

Title IA Targeted Assistance School Plan

Name of School: Souhegan High School

School Year: 17-18

Current Poverty Rate: 5%

(Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Date School Needs Assessment was completed: March 2018

Data summary used in Needs Assessment (How does your data align with the plan?):

Date Plan was Created: March 2018

School Planning and Review Team (members and their affiliation): Title I Planning Team

Please check the appropriate option:

Initial Plan

Annual Update

Focus or Priority school? (Please align all activities with the Innovation Plan)

Please describe your Title I program plan components. **In this abstract, the district should describe the strengths of its Title I program and practices. Please include specific examples of effective practices and their impact on student learning.**

All structural elements should be tied to the needs assessment (e.g., common pages data)

Plan Criteria	Explanation	Your School Plan	Plan Updates
I. Student Selection	1) Describe the two-step process for selecting Title I students: I. How is the pool of educationally disadvantaged students identified? II. How will the neediest students be selected?	1). For our Grade 11 Skill Builder Skill program we will be using the following criteria: Grade 10 NWEA MAP scores (math and reading), PSAT scores (math and reading) - all student take the PSAT, and involvement in reading or math support. We will use a rubric with points to create a ranking of all grade 11 students to determine eligible students. For our Summer Program, student eligibility will be determined using a rubric that includes the following data points: NWEA Map Assessment, SBAC (for 9th & 10th graders), English and Math grades for trimesters 1 and 2 (for 10th, 11th, and 12th graders), Attendance and tardies, PACE assessments (for 10th, 11th and 12th graders), PSAT (for 12th graders), and teacher recommendations. Students who score the following minimums on the rubric are invited to the summer program: 9th- 3; 10th- 3; 11th- 3; and 12th- 3.	1) For our Summer Program, student eligibility will be determined using a rubric that includes the following data points: NWEA Map Assessment/PSAT, Math Inventory for incoming 10 th grade, English and Math grades for trimesters 1 and 2, Attendance and tardies, SBAC/PACE annual determination, teacher judgement survey scores (incoming 10 th , 11 th , 12 th). Students will be rank ordered and we will service neediest students.

	2) In a narrative, describe how you will include homeless students in your selection process regardless of the date that the student enters your school. Forms that do not have a point system/or weights are not acceptable. Forms that do not recognize the special needs of homeless students are also unacceptable.	2) We do not currently have any homeless students identified but would include them in our Title I program if any are identified.	2) We currently have 3 students considered homeless and they are being included in our Title I program.
	3) 3 forms of academic data for selection criteria are required.	3) NWEA, PACE, SBAC, SAT/PSAT, academic grades	3) NWEA/SAT, PACE/SBAC, academic grades
II. Supplemental Support	1) Describe how your Title I instructional program is in addition to the core competency instruction.	1) Our Summer Program will occur during the summer and is in addition to the basic reading and math courses that students are taking during the school year. This program is in addition to what every other child receives as part of his/her basic education.	1) Our Summer Program will occur during the summer and is in addition to the basic reading and math courses that students are taking during the school year. This program is in addition to what every other child receives as part of his/her basic education.
	2) In order to be in compliance with the law, the program must be able to identify how the services provided by the Title I staff to Title I students are in addition to what the district provides to every other child as part of his/her basic education.	2) Summer program	2) Summer program
III. High Quality Instructional	Respond to the following: 1) Describe how your	1) Our Title I instructional support model	1) Our Title I instructional support model

<p>Strategies</p>	<p>instructional support model uses only evidence-based strategies for improving achievement of your Title I students.</p>	<p>uses only research-based strategies to improve students' reading and math abilities and to accelerate their learning using curriculum-based measures and curriculum-based assessments. For our Title I programs, teachers will be using research based instructional strategies and resources including: Khan Academy, College Preparatory Math Textbook, and Transitions to Algebra for math and Reading Plus, Read 180, and Khan Academy for reading. The model for reading includes the 5 facets of reading (fluency, comprehension, vocabulary, phonics, and phonemic awareness). This model includes intensive direct instruction for students and requires continual progress monitoring and adapting to students' needs. Teachers will be working with small groups of students which will allow them to individualize instruction to meet student need.</p>	<p>uses only research-based strategies to improve students' reading and math abilities and to accelerate their learning using curriculum-based measures and curriculum-based assessments. For our Title I programs, teachers will be using research based instructional strategies and resources including: Khan Academy, Math 180, and Transitions to Algebra for math and Reading Plus, Read 180, and Khan Academy for reading. The model for reading includes the 5 facets of reading (fluency, comprehension, vocabulary, phonics, and phonemic awareness). This model includes intensive direct instruction for students and requires continual progress monitoring and adapting to students' needs. Teachers will be working with small groups of students which will allow them to individualize instruction to meet student need.</p>
	<p>2) Describe the curricula you have chosen to support your Title I students. Explain how it is accelerated and of high quality and will assist Title I students to reach the standards set in the State's curriculum frameworks.</p>	<p>2)</p>	<p>2) Teachers use the above listed resources and student data to match students to programs/resources. Curriculum is based on resources chosen and instructional strategies used.</p>

	3) Identify the Level of Evidence for each instructional strategy: <i>Levels of Evidence Table is located on the last page of this document.</i>	3)	3) See this link for levels of evidence: https://docs.google.com/spreadsheets/d/1zNOfgpMMdaiSK9JkVLZDdsXHmbaeijjRxBbA1RfBxcg/edit?ts=5ac21c24#gid=0
	4) Describe how you have minimized removing children from the regular classroom during regular hours for instruction. If you do pull students out of class, describe how you will ensure that they are not missing direct instruction from the classroom teacher.	4)	4) We have chosen to utilize Title I funds for summer programming to prevent students from being pulled out of the regular class.
	5) Include the strategies you will use to provide extended learning time for your Title I students. (This is a priority for all Title I schools.)	5)	5) Summer program provides extended learning time.
	6) Acknowledge that all instructional staff paid for with Title I funds meet New Hampshire State Certification and Licensure requirements.		All Title I staff meet NH state certification requirements.
IV. Parent Involvement	Describe plans for increasing parental involvement for this school year. Also, how are parents involved in the planning,	Parents are involved through various parent event(s) as well as parent surveys. The feedback from the parent event(s) and surveys help to guide our planning and	Parents are involved through various parent event(s) as well as parent surveys. The feedback from the parent event(s) and surveys help to

	implementation and evaluation of this grant?	improvement of the Title I Program. The parent surveys and parent event(s) help us in assessing the effectiveness of our parent involvement policy, parent activities, and program as a whole. Evaluations from our parent event(s) help to guide our future planning of parent event(s) as well as the program as a whole.	guide our planning and improvement of the Title I Program. The parent surveys and parent event(s) help us in assessing the effectiveness of our parent involvement policy, parent activities, and program as a whole. Evaluations from our parent event(s) help to guide our future planning of parent event(s) as well as the program as a whole.
V. Professional Development	Describe any professional development activities funded by Title I. Who will participate and how do the activities support the educationally disadvantaged population? Include your evaluation component. How do these professional development activities align with your school's Needs Assessment and relate to your PD Master Plan and your district's Technology Plan?	We are not funding any professional development activities through Title I this year.	We are not funding any professional development activities through Title I this year.

<p>VI. Coordination with Regular Classroom</p>	<p>Describe steps to ensure that instructional planning for participating students is coordinated into their existing school program. Specifically, describe how and when this coordination happens. If the coordination seems random or inconsistent, your application will not be approved until regular and timely coordination is designed. Describe record keeping procedures to document this coordination.</p>	<p>Coordination between the after school / summer program and the regular classroom occurs at the end of the year when meeting with teachers to determine recommendations and at the beginning of the year during the first RTI meeting of the year. At this meeting, data and information is shared with classroom teachers on the students they are receiving who attended the programs. Our math coach, reading specialist, and learning specialist are all involved in the planning of the Title I program. Their role is to help ensure that the after school and summer program is an extension of the work students are doing during the school year. Our coordinators/coaches help to plan not only the program, but also the use of materials. Additionally, students are taught in the after school and summer program by classroom teachers that also teach at our school during the school year. This helps to provide continuity between instruction happening during the school year and summer.</p>	<p>Coordination between the after school / summer program and the regular classroom occurs at the end of the year when meeting with teachers to determine recommendations and at the beginning of the year during the first RTI meeting of the year. At this meeting, data and information is shared with classroom teachers on the students they are receiving who attended the programs. Our math coach, reading specialist, and learning specialist are all involved in the planning of the Title I program. Their role is to help ensure that the after school and summer program is an extension of the work students are doing during the school year. Our coordinators/coaches help to plan not only the program, but also the use of materials. Additionally, students are taught in the after school and summer program by classroom</p>
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			teachers that also teach at our school during the school year. This helps to provide continuity between instruction happening during the school year and summer.
VII. Collaboration with Other Programs	Describe strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, , adult education, violence prevention programs , including child abuse, nutrition programs, housing programs, vocational and technical education, and job training).	The Coordinator of Special Education, Dean of Students, Title I Project Manager, and Director of Curriculum and PD meet on a regular basis to plan and coordinate the Title I programs to ensure coordination with special education programming. Many times we include our homeless liaison and foster youth coordinator in our regular meetings to collaboratively determine supports for students. Our reading specialist and math coach are also involved in planning of Title I services to ensure coordination and integration.	The Coordinator of Special Education, Dean of Students, Title I Project Manager, and Director of Curriculum and PD meet on a regular basis to plan and coordinate the Title I programs to ensure coordination with special education programming. Many times we include our homeless liaison and foster youth coordinator in our regular meetings to collaboratively determine supports for students. Our reading specialist and math coach are also involved in planning of Title I services to ensure coordination and integration.
VIII. Preschool Transition	Describe steps for assisting preschool children transitioning to your school.	Not applicable	Not applicable
Program Evaluation	<ul style="list-style-type: none"> Plans for an annual program evaluation of how the Title I program performed (not individual student). Important questions should include 	Student surveys Staff surveys Parent surveys Annual needs assessment and program	An annual needs assessment and program evaluation meeting is held. During that

	<ul style="list-style-type: none"> - How many students were served? - What was the effectiveness of the TI interventions and activities? - What was the impact of Title I program in helping struggling students increase achievement? - How many students exited the program? (Be sure to clarify why they exited e.g., SPED placement or met targets) - How much growth did the average student achieve? - How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor. <p>* This evaluation should guide the Title I program next year and any program changes should be reflected in a modified school plan.</p>	<p>evaluation meeting.</p>	<p>meeting we review important data to determine effectiveness of the program and plan the future Title I program.</p>
<p>Checklist for Other Program Requirements</p>	<ul style="list-style-type: none"> • Annual meeting • Parent compact • Parent policy • Parent Right to Know • Parent Signature for Title I Participation or Refusal of services 		

Evidence-Based Practices
Levels of Evidence

	Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrates a Rationale
Study Design	Experimental study	Quasi-experimental study	Correlational study with statistical controls for selection bias	Provides a well-specified logic model informed by research or evaluation
WWC Standard	Meets WWC Evidence Standards without reservations (or is the equivalent quality)	Meets WWC Evidence Standards with or without reservations (or is the equivalent quality)	N/A	N/A
Favorable Effects	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Shows a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome	Relevant research or an evaluation that suggests that the intervention is likely to improve a student outcome or other relevant outcome
Other Effects	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the	Is not overridden by statistically significant and negative (i.e., unfavorable) evidence from other findings in studies that meet WWC Evidence Standards with or without reservations (or are the	An effort to study the effects of the intervention, ideally producing promising evidence or higher, will happen as part of the intervention or is underway elsewhere

	equivalent quality)	equivalent quality)	equivalent quality)	
Sample Size and Overlap	Includes a large sample and a multi-site sample, overlapping with populations and settings proposed to receive the intervention	Includes a large sample and a multi-site sample, overlapping with populations or settings proposed to receive the intervention	N/A	N/A