

Targeted Assistance School Plan for Washington Elementary School

2020-2021

Student Selection

Washington Elementary School, WES, utilizes Title I Federal Grant funds for providing preschool programming to community students as well as supplemental support services to students meeting eligibility criteria during the summer months.

WES's Preschool Program, the only preschool in Washington, is open to all students of preschool age residing in the community of Washington, NH. Parents wishing to sign their child up for preschool complete a form that consists of questions of developmental, social-emotional and at-risks indicators and potential students participate in a developmental screening assessment. Should the need arise for a waitlist; preference is given to students who have homeless or migratory status, those with the most need, and/or those entering kindergarten the following year. Should an opening occur during the school year, preference will again be given to students with homeless and migratory status, those with the most need, and/or those entering kindergarten the following year.

Supplemental support services are provided during the summer months to students meeting eligibility criteria which are determined through the use of weighted indicators consisting of teacher recommendation, various assessment data points, and homeless and migratory status.

Supplemental Support

Preschool programming is not required by law, and therefore is considered support above and beyond what the students may be receiving at home or in a day care program.

Students receiving supplemental support services during the summer are receiving this in addition to their school-year program and to what every other child receives as part of their basic education during the school year.

Jump Start Program

During the summer, all preschool students who will be attending kindergarten in the fall are invited to attend a Jump Start Program for three weeks. This supplemental program will help them transition from the preschool program to a full day kindergarten. The focus will be on maintaining and progressing the skills they learned in preschool, along with helping them develop the social skills they will need to be successful in kindergarten.

High Quality Instruction

The Preschool Program implements the *New Hampshire Early Learning Curriculum Guidelines* as well as utilizing *The Creative Curriculum for Preschool*. As described at <https://ies.ed.gov/ncee/wwc/Intervention/483>, *The Creative Curriculum® for Preschool*, Fourth Edition, is an early childhood curriculum that focuses on project-based investigations as a means for children to apply skills. It addresses four areas of development: social/emotional, physical, cognitive, and language. The curriculum is designed to foster development of the whole child through teacher-led small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors).

Students receiving supplemental support services during the summer are provided with research based data driven instruction in literacy and or math. Basic reading decoding skills are supported with systematic, explicit and multi-sensory programs such as Foundations and The Sonday Program. Repeated and timed readings are used to develop reading fluency. Reading comprehension skills such as inferencing, drawing conclusions and using the text to support a response are reinforced using decodable and leveled passages. In math the common core standards are reinforced using DreamBox which is an adaptive web based program and offers personalized learning experiences. Components of Envisions Math are used based on student need and skills that may need to be reinforced.

Parent Involvement

As a component of Title I programming, parents' input is required and essential as evidence shows the important influence that parents have over their child(ren)'s education. Collaboration with and participation of parents has shown to increase student achievement. Parents have and will continue to be surveyed regarding the best time for Title I Parent Meetings and trainings to occur two to three times per year. In addition to surveys, parents' input is solicited during the parent meetings regarding the needs and wants and assisting in determining the best way to increase student achievement.

Professional Development

Professional development needs are determined on an annual basis with approval from the NHDOE. Last year's professional development had a focus on maximizing learning opportunities, developing positive social interactions, best practices in early learning (including remote instruction), developing self-regulation strategies with younger students, and place-based learning.

Coordination with the Regular Classroom

Regular coordination occurs between classroom teachers and Titled I Academic Interventionists. The preschool staff collaborates with kindergarten teachers in order to ensure that staff members are aware of expectations for students entering kindergarten and to plan for seamless transitions.

The classroom teacher collaborates and coordinates with the summer staff in order to provide appropriate recommendations and suggestions, highlighting the educational needs to be addressed during the summer supplemental services. At the conclusion of the summer program, reports are compiled indicating evidence of progress, shared with classroom teachers and placed in students' files.

WES is a small school with approximately 45 students and 4 full-time teachers allowing for communication to occur on a daily basis. The special educator is also a classroom teacher and has knowledge of all the students' needs and challenges. The principal is also a classroom teacher and is able to advocate for all students in the school. Community resources are limited and the school is considered the center of the community.

Instruction by Highly Qualified Staff

All Staff members employed at WES are highly qualified.