

Title I Program
Woodman Park Elementary School
Dover, NH
SAU#11
August 7, 2017

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:

Part I: Student Selection

Identifying and selecting students for Title I Literacy Intervention support is an important process at Woodman Park School. This process includes a number of factors and the contribution of grade level Classroom Teachers, Title I Interventionists and Reading and Writing Specialists.

1. Identifying students: At the beginning of the school year educators (including classroom teachers, Title I Interventionists and Reading and Writing Specialists) administer classroom

assessments and STAR assessments. The results of which are both utilized in identifying students in need of Intervention.

- a. Classroom Assessment – The Benchmark Reading Assessment Kit by Fountas and Pinnell are utilized. Students that present below grade level according to the Fountas and Pinnell leveling system are identified for services.
- b. Universal Screener (standardized assessment) – The STAR Reading Assessment is administered on the computer. Students presenting in the Urgent Intervention, Intervention and On Watch categories are identified on our radar as students that need to be looked at for consideration of Intervention services.
- c. Targeted students are also identified from previous school year’s assessments, services and teacher/interventionist observations.

2. Selection Process: Multiple factors are considered and used as criteria for selecting students for Title I Intervention support.

- a. Benchmark Reading Assessment Results – below grade level or just barely grade level students are the priority utilizing this assessment.
- b. STAR Reading Assessments – Students scoring in the Urgent Intervention, Intervention or On Watch categories are prioritized utilizing this assessment.
- c. Classroom Teacher and Interventionist Observations – Students that teachers and interventionists see as struggling in their reading in the classroom setting are prioritized.
- d. Targeted students identified from previous school year’s assessments, services and teacher/interventionist observations are considered in the selection process.

3. Woodman Park has a significant population of students that are migratory and homeless. All students are given the same assessments regardless of when they enter school. Because we are a schoolwide school, all students are considered for intervention services following the same criteria utilized at the beginning of the year regardless of when they enter school. If it is found that they are in need of services, we add them into the most appropriate Intervention as soon as possible.

4. 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
5. 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.

Part II: Supplemental Support

Our literacy and mathematics Title I instructional programs are supplemental to the Title I student's basic math and literacy programs that are delivered by the classroom teacher. In addition to classroom instruction, Title 1 students receive additional (30 minutes, 4 – 5 days each week) small group instruction from our Title I tutors.

Additional math instruction focuses on developing number concepts, place value and overall number sense, as students work on strengthening mental math strategies and number fluencies within their Title 1 small groups.

Additional literacy instruction focuses on developing such skills as reading fluency, comprehension, word attack skills and thinking within, beyond and about the text. Our intervention instructional emphasis is to meet each student at his/her level, be systematic in approach and model “best practice” approaches.

Part III: High Quality Instructional Strategies

Our Title I reading instructional support model uses only research-based strategies for improving achievement of our Title I students. Students work with explicit instruction at their guided reading levels to work on specific skills that they need, participate in group discussions with other students and share their thinking.

Our Title I mathematics instructional support model uses only research-based strategies for improving achievement of our Title I students. Hands on, problem based, strategic instruction and learning is the focus of our groups. Students work with explicit instruction and modeling, cooperative learning, guided practice, independent practice and communicating about math within their small Title I groups.

The instructional support model for reading incorporates the use of a variety of researched-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.

Our menu of literacy supports for struggling students in 2017-18 will include:

- Orton Gillingham
- Foundations
- Leveled Literacy Intervention
- Read Naturally
- The Homework lab (SOCC)
- Title I Interventionists
- In-class Title I support
- Family Outreach Coordinator

Our Title I mathematics instruction uses various curricula to accelerate student’s achievement in reaching the standards set in the State’s curriculum frameworks. The programs we use include: Marilyn Burns “*Do the Math, Math in Focus* (note earlier grade level work is often used) and *Number Worlds* (introduced in 2016. All three programs have been chosen due to their alignment with the State’s curriculum frameworks, as well as the “best practice” pedagogies within the programs. Each program focuses on accelerating student learning and achievement.

With our Title I mathematics support, we have been able to minimize removing children from the regular classroom during regular hours for instruction. Albeit a difficult scheduling task, we have been able to ensure that our Title I students are not missing direct instruction from the classroom teacher. For most grades, our Title I mathematics support takes place during the

first half hour of the school day, as students are transitioning into the building, getting breakfast and settling into the day. This means that our Title I groups have students eating breakfast while working within their Title I group, or listening to announcements. However, this early day time guarantees that our students are not missing out on classroom instruction. For other grades, mathematics instruction takes place during the school day when some transitions are happening within the classroom and teachers are not directly instructing their students. For example, some of our groups meet directly after lunch/recess, missing things like silent reading or catch up work time.

With Our Title I literacy instruction, students are pulled for their instruction while other students in their classrooms are receiving small group instruction from their classroom teacher. Title I students also receive small group classroom instruction from their classroom teacher. We just have to be very conscientious and clever about creating a schedule that works for all and is truly supplemental. It is not an easy task.

Our Title I program provides for many extended learning times and opportunities for our Title I students. Many of our students participate in a “homework help” after school program, in which the focus of the program is more about instruction than it is on “helping with homework”. We also offer summer school to students, including our Traveling Tales van which visit high need neighborhoods during the summer offering books and literacy activities. . Our Parent Resource Coordinator also provides after school hours and offers many after school and evening events for students and families. In addition, many of our teachers give up before and/or after school time to support individual students.

IV) Parent Involvement:

Woodman Park School provides parents with a variety of opportunities for inclusion in school issues and initiatives. Our parent resource room coordinator has greatly strengthened our efforts in helping parents with the academic success of their children. This position primarily focuses on making 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.

For the 2017-2018 school year parental involvement will occur and be increased through the following activities:

- Fall Parent Information Night/Open House
- Fall Family Picnic
- Curriculum evenings to inform parents of academic initiatives
- Active PTO
- PTO/Title I/SOCC sponsored family literacy and math events
- School-wide distribution and return of Parent Compacts
- Monthly school “Bugle” published by PTO and distributed to all parents and staff
- Monthly classroom newsletters distributed to parents

- Parent Resource Room designed to allay fears parents may have toward the school community and to address as best as we can parent literacy issues that may make supporting their children's literacy issues difficult
- Parent workshops offered by our Parent Resource Room and its collaboration with SOCC, and Head Start
- Kindergarten screening
- Transition to school activities for pre-schoolers
- Book Fair\Family Socials
- A strong collaboration between the WPS community, the Seymour Osman and YMCA

In addition, parents participate in the yearly evaluation of our Title I Program through parent surveys. Parents will also be issued a survey in the fall to ascertain information on how we can best serve the academic needs of their families through the Parent Resource Room.

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 WPS Title I staff will include:

- A 16- 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
- A 6-hour workshop on Orton Gillingham strategies to use in the classroom
- Project based learning with Andrew Miller from the Buck Institute of Education
- Others TBD

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 Literacy and Math Facilitators gather student data, look at student needs, grades, classrooms, etc. and coordinate supports for students in a regular and timely designed process. Students are assigned to Tutor groups and classroom teachers are made aware of who the tutor will be. Tutors are housed in close proximity to the teachers whose students they serve that so information can be shared on an informal and regular basis. Bi-monthly meetings happen between the tutors and facilitators to monitor student progress. Communication Forms on each student are then filled out by Title I Tutors and shared with classroom teachers. Data

and record keeping is done by the Literacy and Math Facilitators and they meet with classroom teachers regularly to inform them of student progress.

VII) Collaboration with Other Programs:

- 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 Woodman Park School compared to the average growth for students receiving Title I services.
2. The average growth for students at Woodman Park 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.