**North Hampton School**

**Title I Targeted Assistance School Plan**

**Student Selection:**

**1.)**   Title I services at North Hampton School (NHS) will be provided in mathematics at grade 2, and in both reading and mathematics at grade 3. Students are identified for Title I academic support using a multistep process for both reading and mathematics using our eligibility criteria forms.

**Reading:** At grade 3, we will administer DIBELS to students who fall below grade level based on the Fountas and Pinnell Benchmark Assessment from the end of grade 2.  Any grade 3 student new to NHS will be administered both the Fountas and Pinnell Benchmark and the DIBELS assessment.  Classroom teachers will also complete recommendations for students who have been identified based on the other identified screening documents.  The STAR reading assessment may be used as an additional data point.

**Mathematics:**  Students in grades 2 and 3 are administered a beginning-of-year screening using the Bridges Math Program assessment.  Students who fall in the strategic or intensive range on this assessment will be initially considered for Title I instructional support. Beyond this initial consideration, student data from the previous year will be analyzed, including the end-of-year Bridges Math Program assessment, and classroom teachers will make recommendations based on classroom performance to date.  Any grade 2 or 3 student new to NHS will be administered the Bridges Math Assessment and data from the previous school will be reviewed. The STAR math assessment may be used as an additional data point.

**2.)**  Student eligibility forms for reading and math, outlining the point system and relevant criteria for the various grade levels, will be used to determine the point value of each student’s needs, and students will be rank ordered according to the results. Those students with the highest scores will be given highest priority for services.

**3.)**   Any student identified as homeless will be eligible for Title I services immediately upon identification, regardless of the date the student enters our school. Migrant students will automatically be considered for eligibility, regardless of screening test results.

**4.)**   Should a homeless or migratory student require services, room will be made in the Title I program for that child’s enrollment.  Should a child already receiving services be displaced by this process, that child will continue to receive services at district expense.

**5.)**   For any child enrolled at North Hampton School who has been part of the Foster Care System, NHS will respond to the new Every Child Succeeds Act of 2015 Foster Youth and Juvenile Justice Provisions by identifying children  in this target group and providing a careful review of needs among this population. NHS administration, who will be aware of children in this category, will provide information to the Title I Project Manager as to classification so that academic need can be scrutinized more carefully and an academic response can be created if deemed necessary.

**Supplemental Support:**

Title I services will be provided in reading and mathematics in grade 3, and in mathematics in grade 2, to children identified as needing **additional** support to supplement the regular program provided for all students.  Planning for instruction will be carried out by a Title I Tutor, in collaboration with classroom teachers, to insure that the supplemental services support and augment the regular program.  A systematic, multisensory, direct instructional program will be used in conjunction with the classroom 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.

**High Quality Instructional Strategies:**

Each child’s Title I service plan will be constructed using a Response to Instruction (RtI) model of differentiated instruction.  The child’s individual needs will be identified using the screening and diagnostic instruments identified on the respective eligibility form.  The Title I Tutor will work closely with the district Title I Project Manager. Instruction will take place in push-in or pull-out settings, depending on the need of the student and the setting of instruction.  The student will continue to receive regular direct instruction from the teacher, with assistance from the Title I Tutor.  Title I Tutors will work with Title I eligible students only.

**Parent Involvement:**

Parents of eligible students will be offered an orientation to Title I, an annual meeting, and will be invited to participate in all parent trainings at the school. We also reach out to individual parents to discuss Title I programming as soon as students enter the program and paperwork is sent home.  Information about the program, including invitations to attend information and training sessions are distributed to parents annually and as new information becomes available. We will provide training in literacy to parents through individual meetings and through the distribution of written resources, such as informational newsletters. will participate in individual parent conferences with the child’s teacher as well as the provider of the Title I support services. We will distribute parent newsletters supporting effective parent strategies to support learning. Input is sought from parents through the end of year survey as well as during meetings throughout the year. This input will help formulate the program design for the coming year.

**Professional Development:**

All NHS Title I personnel will be offered the same professional development opportunities in the school and across the SAU as all full-time teaching staff; however, professional development will not be directly funded by the Title I grant. Should any tutor be requested to attend parent involvement activities, those hours will be applied toward the tutor’s total working hours during the school year. Title I tutors will work closely with classroom teachers, the elementary interventionist, literacy specialist, and math specialist to ensure high quality instructional practices.

**Coordination with the Regular Classroom:**

Title I personnel and school staff will meet weekly 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 the Title I service provider.

**Collaboration with Other Programs:**

The Title I Project Manager will attend meetings of the Student Assistance Team and will meet with the Director of Special Education as needed. The Title I Tutor will also attend meetings to share documented data about student progress as requested. Sharing of information regarding homeless or migrant children will be carried out by administration (Principal and Assistant Principal) and shared with the Title I Project Manager.  They collectively hold responsibility for the effective collaboration of the staff members serving all eligible Title I students.

**Instruction by Highly Qualified Staff:**

All existing Title I staff members of the North Hampton School meet the HQT (Highly Qualified Teacher) requirements set forth by the NH Department of Education.