

## **Targeted Assistance School Plan – Exeter High School**

### **Student Selection**

Literacy has been identified as an area of need by the school, based on an analysis of state and local assessment results.

In Step 1, all students who have scored less than Proficient on the state assessment are identified as the pool of potentially eligible Title I participants. In addition, all students are also tested by the school using the NWEA Reading Assessment, and students who score below the 40<sup>th</sup> percentile rank are also considered in the pool of potential Title I students. In addition, teachers are asked to identify students who are struggling with reading.

Names of identified students from Step 1 are placed on the Criteria for Title I Eligibility, which lists several factors indicative of school success. Students are rank-ordered, with those most in need showing the highest scores. A cut-off score is established, based on the number of students who can be effectively served. Those above the cut-off are considered eligible for Title I services.

Students from migrant families and homeless children are considered for services at any time of year that they enroll in school. Migrant students are eligible for services on the same basis as other students. Homeless students are eligible for services upon entering school, regardless of their academic standing.

### **Supplemental Support**

All students participating in Title I receive their core academic program from district staff. The Title I staff provide tutorial services over and above those of the basic educational program. At Exeter High School, Title I participants will receive supplemental targeted literacy instruction in the Title I Room, in place of Study Hall, at times that do not interfere with their basic classroom instruction. The Literacy Coach will personalize reading programs for participating students. Working closely with the Exeter High School Reading Specialist and classroom teachers, support will be provided to students who read below grade level in subject area classes. Responsibilities include analyzing student reading data, personalizing and implementing reading strategies in small group and one-on-one environments, monitoring and communicating student progress, and collaborating with classroom teachers to improve student literacy in the content areas. These services are not currently available through the district.

### **High Quality Instructional Strategies**

The instructional support model used to improve achievement of Title I participants at Exeter High School will consist of evidence-based strategies. The Common Core

Standards will serve as a guideline for competencies students will work toward developing. Students will not be removed from the regular classroom during regular hours for instruction, as Title I services will replace Study Hall periods. Providing Title I supplementary instruction during Study Hall times will ensure that students receive extended learning time.

### **Parent Involvement**

A letter will be sent to parents of Title I eligible students, informing them about the program and requesting permission for their student to participate. The district and school Parent Information Policy will be included. Parents will be invited to attend an Orientation Meeting early in the school year to learn about Title I, and how they can support their students with literacy improvement. Sign-in documentation will provide a baseline of the number of parents who attended. Each year that the program is in place, staff will seek to increase that number. As the year progresses, parent input will be elicited about ways that Title I can support them and their students. A questionnaire will be sent to parents of every participant and results will be used to inform the direction of the program. An Exeter High School Title I website will serve to inform parents about workshop opportunities and to provide ideas for academic support at home.

### **Professional Development**

Title I funds will be used to allow staff serving Title I students to attend conferences, meetings, and workshops dealing with improving teaching and learning opportunities for educationally disadvantaged students. The SAU 16 Professional Development System, "My Learning Plan," ensures that all staff attend training related to the PD Master Plan, Technology Plan, and Title I staff PD related to activities that support the educationally disadvantaged population for whom they are responsible.

### **Coordination with the Regular Classroom**

The Title I Literacy Coach will work with the Exeter High School Reading Specialist as well as classroom teachers to become familiar with assignments and expectations. Regularly scheduled collaboration, through email, phone, or face to face contact with classroom teachers will occur no less than twice per month, to improve student literacy in the content areas. Documentation of collaboration will be maintained in Title I files.

### **Collaboration with Other Programs**

The Title I Literacy Coach will become familiar with resources available, and reach out to other programs as student need arises. Information from Adult Education, ESL, Homeless Education, Nutrition Programs, Vocational and Technical Education, and Job Training are available to all students at Exeter High School. Title I staff will encourage students to access these as needed.

### **Instruction by Highly Qualified Staff**

The Title I staff at Exeter High School meet the highly qualified requirements.