Candia School District Title 1 Master Plan

Henry W.Moore School 2026-27

Additional Assessment:

❖ Important note: for the 26/27 school year, intervention services for reading and math are provided using school district funds, not Title I funds.

❖ 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 or mClass benchmark/progress monitoring, Math In Focus Assessments or Wonders benchmarks.

❖ In Reading and Math, monthly grade level review meetings are facilitated by administration. Students with the greatest deficit in progress, relative to their peers, are noted to ensure access to Title I services for Math and Reading.

❖ Students are selected to receive Title I summer intervention services for executive functioning and increased engagement by a combination of academic assessment scores, grade reports, attendance reports, and teacher input.

❖ 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 pullout instructional formats. Identified students are provided with additional assistance in their classrooms during the

Reading or Math lesson in the push-in model. Pullout services are provided in small groups (2-4) 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 the intervention tools provided within the Math in Focus program, Key Math, and mClass Math.
- **Reading**
  - Students in the Henry W. Moore School are taught reading foundations through the Wonders program and ULFI. Title I utilizes some of the intervention tools provided within this system. However, additional reading intervention supports are also utilized, such as LiPS, S.P.I.R.E., multisensory reading practices, Project Read and Lexia.

❖ Title I summer intervention services include executive functioning programming to increase self-efficacy, communication skills, and engagement in positive classroom interactions.

Coordination and Integration:

❖ The Title I Tutor/Interventionist 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/ Interventions that is based on academic and executive functioning needs. Students are selected based on criteria that may include results of standardized tests, 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/interventionists 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 also serves as 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 Title I funds will be used for homeless students to access these services if necessary.

Students in Foster Care:

❖ The Director of Student Services coordinates efforts with area agencies to allow children in Foster Care to remain in their 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 theTitle I program by responding to varioussurveysthroughoutthe 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 if found eligible for the program. These documents are also made available at each Information Session.