

Nottingham Title I Plan

18-19

Program Abstract

Title 1 is a federal program providing financial aid to school districts throughout the country to support supplementary educational programs for those students who qualify. The allocation of funds for each school district is based on a legislative formula dependent upon the distribution of low income children and state per pupil expenditures. Title 1 services are either targeted or school-wide depending on the school district and level of funding.

Title 1 services in Nottingham are provided to children at targeted grade levels who qualify as needing assistance in mathematics regardless of income. The Nottingham Title 1 Math Tutoring Program is primarily conducted during the regular school day in grade level classrooms although some lunchtime and after school opportunities are currently being offered to eligible students. Some services are provided to individual students, depending on need, outside the regular classroom whenever and wherever space is available within the school. As a result of funding decreases over the past several years, summer programming, previously offered by Title 1, is no longer supported. However, extensive summer learning packets are provided to all parents and Title 1 students in an effort to encourage continued math practice during those months.

Currently, one part time tutor works at the school five days a week (6.5 hrs. per day-32.5 hrs. per week) along with a part time coordinator (4 hours plus per week). The coordinator writes and manages the grant, maintains the Title 1 webpage, publishes quarterly and special edition newsletters, attends required DOE and SAEDC meetings, acts as a liaison with school administration, the SAU and the homeless coordinator, maintain email communications, conducts tutor evaluations, and completes all required paperwork. The tutor supports and assists students with their MATH IN FOCUS requirements in addition to helping them strengthen their basic math skills. DIBELS, NWEA, NECAP, and other math assessments are used to determine student strengths and progress. They are also used to identify skill areas where more individual support is needed. The tutor regularly consults with staff to determine student need and for lesson planning purposes. She also participates in formal data meetings with grade level teams to review individual student progress and to plan appropriate interventions. Title 1 holds an annual Open House/Annual Meeting for parents (in conjunction with or separate from the school's Open House), publishes quarterly and summer newsletters, provides summer skill sharpener packets to all Title 1 students, and maintains an extensive website including both parent and student resources.

Program Structure

I. Student Selection

The following criteria are considered when determining a student's eligibility for Title 1 Math services:

- Teacher Recommendation
- Classroom Performance
- Assessment Scores
- Parental Concerns/Request/Referral
- Migrant/Homeless Status

Other considerations may include:

- IEP Status
- Previous Title 1 Services Received
- RTI Tier Status
- Grade Retention
- Absences

Records of the student selection process are maintained and include the criteria and process involved in determining student eligibility for services. Student eligibility is determined based on data and information including teacher input and consultation, student performance, assessment data (NWEA, Dibels, Math in Focus Assessments, NECAP, Math Probes, etc.), prior referral, parent concerns, and migrant/homeless status. Those students demonstrating the highest need as determined by the above criteria, are provided services (between 25-30 students). A waiting list is maintained if necessary for consideration as students are discharged. Justification for not including students MAY include: special education status, documented parent refusal, or limited need as documented by assessments and performance.

In addition to strengthening student proficiency in math, a major goal of Nottingham's Title 1 program is to help students gain confidence in their ability to perform in math and believe in themselves as learners. It is our expectation that children who receive Title 1 services will be able to achieve closer to their individual potential in math as a result of the services they receive. Research indicates that student participating in Title 1 programming generally make gains in their academic achievement and in their overall attitude towards learning. Annual parent surveys have demonstrated positive parent support for the program and for individual student performance.

An average of one to two students (out of 27-28 served each year) are discharged from the Title 1 program annually supported by performance and test results. Parents are notified that their child is no longer in need of services but are assured that their performance will continue to be monitored. Discharge vacancies are filled immediately by eligible students on the above mentioned waiting list.

II. Supplemental Support

The Nottingham Title 1 Math Program is currently targeted to serve eligible students in grades K-3. NWEA, NECAP, DIBELS, PROBES (as analyzed by the Nottingham's School Improvement Committee), and other assessment scores were used in determining this targeted population. Service is directed to our younger population of students, especially kindergarten, who meet specific selection criteria including their assessment scores and

classroom performance. Focused assessment throughout the school year provides an ongoing record of student progress which enables teachers and Title 1 tutors to tailor instruction to meet the specific individual needs of each child.

III. High Quality Instructional Strategies

The tutor supports and assists students with their MATH IN FOCUS requirements in addition to helping them strengthen their basic math skills. DIBELS, NWEA, NECAP, Smarter Balanced and other math assessments are used to determine student strengths and progress. They are also used to identify skill areas where more individual support is needed. The tutor regularly consults with staff to determine student need and for lesson planning purposes. She also participates in formal data meetings with grade level teams to review individual student progress and to plan appropriate interventions. Title 1 holds an annual Open House for parents (in conjunction with the school's Open House), an annual Family Math Night, publishes quarterly and summer newsletters, provides summer skill sharpener packets to all Title 1 students, and maintains an extensive website including both parent and student resources.

Math tutoring is primarily offered within the classroom during math instruction time, extended day kindergarten, lunch periods (voluntary), and after school tutoring sessions (voluntary). Since Title 1 is located in an a 6 X 10 closet space, formerly a photo developing area off the art room, it offers little or no opportunity for individual or small group instruction. Space issues present obstacles but Title 1 staff have worked to overcome them and establish alternatives.

IV. Parent Involvement

A significant effort is made to communicate with and involve parents in the Title 1 program. This is especially true when it involves supporting their child's instruction in school and at home. Every effort is made to provide the support and resources necessary for parents to make informed decisions regarding their child's education and to provide them with the tools they need to work with their child in the home environment. The following is a partial list of strategies employed to encourage parent involvement:

1. Annual Open House (Information Packet Distribution)
2. Resource Packets for Parents
3. Summer Resource Packets for Parents and Students
4. Quarterly and Special Holiday and Summer Newsletters (distributed to all K-3 families)
5. Title 1 Website including all program information, policies, parent and student resources, Math In Focus Information, resources for home instructional support, newsletters, upcoming events, technical resources, etc.
6. Annual Title 1 Surveys requesting specific feedback on services provided and suggestions for program improvements
7. Regular email and phone communication
8. Participation in Parent Conferences

9. The Title 1 Parents Right to Know Policy is distributed to all parents with permission for services paperwork. It is also included on the Title 1 website.
10. Kindergarten packets prepared by Title 1 are distributed to all parents during kindergarten registration and screening in the spring of each year.

We are aware of the value of parental partnerships and continually work toward that end.

V. Professional Development

Nottingham School and Title 1 staff have been involved in comprehensive training involving Common Core and Math in Focus instructional protocols and requirements resulting in a transition to “higher quality” curriculum, instruction and assessment” consistent with scientifically based educational research.

A full time school curriculum and instruction administrator is in place and directs instructional programming and assessment as well as professional development. In addition, Title 1 staff have attended a variety of Math PD sessions conducted by Mahesh Sharma, Greg Tang, and others in a effort to strengthen overall math instruction. Title 1 staff have also been involved in technology, data analysis, and training within and outside the school.

Title 1 staff have been able to participate in all PD offered within and outside Nottingham School funded by the district. Only limited PD opportunities have been funded through Title 1 due to limited funding. However, this has not prevented full involvement in PD activity by Title 1 staff annually in accordance with the district PD plan.

VI. Coordination with the Regular Classroom

Title 1 services are coordinated with classroom teachers on an ongoing basis as school and classroom schedules change or are updated. They are adjusted and modified as needed considering school scheduling priorities. A Title 1 tutoring schedule is approved by the coordinator and school administration and changes frequently as school wide schedules and rotations change

VII. Collaboration with Other Programs

Collaboration of services takes place on an ongoing basis. Title 1 works closely with the school’s math coordinator and with special education personnel to coordinate services, review assessment data, determine student need and placement. The Title 1 tutor participate in school data meetings, IEP meetings when they involve current or past Title 1 students, and in fall parent conferences.

All Title 1 tutoring is coordinated with individual classroom programming consistent with the Common Core Curriculum and the school’s core math program, MATH IN FOCUS.

Program Evaluation

The Title 1 coordinator conducts multiple observations of tutoring at all grade levels served and writes an annual teacher evaluation which is reviewed and approved through school administration. All paperwork and correspondence plus schedules and other program information are shared and approved by the school administration. Consultation with teachers regarding the content, quality, and effectiveness of Title 1 services is ongoing. Parent surveys are conducted annually with results driving program adjustments and modifications when possible. Data on student progress are provided in an annual report which is reviewed by the coordinator and school administration and submitted to the school board for review. That data is also used to drive program adjustments, modifications, and goal setting.

Program Reorganization

As a result of a continued decline in funding for Title 1 in Nottingham, the Title 1 Coordinator's position will be funded by the school district during the 18-19 school year pending the availability of roll-over funds. A complete review of the program will be conducted during the year by parents, the Title 1 Coordinator, school administration, teachers, the school's math coordinator and curriculum coordinator to determine the most effective delivery of services for Title 1 going forward. Input from as many sources as possible will be considered as part of this process.