

## **Title I Overview and Transition Plan**



### **New Hope-Solebury School District**

**2022-2023**

#### **Purpose**

The purpose of this Transition Plan is to clarify the activities employed by the New Hope-Solebury School District to ease the transitions for pre-school children to kindergarten. Additionally, this plan outlines the steps taken to provide a smooth transition from the Lower Elementary School to the Upper Elementary School and the Middle School to the High School.

#### **Overview of Title I at New Hope-Solebury School District**

Title I (federal funds) provides supplemental educational programs at the Lower and Upper Elementary Schools. A school qualifies for Title I funding based on the percentage of students receiving free or reduced lunch. After a school qualifies, the program is available to students based on their educational needs.

The purpose of the Title I program is to help students succeed in reading by providing smaller intensive reading groups, a minimum of 2-3 times per week depending on level of need as well as a variety of teaching methods and materials to support areas of reading need.

#### **Student Identification Process**

Students must qualify on a combination of the following selection criteria each year to be included in the Title I program:

- Below proficient on standardized test scores and/or the PSSA
- Below proficient on the district's local reading assessments - *DIBELS and Running Records*

Students may exit the program based upon exit criteria in the form of assessment data above.

## Home-School Compact

The Home-School Compact details an agreement between the teacher, student and parents describing the roles and responsibilities of each person. The Home-School Compact is sent to families with children participating in Title I.

## Title I Parent/Family Involvement Plan

The New Hope-Solebury School District invites parents/families to become actively involved in the Title I program. The District's Policy on Parent Involvement is jointly developed between faculty, administrators, and parents and is reviewed and revised annually.

### *The District shall:*

- maintain an active Districtwide Parent Advisory Council for Title I through its Curriculum Advisory Committee.
- maintain active Title 1 building level oversight with parent representation.
- inform parents of their child's eligibility for Title I services.
- utilize a handbook to inform parents of the Title I programs.
- conduct informative parent meetings and workshops.
- conduct parent/teacher conferences sharing assessments results.
- share summary data on students' academic achievements.
- seek recommendations for parent workshops and programs.
- involve parents in the planning and development of the Title I plan.
- involve parents in the review and revision of the [Parent Involvement Policy](#).

## Parent Notification

Under the provisions of the Every Student Succeeds Act, or ESSA, parents have the right to know the professional qualifications of the teachers and teacher aides who instruct their children. Please contact our Human Resource office for information on the following:

- teacher has met state credential or license for grade level and subject area taught
- teacher is under emergency or other provisional status
- teacher degree major and certification
- teacher aides or similar paraprofessionals' qualifications.

## Transition Plans

### **Pre-School/Head Start Program to Elementary Transitions**

Each year, the Lower Elementary School (LES) principal sends a letter to each pre-school and our Head Start partner provider within the boundaries of the New Hope-

Solebury School District. This letter clarifies the importance of the relationship between pre-school facilities and the district. The letter makes the provider aware that the district welcomes opportunities to meet with the provider's staff to provide information about district programs, curriculum and instruction and to assist parents with their child's transition to kindergarten.

Each Spring, The LES principal and Kindergarten teachers (K Team) also host pre-school providers and prospective parents in an effort to ensure continuity of academic and behavioral expectations.

NHSD offers a full day, comprehensive Kindergarten and wishes to provide this service to its community including Title I eligible families.

The principal and K team work with the reading specialist, who also serves as the District's Title I Coordinator, to analyze the K assessment data to set guided reading groups early in the Fall.

Additionally, the principal coordinates with the Director of Student Services to monitor student data from early intervention transition meetings and Head Start program.

The LES has contact with the families of incoming kindergarten students. Parent forums are held in the Spring of each year to welcome new Kindergarten families to the school and are educated on academic and behavioral expectations for students. A host of resources are afforded to parents including direct contact with the principal in the event of questions or concerns.

1. Parents are given information regarding the LES Reading Club which houses the Title 1 program. A highly qualified Reading Specialist and two half time Instructional Assistants work tirelessly to serve student needs. Decisions for Reading interventions are based on universal testing procedures like DIBELS and Running Records.

### **Lower Elementary School (LES) to Upper Elementary School (UES) Transition**

LES students transition to the UES at grade 3. Several opportunities are provided for students and families to get to know their new school better.

Student visitation day is provided for incoming 3rd grade students in the Spring.

Open House for parents and students is available prior to opening of the school year in the Fall.

Transition meetings between the LES and UES occur in the Spring of each year as well. A part of these meetings is collaboration among the two Reading Specialists and

Principals of both buildings to discuss incoming Title I students and how to best program for them.

Rosters are built to best suit the needs of all students with careful attention to identified students as well as those in need of tiered interventions and Reading support.

### **Upper Elementary School to Middle School Transition**

UES students transition to middle school at grade 6. Several opportunities are provided to 5th graders and their families with the transition to middle school.

Middle School Orientation – All UES 5th graders visit their middle school during the school day for a tour and orientation program in the spring of grade 5.

Middle School Programs of Studies Night – An evening is held each spring where parents of students in grade 5 can attend an overview of school curriculum and support services that are provided.

Reading Specialists and School Counselors at the UES and MS meet to hand schedule students served in our Title I Reading program as well as other protected class students (IEP, GIEP, EL). Transition meetings occur between all buildings in the district each spring as well as regular/monthly scheduled Principal Academy meetings where needs of students are discussed and planned for.

### **Middle School to High School Transition**

MS students transition to the HS at grade 9. Because of the two schools literally share a campus, many opportunities to introduce MS students to the HS is easily done throughout the school year.

Peer Leadership - HS students who are selected, then trained by the Intermediate Unit are paired with a small group of 8th grade students to better acclimate incoming 9th graders to the HS life.

9th Grade Orientation - incoming 9th graders are invited each year over the summer to engage in some orientation activities. These activities include: 1-1 device deployment, schedule review, HS expectations overview, among other topics.

HS Programs of Studies Night - similar to the MS, the HS also has an evening to kick off the scheduling process. This meeting is earmarked for transition from MS to HS and is greatly attended by rising 9th grade parents.

Transition Meetings - meetings between and among stakeholders occur throughout the year during 8th grade but intensifies in the Spring in an effort to identify appropriate programming. Counselors and Principals (as well as Gifted, Special Education personnel) meet regularly to identify groups that need specific scheduling attention and have needs met.