

Title IA Targeted Assistance School Plan

Name of School: Hanover High School

School Year: 19-20

Current Poverty Rate: 4.36%

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

Date School Needs Assessment was completed: August 8, 2019

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

The Title I team used testing from NH SAS assessment tests, the Stanford test (9th grade only), quarterly grades, and teacher/parent referrals to review students in the eighth and ninth grades who would be appropriate for a mathematics tutoring program. The list has garnered 35 names. All students have received scores below 3 on the SBAC/state tests, low scores on the Stanford, and are below a “B” average in grades. Teacher and parent referrals have all stated areas of need.

Date Plan was Created: August 8, 2019

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

Amy Good, Director of HHS Title I Tutoring Program

Elizabeth Powers, RMS Guidance Counselor

Justin Campbell, HHS Principal

Andrea Johnstone, HHS Counselor

Jay Badams, Parent

Kate O’Connor, Title I Coordinator

Swati Jogdand, Title I Math Tutor

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	<p>1) Describe the two-step process for selecting Title I students:</p> <p>I. How is the pool of educationally disadvantaged students identified?</p> <p>II. How will the neediest students be selected?</p>	<p>1).I.Students were identified using standardized tests (Stanford and state assessments), quarterly grades, and teacher/parent referrals.</p> <p>II. The standardized tests are weighted at 60%, quarterly grades at 30%, and referrals at 10%. This is what is used to provide rank order of students within the program. The students with the lowest ranked scores will be considered first. Standardized tests, such as the NH SAS, with scores that fell below proficient were deemed highest priority. Followed by grades that fell below 80 or “B”. Referrals are then taken into account with a focus on those focusing on academic deficiency (struggling with mathematics) versus behavioral (disorganization). Special education students will also be considered for Title I services.</p>	1)
	<p>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.</p>	<p>2) Any homeless student arriving during the school year will automatically be given the Stanford test, state assessments and grades will be reviewed from prior schools if available. A form will be given to their teachers that will ask them to rate 1-5 the students’ study/learning habits (prepared for class, organized, completed work assignments, stays on task, requests for help). Forms will also note aspects of the student's life such as their living situation,</p>	2)

		transportation issues, access to mental/medical health care, and counseling services.	
	3) 3 forms of academic data for selection criteria are required.	3) Stanford, State Assessments (ex. NH SAS), and quarterly grades.	3)
II. Supplemental Support	1) Describe how your Title I instructional program is in addition to the core competency instruction.	1) This program is specifically geared towards eighth and ninth graders. It will work by tutoring those students that are struggling making the transition from a middle school to a high school academic environment. This will be weekly, two hour with a certified Title I tutor, in mathematics, which will then help them achieve proficiency standards in the core competency area. Only students who have passed the eligibility criteria will be able to access the program.	1)
	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) All students are able to access help with study habits or test taking strategies, but only Title I students will have one-on-one tutoring available to them by a certified tutor who will help them disseminate the course material.	2)
III. High Quality Instructional Strategies	Respond to the following: 1) Describe how your instructional support model uses only evidence-based strategies for improving achievement of your Title I students.	1) Title I instruction is provided by an experienced educator who teach research-based study and learning strategies, as well as academic skills to students within the context of the 8th and 9th grade curriculums. The instructional support model is based on learning-centered brain research that concludes that students learn best by using study and learning strategies that	1)

		<p>coincide with how the brain naturally learns. Teaching and modeling practices include the repetition and review of information, multisensory learning and study techniques, the ability to self-assess and correct work for accuracy and completion, and the ability to identify work or concepts that are difficult and access help. Most importantly, providing struggling students with a positive and meaningful learning relationship contributes to them becoming confident, active and successful learners.</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) Dr. Judy Willis, a neurologist and former middle school teacher, is an authority on brain research regarding learning and the brain and correlations of this research to best teaching practices. She has authored many publications which include two books we base our instructional practices on: <i>How Your Child Learns Best</i> and <i>Research-Based Strategies to Ignite Student Learning</i>. Her website, www.radteach.com, has a plethora of articles, chapters of books, videos, webinars, and other valuable and current information we regularly incorporate into our program.</p> <p>Another goal of the tutorial program is to support students' prefrontal cortex development (executive function skills). We provide high school students with a structure that models and supports executive skills such as task initiation, sustained attention,</p>	<p>2)</p>

		planning/prioritization, organization, time-management, goal-directed persistence, flexibility, and metacognition. Peg Dawson and Richard Guare authored two books we frequently refer to: <i>Smart But Scattered: The Revolutionary "Executive Skills" Approach to Helping Kids Reach Their Potential</i> and <i>Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention</i> .	
	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) Promising evidence	3)
	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) Students are never removed from class to attend a tutorial; they are scheduled for tutorials at times that do not conflict with classroom attendance. Working within the HHS structure, tutorials are scheduled during unscheduled time, supervised study, or during X days (one day a week for each academic class for teachers to provide student help). At RMS students each have a period of homework time during their day that is accessed.	4)
	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) It can be difficult to engage middle and high school students in a tutorial program that requires them to devote time during their school day. We believe that using the context of the work students are required to complete for their classes as a starting point for additional instruction, works. We teach and	5)

		reinforce computational skills as well as their applications using the Algebra 1 curriculum. Not only do lagging skills improve, but the success students experience from getting their work done thoroughly and passed in on time motivates them to want to continue to do well. Our hope is that after a year of tutorial, students will be actively engaged in the learning process and apply skills and strategies independently.	
	6) Acknowledge that all instructional staff paid for with Title I funds meet New Hampshire State Certification and Licensure requirements.	Yes	
IV. Parent Involvement	Describe plans for increasing parental involvement for this school year. Also, how are parents involved in the planning, implementation and evaluation of this grant?	HHS and RMS have healthy parental involvement in the schools. To that end though we would like to involve parents in the Title I program by giving them access to more resources via quarterly meetings during the school year, including study skill strategies, behavioral strategies, and math skill activities for home-use. Parents have the opportunity to be involved in the decision-making for Title I policies and interventions within the program.	
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	The Title I tutor will have access to all the same professional development that is held during inservice days. Money will also be put aside for the tutor to attend PD opportunities related to mathematics and strategies dealing with struggling youth. Our Professional Development Committee will review and approve at the school level.	

	Assessment and relate to your PD Master Plan and your district's Technology Plan?		
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VI. Coordination with Regular Classroom	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.	Title I instruction is provided by experienced educators who employ research-based study and learning strategies to help students improve their basic reading, writing, math, and study skills within the context of the required work for their current classes. The tutor obtains information through direct contact with teachers and/or through their online resources to prepare for each tutorial session. The content that has been covered and progress of specific skill development is recorded after each tutorial.	
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).	Staff charged with oversight of each of our student support programs will meet quarterly to collaborate, provide proper updates, and ensure alignment in order to ensure that all eligible students receive necessary services.	
VIII. Preschool Transition	Describe steps for assisting preschool children transitioning to your school.	N/A	
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 <ul style="list-style-type: none"> - How many students were served? - What was the effectiveness of the TI interventions and activities? 	The plan is to hold an evaluation and review of the program with the tutors, coordinator, project manager, and principal in July 2018. Answering the questions posed in the document as well as specifically looking at ways to ensure that the high school are providing services to all students that are eligible and that the students who did receive	

	<ul style="list-style-type: none"> - 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>services are now able to move on from the 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 equivalent quality)	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 equivalent quality)	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 equivalent quality)	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

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
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