

Northwood Title I Plan 2023-2024

Program Abstract:

Title I 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 I services are either targeted or school-wide depending on the school district and level of funding.

Title I services in Northwood are provided to children at certain grade levels who qualify as needing assistance in mathematics regardless of income. The Northwood Title I Math Program is primarily conducted during the regular school day in grade level classrooms and as individual or small group sessions outside the classroom. We supported students last year through a Title I summer program that provided supplemental instruction in math and reading, as well as other academic support.

Currently, one full time tutor works at the school five days a week (25-30 hours per week), and the program is coordinated by the Curriculum Director. The coordinator attends required DOE and SAEDC meetings, acts as a liaison with school administration, the SAU and the homeless coordinator, maintains communication with families and teachers, and completes all required paperwork. The tutor has supported and assisted students with their GoMath requirements with emphasis on helping them strengthen their basic math skills. Acadience, NWEA, NHSAS, 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 also regularly consults with staff to determine students' needs and for lesson planning purposes. They also participate in formal data meetings with grade level teams to review individual student progress and to plan appropriate interventions.

Program Structure:

I. Student Selection:

The following criteria are considered when determining a student's eligibility for Title I 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, Acadience, Go Math assessments, etc.), prior referral, parent concerns, and migrant/homeless status. Those students demonstrating the highest need, as determined by the above criteria, are provided services (approximately 25-28 students). When applicable, a teacher referral 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 Northwood's Title I 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 I services will be able to achieve closer to their individual potential in math as a result of the services they receive. Research indicates that students participating in Title I 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.

At times, it is possible for some students to be discharged from the Title 1 program supported by their ongoing performance and test results. Parents are then notified that their child was no longer in need of services and are assured that their performance would continue to be monitored. Discharge vacancies are then filled by eligible students on the above mentioned referral list based on testing results and teacher recommendations.

II. Supplemental Support:

The Northwood Title I Math Program is currently targeted to serve eligible students in grades K-5, when possible. NWEA, Acadience and other assessment scores were used in determining this targeted population. However, at times, service is directed to our younger population of students, especially kindergarten through third grade, 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 I 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 the requirements of the math curriculum in addition to helping them strengthen their basic math skills. As mentioned, Acadience Math, NWEA, 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 students' needs and for lesson planning purposes. They also participate in formal data meetings with grade level teams to review individual student progress and to plan appropriate interventions. Math tutoring is offered primarily after math instruction during their practice time. Students are tutored in the classroom or pulled out, individually, or in small groups.

IV. Parent Involvement:

A significant effort is made to communicate with and involve parents in the Title I program. This is especially true when it involves supporting their child's instruction in school and at home. Every effort is made to offer services, and 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.

V. Professional Development:

Northwood School and Title I staff have been involved in comprehensive training involving Common Core and Go Math 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 directs instructional programming

and assessment as well as professional development. Title I staff have also been involved in technology, data analysis, and training within and outside the school.

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

VI. Coordination with the Regular Classroom:

As aforementioned, Title I 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 I tutoring schedule is approved by the coordinator and changes frequently as school wide schedules and rotations change.

VII. Collaboration with Other Programs:

Collaboration with other services takes place on an ongoing basis. Specifically, Title I works closely with the school's special education personnel to coordinate services, review assessment data, determine student need and placement. The Title I tutor participates in school data meetings, IEP meetings, and parent conferences when they involve current or past Title I students when they are requested.

Program Evaluation:

The Title I coordinator conducts informal observations of lessons provided by the tutor at all grade levels served. Tutors are evaluated annually by the school administrators. All paperwork and correspondence plus schedules and other program information are shared with and approved by the school administration. Consultation with teachers regarding the content, quality, and effectiveness of Title I services is ongoing. Data on student progress are provided by the Title I coordinator and are reviewed by teachers and the school administration. The data are also used to drive program adjustments, modifications, and goal setting.