

## Title I, Part A

### **District Plan Provisions**

A local educational agency may receive a sub grant under Title I ESEA only if such agency has on file with the state a plan that addresses the following provisions. A narrative that addresses **all the provisions must be submitted for the 2009-2010** Consolidated Application. These provisions will be kept on file for the length of the law unless you choose to modify them.

### **Additional Assessment**

Using assessments in consort with the state assessment, describe how you will determine student and program success. You must include the following:

- a) How you will identify students who may be at-risk for reading failure or who are having difficulty reading?**

Note: Preference will be given to students beginning in the lowest grade for the greatest impact derived from early intervention. Using grade level assessments and teacher observations students will be selected that are achieving in the lowest twenty percent of their grade level.

The following are assessments that are found in each grade level:

### **For Kindergarten**

Preschool Screen Survey

AIMESWEB/ Literacy Collaborative Benchmarks

Letter Identification

Writing Name

Hearing Sounds in Words

AIMESWEB

Forward Number Sequences

Backward Number Sequences

Numeral Identification

Structuring Numbers

Teacher recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered.

**For Grade 1**

**Literacy**

AIMESWEB/ Literacy Collaborative Benchmarks

Letter Identification

Duncan Word Test

Concepts about Print

Literacy Collaborative Benchmarks

Hearing and Recording Sounds in Words

Running Records

(The goal of Kindergarten is to reach level C by the end of the year. Those who have not met that level are screened for inclusion in Title I, Reading Services, or Reading Recovery. Consideration is given to students throughout the year using a comparison to the “average” of the class based upon Running Records.)

**Mathematics**

AIMESWEB

Forward Number Sequences

Backward Number Sequences

Numeral Identification

Structuring Numbers

Teacher Recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered.

**For Grade 2**

LITERACY

AIMESWEB/Literacy Collaborative Benchmarks

Hearing and Recording Sounds in Words

Running Records

(The goal of grade 1 is to reach level I by the end of the year. Those who have not met that level are screened for inclusion in Title I, Reading Services, or Reading Recovery. Consideration is given to students throughout the year using a comparison to the “average” of the class based upon Running Records.)

**MATHMATICS**

AIMESWEB

Forward Number Sequences

Backward Number Sequences

Numeral Identification

Structuring Numbers

Teacher recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered

**For Grade 3**

LITERACY

AIMESWEB/Literacy Collaborative Benchmarks

Hearing and Recording Sounds in Words

Running Records

Benchmarks

(The goal of grade 3 is to reach level P by the end of the year. Those who have not met that level are screened for inclusion in Title I, Reading Services, or Reading Recovery. Consideration is given to students throughout the year using a comparison to the “average” of the class based upon Running Records.)

**MATHMATICS**

AIMESWEB

Forward Number Sequences

Backward Number Sequences

Numeral Identification

Structuring Numbers

Teacher Recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered

**For Grade 4**

LITERACY

AIMESWEB/Literacy Collaborative Benchmarks

Hearing and Recording Sounds in Words

Running Records

## Benchmarks

(The goal of grade 4 is to reach level T by the end of the year. Those who have not met that level are screened for inclusion in Title I, Reading Services, or Reading Recovery. Consideration is given to students throughout the year using a comparison to the “average” of the class based upon Running Records.)

## **MATHMATICS**

AIMESWEB/Teacher Recommendation

Individual testing by Specialists...

Tests include those done by specialists who work in Special Education including Learning Disabilities Specialist and the Speech Pathologist, the Reading Specialist, and a S.A.I.F. or psychologist. Testing conducted outside the school district is also considered

### **b) How you will determine individual student success?**

**Success will be determined when the student achieves the “average of the class” as determined by:**

#### **For Kindergarten**

AIMESWEB/Observations

By the classroom and the Title I teacher of the student having met the goal of the ability to participate in classroom literacy and math activities without supplemental instruction...

Kindergarten Checklist

#### **Attached: Progress Report A1-A2**

Running Records

The goal of Kindergarten is to have students reach the instructional level C as determined by running records by the end of the year. These are prorated for discontinuation throughout the year.

#### **For Grade 1**

AIMESWEB/Observations

By the classroom and the Title I teacher of the student having met the goal of the ability to participate in classroom literacy and math activities without supplemental instruction...

Grade 1 Checklist

**Attached: Progress Report A3-A4**

Running Records

The goal of Grade 1 is to have students reach the instructional level I as determined by running records by the end of the year. These are prorated for discontinuation throughout the year.

**For Grade 2**

AIMESWEB/Observations

By the classroom and the Title I teacher of the student having met the goal of the ability to participate in classroom literacy and math activities without supplemental instruction...

Grade 2 Checklist

**Attached: Progress Report A5-A6**

Running Records

The goal of Grade 2 is to have students reach the instructional level M as determined by running records by the end of the year. These are prorated for discontinuation throughout the year.

NWEA's Measure of Academic Progress

**For Grade 3**

AIMESWEB/Observations

By the classroom and the Title I teacher of the student having met the goal of the ability to participate in classroom literacy and math activities without supplemental instruction...

Grade 3 Checklist

**Attached: Progress Report A7-A8**

Running Records

The goal of Grade 3 is to have students reach the instructional level P as determined by running records by the end of the year. These are prorated for discontinuation throughout the year.

NWEA's Measure of Academic Progress

**For Grade 4**

AIMESWEB/Observations

By the classroom and the Title I teacher of the student having met the goal of the ability to participate in classroom literacy activities without supplemental instruction...

Grade 4 Checklist

**Attached: Progress Report A7-A8**

Running Records

The goal of Grade 4 is to have students reach the instructional level T as determined by running records by the end of the year. These are prorated for discontinuation throughout the year.

NWEA's Measure of Academic Progress

**c) How will you assist in the diagnosis of students to impact teaching and learning in the classroom:**

Classroom teachers record their weekly plans on "Instructional Program" forms. The Title I teachers uses these plans to supplement and reinforce that skill and strategy focus. At the end of the week, the Title I teacher records the instruction and materials used, as well as any pertinent observation, to assist the teacher in developing an instructional direction for identified children. These weekly anecdotal records, also recorded on the "Instructional Program" form, are used for the coordination of instruction. The classroom teacher and the Title I teacher share the responsibility of administering assessments during the marking period.

Communication with parents gives the classroom and Title I teacher a more complete understanding of the student.

**d) How will you measure/ review and analyze your program's effectiveness.**

- Title I students will attain their respective grade level range, based upon AIMEWEB, Running Record/Benchmark, or the prorated average of their class throughout the year for discontinuation...
- Coordination between the classroom and Title I teachers for ultimate student success...
- Parent, teacher, administration communication during the year located in individual in files...
- Parent, classroom teacher, administration, Title I teacher surveys, and Title I teacher evaluations by classroom teachers are compiled at the end of the year and used for the planning of next year's project.

**Attached: Running Record/Benchmark A9-A32**

**Attached: Instructional Program Form A33**

**Attached: Attendance Sheet A34**

**Indicators other than Assessment**

**This provision is optional. Describe if you will use other indicators to determine student or program success (i.e.: dropout rate, attendance, truancy, enrollment in post-secondary, involvement in after school activities, attitude changes, etc.).**

N/A

### **Additional Support**

**Include a description of how the LEA will provide additional educational assistance to students assessed as needing help in meeting the State’s challenging academic standards. Include a description of your Title I programs in both your TAS and SWP schools along with any district interventions.**

Academic assistance to identified Title 1 students in literacy and math at Gilford Elementary School is provided by four Title I teachers . The Reading department, which includes a Reading Specialist, and two Reading Recovery teachers, provide instruction for students not served by Title I. In addition grades 1-4 have a certified teacher as an assistant for instruction as well as a Title I teacher assigned to each grade level. In Kindergarten an aide is provided to enable the teachers to provide additional time for direct instruction and also a Title I teacher is assigned to Kindergarten. In addition to the Reading Specialist, the GES Literacy Primary Coordinator for grades K-2 and the Intermediate Literacy Coordinator 3-4, coaches and models for classroom teachers, assistant teachers, specialists, and Title I teachers. They act as consultants, and this indirectly provides assistance for educational support.

A “Diagnostic Teaching Plan” in put in place for those students who are waiting for testing prior to coding if needed. If there is no evidence of a learning disability, the Learning Specialist confers with the Title I staff and classroom teachers about the observations of methods, strategies, and skill to provide to assist the student.

Title I support is provided for selected students based upon those in most need. The teacher/student support ratio is between 1:1 and 1:4. They meet 4 times per week for 30 minutes depending on the student’s schedule. The time is often adjusted to 20 minutes for Kindergarten students. This instruction guarantees that selected students receive more direct instruction based upon individual needs than students not selected.

### **Coordination and Integration**

**Describe how you Title I program will coordinate with other programs (SPED, Even Start, Head Start, Reading First, Adult Education, Service Learning, etc.) and work with special population (SPED, LEP, migrant, homeless, neglected or delinquent children, etc.) to reduce duplication and fragmentation and increase collaboration between the programs.**

The Gilford School District’s Student Services Administrator is in contact with Overseer of Welfare regarding any homeless or migrant students. Given that the Title I Project Manager is the same as the Student Services Administrator a file is kept with this information and Title I teacher will be notified immediately of any students with this status so that immediate assessment and services can commence.



The Title I Program Manager, who is also the Student Services Administrator in the Gilford School District, is a member of the “Staffing Team”. Other members include the Integration Specialist, the Speech Pathologist, two Learning Specialists, a Guidance Counselor, and the school Nurse. This group acts as an advisory board to teachers who have concerns about students and offers directions for intervention. Instructional recommendations, testing recommendations, testing results and students work review, and referrals are done at these meetings. Because of the diversity of the group, the above-mentioned in the parentheses of the question are connected.

The Title I staff are members of the team that tests incoming Kindergarten students. Student reports from area preschools are reviewed. Recommendations, based upon the screening results, are sent to parents for a summer focus.

**Are you coordinating with pupil services personnel such as counseling and mentoring?**

The Title I Project Manager is responsible for developing a spreadsheet...that indicated the name of the Title I students and other services that child receives. It is used to insure that services are not fragmented or duplicated and to insure that the student is receiving the optimal instruction “in class”. A master teacher mentors each new teacher at Gilford Elementary School: usually this is the team leader for that grade level. The Reading Specialist and Title I Project Manager mentors and oversees the work of the Title I teachers and new teachers in the Literacy area and Math.

**If appropriate, are you coordinating with college and career awareness and preparation programs?**

Gilford Elementary School is a “Professional Development School” that, in partnership with Plymouth State University, offers placement for “Methods” and “Student teachers”. Graduate level courses offered by the GES staff receive credit from the University. PSU faculty cooperates in school initiatives. This includes, but is not limited to, providing staff from PSU to model for teachers and assist in grant writing.

Gilford grades K-4 are a Literacy Collaborative School in affiliation with Lesley University. All teachers, support staff, and administration are trained in the Collaborative Model initially for 40 hours and then yearly for 20 continuing hours. This training focuses on the current research in the area of Literacy

Our Title I teacher are trained in the Add+Vantage Math Recovery Program.

**Is there coordination with services to prepare students for transition from school to school?**

The Title I Staff are members of the team that test incoming Kindergarten students. Student reports from area preschools are reviewed. Recommendations, based upon the screening results, are sent to parent s for summer focus.

The Title I Project Manager and the Reading Specialist meet with the Middle School Reading Specialist to share information on all students from GES including the Title I students. Test results and other records are transferred. The Middle School Reading Specialist attends any end-of-year conference when appropriate for transitioning.

Copies of the Title I records, along with permanent and Literacy Files, are sent to receiving schools. Phone conversations are always welcomed.

### **Selection of Students in Targeted Assistance Schools**

**Describe how you will: (1) identify the pool of educationally deprived students (those students failing, or at risk of failing to meet the state standards and (2) select the most needy of that population in all of your targeted assistance schools. All criteria used must be educational in nature.**

The identification means of educationally deprived students are listed above in “Additional Assessments a)”. The Title I program at Gilford Elementary tried to target the bottom quarter of the class, based upon the number of students in need, and the staff available to provide supplemental service.

### **Preschool Services**

**This provision is optional. If the district is using any Title I dollars to support or run a preschool program, describe in detail the goals, size, and activities of the program. Be sure to include the demographic data on Form 7 of this application.**

N/A

### **Quality Teachers and Paraprofessionals**

**What are the district’s hiring policies/procedure that will ensure that individuals who do not meet minimum hiring standards will not be hired for Title I positions? Please describe the district’s plan to ensure that:**

- 1) all teachers teaching within the school district are “Highly Qualified” at the start of the school year.**
- 2) all applicable paraprofessionals are “Highly Qualified” at the start of the school year.**

Gilford School District hires “Assistant Teachers” to fill Title I positions. The established policies are to hire only those holding a Bachelor’s degree, certified to teach in NH schools and are “Highly Qualified”. The title “Assistant Teacher” gives reference to the salary and responsibilities of that position. Positions are advertised and interviews are conducted. References are checked and certification documents are required. Those hired are observed and evaluated each year by the Title I Project Manager with input from the classroom teachers. The Title I Project Manager as well as the Principal and Reading Specialist oversees Title I Assistant Teachers. Title I Assistant Teachers are

required to participate in all school sponsored staff development related to their assignments. They are required to participate in the recertification process. The major difference between the Assistant Teacher position and Teachers at Gilford Elementary School is that the Assistant do not hold the responsibility of a classroom and is on the GES Assistant Teacher salary scale.

### **Professional Development**

**Describe how the LEA will:**

#### **1) coordinate with Title II to provide professional development:**

As the Gilford School District is relatively small, all school personnel including the Title I staff can easily access and are included in all opportunities for professional development.

**Attached: "Gilford School District Strategic Plan including Vision, Beliefs, and Goals"**

#### **2) support the activities outlined in the parent involvement section:**

Title I staff is required to attend parent conferences in cooperation with the student's classroom teacher. Accompanying the GES report cards, written reports that include a skills/strategy checklist are provided. Other parent contacts are in the forms of the "Take Home Book Project", phone calls and written notes to parents.

Title I staff will participate in all Parent Involvement Activities throughout the year in coordination with the VSC and PTO.

As all the Title I staff is certified and "Highly Qualified", professional development will be continuing for recertification every three years. This is detailed in the information packet parents receive as their child is selected for services.

#### **3) support Title I staff and teachers of Title I students to be better able to meet their educational needs.**

Here at Gilford Elementary School the Title I program is aligned with the Literacy Collaborative and the Envision Math Program. All of the Title I teachers have taken the 40 hour graduate level courses for both Primary and Intermediate initiative of staff development (support through Title II) as well as the Add+Vantage Math Recovery training. In addition, the Title I teachers, along with all the classroom teachers in both Primary and Intermediate grades K-4 will be required to participate in the 20 hours of yearly staff development that refines prior instruction and introduced newly researched and scientifically based practices.

### **Homeless Children**

**Describe how your Title I plan is coordinated with the McKinney-Vento Homeless Assistance Act. Describe how the district identifies and how (and where) it serves homeless children.**

The Gilford School District's Student Services Administrator is in contact with Overseer of Welfare regarding any homeless or migrant students. Given that the Title I Project Manager is the same as the Student Services Administrator a file is kept with this information and Title I teacher will be notified immediately of any students with this status so that immediate assessment and services can commence.

**How does the district expect to use its homeless set –aside dollars?**

Homeless children will be provided the same quality services outlined in the Title I Grant within the school setting. If the student is not in need of instructional services, the Title I staff will "check in" daily with all homeless students. This includes, but is not limited to, checking homework assignments, offering additional instruction, providing any materials needed, or extra computer time her at school. The school nurse coordinated with local businesses and organizations to provide for clothing, supplies, and health so that the homeless can participate more fully in school.

**Describe how you contact and coordinate with the town welfare office and local shelter(s) to identify homeless children and youth.**

The Overseer of Welfare and the Student Services Administrator (names as the Homeless District Contact) are in communication regarding any homeless student. She notifies the Title I staff of any student with this status so that immediate assessment and services will commence.

**How will space in the Title I program be made available throughout the year for homeless children?**

All homeless students will be evaluated and include in Title I services immediately if needed.

**Students in Foster Care**

### Administrative Guidance for Foster Care Placement

To the extent practical and as required by law, the Gilford School District will work with foster students, their families and the Division for Children, Youth and Families (DCYF) to provide educational stability. With the passage of the Every Student Succeeds Act (ESSA), stability for students in foster care is a priority. Both the New Hampshire Departments of Education and Health and Human Services have developed state guidance to help ensure the effective implementation of the new provisions under ESSA. Based on this guidance, the Gilford School District has prepared this document as part of our Title I plan.

- ❑ The Director of Student Services, acting as the point of contact, will coordinate services for foster students.
- ❑ Foster students will continue to be enrolled in their school of origin, unless it is in their best interest to change schools. If it is not in the child's best interest to remain at the school of origin, the child must be immediately enrolled in the new school, even if the required documents are not available. All requirements for enrollment records will be waived to ensure a smooth transition.
- ❑ Per the joint guidance: within 5 days of court-ordered school joinder, DCYF will complete and send to the sending and receiving school districts the *Notice to School District of Residential Placement Change*.
- ❑ Per the joint guidance: The team (the school districts, parents, foster parents, DCYF, school counselor, and as warranted the student's IEP Team), will complete the *Best Interest Determination Form* in a team meeting. The determination will guide whether transportation arrangements will be required if the child will remain in the school of origin.
- ❑ If needed, the Gilford School District and DCYF will discuss what will be necessary to provide transportation for the child during the above team meeting. If there are additional transportation costs above what is typically expended on a child's transportation in the district, the Gilford School District will ask DCYF to fund these cost.
- ❑ Per the joint guidance: Any disputes will be addressed by the guidance from the New Hampshire Departments of Education and Health and Human Services.

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**Migrant Students**

**Describe how the LEA will ensure that migratory children are selected to receive services on the same basis as other children who are selected to receive services. How will space in the Title I program be made available throughout the year for migrant children?**

Migrant students will fall under the same category for services as the homeless. Upon notification Title I staff will immediately assess and services will commence.

**Parent Involvement**

**Describe how parents and community are involved in the planning, review, and improvement of the Title I program and in the assessment of the effectiveness of your parent involvement policy and activities.**

**A Title I parent evaluation will be given to each parent at the end of their child's Title I program.**

**Attached: "Program Overview" A45**

**Attached: "Parent Evaluation" B45**

**Attached: "Permission to Participate" A46**

**Attached: "Parents Right to Know" A47**

**Attached: "Gilford Elementary School's School-Parent-Student Compact" A48**

Parents are encouraged to observe Title I lessons. They confer with the Title I staff and meet with the Title I Project Manager with any comments, concerns, or suggestions.

Parents are provided with a "Parent Survey" at the end of the year. With the responses received, changes are considered and implemented in to the next grant application.

**Does your school have a school-parent compact?**

Yes.

**Attached: "Gilford Elementary School's School-Parent-Student Compact" A48**

**When are parents provided with information about the program, including participation in professional development activities and training to help them teach their children?**

Each year the annual overview of Title I is conducted during "Parents Orientation Night" (when the majority of the parents are in attendance). At that time the Reading Specialist describes the program, highlights selection, assessment, parental involvement, and supplemental instruction.

After a child is selected, a form is sent to parents requiring a signature. Included are a Program Overview, which speaks to the qualifications of the Title I teachers, Selection and Assessment Procedures, and Parental Involvement Policy.

**Attached: "Program Overview" A45**

Participation in the "Take-Home Book Program" is offered to every parent/guardian of Title I students.

All workshops provided by Title I, Gilford Elementary School, the Parent-Teacher Organization, and the volunteer Steering Committee are available to Title I parents/guardians.

**Do parents receive literacy training or are they referred to other agencies for support?**

Parents are referred to the Adult Education Program.

**What are your plans to comply with the "Parents Right-To-Know" requirements in the law?**

All Title I teachers at Gilford Elementary School are certified. The "Program Overview" that accompanies the Title I "Permission to Participate" identifies the teachers, degree major, and area of certification. In addition, all students at Gilford Elementary School receive a copy of "For Your Information-Parent's Right To Know" in their packet of information that is sent home the first week of school.

The "District Parent Involvement Policy "Parent Involvement in Education" is posted on the Gilford School District website ([ges.gilford.k12.nh.us](http://ges.gilford.k12.nh.us)) The "Right To Know" law is stated in the handbook that is sent home with each student.

Individual student's state testing results are mailed to the parents/guardians and are reviewed with the classroom teacher, Title I teacher and when necessary the Project Manager and the Reading Specialist, who also serves as the Test Coordinator. Other test results are reviewed with the parents during scheduled conferences. If individual testing occurs, the results are reviewed and explained at a meeting.

**Attached: "Program Overview" A45**

**Attached: "Permission to Participate" A46**

**Attached: "Parents Right to Know" A47**

**If applicable, how will you comply with all the Title I parent involvement requirements in a participating private, nonprofit school?**

N/A

**School in Need of Improvement**

**If applicable, include a description of how the LEA will assist the low-achieving school to implement its improvement plan.**

N/A

**Extended Learning Opportunities**

**Optional. Include a description of how the LEA will use its Title I funds to support after school (including before and summer school) and school year extension programs.**

Gilford Elementary School offers all Title I students an opportunity to partake in after school and Summer Program. Programs are facilitated by “Highly Qualified” Title I teachers. These programs give the students that are partaking in them a chance to have extra support in the areas of reading and math.