

## **Hinsdale School District 2021-2022 Title 1 Part A Plan**

**8/10/2021**

### **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 2020 -2021 school year, surveys administered prior to the school year, the 2020 Needs Assessment and teacher feedback. Due to the pandemic no new Needs Assessment was completed.

### **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 the needs have been met.

A guiding principle in the development of the schoolwide plan and targeted assistance plan is to align with the core curriculum.

The schoolwide plan will support strategies to ensure there is instruction by highly qualified teachers with access to high quality professional development. The plan includes 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. Activities will ensure that students who have trouble reaching mastery will be given, effective and timely additional assistance to reach mastery.

### **Program Evaluation of School Year 2020 -2021**

The Coronavirus Pandemic had a major impact on schools. The Hinsdale School District was in school 79 % of the time having to implement district wide remote learning for 37 days. Approximately, 20% of all students started the year remotely. By May that percent was reduced to 7 %. Even when in school, the pandemic forced both schools to create cohorts of students, limiting the ability of Title 1 tutors to serve students most effectively. Programmatically, approximately \$20,000 dollars was re-allocated to provide remote learning materials for students and laptops for title 1 tutors in order to deliver effective remote instruction through Microsoft Teams.

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 2020 results, prior to the pandemic, to the Winter 2021 results except for Kindergarten since they were not enrolled in school during the 19 –20 school year. On average, there was more loss in mathematics and fifth grade performed the best

demonstrating a gain in both math and reading. Our fourth grade showed the greatest deficits with double digit losses in both math and reading.

Map Math Data Comparison

Grade Level	Winter 2021	Winter 2020	Change
K	N/A	N/A	N/A
1	165.5	170.8	-5.3
2	172.6	177.3	-4.7
3	186	191	-5
4	194.4	207.8	-13.4
5	211.6	211.3	+0.3

Map Reading Data Comparison

Grade Level	Winter 2021	Winter 2020	Change
K	N/A	N/A	N/A
1	165	167.4	-2.4
2	170.9	173.2	-2.3
3	183.6	187.8	-4.2
4	190.7	202.1	-11.4
5	210	203.3	6.7

Additionally, 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).

**Goal 3: 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.

### 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. 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 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 focusing the use of our Title I staff to give maximum additional instruction during the school day at grades Kindergarten through grade 2 and grade 5. One Title I tutor will work primarily with students in grades K-1 giving additional instruction through research-based effective reading programs. A second Title I tutor position will work primarily with student groups in grades 2-3, and the third tutor will work part-time primarily at grades 4-5 giving additional research-based, reading instruction. One third of the time tutors spend will be dedicated to small group tier 2 instruction. Tutors will have a planning time and the rest of their day they will be team teaching in the core. 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 2<sup>nd</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. 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 and 1, 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 Pre K 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