

Dover Middle School
Title I Program
Dover, NH
SAU#11
August 7, 2017

Abstract:

The Dover, NH school district has an enrollment of 4200. The current demographics in Dover, along with implications identified by ESSA, have led the district to allocate it's Title I resources to Woodman Park School and Dover Middle School. Woodman Park School has a 53% poverty rate and Dover Middle School has a 30% poverty rate.

Woodman Park School has been designated as a Schoolwide Title I school. In essence, this means that such a significant percentage of the school population qualifies for free or reduced lunch, that the Title I funds can be used to upgrade the entire educational program of the school. Title I funds can be used to service ALL WPS students. Services provided include: intervention in reading and math, in class tutor support during literacy or math, enrichment activities that include after school enrichment clubs along with many others, parent outreach including home visiting, parent workshops, family educational events, etc. In addition, Title I has funded a parent resource room at WPS that provides families with computer access, literacy and math materials and games, and a parent outreach coordinator to offer family educational support.

Dover Middle School has been designated as a Targeted Assistance Title I School. This means that the Title I funding at DMS must be used to serve eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards. We are currently servicing approximately 135 students at Dover Middle School. Services provided include intervention in literacy and a social worker three days a week who provides services to students in need. We are also supporting the Dover Middle School's Re-teach and Enrich model.

The Title I program is an integral part of the educational program both at WPS and DMS. It enhances the education of our students with opportunities they wouldn't experience without this additional funding.

Program Structure:

I. Student Selection:

Educationally disadvantaged students are identified through state and local testing. All students are assessed utilizing the STAR assessment. Students who score at the 40th percentile or lower are identified as students who may be educationally disadvantaged. Additionally, students who score as a Level 1 or Level 2 on the Smarter Balanced Assessment are also identified.

Once students have been initially identified through assessment data, their scores for both assessments are inputted into a spreadsheet with points assigned based upon performance (0=on grade level, 4=very low). At this point, teacher input regarding classroom performance is collected and assigned points (0=on grade level, 4=very low). Points for all students are tallied and students are selected for Title I services based upon the total number of points received.

Migratory and homeless students are given an additional point in the process listed above. Additionally, classroom teachers are requested to notify the Title I Coordinator of any migratory and homeless students who are assigned to their classes. Teachers and the Title I Coordinator meet quarterly to identify any students who may be in need of Title I services and those students are looked at utilizing the above mentioned criteria. The Title I Coordinator is a member of the school's student assistance team and is able to further identify students who may be in need of Title I services.

Foster Students Services Coordinated with ESSA

- a. Students who are in foster care awaiting permanent placement are identified by school guidance counselors, school secretaries or our family services facilitator, who then notify the district liaison of the student's status. Foster care students are given the same consideration and rights as homeless students, including remaining in their school of origin if it is in the best interest of the student.
- b. School secretaries and enrollment personnel have been trained to understand that students in foster care awaiting permanent placement who seek enrollment in a new school should not be denied immediate enrollment due to lack of records. Students are enrolled immediately and the records are then requested from the last school attended.
- c. When a foster student awaiting permanent placement moves from one district to another for temporary foster care, the homeless liaison arranges for transportation to the district of origin if feasible and in the best interest of the student. Considerations include distance of travel, age of student, time remaining in the school year, and whether or not a student has a strong network of support at the school of origin. Guidance staff, foster parents, family services facilitator, case manager if there is one, and homeless liaison are all involved in the process.
- d. The district has already appointed a Family Services Coordinator. Her responsibilities include:
 - Liaison with child placing agencies
 - Ensuring that foster students are enrolled either in their district of origin or neighborhood school
 - Facilitating transfer between schools as needed
 - Tracking credits as applicable
 - Representing the school district in court hearings regarding protective or juvenile justice matters

- Case manager assigned to identified foster students placed out of district
- District point person to enter and manage foster youth data in MMS

School secretaries, school guidance counselors, social workers, enrollment personnel and homeless liaison will pass on all information regarding foster youth to our Family Services Coordinator who through MMS will enter, manage, use and share (as necessary) aggregated data on our foster youth.

II. Supplemental Support:

Math and Literacy intervention groups are provided to Title I students in addition to the regular class time in the daily schedule. Students spend 30 minutes working with a Title I staff member during an ENCORE block during the school day. These students do not miss class time. The staff member works with a small group of students on foundational skills, and targeted concepts to fill in any misunderstandings or gaps. The students work in programs that are not used for instruction during the regular classroom time.

Title I Math support is also provided in class by Title I staff to specific students who do not otherwise receive additional services. This small group or one-one in class support is available to Title I students to support students beyond what the classroom teacher is able to provide during the instructional class time.

III. High Quality Instructional Strategies

The instructional support model for reading incorporates the use of a variety of research-based strategies. Only programs that have documented research proving their success with students are selected for use within our model. Students are placed into programs based upon their demonstrated needs on the STAR assessment.

In math, the curriculum chosen to support our Title I students is aligned to state and national standards. Our program uses targeted lessons/topics to accelerate intervention and close the gap for students. We focus on modeling learning with students along with having students experience concepts at a concrete level. Our program also focuses on helping students to make connections to real world problem solving. Students explore a specific concept or skill with a staff member in a small group, and move on to practice and apply the skill. Practice includes students working hands-on, playing math games, exploring concepts using technology, and applying learning through projects. Students may also have the opportunity to further apply the skill through project based learning. Our program focuses on number, geometry, data and problem solving. Providing a variety of experiences and applications of the mathematics provides depth of mathematical understanding across strands for students as they work toward achieving grade level standards in the classroom. Students receive on-going feedback through formative assessment during group time. Once a student has demonstrated

mastery of a concept or skill they move on to a different topic or level. Mastery is determined through group performance, program assessments and district assessments.

The Title I curricula is comprised of a variety of programs. Students are placed into each program based upon their individual needs as demonstrated on the STAR assessment. Every program is correlated to the Common Core State Standards and is documented to increase student achievement.

Our instructional support model in math focuses on using concrete to pictorial to abstract (CPA) strategies with students. This model helps students to explore, visualize and master concepts and skills. Students are also exposed to problem solving and strategies to develop numeracy skills. As students develop number sense and strategies for problem solving they are then able to apply these skills to other areas of mathematics. Assessments are used to identify areas of weakness so the model can be targeted to student level/need and support learning.

Students receive Title I instruction during a period of the day when no academic classes are in session. Students are not pulled from the regular classroom for Title I instruction.

IV. Parent Involvement:

Dover Middle School provides parents with a variety of opportunities for inclusion in school issues and initiatives. Our Title I Social Worker has greatly strengthened our efforts in helping parents with the academic success of their children. This position primarily focuses on making students and parents more comfortable in their dealings with our school and giving them a voice that allows us, as a staff, to more adeptly meet the academic needs of our families and their children. This position also allows us to continue reaching out to non- participating families in a way we have not been able to do previously.

In addition, parents participate in the yearly evaluation of our Title I Program through parent surveys. In addition, we plan to videotape parent workshops and post them on our website. This year, parent workshops will be presented around mathematics and literacy support, encouraging growth mindset.

V. Professional Development

An array of professional development offerings for our DMS Title I staff will include:

- A three -day workshop on Leveled Literacy Intervention, the teal kit, provided by ` Heinemann
- An 8- hour course online course on Growth Mindset by Jo Boaler, facilitated by Patty Driscoll
- District hours for inquiry work to be determined by the tutors
- Project based learning by Andrew Miller form the Buck Institute of Education

Evaluations of these training programs will be reflected by successful implementation of the programs ultimately leading to increased student achievement. All of our professional

development offerings have been put together in collaboration with our Curriculum Director, therefore directly relating to our PD master plan and technology plan.

VI. Coordination with the regular classroom

The Title I coordinator will meet with Language Arts teachers and math on a biweekly basis to discuss upcoming classroom instruction as well as concerns/successes for participating students. Title I instructor feedback including work that is being done will be shared with the classroom teachers at this time as well as through quarterly progress reports. Information gathered from the classroom teachers will be shared by the Title I coordinator with the Title I instructors. Notes will be taken at this meeting with the use of a standardized form.

VII. Collaboration with Other Programs

- Our Title I Program works very closely with the Seymour Osman Community Center, which is located in the Dover Housing Development and provides after school care to our children. We coordinate our tutoring efforts very closely.
- Title I works very closely with Special Education and Title III and often pools funding to provide high quality evening events and programming for children and families.
- Title I pt A and Title I pt D work together to provide a Social Worker at DMS.
- Title I works very closely with the local police and fire departments to make sure our kids have access to prevention programs.
- We work very closely with St. Mary Academy in making sure that their children have access to the same programs as our children.

Program Evaluation

The STAR Growth Report will be used to report the following:

1. The average growth for all students at Dover Middle School compared to the average growth for students receiving Title I services.
2. The average growth for students at Dover Middle School broken out by grade compared to the average growth for students receiving Title I services broken out by grade.
3. The average growth for students receiving Title I services broken out by instructor.
4. The average growth for students receiving Title I services broken out by instructional program.

This data will be collected in the winter for monitoring purposes and again in the spring for reporting and evaluation of the program as a whole.

Data on the number of students served as well as the number of students who exited services (with reason for exit) will be gathered throughout the year and reported in the spring. This information will be analyzed at the building and grade level.

Smarter Balanced and local assessments also provide data points that we compile with the STAR to get comprehensive information.

