

ANDOVER SCHOOL DISTRICT

20 School Street Andover, NH 03216 Phone: (603) 735-5494 Fax: (603) 735-6108

Title 1 Targeted Assistance School Plan

Student Selection

- 1) All students in grades K-3 will be ranked. Ranking is based on the following measures:
NWEA Math/ Reading/ Early Literacy scores
- 2) Students may be referred to the Title I program by parents, teachers, or Title I staff. If students fall in the well below or below range using the screening measure mentioned above, they are automatically referred:
 - a) A Title I referral sheet is completed, weighing scores from the above measures as well as targeted Curriculum Based measures, teacher feedback, and informal Title I teacher assessments
 - b) All homeless and migratory students will automatically be eligible to receive Title I services upon entering our school or becoming homeless. They will continue to receive services up to the point where the services are no longer deemed necessary. This will be decided in a meeting with the homeless coordinator, Title I staff, classroom teacher and parents/ guardian.
 - c) Students who qualify for Title I services as a first priority are the 20% of students whose weighted selection score is the lowest. The second 20% of the student population with weighted selection scores below the expected range qualify for Title I services as second priority; these students will enter the Title I programs as space becomes available.

Supplemental Support

The Title I staff delivers a remedial program of instruction that is supplemental to the classroom instruction. Title I staff work with Title I students during independent work time to supplement and provide extra assistance in the areas that need improvement. The Title I staff work closely with the classroom teachers to use supplemental activities and materials to maintain a congruent theme with what the district staff is teaching.

Internal planning meetings will take place between classroom teachers and Title I staff to ensure that Title I instruction is coordinated with classroom instruction. Title I will utilize programs and curriculum used by the general classroom as appropriate to support continuity between the classroom and Title I.

High Quality Instructional Strategies

Our instructional support model is based on the latest research in education, and utilizes proven strategies. The Title I teachers are certified educators, and regularly

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engage in professional development to ensure that methods used are evidence based and appropriate.

Curriculum

AEMS uses the Desmos Amplify curriculum for core math instruction grades K-3. Desmos Amplify utilizes a problem-based learning approach, encouraging student-centered instruction, critical thinking, collaboration, and active participation in learning. The program offers a wide array of instructional tools for differentiation and continuation of learning topics which will be utilized by the Title I team.

For AEMS's core reading curriculum, the CLKA program is used for whole class phonics/ fluency instruction in Grades K-3. We also use LEXIA Core5 to teach specific reading skills. Title I will utilize these curricula as well as Orton Gillingham methodologies to support instruction.

The Title I Staff works within the classroom whenever possible. If it is necessary to pull a student out of the class to work with them, it is always during an independent work time or during a break in regular instruction time (i.e. snack time).

Parent Involvement

Once rank ordering of all students K-3 has been completed, parents of eligible Title I students will receive a permission form and a parent-student-teacher Compact. The parent-student-teacher Compact outlines the responsibilities of all parties and is signed by parents, students and Title I staff. Parental input is sought out at the annual meeting for any appropriate updates or adjustments to this document.

After this permission form and Compact are returned, parents will receive a welcome letter with Title I staff contact information and an invitation to the annual meeting. At the annual meeting, parents will be given copies of the Parent's Involvement & Parent's Right to Know policies to review. The Parent's Right to Know letter will also be sent home annually to all families, and be visible on the website. Progress reports go home three times per year in conjunction with school report cards.

Title I Staff will be present at student progress meetings/ parent conferences regarding Title I students if deemed relevant.

At the annual meeting, Title I staff will ask parents to give input as to what is working well in the program and what changes they would like to see for the following year. This will directly impact the grant and program for the following year.

A parent survey will be sent at the end of the year to receive any further feedback as to how to improve the Title I program.

Professional Development

The Title I staff will attend workshops and conferences that will further their knowledge of math/ reading strategies to support the educationally disadvantaged population. The

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Title I project manager will attend any workshops or Title I meetings offered by NH DOE as they arise. Title I staff also participate fully in any professional development that is offered to ASD teachers.

Coordination with the Regular Classroom

The Title I staff will meet with the Classroom teachers in Data Review meetings at least once per trimester. These meetings will be documented and the notes will be kept on file in the Title I files. Title I staff will also hold informal meetings with classroom teachers on an as-needed basis to coordinate instruction and address issues that might need attention before the regularly scheduled meetings.

Collaboration with Other Programs

The Title I staff attends staff meetings, 504 meetings and Special Ed referral meetings as necessary. As we are a small school, Special Ed teachers, administration, OT, Speech/ Language and Guidance personnel are all included in formal data meetings.

Instruction by Highly Qualified Staff

The Title I staff currently meets the highly qualified criteria. In the future, if the need to hire additional teachers or a paraprofessional arises, only those people meeting the highly qualified criteria will be considered and hired. All ASD teachers are highly qualified.

Updated 8/14/2025