

Title I Schoolwide Program Plan



- This schoolwide plan template is to be used for both the initial plan and annual updates. Please provide a brief summary for each component. If you have additional documentation, please be sure to identify the section as described below in the appendices.
- This document is intended to be posted publicly on school websites and readily available to families and members of the community.
- Please use this plan in combination with the Schoolwide Program Plan Rubric.

Please complete the following details:

Name of School: Rochester Middle School

School Year: 2017 / 2018

Current Poverty Rate: 375 Students receiving Free or Reduced Lunch of 888 Total Students for a rate of 42.23%
(Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Letter of Intent submitted on: May 20, 2016

Schoolwide Review Team (members and their affiliation):

Adam Houghton, Principal
Kyle Repucci, Assistant Superintendent
Michele Halligan-Foley, Safe Schools/Healthy Students Program Director
Jacky LeHoullier, Families in Transition Coordinator
Rachelle Hennessey, Associate Director YMCA of Strafford County
Adam Black, Teacher Rochester Middle School
Tracy Walbridge, Parent Member
Maureen Callaghan, Parent Member

Planning process began on: April 17, 2017

Plan submitted on: August 2016

Please check the appropriate option:

Initial Plan

Annual Update (Please leave the original Schoolwide Plan intact, and add your update in the section provided beneath each plan component.

1. Decision to become a schoolwide school:

(a) What was it that prompted your interest in becoming a schoolwide school?

The initial goals of the RMS schoolwide plan are to secure adequate technology to allow one-to-one student access, increase the capacity of RMS staff to support the student use of technology in a personalized learning model, and to increase family engagement in meaningful ways.

Rochester Middle School was encouraged to apply for and tentatively awarded a significant Title I Reallocation Grant for Innovation contingent upon the school's transition to a Title I schoolwide program. The Rochester Middle School has been aggressive in the development and implementation of a competency-based learning environment. The prospect of Title I funding allows the school to pursue a personalized learning strategies to complement existing competency-based approaches. This would include targeting one –to-one student access to technology with adequate technical and education supports to ensure successful implementation. Rochester is a community with a limited tax base making it difficult financially to implement large-scale innovations that require technology. Title I's support would be transformative for our school program addressing our challenging state academic standards.

(b) **How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners?** Provide side-by-side (TAS/SW) description which identifies the intended changes, before and after, included in your school's reform plan. We need to understand what will be different and how Title I funds will add value to the existing school curriculum and instruction.

Targeted Program

Services only those students meeting eligibility criteria

A deficit model of academic supports limited to content areas of Reading and Math

Program-based remedial supports

Academic supports limited to 5 Title I staff

Parent engagement primarily focused upon the communication of student progress and parent education workshops identified by the school

Schoolwide Program

Services to all students

A fully inclusive model which supports all instructional content area

Web-based personalized for all abilities

Academic supports provided by all staff

Family and community engagement includes communication, but will emphasize family outreach and recruitment, the inclusion of family members in meaningful decision-making making and will tailor family events to those identified by families as being of interest

Professional development of staff focused on content and methodology to increase staff capacity to instruct

Professional development focused on the application and management of technology to support the personalized instruction of students and their capacity to learn

(c) What are your goals in becoming a schoolwide school? What will the impact of this transition look like for your students.

Goal One: Advancing and redeveloping our school learning model to become more personalized, less cohort-restricted, more competency-based, and student-centered.

ACHIEVING GOAL ONE:

The design and implementation of models of on-going formative assessment and feedback that improve learning, deepen student agency, and increase college and career readiness. The Rochester Middle School believe that Personalized Learning is the formative roadmap to being able to successfully perform on summative performance tasks, including locally designed tasks, PACE common assessments, and Smarter Balanced tasks. RMS believes that if we want students to be called upon to transfer their content knowledge to grapple with true challenges in summative settings, then we must have presented opportunities along the way that enable them to practice and build skills. Most importantly, personalized learning adheres to a philosophy of learning for all which is critical in our economically diverse population.

Demonstrations that essential intra- and interpersonal skills and dispositions can be taught, learned, and assessed as a natural and necessary part of a child's experience in public education. Since our first steps in transitioning to a Competency-Based Learning Model, we have seen the significance of separating assessment and development of content-specific competencies and standards from assessment and development of dispositions, or mindsets. RMS has identified "habits of engaged learners" which allows us to speak of these dispositions independently, we are not yet empowered to truly develop them with students. We believe that emphasis on personalized learning will provide students and teachers opportunities to develop and call upon dispositions such as communication, creativity, collaboration, and self-direction.

The design and exploration of systems of aligned assessment and accountability policies that embrace and enable richer/deeper success definitions for students and multiple, varied forms of measurement of student progress towards those definitions. The RMS with the Rochester School Department has built the framework needed to support a rich instructional and assessment structure. Much focus has

been placed on the development of competency statements, performance indicators, and in defining varied levels of success toward them. Teachers have aligned their assessments to those documents and have increased their assessment literacy through our participation in the Performance Assessment for Competency Education (PACE) project. Through our effort thus far, we have attended to creating multiple assessments; our next steps are to focus on varied forms of assessment. We aspire to continue our efforts on the assessment continuum. This goal will create a model that will move us from pockets of assessment excellence to a framework for consistent implementation of a rich and rigorous instructional shift to personalized learning that will allow us to more authentic and purposeful learning experiences

Goal Two: Acquisition and use of Technology Tools, to advance Goal One.

ACHIEVING GOAL TWO:

The development of a personalized learning model requires that each student have direct access to a Chromebook. Title I funds will be used for the acquisition of an adequate number of Chromebooks to ensure one-to-one availability. The Rochester Middle School has also initiated a tentative partnership with Education Elements, a professional development and technical assistance consulting firm, to provide the staff training to implement personalized learning at our school. The NHDOE has identified this firm as among the leaders in the area of personalized learning.

The employment of technology tools will provide teachers an avenue to inform and direct instructional and assessment decisions. The use of Chromebooks will engage today's digitally wired students anytime, anywhere, and on any device. This will be used to target individual student's learning needs; teachers will have the ability to create personalized playlists of essential content knowledge for each of his/her students. Through formative assessments, teachers will be able to match students' instructional needs with appropriate content. The devices are necessary to propel the project-based learning experiences for students. Demands for research, collaboration, presentation, etc. will be met by a one-to-one environment. We live in an age in which we can longer discuss education without involving technology. RMS cannot realize any of our learning goals without support for expansion of technology.

Goal Three: Increase Family and Community Engagement at the Rochester Middle School

ACHIEVING GOAL THREE:

The Rochester Middle School recognizes that the core of a well-functioning school is a high degree of family and community engagement. RMS will develop a long-term family engagement plan based upon research-based strategies. We are currently engaged with the NH Parent Information Center for this purpose and are aware that the NH Department of Education offers support in the area. RMS will include a representative of the Title I Family Council which has been targeting increased family engagement as well as identify and offering family education events. Additionally, parent/family representatives will members to the RMS Title I leadership team. Family surveys and suggests have allowed us to identify several workshop to be offered through our Title I program. These are identified later in this plan.

2. A comprehensive needs assessment of the whole school:

(a) Review, summarize and report on your performance, non-performance, process, and perception data, including sub-groups to inform your needs assessment.

Academics:

Rochester Middle School results for the 2015-16 school years are as follows, showing the percentage of students proficient or advanced.

Smarter Balanced and NH Alternate Assessment Test Results Information 2015-16

Achievement Level (%)	Smarter Balanced					
	English Language Arts			Mathematics		
	School	State	Difference	School	State	Difference
Level 1 (%)	20	16	+4	36	19	+17

Level 2 (%)	32	23	+9	30	32	-2
Level 3 (%)	37	38	-1	20	29	-9
Level 4 (%)	11	23	-12	14	20	-6

Smarter Balanced and NH Alternate Assessment Test Results Information 2016-2017

- *Data Not Released Publically*

Rochester Middle School is below the state average in both reading and math on the Smarter Balanced Assessment. Preliminary data for the 2016-17 school year also shows our school below the state average. This is a gap that must be addressed in our plan. The state has not provided disaggregated results on this assessment for us to report on.

NWEA Test Results 2015 – 2016 to 2016-2017 (Results Based on 2015 NWEA Norms)

	English Language Arts				Mathematics			
Grade Level	Spring 2016 Percentage of Student At or Above Grade Level	Spring 2017 Percentage of Student At or Above Grade Level	Spring 2016 Percentage of Student Meeting Their Growth Target	Spring 2017 Percentage of Student Meeting Their Growth Target	Spring 2016 Percentage of Student At or Above Grade Level	Spring 2017 Percentage of Student At or Above Grade Level	Spring 2016 Percentage of Student Meeting Their Growth Target	Spring 2017 Percentage of Student Meeting Their Growth Target
Grade 6	73%	70%	60%	60%	73%	66%	70%	55%

Grade 7	81%	78%	67%	61%	73%	66%	60%	45%
Grade 8	80%	83%	59%	56%	73%	78%	67%	63%

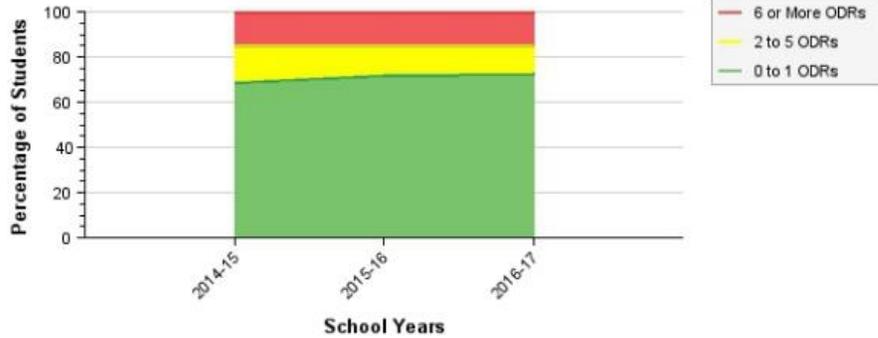
The overall proficiency at Rochester Middle School for the 2015-16 school year is 78% in reading and 73% in math. While this percentage has been rising the past few years, it still falls well below the Rochester School Department goal of 90% of students on grade level in both reading and math. Rochester Middle School is doing a good job of students meeting their Rasch Unit (RIT) growth norms from fall to spring, 62% in reading overall and 66% in math overall. These percentages both exceed the Northwest Evaluation Association (NWEA) norm of 50% of students meeting their growth target, but again they fall short of our District goal of 75% of students meeting their growth target in reading and math. This is a concern that we have a gap in our whole school achievement.

Behavior:

SWIS Triangle Report 2014 - 2017

Triangle Data Report

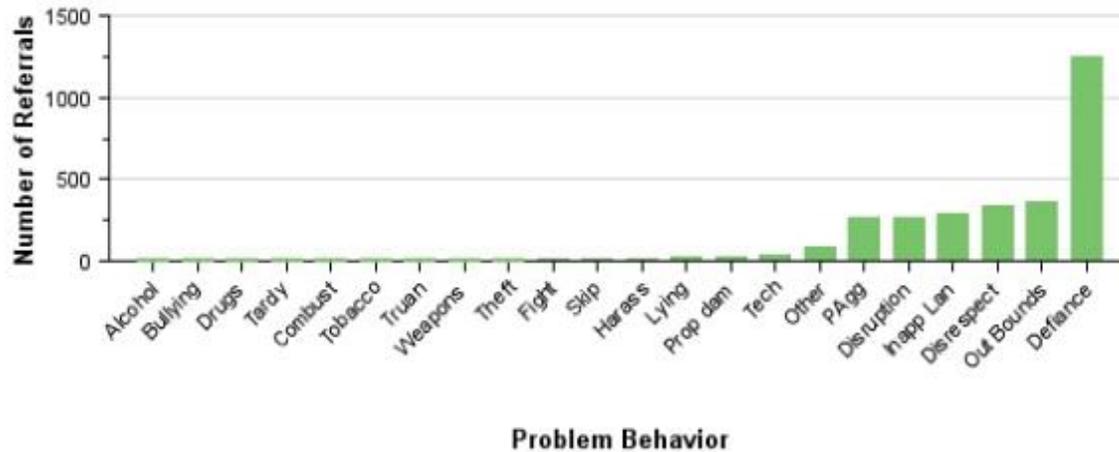
Major, 2014-15 - 2016-17



Rochester Middle School has been a PBIS school for the past 9 years. Our green zone has averaged 71.64% of our student population the past three years. The green zone refers to students with 0 - 1 Office Discipline Referrals. This percentage falls well short of the target PBIS percentage of 85%.

Referrals by Problem Behavior

Major, Aug 1, 2016 - Jun 30, 2017



When breaking down our office referrals by problem behavior, 3 of our 5 highest categories for referrals (Defiance, Out of Bounds, and Disrespect) are directly impact on classroom instruction. Increasing the level of student agency in classroom instruction is critical to raising our academic achievement.

Attendance:

2013-2016 Attendance Rate

School Year	School Attendance Rate	State Attendance Rate
2013 - 2014	94.6%	95.2%
2014 - 2015	94.4%	95%
2015 - 2016	94.8%	94.8%

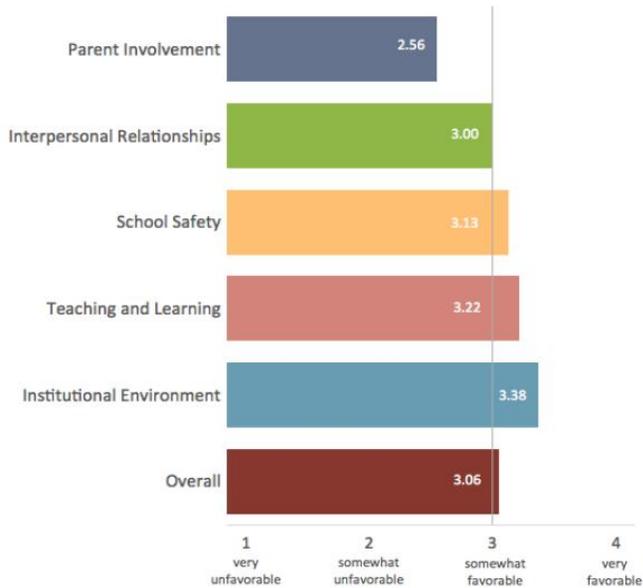
Rochester Middle School has historically fallen below the state attendance rate. While no greater than 1% below the state average, this demonstrates that we need to improve student investment in the learning process.

Survey Data

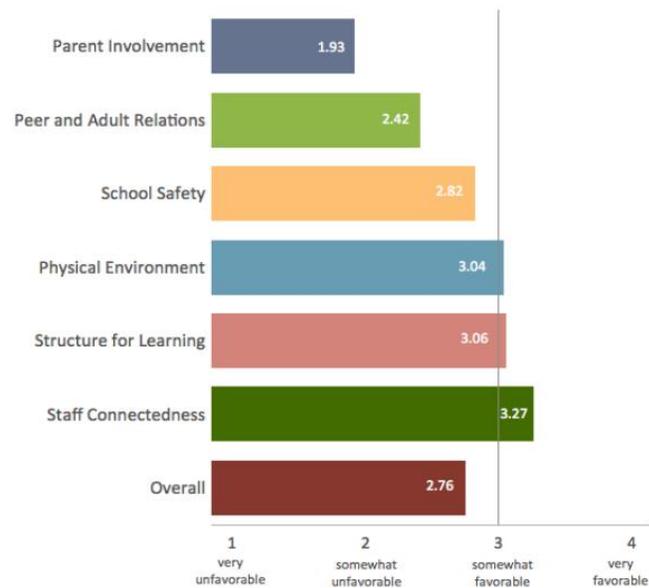
2016 Safe Schools Healthy Students School Climate Survey

Rochester Middle School Climate

Families (n=58) are most positive about school environment and safety, though feel uninvolved



Staff (n=45) feel connected, physical environment & learning supports adequate; student and parent relations, safety need work



Both families and staff felt that parental involvement and teacher / student relationships were areas for improvement. Raising our parent involvement score on this survey also speaks to the need for personalized learning as raising student engagement in our school helps raise Family and Community Engagement. A score of 3 is considered the benchmark on this assessment and data shows that we have work to do for both our instructional and school climates.

In reflecting on our data we feel it is critical that we focus on raising personalization of learning at Rochester Middle School for our entire student body. A personalized learning environment will help better engage our students in their own learning while helping to keep them in

their classroom for instruction. Increased engagement of our student body will contribute to the raising the level of Family and Community Engagement in our school. Personalized learning will allow our teachers to better target student learning needs, especially in the areas of English Language Arts and Mathematics.

Annual Update to this component:

Academic, behavioral and attendance data all the latest figures available. Safe Schools Healthy Students School Climate Survey results are not yet public.

Date:

July 17, 2017

(b) Provide a brief description of the school, attendance area, and surrounding community.

The City of Rochester is located in New Hampshire’s seacoast region and consists of approximately 30,000 residents. It is an urban community that has not benefited from the economic growth that has developed elsewhere in the seacoast region. The reported 2014 median household income for Rochester is \$48,114, which is 32 percent below the New Hampshire median of at \$66,532. 2014 data indicate that 13.5 percent of Rochester’s population is living in poverty compared to the New Hampshire rate of 8.7 percent. Of relevance to this application, 12.6 percent of Rochester’s children are living in poverty compared to the state average 9.7 percent. Data from 2009 documented that 77 percent of Rochester’s poor families are single parent households, 73 percent of these families are raised by a female only caregiver. The importance of access to afterschool programing for these families is a reasonable conclusion.

The table on the following page indicates the free/reduced lunch data for the RMS with a comparison to the city and statewide statistics.[vi] The data reflects that the school and its community far exceed state level percentages. Poverty emerges as a significant issue for the school proposed in this application.

NHDOE Free / Reduced Lunch Data as of October 31, 2016			
School	Enrollment	# of F/R Students	Percent of F/R Students

RMS	888	375	42.23%
Rochester	3,857	1,619	41.74%
NH	161,160	43,933	27.30%

It is difficult to argue against the need for additional opportunities to close the learning gap for the children in our Title I schools. The National Center for Children in Poverty indicates that the “experience of severe or chronic economic hardship limits children’s potential and hinders our nation’s ability to compete in the global economy.” The implementation of Title I services at Rochester Middle School would provide our students access to a 21st century education and access to greater community support. Finally, with three-quarters of Rochester’s economically disadvantaged families being single parent households, the need for a strong academic program that can be accessed outside of the classroom cannot be exaggerated when considering the benefits of what the Title I program will bring to Rochester Middle School.

The 2015 Youth Risk Behavior Survey (YRBS) taken by RMS students some of the at-risk behavioral concerns for our school. Ten percent of RMS students had reported that they had used marijuana. More than 14.2 percent of RMS students responded that they have had at least one drink of alcohol with 4.2 percent of students consuming a drink in the past 30 days. Fourteen percent of RMS students had indicated they had taken at least one puff of a cigarette with 4.8 percent of respondents reporting that they had smoked a whole cigarette before the age of thirteen. 2.3 percent of RMS students have smoked at least one cigarette daily for the previous 30 days. Approximately 5 percent of RMS students reported they had used tobacco products other than cigarettes, such as chewing tobacco, over the past 30 days. Eleven percent of RMS students responded that they have had sexual intercourse. Again the data clearly paints a picture of need for our school and community.

Annual Update to this component:

Rochester’s demographics remain stable reflecting no significant changes from our original school-wide application of August of 2016.

Consistent with both citywide and statewide trends there has been a reduction in the number students qualifying for free and reduced meals.

Date:

July 17, 2017

(c) Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all families and members of the community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children and historically underserved populations.

We formed committees that targeted surveys to our school community. During the winter of 2016, we surveyed our stakeholders for their perception of resource needs. During the Spring of 2016, we conducted a school climate and satisfaction survey. This work has directly affected the development of this plan, especially in our work with our families. We provided paper copies of the survey in our main office. Parents can also request access to our library to complete the survey electronically. Limited English Proficient families are served through coordination with our District ESOL services provided through our Student Services department.

Annual Update to this component:

RMS formed a Family Engagement Council which met monthly and served as a review board for school needs and initiatives. The school also conducted spring 2016 surveys soliciting stakeholder perceptions of school strengths and weaknesses regarding climate and culture, student wellness and school programming.

Date:

July 17, 2017

(d) Summarize strengths and needs of the school's current educational program. Provide historical evidence of results related to activity outcomes.

Strengths

Many of our current educational program strengths came about through our last Title I Targeted plan in the 2010 - 2011 School Year. At the end of the 2010 - 2011 School Year our NWEA data was as follows:

Grade Level	Percentage of Students on Grade Level (Spring 2011)
	Reading
Grade 6	70%
Grade 7	72%
Grade 8	71%

As a result our plan focused on our core Reading instruction as well as implementing a professional learning community model for our teachers. As a result we have shown strong gains over time in reading. Our Spring testing results from the most recent NWEA testing session show the results of this work:

Grade Level	Percentage of Students on Grade Level (Spring 2016)
	Reading
Grade 6	73%
Grade 7	81%
Grade 8	80%

Reading instruction is the current core strength of our instructional program. Rochester Middle School has been at the forefront of both Competency-Based Learning and the PACE Assessment.

Weaknesses

While our Reading instruction has improved since our last Title I participation, it still falls below our District’s 90% reading goal. Math continues to be an area for improvement for Rochester Middle School. Here is our results in Mathematics from our most recent assessment in May 2016:

Grade Level	Percentage of Students on Grade Level	
	Mathematics (Spring 2013)	Mathematics (Spring 2016)
Grade 6	67%	73%
Grade 7	60%	73%
Grade 8	56%	73%

Rochester Middle School implemented a new mathematics curriculum during the 2014 / 2015 school year that has shown some positive gains over the past 3 years. Again we fall well below the District’s 90% goal for students being on grade level in mathematics. With both our strengths and weaknesses, our challenge remains the same...how do we engage students at their zone of proximal development to ensure we minimize the learning gaps that exist within our school.

Annual Update to this component:

RMS secured an adequate number of Chromebooks needed to initiate personalized learning strategies with all student; professional development was provided by Education Elements; all paraprofessionals acquired HQP status, family engagement efforts were expanded

Date:

July 17, 2017

(e) As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the schoolwide plan.

Goal One: Advancing and redeveloping our school learning model to become more personalized, less cohort-restricted, more competency-based, and student-centered.

Goal Two: Acquisition and use of Technology Tools to advance Goal One.

Goal Three: Increase Family and Community Engagement in the Rochester Middle School

Annual Update to this component:

No changes from 2016-2017 except an increased emphasis on professional development and family engagement activities.

Date:

July 17, 2017

3. Implementation of schoolwide reform strategies that:

Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.

Our work with our personalized learning consultant, Education Elements, will be at the core of our ongoing efforts to raise the achievement level of all of our students. This work is to move our learning environment to one that emphasizes personalized learning. Our philosophy statement for this effort is "Rochester Middle School is a place where we inspire creative and collaborative learning to challenge and celebrate the unique genius in all of us." This captures what RMS intends to accomplish with this with Title I support. Personalized learning assists students in covering more content and progress at a faster pace by providing data-driven instruction. This approach to learning is built upon small group, tiered, and flipped instruction. Personalized learning has a significantly stronger impact when paired with technology. At its core personalized learning meets students at their current skill level and seeks to raise their depth of content understanding.

<p>Annual Update to this component: No changes from 2016-2017 RMS Title I school-wide plan.</p> <p>Date: July 17, 2017</p>
<p>Use effective methods and instructional strategies that are based on scientifically based research that:</p> <p>i. Strengthens the academic program;</p> <p>By focusing on individual academic achievement, we are strengthening our academic program. By focusing on updating our instructional program in concert with the one to one program, we applying a researched best practice to strengthen our academic program.</p>
<p>Annual Update to this component: No changes from 2016-2017 RMS Title I school-wide plan.</p> <p>Date: July 17, 2017</p>
<p>ii. Increases the amount of learning time during the school day as well as outside programming;</p> <p>Our focus on personalized learning with access to technology in this plan enables us to develop a learning environment and strategies to extend learning both in and out of the school day. Personalized learning has integrated digital content at its core which will allow us to provide an anytime, anywhere learning environment.</p>
<p>Annual Update to this component: No changes from 2016-2017 RMS Title I school-wide plan. RMS is initiating a 21CCLC extended day program for the 2017-2018.</p> <p>Date: July 17, 2017</p>

iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant students;

Both New Americans and ESOL students are supported by the through our District’s student services office. At the Rochester Middle School this includes a full-time ESOL teacher. RMS staff are trained in cultural competency. Historically, Rochester has not received migrant students, although the District’s Title I director is assigned responsibilities for migrant supports if ever needed.

Homelessness is significant at the Rochester Middle Schools, as is the number of under-resourced students. As categorically eligible for Title I supports, our middle school students have access to all Title I services being offered in the District. As required by federal law, the District has a McKinney-Vento Liaison coordinating service and supports to homeless children, youth and their families. Additionally, Title I supports a Families in Transition Coordinator who work in close collaboration with middle school guidance and administration to identify and support homeless students and those at risk.

Given the number of students who are under resourced, focusing on personalized education and parent engagement is crucial. Many of these students struggle to keep up and find themselves one or more years behind their similar aged peers. Creating a school-wide focus on personalization makes it possible for teachers to help address these learning gaps to ensure students are making annual growth while providing essential catch up growth activities targeting these populations.

RMS recognizes that the engagement of disadvantaged families is necessary for student success. Ensuring that every student is making appropriate academic and personal growth requires that the staff works in concert families.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

iv. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;

Personalized learning is intended to raise the achievement level of all of our students. Through Title I supports we intend to move the learning environment toward one that emphasizes individualizes learning for each student and is paced to allow progress as it is accomplished, rather than when a teacher has “covered” the content. As expressed earlier, personalized learning strategies have been demonstrated to the acquisition of knowledge and skills, a faster pace, when paired with technology. At its core, personalized learning is intended to meet all students at their current learning levels and allow them to progress at a pace appropriate to their mastery.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

v. Addresses how the school will determine if those needs of the children have been met: the impact of the program on the students;

We will measure the academic success of this program through both our statewide and local accountability measures. Smarter Balanced and PACE assessments are our statewide accountability measurements. NWEA serves as our district-wide accountability measurement. This is greatly aided by the fact that all of our students have been taking the NWEA assessment since the second grade, giving us a significant amount of data on each of our students. Education Elements measures the success of its projects through the growth in NWEA RIT scores which allows us the possibility of a direct comparison against schools across the entire country undertaking the same focus on personalization.

As a school we have shifted our focus to ensure we are educating the whole child beyond just personalizing their education. We use Marzano’s Elements of Professional Practice as part of our district teacher evaluation system. All of our teachers are being evaluated on their use of learning goals and their relationships with their students. It also is our hope that we will find a research based evaluation tool for measuring the impact of our focus on personalization and student-teacher relationships.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

vi. Are consistent with and are designed to implement state/ local improvement plans.

The Rochester School Department is focused on the full implementation of competency-based learning and performance assessment as a district. This directly aligns to the state priorities around the same things. Rochester Middle School is committed to this vision as well. Personalized learning directly ties to a high performance model of competency-based learning.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

vii. Action Plan and Timeline

Action Item Name	Start Date	Estimated End Date	Description
Continuing Staff Training on Personalized Learning	8/1/2017	8/30/2018	Continued supports for Personalized Learning. Training was provided by Education Elements.
Continuation of Personalized Learning Leadership	8/30/2017	8/30/2018	Continued supports for Personalized Learning. Training was provided by Education Elements.

Team			
Parents Group Meetings	9/26/17	Only	Facilitating activities to create a vision of Parent and Family Engagement at Rochester Middle School. This is to address our family engagement goal of the project.
Family Engagement Educational Activities	Quarterly 2017-2018	Ongoing	Right Question Workshop, School Attendance Dinner, Personalized Learning for Parents, Drug & Alcohol Awareness Training, Social Media for Parents, Family/Staff Relations.
PL Launch	Fall of 2017	Ongoing	Expectation of all teachers to be implementing Personalized Learning in classrooms.
Technology Workshop Series	Quarterly 2017-2018	Ongoing	Workshop training for teachers on Technology including Google Apps and Motivis Learning Management System.
Winter Learning Walk I	Winter of 2018	Winter of 2018	Observation of teaching staff utilizing Personalized Learning in their classrooms.
Title I Leadership Team	8/30/2017	6/30/2018	Quarterly Title I staff and family representatives meeting for evaluation and planning
Rochester Middle School Family Forum	March 2018	March 2018	Saturday Parent Engagement and Training activity to help provide parents with additional skills for raising healthy children.
Spring Learning Walk II	Spring 2018	Spring 2018	Observation of teaching staff utilizing Personalized Learning in their classrooms.

Parent Survey	Spring of 2018	Spring of 2018	Family Evaluation & Feedback including Title I component
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4. Highly qualified teachers in all core content area classes:

(a) Describe how the school will ensure that qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.

All Rochester Middle School professional staff have obtained highly qualified status and, if professionally certified, are teaching in areas appropriate to their endorsement. Professional development plans are on file for all certified staff with contract renewal contingent upon satisfaction of completion of professional development requirements.

See Attachment 4a for Assurance Letter HQT/HQP status for all RMS Staff from the Rochester Superintendent of Schools

Annual Update to this component:
 No changes from 2016-2017 RMS Title I school-wide plan.
Date:
 July 17, 2017

(b) Ensure that all paraprofessionals (regardless of funding source) employed at this school meet all qualification requirements. Documentation must be kept on file at the school.

Prior to submission of this plan all Rochester Middle School paraprofessionals engaged in student instructions had achieved HWP status. Documentation of the status is on file at the SAU #54 office where all permanent employee records are stored. For continuing professional growth non-certified staff are required to attend a “paraprofessional academy” meeting six times during each school year and totaling fifteen hours annually. Paraprofessional select from among eight content strands which align with District and individual professional development goals.

See Attachment 4a for Assurance Letter HQT/HQP status for all RMS Staff from the Rochester Superintendent of Schools

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

5. High quality and ongoing professional development for teachers, principals, and paraprofessionals:

(a) Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.

Professional development activities at Rochester Middle School are determined collaboratively by district representatives and the central administration. Individual schools determine professional development needs which are submitted to the district professional coordinator. Common interest are identified and professional development activities are offered in a district-wide format. Individual school priorities are then addressed by each building. District wide activities for the 2017-2018 school year will focus on PACE and Performance Task development along with writing across the curriculum. As described earlier, Rochester paraprofessionals participate in an academy during early release days throughout the school year. The Rochester Middle School has specified personalization as its focus and which will be facilitated as a year-long effort by Education Elements, an organization identified by the NHDOE as among the leaders in the field of personalized learning in education. Our focus was determined through RMS instructional team surveys completed May 2017. These teams identified technology integration training and personalized learning as top priorities.

Annual Update to this component:

See Rochester School District Professional Development Master Plan which is attached to the District's Title I full application.

Date:

July 17, 2017

(b) Describe how the school will implement high quality and ongoing professional development that meets the school's identified needs relative to the schoolwide program.

Rochester Middle School has contracted with Education Elements to provide the training for implementing personalized learning at the school. A schedule of this training has been attached (Attachment 5b). RMS has formed a One-to-One team which will conduct training sessions throughout the school year on researched-based practices with technology.

Annual Update to this component:

RMS has formed a Personalized Learning Leadership Team which will conduct professional development workshops throughout the school year on evidenced-based approaches to personalized learning.

Date:

July 17, 2017

6. Strategies to attract high-quality, highly qualified teachers to the school:

Describe the strategies that are used to attract and keep highly qualified staff.

The Rochester School District actively seeks and recruits highly qualified teachers. The District will only hire teachers who have met the standard as Highly Qualified in their subject area. New teachers to the District participate in a New Teacher Orientation prior to the start of the school year. This orientation sets the tone for District expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. They participate in ongoing professional development that reinforces a multitude of topics related to effective instruction and classroom management. We are in the first year of our new Teachers Contract as well as being located close to UNH and within close proximity to Manchester, Boston, and Portland making us a favorable place for teachers to work.

The Rochester Middle School attempts to only hire individuals who believe in every student and have the “whatever it takes” attitude to ensure all students learn at high levels. The school’s administration team screens applicants to identify the strongest candidates. These individuals are interviewed by interview team consisting representative staff and parents (when possible) who recommend finalist to the administration.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

7. Strategies to increase family and stakeholder involvement:

(a) Describe the process for involving stakeholders (school, family and community) in the design, implementation, and evaluation of the schoolwide plan.

Rochester Middle School has attempted to maintain open the lines of communication between school and our constituents and include families in the design of this school wide plan. This has included interest and school satisfaction surveys administered during the spring of 2016 to both families and students. Parent representatives were involved in planning sessions for school-wide proposal occurring on March 16, May 23, July 29 and October 3. 2106. Parents were invited to review this document during the design process and contribute to it. Once approved, the final draft of our school-wide plan will be uploaded on the RMS web-site and be presented in a Title I information meeting tentatively scheduled for December 8, 2016. Families will be surveyed about Title I program each spring. That input will contribute to the annual modification of the school-wide plan. Future revisions, as well as the general oversight of the program, will be responsibility of the Title I Leadership team which includes representative of all stakeholders.

Annual Update to this component:

The Title I Schoolwide Review Team was composed of representatives from stakeholder groups and met throughout the spring to evaluate the and revise the school-wide Plan.

Date:

July 17, 2017

(b) Describe and document how stakeholder input was used to develop the schoolwide plan.

Representation of stakeholders on RMS School-wide Planning Committee was listed earlier in this plan. Additionally, the staff of Rochester Middle School has been surveyed the past two springs about priorities for RMS, which contributed to the goals of this plan. Student input were generated through our Youth Behavior Risk survey, which inventories a variety of student health and school climate aspect. The Rochester Middle School has hosts monthly parent group that is currently drafting a vision statement for the school's family and community engagement efforts. Finally, this school-wide Title I plan encompasses recommendation made by middle school stakeholders working on Safe Schools/ Healthy Students and 21st Century Community Learning Center committees convening during the spring of 2016.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

(c) Describe how stakeholders will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document.

The RMS schoolwide plan will be posted of the school’s website and updated annually. The posting will include additional information regarding the RMS Title I Parent Engagement Policy, details of the Parent’s Right To Know and details of the Dispute Resolution Procedures. An annual Title I Parent Information Meeting will be scheduled each fall, in late November of the current school year and in early October in succeeding years. Parent/Family rights, expectations and program details will be provided.

Curriculum and proficiency details are provided to families through the Family-School Handbook, covered at both fall and spring Open Houses, and are discussed during parent/family conferences. Details of our competency-based assessment are available on the Districts websites. Individual performance assessment, both related to academic achievement and standardized state and local assessments, are communicated in writing quarterly with interim progress reports. This information is also available to families through an individual “portal” on Infinite Campus (a web-based student information data-based) which provides a secure link to student attendance, behavioral and performance data, as well as standardized assessment. The school administration produces a bi-weekly newsletter which is available in print and uploaded to the RMS website.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

(d) What strategies will be implemented to increase family and community involvement in decision making opportunities about school programs and their child's education?

Rochester Middle School family representatives will be added to the membership of the District's Title I Parent/Family Council. This group meets quarterly to identify Title I family engagement strategies and training/workshop to be offered to families. Its membership includes a representative for the NH Parent Information Center. The council is also represented on the Rochester Safe Schools/Healthy Students Management Team and is tasked with development of a strategic plan for increased family and community engagement district-wide.

The RMS Parent/Family Group meets bi-monthly and is currently focused on developing a vision statement, identifying interests and organizing parent/family education activities. Title I funds will be allocated to support appropriate Parent/Family Group meetings and events. The group will assist in the planning and organization of a school-wide Family Forum each spring. In the past these focus of the forum has included student safety and health, community resources for youth, and drug/alcohol misuse awareness for families.

Title I will allocate funding for parent/family training in family advocacy through the Right Question Institute and will support funding for parent attendance at conferences or workshops targeting the development of family engagement. This will include attendance at the National Title I Conference and the NHDOE Quarterly Meetings and Summer Summit.

Annual Update to this component:

No significant changes from 2016-2017 RMS Title I school-wide plan. Our Parent/Family Group completed our vision statement. The Quarterly and Summer Summits are not being targeted for attendance during the 2017-2018 school year.

Date:

July 17, 2017

(e) List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the [district parent/guardian involvement policy](#), the [school - parent/guardian compact and school plan](#)).

Attached are the Rochester School District's Parent Engagement Policy (Attachment 7e-1) and the Rochester Middle School's Title I Family Engagement Policy (Attachment 7e-2).

Training activities scheduled or anticipated for the 2016-2017 include the Right Question Technique, a strategy to support, monitor and advocate for youth by their parent/guardian; “How to Talk So Your Kid Will Listen, How to Listen So Your Kid Will Talk,” a series of four two-hour parent education sessions on enhancing family-youth communication; Media Safety, a program offered the NH Media Youth Project on increase family awareness of media and its impact; and Anxious Children/Anxious Parents, a workshop on dealing with youth anxiety. As described earlier, RMS family representative will be included in both the school’s Title I Leadership Team and the District’s Title I Parent Council. Both groups will initially prioritize the development of a strategic plan to increase family engagement, particularly in meaningful ways that include financial and programmatic decisions affecting their children.

Annual Update to this component:

RMS will continue to focus on the activities listed above.

Date:

July 17, 2017

(f) Describe the yearly parental and staff evaluation of the schoolwide program and how this information is used to improve the plan.

The RMS Leadership Team will conduct both family and community engagement and staff surveys each May. The surveys will be designed to monitor school progress on the three goals in our plan, determine the level of staff and family satisfaction with Title I services and identify areas in need of modification. The results of these surveys will contribute to annual revisions or the RMS schoolwide plan.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

8. Where appropriate, plans for assisting children in the transition process:

Describe the preschool, K to 1st grade, elementary to middle school, and middle to high school transition processes in place.

Rochester Middle School hosts a Step Up day for all fifth grade students to attend each June. Students get the opportunity to participate in a day in the life of a Middle School student by attending classes and following a sixth grade student’s schedule for the day. The day concludes

with a parent Open House in the evening where parents are given an overview of the school along with a tour of the school. After Step Up Day, a school guidance counselor will tour our elementary schools with a group of students to answer any questions the fifth grade students have after spending the day at the school. Administrators offer school tours to families all summer long, as requested. We offer a new student orientation as well on the Friday before school starts each year. Sixth grade students spending the first day of school as the only students in the building to better help staff orient the sixth graders without having the rest of the school to split their attention.

Our eighth grade students begin the transition process during January, when they each meet with a Guidance Counselor from Spaulding High School to discuss course selection for the coming year. During the late Winter students are offered tours of the Creteau Technology Center to get a better sense of the course offerings available to them. In June all eighth grade students attend a Step Up day at Spaulding High School where they get to experience their Quarter 1 Freshman schedule and get oriented to the school.

Rochester Middle School created and maintains a “Family Resource Center” at the school. It provides resources and materials for families to connect and obtain information about the school as well as the community and the services available.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement:

Describe the opportunities and expectations for teacher involvement in using academic assessment data to improve student academic achievement.

The teachers are highly involved in using assessments to monitor student progress. The staff members meet twice weekly with their subject-level PLC teams to review data from common assessments, Smarter Balanced / PACE, NWEA, formative assessments, etc. Each PLC identifies their instructional needs to be met and designs a plan for meeting them. Each teacher identifies and collects relevant student data as they prepare to meet their students' needs throughout the school year.

The PLC's have data binders / Google Documents where they collect all of their instructional data to review when they are in their structured collaboration time. The collaboration time is 45 minutes each Tuesday and Thursday, during the school day. The principal, also shares NWEA data based on proficiency and growth, so the staff members know where they are at in comparison to their peers as well as their rate of achievement towards their goals for the year. We then have conversations regarding support and professional development needed to continue our growth. During collaboration, staff members sift through current practices and research best practices to implement throughout the building. These conversations are ongoing and included the input of the principal, department head, and District curriculum and instructional coach. We also share student data with our families during meetings and with progress report mailings.

We have a strong PBIS team in place that helps our school determine behavioral interventions to help students achieve academically. We are collecting data based on student, grade level, race, gender, behavior, location, special education status and consequence to determine strengths and challenges overall and individually. Rochester Middle School is using a Check In / Check Out (CICO) system to help students that need more support beyond the Tier I system.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

10. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance:

Describe the effective, timely, additional activities and programs provided to students who are having difficulty in meeting academic expectations.

When teachers identify that a student is behind grade level expectations with regards to academics and/or behavior, they intervene immediately in the classroom. The classroom teacher can group the student according to their area of need throughout the school day. When teachers share the identification of students that are in need of extra support at their weekly team meetings, the team can plan for interventions and accommodations based on the child's strengths and areas of development. The grade level PLC's track student progress in their curriculum areas. Each team has weekly relearning time available to them. This time is both during and after school in order to offer students the level of support they need. Rochester Middle School has a late bus each day that provides transportation for students to various

points around the city of Rochester. The staff members are beginning to learn how to monitor progress of these interventions, so they can better track growth and determine next steps in a more timely fashion.

The guidance department and administrative team are a part of this process, so they can help the staff to meet the needs of all students and apply added resources and professional development when necessary. If a student continues to struggle after multiple interventions, then a team meeting is setup to discuss the student, which consists of the family involved, principal or assistant principal, psychologist (if applicable), social worker (if applicable), counselor, speech teacher (if applicable), special education teacher (if applicable) and at least one regular education team teacher. This group meets to look at the data and determine next steps in the intervention process. We want to tap out all our options and strategies prior to an evaluation to determine a disability.

Students can participate in the following programs and/or opportunities to help them find success and obtain additional support. Students can participate in the Homework Club, which occurs after school two days per week to help students with the skills they are deficient in. Certified staff members run the programs and help children develop reading, math and writing skills. We participate in a geography bee, spelling bee, and a math competition. We offer summer school to students who do not successfully complete core courses to help continue their learning. As part of this program we offer both writing and algebra support programs. We offer both Tiered Math and Reading instruction to help students. Some students are placed in Mindplay, which is an online program to assist students in reading. Four staff members were trained in Orton-Gillingham (OG) during the 2014-15 and 2015-16 school years, which is a literacy intervention that uses small group targeted instruction to increase proficiency.

Annual Update to this component:

No significant changes from 2016-2017 RMS Title I school-wide plan. Added will be extended day opportunities provided by the RMS 21 CCLC project.

Date:

July 17, 2017

11. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs):

(a) Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement.

The Rochester Middle School has a number of agencies which are integrated into the schools educational agencies. These include the YMCA of Strafford County which coordinates a summer camp specifically targeting under-resourced middle school students and provides recreation and academic supports at no cost to participants as part of an extended school year. Additionally, the YMCA provides RMS with an adventure-based leadership program throughout the school year and opens its Ropes Course to various Middle School groups. RMS is an intern site for both the University of New Hampshire and Granite State College. The University of New Hampshire serves RMS with STEM Ambassadors supporting middle school students in the areas of science, math and technology. The University of New Hampshire also implemented the Courage to Care Program at RMS, which is a nationally recognized anti-bullying model. The Rochester Child Care Center provides extended school-day services for participating middle school students, including academic support, enrichment and recreational activities. The Rochester Rotary coordinates a weekend meals program (End 68 Hours of Hunger) through the RMS guidance department. Local business contributors include Hannaford's, which provides life skills programming for developmentally disabled students, and Lowe's, which provides materials for various science projects.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

(b) Consider consolidating, or "braiding", funds from Federal, State, and local sources, so a schoolwide program school can address its needs using all of the resources available to it. This gives a school additional flexibility in its use of available resources to meet the specifically identified needs of its students.

The initial goals of the RMS schoolwide plan are to secure adequate technology to allow one-to-one student access, increase the capacity of RMS staff to support the student use of technology in a personalized learning model, and to increase family engagement in meaningful ways.

Braided funds include a Title I Reallocation Grant for Innovation awarded for the acquisition of an adequate number of Chromebooks to support one-to-one student access and to support year-long and school-wide professional development for staff in the area personalize learning through the use of technology. Title II funds are being used to supplement a separate aspect of the staff's professional

development. Different from the increased capacity to personalize learning is the need for a technology-based student learning management system which structures and supports individualized learning. While the District secured funding for the software, Title II funds are being used for staff training in its use. A federal Safe Schools/Healthy Students grant through Substance Abuse and Mental Health Services Administration is being used to complement Title I funds specifically targeting family and community engagement. SSHS is assuming the costs of a middle school parent to serve as a Family and Community Engagement Coordinator and to fund an RMS Family Forum. The bulk of the FY17 Title I funds allocated to RMS will be used to fund family engagement and education activities and to support the development of a long-term family engagement strategy.

Annual Update to this component:

No substantial changes from 2016-2017 RMS Title I school-wide plan. The focus of the plan will shift from acquisition of technology to professional development related to its use.

Date:

July 17, 2017

(c) A list of programs that will be consolidated under the schoolwide plan (if applicable).

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(c) in appendix.

Not applicable

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

12. Program Evaluation:

- a. Steps included to continually monitor implementation for problems, feedback, and adjustments.

Our Title I Leadership Team will oversee the implementation of this plan. The Leadership Team will meet quarterly and review academic, behavioral data, and survey data regarding the plan's effectiveness. Using that data the committee will make changes where needed to ensure that the plan stays in alignment with meeting the plan's goals. This team will also oversee the administration of the surveys measuring the effectiveness of this implementation.

Report outs about the plan's progress will be communicated to our families and community through monthly parents' group meetings and through our biweekly newsletter.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

b. Annual Program Evaluation Policy, involving school staff, families and community members, using performance, non-performance, process, and perception data.

See Attachment #12b Evaluation of Instructional Programs

The Rochester Middle School Title I Leadership Team will annually conduct and review staff and parent/family surveys to assess constituent assessment of the RMS Title I program. It will continue to review NWEA, SBAC and PACE student achievement data in English/Language Arts and Mathematics to identify programmatic strengths and weakness. It will specifically consider measures of the levels of family engagement to include family perceptions of engagement, the number of family engagement opportunities scheduled and the number of participants attending. The Leadership Team will consider all collected data, prepare and publish a summary report, and use that information to annually adjust the schoolwide plan.

Annual Update to this component:

No changes from 2016-2017 RMS Title I school-wide plan.

Date:

July 17, 2017

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant

Date: **May 20, 2016**

Not applicable to this renewal.

Appendices

Attachment #4a: HQT/HQP Assurance Letter

Attachment #5b: Summary of 2016-2017 Professional Development Requests and Activities

Attachment #7e-1: District Family Engagement Policy

Attachment #7e-2: RMS Family Engagement Policy

Attachment #12b: District Program Evaluation Policy

Attachment #13a: Schoolwide Letter of Intent