

Winnisquam Regional High School

Title I Schoolwide Plan 2024-2025

School Profile:

WRHS shares a campus with Winnisquam Regional Middle School and similarly is made up of the three towns of Sanbornton, Tilton, and Northfield. WRHS consists of grades nine through twelve with a current total enrollment of 387 students with the following breakdown:

Grade 9 - 99

Grade 10 - 95

Grade 11 - 98

Grade 12 - 95

The average class size at WRHS is twenty. The following is a breakdown of the current demographics of the 2023-2024 school year:

Hispanic/Latino- 3

American Indian- 8

Asian- 8

Black or African American- 13

Pacific Island- 0

White- 337

Free and Reduced Lunch Eligibility- 31%

WRHS Facility-

20 Grade classrooms

5 UA classrooms (One of which is a full sized gymnasium)

4 Special Education classrooms

2 Specialist classrooms (1 Reading, 1 Math)

2 Related services classrooms (speech, OT, PT, hearing)

1 Media Center

Guidance Suite- 1 Admin Assistant, 2 Guidance counselors (.5 funded through Title I), 1 Psychologist (shared with other buildings)
Office Suite- 2 Admin Assistants, 1 Principal, 1 Asst. Principal, 1 Nurse

WRHS Staff-

Each room listed above has an associated teacher connected to it.

Additionally we have:

1- MTSB Social Worker

1-Building para/sub

1-media para/student para

7-Special needs paras

Planning Process-

Title I planning is an ongoing process that utilizes the needs assessment yearly combined with a reflection of the previous year's expenditures/outcomes. A survey is sent out to parents looking for feedback on not only the past year's expenditures but recommendations for future Title I uses. This information is gathered and an action plan is developed.

Goals & Action Plan (Ongoing based on needs assessment)

Utilizing an ongoing needs assessment along with the information gathered during the planning process we have developed target areas of need to be addressed by Title I. These areas are re-evaluated constantly as new or greater needs are identified. We know through our demographic data that we have a strong socio-economic need in our school. Connected to those needs in our data shows a strong need for improvement in ELA and math. Also connected to this demographic is a great deal of social-emotional challenges that hinder academic focus/achievement along with a lack of exposure to quality experiences. Our plan recognizes that students need to be in a good place to learn. Our goal is to support the well being of students, expose them to quality learning experiences that are more engaging, all while supporting their academic growth in ELA and math.

Title I Schoolwide Program provides (Recent highlights)-

-We have increased our guidance support by a .5 position recognizing that students who are in a better state of mind are better able to learn. The guidance counselor helps students process and get back into their learning environment (classroom).

-Recognizing our demographic lacks experiences, we provide a great number of career exploration opportunities. Additionally, we know students are unlikely to get to see what a college is like. Utilizing Title I we provide college visits for grades 6,7, and 8. Grade 6 starts with a local community college, grade 7 visits a larger state school, and grade 8 visits a university. We believe this exposure is an important part of their career exploration experience.

-Engagement in the classroom and interactive learning is important for our students. We have outfitted our classrooms with digital touchboards. This not only improves the visual and auditory experience daily for our students, it gives the opportunity for students to interact with the touchboard apps thus increasing engagement.

-Drive thru book pick up in the summer is a way for students to stay engaged in reading all summer long. High interest books are set up outside and students/parents drive up to the school and can take books home to read. This is done multiple times over the summer.

Update on Assessment Data-

We use NHSAS data that gets compared year to year as one of our benchmarks. We also do aimswebPlus testing in both the fall and the spring each year.

Behavioral Data-

Behavioral data is tracked monthly on an ongoing basis and housed in Powerschool. Students are asked to partake in surveys. Sometimes it is connected to our SEL curriculum.

Parental Involvement and Feedback-

WRHS holds an annual Title I meeting in the Fall to introduce families to Title I, share opportunities for parents to participate in school-wide decision making, review the school-parent compact outlining mutual responsibilities,

distribute a parent survey and use responses to target workshops to build parental capacity in supporting their child's learning at home. Parents are instrumental in the planning for Title I services, and are invited to actively engage in their child's education. WRHS uses parent input to determine Title I activities and opportunities throughout the school year. Emphasis for parent involvement has been on ensuring families understand the Title I program and how to best support their child's academic progress. District family surveys are sent home as are school surveys.

Schoolwide Reform Strategies-

The middle school has built a schedule with multiple opportunities to support the growth of students. We offer an RTI time for students in need, a block of time for student support near lunches multiple times a week (sometimes this is a recess to support physical and emotional wellbeing), and a 30 minute block of time after school where teachers are available for students.

We have added a new ELA curriculum-Wit & Wisdom.

We have added a new math curriculum- Envisions.

We have a reading specialist on staff to support tier II/III students as well as support teachers in providing instruction to all levels.

We have a math specialist also on staff who supports tier II/III students as well as supports teachers in providing instruction to all levels.

Transition steps-

Transitions begin during late winter with high school guidance coming to the middle school to meet with the 8th graders. While this is going on the 5th grade special education teacher goes to the elementary schools to meet with the 4th grade special education teachers. A few weeks after this, as spring approaches, the high school will come back to the middle school and work on scheduling. The middle school will send its guidance counselors to the elementary schools to meet with 4th graders to present and answer questions. A few weeks later middle school administrators will visit the 4th graders at the elementary schools to talk about the middle school and answer questions. During the last week of school there is a district step up day where 8th grade will spend the morning along with

lunch at the high school. 4th graders will spend the morning and lunch at the middle school. The day includes getting to know the building they will be in next year with tours and meeting staff.

Extended Learning Opportunities-

We have clubs that are rich with learning. Cooking club, environmental club, recycling club, STEM club, and Visual arts club all offer after school opportunities to continue learning. In the summer we offered competitions in math for students to earn prizes as well as our drive thru book opportunities.

Sustainability and monitoring-

All of our programs, schedule, and Title I expenditures get monitored on an on-going basis with a particular reflection annually in the late spring. Most of the programs have found their way into our school's budget and have been sustained over time. We continue to work to find new ways through our monitoring system to self evaluate and find proactive ways to support our students.

Program Evaluation-

Our programs are constantly being evaluated through data, utilizing one of our many data analysis tools, and through on-going observations most often measured through surveys.