:30 To 1:00	1	Double dose			Double dose
12:30 To 1:00	3		Double dose	Double dose	

A brief summary of the program evaluation is provided below.

**Goal 1 Reading Achievement and Goal 2 Math Achievement:** The NH State Assessment was not administered in spring 2020. Our best data comes from the NWEA MAP data. Data is available comparing the Winter 2021 results to the Winter 2022 results except for Kindergarten. On average, second grade performed the best demonstrating a gain in both math and reading. The current fourth graders also showed improvements and are closing gaps in both reading and math. Our fourth grade in 2021, now in 5<sup>th</sup> grade continued to show the greatest deficits with high losses in both math and reading. However, the gap is closing.

Map Math Data Comparison Table 1

Grade Level	Winter 2021	Winter 2022	Change
K	N/A	150.1	N/A
1	165.5	164.8	-0.7
2	172.6	179.4	6.8
3	186	183.9	-2.1
4	194.4	200.3	5.9
5	211.6	205.3	-6.3

Map Reading Data Comparison Table 2

Grade Level	Winter 2021	Winter 2022	Change
K	N/A	145.9	N/A
1	165	160.7	-4.3
2	170.9	180.3	9.4
3	183.6	183.1	-0.5
4	190.7	194.3	3.6
5	210	199.7	-10.3

In 2020-21, the Title 1 staff served 51 students during intervention time, a 40-minute block held daily. Six of the 51 students were either above the cut score of the 35<sup>th</sup> percentile (Winter 2020 to Winter 2021) or at Level 3, proficient on NH SAS in the spring of 2021 for ELA. Five of the 51 students were either above the cut score of the 35<sup>th</sup> percentile or at Level 3, proficient on NH SAS in the spring of 2021 for Mathematics. The NWEA MAP data also provides a report on student growth. Students in Title 1 and grade 2 showed the most growth with 6 out of 8 making their growth target, followed by students in grade 1 (3 out of 7) and students in grade 3 (2 out of 8).

Two of the modes chosen to measure our effectiveness in 2021-2022 are Winter 2021 to Winter 2022 for grades 3 to 5 and for grades K to 2 Fall 2021 to Spring 2022. As mentioned above students in grade 2 who had double dose instructional time in ELA showed the greatest gains. Title 1 supported reading instruction directly. Students who got the double dose also showed more progress in math, see Table 2 below. Out of 16 students that Title 1 supported during intervention time in grade two, 11 of those or 69% made growth targets, and four of them made two years growth in a single year.

Reading Achievement Table 3

Student Initials	Fall RIT	Spring RIT	Expected Growth	Actual Growth
BT	164	188	15	24
AB	150	170	17	20
CP	153	166	16	13
LH	152	173	16	21
GH	159	188	15	29
EW	170	186	14	16
SP	155	186	16	31

Math Achievement Table 4

Student Initials	Fall RIT	Spring RIT	Expected Growth	Actual Growth
BT	173	188	15	15
AB	158	185	17	27
CP	157	168	17	11
LH	153	166	17	13
GH	165	192	16	27
EW	162	179	16	17
SP	162	182	16	20

Our grade 1 students receiving Title 1 support demonstrated similar strong gains with an average Fall to Spring growth of 16.5 points.

**Goal 3 2020-2021: Percentage of Family involvement will steadily increase.**

Ready for Kindergarten: Not implemented due to limits of the pandemic and concerns over the spread of the virus in the fall and particularly, the time frame between Thanksgiving 2020 and late May 2021.

Parent Outreach: During the summer of 2020, the pandemic was more under control and as a result our Parent Outreach program was able to be delivered to incoming preschoolers and kindergarten parents with COVID mitigation strategies in place. Approximately

one half of incoming students' families participated. Presently, there is no formal performance measure in place. Informal feedback from parents has been positive. Records of attendance have been maintained and will be useful in determining the long-term effects of the program. See Appendix A for a summary of the meeting plan.

Take Home Reading Program: Due to initial concerns regarding the spread of the virus on surfaces the take home reading program was postponed.

### **Goal 3 2021-22: Percentage of Family involvement will steadily increase.**

Ready for Kindergarten: Not implemented due to limits of the pandemic and concerns over the spread of the virus in the fall and particularly, the time frame between Thanksgiving 2021 and late January 2022.

Parent Outreach: During the summer of 2021, the pandemic was more under control and as a result our Parent Outreach program was able to be delivered to incoming preschoolers and kindergarten parents with COVID mitigation strategies in place. As in the past approximately one half of incoming students' families participated. Presently, there is no formal performance measure in place. Informal feedback from parents has been positive. Records of attendance have been maintained and will be useful in determining the long-term effects of the program. See Appendix A for a summary of the meeting plan.

Take Home Reading Program: Due to initial concerns regarding the spread of the virus on surfaces and limited staff this program was not implemented during the 2021-2022 school year.

For several years, dating back to the 2020 Needs Assessment and beyond the stakeholders have identified Social Emotional Learning as critical for school readiness. The pandemic created an even more immediate need to fill. As a result, with Title 1 funding an SEL Leadership team was formed to guide the schools' effort in creating a welcoming environment for students based on Connection, Being Ready to Learn, Flexibility and Cooperation. The team was made up of the School Social Worker, Paraeducator, School Counselor, Special Educator, Preschool teacher, two classroom teachers and Principal. The team developed tools with an outside consultant to provide teachers the resources needed to create a positive school climate and to afford the teachers themselves with the skills to remain self-regulated during this very stressful time.

## **SUMMARY OF DATA:**

Classroom Teacher (CT) and Non-Classroom Teacher (NCT) Survey Comparison – Hinsdale Elementary School

**CT = Classroom Teachers**  
**NCT = Non Classroom Teachers**

Survey 1: December, 2021	Survey 2: June, 2022
1. 52.9% of CT report that AM Shift has supported growth in Self-Awareness and Self-Management skills for All or Most Students	<ul style="list-style-type: none"> <li>• 87.6% of CT report that AM Shift has supported growth in Self-Awareness and Self-Management skills for All or Most Students</li> </ul>
2. 50% of CT and 19.4% of NCT report that AM Shift has helped to foster student CONNECTIONS for All/Almost students	<ul style="list-style-type: none"> <li>• 81.3% of CT and 42.3% of NCT report that AM Shift has helped to foster student CONNECTIONS for All/Almost students.</li> </ul>
3. 39% of CT report that Roadmap has been instructed, practiced, and implemented at least once per week	<ul style="list-style-type: none"> <li>• 81% of CT report that Roadmap has been instructed, practiced, and implemented at least once per week</li> </ul>
4. 44% of CT report Most or All students are able to predict rough v. smooth roads ahead	<ul style="list-style-type: none"> <li>• 81% of CT report Most or All students are able to predict rough v. smooth roads ahead</li> </ul>
5. 24.3% of NCT report that Most or All students are able to predict rough v. smooth roads ahead	<ul style="list-style-type: none"> <li>• 46.1% of NCT report that Most or All are able to predict rough v. Smooth Roads</li> </ul>
6. 38.9% CT report that All (5.6%) or Most students are able to name a regulation strategy to use proactively	<ul style="list-style-type: none"> <li>• 75% of CT report that All (37.5%) or Most students are able to name a regulation strategy to use proactively</li> </ul>
7. 13.5% of NCT report that Most students are able to name a regulation strategy to use proactively	<ul style="list-style-type: none"> <li>• 34.6% of NCT report that Most students able to name a regulation strategy to use proactively</li> </ul>
8. 55.6% of CT report that they understand how to implement Roadmap Reflection	<ul style="list-style-type: none"> <li>• 93.8% of CT report that they understand how to implement Roadmap Reflection</li> </ul>
9. 16.7% of CT report they have implemented Roadmap Reflection at least once per week	<ul style="list-style-type: none"> <li>• 56.3% of CT report they have implemented Roadmap Reflection at least once per week</li> </ul>
10. 11.8% of CT report that Roadmap Reflection has helped foster growth in student Self- Awareness and Self-Management Skills for Most or All students	<ul style="list-style-type: none"> <li>• 81.3% say that Roadmap Reflection has helped foster growth in student Self-Awareness and Self-Management Skills for Most or All students</li> </ul>

11. 16.2% of NCT report that Roadmap Reflection has helped foster growth in student Self- Awareness and Self-Management Skills for Most or All students	<ul style="list-style-type: none"> <li>• 46.2% of NCT report that Roadmap Reflection has helped foster growth in student Self- Awareness and Self-Management Skills for Most or All students</li> </ul>
12. 50% of CT report receiving instruction on how to implement more than 3 regulation strategies	<ul style="list-style-type: none"> <li>• 68.8 of CT report receiving instruction on how to implement more than 3 regulation strategies</li> </ul>
13. 77.8% of CT report that New Regulation Strategies are introduced and practiced with students at least once a month	<ul style="list-style-type: none"> <li>• 81.3% of CT report that New Regulation Strategies are introduced and practiced with students at least once a month</li> </ul>
14. 72.2% of CT report that Regulation Strategies have worked Most of the time or Almost Always to help students regulate their thoughts and feelings before they become too dysregulated	<ul style="list-style-type: none"> <li>• 75.1% of CT report that Regulation Strategies have worked Most of the time or Almost Always to help students regulate their thoughts and feelings before they become too dysregulated</li> </ul>
15. 16.7% of CT report that All students can name 3 regulation strategies and 1 that works for them	<ul style="list-style-type: none"> <li>• 50% of CT report that All students can name 3 regulation strategies and 1 that works for them</li> </ul>
16. 35.1% of NCT report All or Most students can name 3 strategies and 1 that works	<ul style="list-style-type: none"> <li>• 46.1% of NCT report All or Most students can name 3 strategies and 1 that works</li> </ul>
17. 50% of CT Report that A Whole Class Regulation (or stress) rating is prompted at least one time per day (i.e., all students are prompted to complete a self-rating)	<ul style="list-style-type: none"> <li>• 66.7% of CT Report that A Whole Class Regulation (or stress) rating is prompted at least one time per day (i.e., all students are prompted to complete a self-rating)</li> </ul>
18. 61.1% of CT report that Most or All students are able to self-rate accurately	<ul style="list-style-type: none"> <li>• 81.3% of CT report that Most or All students are able to self-rate accurately</li> </ul>
19. 32.4% of NCT report that All or Most are able to self-rate accurately	<ul style="list-style-type: none"> <li>• 50% of NCT report that All or Most are able to self-rate accurately</li> </ul>
20. 39.1% of CT report that when needed, students have followed self-rating by utilizing a regulation support (e.g., either adult support or using a regulation strategy) – <i>Mostly or almost Always</i>	<ul style="list-style-type: none"> <li>• 68.8% of CT that when needed, students have followed self-rating by utilizing a regulation support (e.g., either adult support or using a regulation strategy) – <i>Mostly or almost Always</i></li> </ul>
21. 27% of NCT report that Most of the time Students follow a self-rating that indicates some dysregulation with a regulation strategy	<ul style="list-style-type: none"> <li>• 42.3% of NCT report that Most of the time Students follow a self-rating that indicates some dysregulation with a regulation strategy</li> </ul>

Note: Connection results indicate high levels of student connection and are approximately congruent from 1 <sup>st</sup> to 2 <sup>nd</sup> survey	Note: Connection results indicate high levels of student connection and are approximately congruent from 1 <sup>st</sup> to 2 <sup>nd</sup> survey
22. 70% of NCT report that most or all students have a positive connection to school community	<ul style="list-style-type: none"> <li>96% of NCT report that most or all have a positive connection to school community</li> </ul>
23. 78.4% of NCT report that Most or All/Almost All students regularly participate and engage in learning throughout the school day	<ul style="list-style-type: none"> <li>96.2% of NCT report that Most or All/Almost All students regularly participate and engage in learning throughout the school day</li> </ul>
24. 33.3% of CT report that All/Almost All Students (>85%) regularly participate and engage in learning throughout the school day	<ul style="list-style-type: none"> <li>43.8% of CT report that All/Almost All Students (&gt;85%) regularly participate and engage in learning throughout the school day</li> </ul>

### Hinsdale Elementary Title I Schoolwide Program

The Title I schoolwide program at Hinsdale Elementary School will offer additional instruction consistent with the priority academic goal developed under focused monitoring, past school improvement initiatives, yearly needs assessments and evaluations: ***To improve achievement in the area of reading.*** By examining data, gaining the input of grade level teams, using research-based effective programs, and striving for consistent implementation, a trained Title I staff will deliver additional instruction to small groups of struggling students based on their demonstrated needs and push in to core instruction daily (Double-dosing). 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.

Based on a review of the data there is a need for support of students entering grade 5 this year. In addition, with the exception of the second graders, student growth with the current model could be improved. As a result, more emphasis will be placed on supporting students during the core instructional times. The theory being that there is a disconnect between skills learned during intervention and what is being taught in the core curriculum.

Title I services for grades K-5 will focus on quality 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. A parallel co-teaching model will be used to support student groups and differentiate instruction in the core again supported by Title 1 staff. Due to staff turnover, training will be necessary in Bridges Intervention. Once trained, educational assistance to students in math can focus on building math skills and giving additional instruction using intervention materials aligned with the core mathematics instruction.

**Title I Schoolwide Goal #1: The percentage of Hinsdale Elementary students achieving proficient or higher on the yearly state assessment in the area of reading will steadily increase.**



**Method of Attainment:** We are adjusting the use of our Title I staff to give maximum additional instruction during the school day to all students. The schedule shown previously in Table 1 spells out the plan in detail. An additional half-time Title I tutor, will be shared with the middle school, and will work part-time at Hinsdale Elementary delivering reading instruction for 5<sup>th</sup> and 3<sup>rd</sup> grade. In alignment with our guiding principle, skills taught in intervention will be focused on and re-enforced in the classroom by title 1 tutors. The following resources are available for Title 1 tutors to employ.

For grades K-3, the school's core reading program, *Reading Street*, and core phonics program, *Foundations*, will be the focus for daily instruction for small groups of struggling students. When deemed appropriate for students Leveled Literacy Instruction is also available. Groups will be taken in close coordination with the regular classroom teachers so that Title I is additional, and the students receive a full share of instructional input from district teachers in reading/language arts. The additional time will support the core instruction and be tied directly to that. The *Wilson Language* programs, *Wilson Reading*, *Foundations* and *Just Words*, are used in kindergarten through grade 5 as interventions to help students who require explicit, sequential instruction and multisensory work at the word level. To strengthen the retention and application of directly taught skills, the Program seeks to provide sufficient opportunities to practice and use skills within the context of the core curriculum with the support of Title 1 tutors. The new *Geodes* program of books for emerging and developing readers, Levels K, 1, and 2 will be used to reinforce phonics concepts that align with *Foundations*, and to extend decoding and fluency practice.

Fountas and Pinnell's *Leveled Literacy Intervention (L.L.I.)* programs are available for use with groups of students, K-5, to support phonetic understandings, vocabulary development, writing, and reading comprehension. These programs are especially emphasized once students have achieved some mastery of grade-level decoding skills. The Fountas and Pinnell materials strongly support growth of general language comprehension and provide many opportunities for meaningful reading and discussion that enable learning from, understanding, and enjoying written language. Present Title I instruction in the *LLI* program is coordinated with the district-wide *Keys to Literacy* initiative and integrates the *Keys*' writing approach to help attain our school-wide goals.

As needs arise for early language instruction, *NewHaus Language and Literacy (Farm and Kitchen)* and *Wordly Wise* systematic vocabulary materials are available for additional oral language experiences and academic vocabulary development. At all grade levels, *Junior Great Books* fiction and nonfiction programs are available to support comprehension, writing, and higher-order thinking.

**Title I School-wide Goal #2: The percentage of Hinsdale Elementary students achieving proficient or higher on the yearly state assessment in the area of mathematics will steadily increase.**

**Method of Attainment:** Hinsdale Elementary School changed the core math program to *Bridges in Mathematics*, beginning with the 2017-2018 school year. Classroom teachers received professional development in the new program, in and out-of-district, during several sessions in the following years.

All Title I staff took initial *Bridges Intervention* training and the program purchased *Bridges Intervention* programs I and II to support the core instruction. However, due to retirements, re-training will need to occur. A minimum of 60-75 minutes a day is required for math instruction in grades K-5.

Title 1 instruction and support is additional, using Bridges Intervention kits and preteaching and reteaching resources in this research-based math series. Title 1 aims to increase math support school wide through the “push-in” model to achieve alignment with the core curriculum.

*Bridges Intervention* kits and the SRA series *Number Worlds* are resources that are used with qualifying students during after-school math tutoring.

**Title I School-Wide Goal #3: The percentage of Hinsdale families effectively involved in their student’s education will steadily increase. The school will promote effective parenting and will work to strengthen foundations for learning, both cognitive and social emotional.**

**Method of Attainment:** Early Intervention A focus goal of an earlier Title I evaluation project, developed by the HES planning team at the 2017 NH Summer Summit, was to strengthen literacy learning for the many children who come into the school significantly behind. Summer family outreach and the *Ready! for Kindergarten* program were subsequently added to strengthen foundational skills and provide parent/caregiver trainings in developing reading, math and social-emotional readiness for learning. Other on-going HES Title I projects in support of reading achievement include expanding the take-home weekend reading program for parent and child to include all pre K through grade one students, and providing or supporting special literacy events at these early grades when students cannot yet take books out from the school library.

Title I federal funds will be used to support efforts to strengthen parent involvement and collaboration, and to help create a welcoming and supportive environment for families at the elementary school. The school will seek parent input in planning and evaluating family activities, and provide trainings and support to parents and other caregivers to meet needs.

To help attain effective family involvement, the present Title I program participates in family literacy events that are scheduled each school year. These typically include *Family Celebration of Learning*, *Family Math Night*, a *Book Bingo* or other family event, author presentations, and other literacy-related activities. A part-time Title I Parent Links Coordinator works with the Project Manager to distribute Title I notifications and monthly *Parents Make a Difference* newsletters. The HES principal’s weekly newsletter is essential in providing context, suggestions, and positive support that demonstrate the school’s commitment to effective school/family partnerships and the healthy development of our children.

Participation in our Pre K–Grade 1 take-home reading program (“Weekend with a Good Book”) is essential to the success of our parent involvement goal. The Parent Links Coordinator and Project Manager have responsibility for organizing and developing this program so that families have regular access to additional high-quality books and supportive materials to read and discuss with their children, and the students have a common, broad exposure to some of the best early children’s literature.

As a result of planning based on a 2017 Title I needs assessment, the school began to strengthen resources and instructional support available to the parents and other caregivers of Hinsdale students, PreK to grade 3, with the aim of strengthening achievement in early childhood programs. These efforts continue in our yearly, school-wide activities. Hinsdale children attending the HES preschool are a focus of these efforts, as well as those preschool-age children remaining at home or attending other area centers. Local daycare providers and community parents with young children at home are invited to activities at the school, including *Ready! for*

*Kindergarten sessions* which provide separate reading, math and social emotional workshops for parents of three-to-four year-old children and parents of four-to-five year-old children. Discussion of the NH Readiness Indicators is included, along with current research, personal experiences, and children's literature related to the topic. The school website has videos of HES teachers doing read-aloud sessions with groups of students, as demonstrations for parents' reading and dialog with their children. An early childhood summer outreach educator was added and continues to meet with and support families of incoming PreK and Kindergarten students with early reading and writing activities, the New Hampshire readiness indicators, books, and a learning packet for each child.

Additional Title I instructional hours will support regular Big Book reading sessions with first graders in coordination with HASP, the 21<sup>st</sup> Century Hinsdale Afterschool Program.

A Hinsdale Elementary survey sent home in 2017 for input in planning for family programs using Title I federal funds indicated that 69% of responding parents were interested in a workshop or training on "Helping my Child with...Social-Emotional Issues." Starting the *Ready! for Kindergarten program* for parents and caregivers of preschool-aged children was an initial response to this indicated need, as well as a step toward attaining goals to improve early achievement in reading and math. The *Ready!* program is designed around age-level targets, including social emotional skills, that a typical child should have by the time he or she begins kindergarten and its curriculum encourages "active learning by using movement, play, exploration and all of a child's senses." Currently, data is showing us positive response to these workshops from participant and facilitator feedback and the continuing interest from new families and daycare providers in the community.

In May 2020, the Title I Schoolwide Needs Assessment Committee, seeking to further strengthen families and improve their ability to provide effective parenting and support, sent an early childhood parent/guardian questionnaire to parents of children in Hinsdale Elementary grades K- 2. This questionnaire assessed parents' view of their child's current behavior and their own parenting skills and feelings about the demands of parenting. Interest was assessed in parenting workshops and home visits with 22% indicating interest in "monthly home visits from my child's teacher and/or other staff members working with my child, as a way to communicate about strategies and programs that work well for my child's needs." Similarly, 43% of the responding parents indicated interest in "attending workshops at the school throughout the school year, that are focused on behavior, social/emotional development, and academics."

Age-appropriate social and emotional skills enable children to be ready to learn and socialize when they enter school, and add to their ability to remain academically engaged and successful throughout their schooling. Strengthening families to improve their ability to provide effective and positive parenting, will promote children's social and emotional development and potentially address some of the challenging behaviors and related needs of children. Considering indicated needs at Hinsdale Elementary School, the Title I school-wide program intends to use available resources to further strengthen social and emotional foundations for early learning. As funding allows, this will involve supporting school professionals working with families of our youngest students to provide additional training, education and support to promote positive and effective parenting behaviors. We also will begin to examine practices and results from evidence-based

parent training series that focus on the social and emotional foundations for early learning in order to become more aware of resources in this area.

Hinsdale Middle School Title I Targeted Assistance Program

At Hinsdale Middle School the services are provided to a select group of children who are identified as failing, or most at risk of failing. The goal is to improve teaching and learning to enable participants to meet the challenging State performance standards that all children are expected to master. Identified students will be provided a small group setting, using high-quality curricula, supplemental to the core, that is coordinated with and supports the regular education program. All students participating in the program will do so with parental permission and a signed Student/Teacher/Parent Compact.

## APPENDIX A

June 20, 2019

### **Summary of Ready for Kindergarten**

The Ready for Kindergarten program began in the 2018-19 school year in the Hinsdale School District.

The READY program was initiated due to national reports that stated there is a 5 year range in language and literacy related skills of students entering Kindergarten. Forty percent of all students entering Kindergarten are below the national standard.

Six sessions were presented by Mrs. Brenda Kelly and Mrs. Rosemary Dolbec. The sessions were conducted in the fall, winter and spring, with separate sessions for parents of 3-4 year olds and 4-5 year olds. Each session focused on either literacy, math and reasoning, or social/emotional skills.

The program was communicated to parents by

- Word of mouth
- PTA Website
- Preschool teacher
- School newsletter
- Posters and notices posted in town

Each session consisted of a power point presentation in which parents learned about the achievement gap and the importance of their role in addressing and closing that gap. It was incorporated with informative videos, take-home tools for playing with a purpose, current research in the form of handouts, free read-aloud books, followed by interactive discussions and refreshments.

According to the Annie Casey Foundation 2018, Kids Count Profile, there are 14,000 children in New Hampshire in the 3-4 year old range who are not enrolled in a preschool. It is the hope that The Ready Program in the Hinsdale School District will raise awareness of the crucial role of parents' involvement in preparing their children for success in school.

Submitted by,

Mrs. Brenda Kelly and Mrs. Rosemary Dolbec

