

Targeted Assistance School Plan for Washington Elementary School  
2017/2018

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' Preschool Program, the only preschool in Washington, uses appropriate measures of child development for the eligibility criteria. 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 status 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 status and or those entering kindergarten the following year.

Supplemental support services are provided during the summer months to students grades K-5 meeting eligibility criteria which is determined through the use of weighted indicators consisting of teacher recommendation, various assessment data points, and homeless 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 in grades K-5 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. Pre and post program assessments occur as evidence of effectiveness of the supplemental support services.

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 given reinforcement and instruction in literacy using the Reading Street Intervention Program, Triumph's Intervention Program, reading fluency practice and reading paired fiction and non-fiction articles. The Sonday Program, a systematic, explicit, multi-sensory phonics program, is used with the younger students. In math the

standards are reinforced by using the IXL web based program which is adaptive and offers a personalized learning experience. Everyday Practice Counts and math fact fluency activities are used to develop automaticity.

#### 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 New Hampshire Department of Education. Last year's professional development focused on maximizing learning opportunities, acquiring innovative ideas for teaching math and literacy skills to emergent learners, and efficient and effective use of centers. There was also a focus on developing a strong number sense foundation and developing skills such as subitizing (number fluency) with our youngest students.

Staff members are currently determining the topics where professional development is required and will present this information to NHDOE for prior approval.

#### 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. Pre and post assessments occur to evaluate the effectiveness of the supplemental support services and 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 50 students and 4 full-time teachers allowing for communication to occur on a daily basis. The special educator is also a team leader/administrator and has knowledge of all the students' needs and challenges. 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.