



## Title IA Targeted Assistance School Plan

Name of School: Highbridge Hill Elementary

School Year: 2020

Current Poverty Rate: 32.29%

(Link to current poverty rates: [http://education.nh.gov/data/attendance.htm#free\\_reduced\\_school](http://education.nh.gov/data/attendance.htm#free_reduced_school))

Date School Needs Assessment was completed: May 2019

Data summary used in Needs Assessment (How does your data align with the plan?): Aimsweb, NWEA, SAS, Dibels

Date Plan was Created:

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

Jim Lewis – Assistant Superintendent, Jennifer Seusing– Curriculum Coach, Marion Saari – Principal Title I teachers  
Genesse Gramont, Susanne Hayes, Kay Somero.

Parent Surveys were taken into consideration during review.

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 activities in simple terms. 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
<b>I. Student Selection</b>	<ul style="list-style-type: none"> <li>• Describe your two-step process for selecting Title I students:               <ol style="list-style-type: none"> <li>1) How is the pool of educationally disadvantaged students identified?</li> <li>2) How will you select the neediest students?</li> </ol> </li> <li>• In a narrative, describe how you will include migratory and 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 and migrant students are also unacceptable.</li> </ul> <p>3 forms of selection criteria, 2 of them must be academic in nature.</p>	<p><b>A multi-criteria needs assessment is used to rate students to determine eligibility for receiving services funded by the Title I programs. Once initial order is concluded, a secondary assessment will be completed for students that fall on the bubble by Title I and school staff reviewing each student individually to determine the neediest and those to be offered service. Homeless students will automatically qualify regardless of the date they enter school, and, in accordance with Every Child Succeeds Act of 2015 Foster Youth and Juvenile Justice Provisions, any students in this target group will also be monitored to determine need for academic response.</b></p>
<b>II. Supplemental Support</b>	<ul style="list-style-type: none"> <li>• Describe how your Title I instructional program is in addition to the core competency instruction.</li> <li>• We need to know from your description that the Title I program services are supplemental to what the child is required to receive by law. In order to be in compliance with the law, your program must be able to identify how the services provided by the Title I staff to Title I students are in</li> </ul>	<p><b>Title I services will be provided in reading and mathematics to students identified as needing additional support to supplement the regular program provided for all students. Planning for instruction will be carried out by Title I personnel in collaboration with classroom teachers, to insure that the remedial services will support and augment the regular program. Students will be provided one to one or small group support during individual or group work time in the classroom. The individual differentiated support will augment and not replace the instruction received by other students</b></p>

	<p>addition to what every other child receives as part of his/her basic education.</p>	
<p><b>III. High Quality Instructional Strategies</b></p>	<ul style="list-style-type: none"> <li>• Respond to the following:             <ol style="list-style-type: none"> <li>1) Describe how your instructional support model uses only research-based strategies for improving achievement of your Title I students.</li> <li>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.</li> <li>3) 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.</li> <li>4) 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.)</li> </ol> </li> </ul>	<p><b>The programs chosen are designed to rebuild the critical foundations for reading and math by focusing on basic concepts to more complex operational work. Students spend more time on key concepts over the course of multiple lessons, providing the time they need to learn, process, and build a deep understanding. Programs we currently use are LLI, Number Worlds, Do the Math, Comprehension Toolkit, Foundations, Wilson, Hands on Equations, and Touch Phonics. Staff ensure that instructional planning for participating students is incorporated into their existing school program and children are not removed from the classroom during instructional time. At this time, before and after school programming is not available due to budgetary restrictions, but comprehensive math and ELA materials are sent home during the summer months to encourage continued learning.</b></p>
<p><b>IV. Parent Involvement</b></p>	<p>Describe your plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?</p>	<p><b>Based on parent input, we hold two Title I meetings per year, one in early fall (our “Annual” meeting) and one in late spring. The fall meeting focuses on ELA and the spring meeting on math activities and concepts, although all families of Title I students, regardless of their area of support, are invited to both. Input from parents is requested at the Annual meeting, in e-mails and face to face</b></p>

		meetings, and in year-end written parent surveys/evaluation. We send home ELA and math packets that include books, games, and manipulatives to encourage parental involvement over the summer months with a teacher 'check in' when students return in the fall. Parents rated the summer packets highly in the last parent evaluation, so we anticipate sending home 'mini' packets during school vacations to keep students/parents engaged.
<b>V. Professional Development</b>	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 relate to your PD Master Plan and your district's Technology Plan?	<b>We do not typically fund professional development through Title I as teachers PD needs are met through their CBA and through funds allocated in TIIA and TVI. Our allocation meets the cost of 3 full time highly qualified teachers, salaries and benefits, with not much remaining. Should we fund a workshop or conference, it would be to specifically support the Title I student. The intervention programs that we currently use have embedded professional development and point-of-use support into every lesson with clear steps for easily and effectively managed teaching</b>
<b>VI. Coordination with Regular Classroom</b>	Describe your steps to ensure that instructional planning for participating students is incorporated into their existing school program. We need to know specifically 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 your record keeping procedures to document this coordination.	<b>Title I personnel and school staff meet at regular PLC's, typically 2 x per month, and weekly staff meetings to insure the continuity of instruction and content. Record keeping will be accomplished through notes of the collaborative planning meetings to be kept by the Title I instructor. Notes of instructional activities will be maintained for each child by Title I staff.</b>
<b>VII. Collaboration with Other Programs</b>	Describe your strategies to ensure collaboration with other programs (i.e., migrant education, special education, ESL, Homeless Education Program, Head Start, Even Start, adult education, violence – including child abuse prevention programs, nutrition	<b>The Title staff meet at regular PLC's with district staff as well as their own TI PLC, attend student assistance team meetings when appropriate, and meet with the Assistant Superintendent and Curriculum Director as needed. The Assistant Superintendent also oversees Special Education is the District Homeless Liaison who is responsible for the effective collaboration of all programs.</b>

	programs, housing programs, vocational and technical education, and job training).	
<b>VIII. Preschool Transition</b>	Describe your steps for assisting preschool children transitioning to your school.	<b>The Special Education Director coordinates pre-school transition services.</b>
<b>Program Evaluation</b>	<ul style="list-style-type: none"> <li>• Plans for an annual program evaluation of how the Title I program performed (not individual student).</li> <li>• Important questions should include <ul style="list-style-type: none"> <li>- How many students did we serve?</li> <li>- What was the effectiveness of the TI interventions and related activities?</li> <li>- What was the impact of our Title I program in helping our struggling students increase achievement?</li> <li>- How many students exited our program? (Be sure to clarify why they exited e.g., SPED placement or met targets)</li> <li>- How much growth did the average student achieve?</li> <li>- How much growth did various subgroups achieve? For example: Race, Age, Language Level, Subject, Grade level, Instructor – whatever is relevant</li> </ul> </li> </ul> <p>* This evaluation should guide your program next year and any program changes should be reflected in a modified school plan.</p>	<b>Moving forward, we will continue a formalized program evaluation, each year with a mid year check up so that if changes are needed, corrections can be made during course. We will allow time so that all stakeholders will have the opportunity to meet as one unit. We will seek to have parent evaluation team members and solicit input at times other than annual and year end meetings.</b>
<b>Checklist for Other Program Requirements</b>	<ul style="list-style-type: none"> <li>• Annual meeting</li> <li>• Parent compact</li> <li>• Parent policy</li> </ul>	<b>Parent Policy and Parent Compact are reviewed at our annual TI meeting typically held in late September/early October each year.</b>