

Rollinsford Grade School Title I Targeted School Plan

Title I Part A, of the Every Student Succeeds Act (ESSA), is a federal grant designed to provide opportunities for children to acquire the knowledge and skills to meet the state proficiency standards. This program is designed to provide services to students with educational disadvantages whose academic progress is at risk. Title I reading instructional support is supplemental to the regular classroom instruction and is not intended to replace the core instruction by the classroom teacher. Title I funds are used to hire personnel and to purchase educational resources that will assist students in obtaining their goals. The funds are allocated by the state to the district based on census data, population income, and other local statistics. Should you have any questions about Title I at Rollinsford Grade School please contact Amy Eisenmann or Shawna Coppola, at 742-2358, or Caroline Butler, Title I Director at 692-2126.

- How do students qualify for Title I services?

Students in kindergarten through grade 3 are determined eligible for Title I using a composite sheet that includes information such as, but not limited to: 1) the results of two objective, standardized literacy assessments; 2) indication of homelessness or other mitigating circumstances; 3) indication of teacher referral; etc. Each possible indication of eligibility is weighted as part of a points system, and students are selected to participate in the Title I program (pending parent or guardian approval) based upon those with the “greatest need” (i.e. largest number of points.) Students who are homeless, migrant, or currently in foster care are automatically eligible for Title I.

- Supplemental Support

Students who receive Title I services do so in addition to, not in place of, their regular classroom literacy instruction. Once the classroom teacher has given the day’s mini lesson or whole-class instruction, and students begin working independently on their reading or writing tasks, the Title I tutor then either pushes into the classroom or pulls students out of the classroom for supplemental instruction. The schedules are created in conjunction with classroom teachers.

- High Quality Instructional Strategies

Our Title I tutor uses a variety of instructional approaches all of which are research or evidence based. Depending on the student(s), the Title I tutor may employ a literacy workshop model or she may custom-design instruction that draws heavily upon such programs as Reading Recovery, Leveled Literacy Instruction (LLI), Words Their Way, or Lively Letters.

- Parent Involvement

We believe in the importance of engaging families in their child’s education. A parent informational meeting is held during the fall to introduce the staff and explain the program. We seek to involve families in a variety of ways, whether it be through our annual Read-A-Thon, tri-annual progress reports, direct mail and phone contact, or through our page on Facebook, RGS Literacy. An end of year survey is distributed to parents to assess their overall satisfaction with our program and ask for suggestions to improve it.

- Professional Development

The Title I tutor is provided training in literacy instruction including attendance at a state or local workshop. The professional development is coordinated with Title II offerings and based on the district needs assessment. The tutor maintains an individual professional development binder that is submitted twice a year to the Building Level Council for review.

- Coordination with the Regular Classroom

Every effort is made to ensure that the instruction students receive through Title I is consistent with what they receive in their regular classroom. We collaborate with classroom teachers through bi-weekly participation in teams' common planning time, as well as through weekly and sometimes daily consults between the Title I tutor, the Reading Specialist, and classroom teachers. Each student has a Title I record file where session times, assessments, and instructional planning are documented.

- Collaboration with Other Programs

The Title I team actively participates in Child Study Team meetings in order to collaborate with our special education, speech/language, occupational therapy, and guidance programs. The SAU 56 Homeless Liaison coordinates and ensures support for McKinney-Vento eligible students.

- Instruction by Highly Qualified Staff

All staff paid from Title I funds are highly qualified in the state of New Hampshire.