

Candia School District Title 1 Plan Provision

Henry W. Moore School 2017-2018

Additional Assessment:

- ❖ Students are selected to receive Title I intervention services in Reading and/or Math by any combination of the following criteria: NWEA scores, teacher concerns, Dibels benchmark/progress monitoring, Math In Focus Assessments or Imagine It benchmarks.
- ❖ In Reading and Math, monthly grade level review meetings are facilitated by the Curriculum Coordinator. Students with the greatest deficit in progress, relative to their peers, are noted to ensure access to Title I services for Math and Reading.
- ❖ Individual student success will be determined by observable classroom performance and an increase in skill level as shown on formative and summative assessments.
- ❖ The Title I Tutor will assist in the diagnosis of students to impact teaching and learning in the classroom by working closely with the classroom teachers. Classroom observations and periodic assessments will be completed.
- ❖ The success of the Title I program will be measured by individual student success, goals met, and parent/teacher evaluation tool/survey.

Additional Support:

- ❖ Henry W. Moore School provides a comprehensive K – 8th grade program. Following a belief that all students must be provided with opportunities to achieve academic success, special programs and services are integrated within the context of the general education curriculum to support that responsibility. In an effort to personalize each student's education, classroom teachers differentiate instruction on a regular basis.
- ❖ Title I intervention services are delivered with both push-in and pull-out instructional formats. Identified students are provided with additional assistance in their classrooms during the Reading or Math lesson in the push-in model. Pull-out services are provided in small groups (3-5) during a time when the child will not miss any content area instruction in their classroom.
 - Math
 - Students in the Henry W. Moore School receive a Singapore based math curriculum known as Math in Focus. Title I utilizes some of the intervention tools provided within the Math in Focus program, Key Math, and IXL Math
 - Reading
 - Students in the Henry W. Moore School are taught reading foundations through the SRA Imagine It program. Title I utilizes some of the intervention tools provided within this system. However, additional reading intervention supports are also utilized, such as Wilson Reading, LiPS, S.P.I.R.E., multisensory reading practices, Project Read and Lexia.

Coordination and Integration:

- ❖ The Title I Tutor will meet with regular/special educators through bi-monthly grade level meetings to share programming, progress, and coordination of curriculum and services. Coordination with other support services will occur as appropriate.

Selection of Students in Targeted Assistance School:

- ❖ Staff at Henry W. Moore School has created a selection process for Title I that is based on academic need. Students are selected based on criteria that may include results of standardized test, informal teacher observations, and review of records.
- ❖ Out of that above pool of students, the selection sheet is followed to find the most needy. Other factors are considered including teacher recommendation and observations, prior services, homelessness, migrant and special education.

Preschool:

- ❖ Title I funds are not used to support preschool programs.

Quality Teachers and Paraprofessionals:

- ❖ The Candia School District is committed to ensuring that all staff meet the Highly Qualified requirement. Current tutors meet this requirement.

Professional Development:

- ❖ Professional Development activities will be coordinated with the Title IIA activities to focus on advancing student performance through mathematics and reading instruction, differentiation, and using assessment data to inform instructional practices.
- ❖ Additional professional development opportunities will be provided for parents and families.
- ❖ Title I staff will be provided with training as necessary to carry out their duties and to meet the educational needs of the students.

Homeless Children:

- ❖ The Title I project manager will work with the district's McKinney-Vento Homeless Education Assistance Act manager to coordinate services for any homeless students. Regular communication with the police, town welfare and family services offices, court liaisons, and other community agencies will assist in the identification of homeless students.
- ❖ Homeless students will automatically be determined eligible for Title I services and will receive services. Title I funds will be used for homeless students to access these services if necessary.

Students in Foster Care:

- ❖ Guidance counselors coordinate efforts with area agencies to allow children in Foster Care to remain in tier school of origin unless it is in their best interest to change schools.
- ❖ Guidance counselors and administrative assistants ensure that students are immediately enrolled.

Parent Involvement:

- ❖ Parents/Families are given the opportunity to be involved in planning, review, and improvement of the Title I program by responding to various surveys throughout the year, as well as attending the Information Sessions that are offered each year.
- ❖ Parents have had the opportunity to assess the effectiveness of the parent involvement policy, parent activities, and the Title I Program as a whole through the vehicles mentioned above as well as during the program's evaluation process.
- ❖ The school-parent compact and a Parent Involvement Policy are sent home to parents/families at the beginning of each school year when their child is found eligible for the program. These documents are also made available at each Information Session.