

## Summary Dickinson Middle School School-Wide Title I Program

Dickinson Middle School is located at 2675 21<sup>st</sup> Street. The school is home to approximately 750 students grades 6<sup>th</sup>-8<sup>th</sup>. The design of Dickinson Middle School was determined based on a set of eight beliefs (see chart below) developed by staff in the summer of 2014. Dickinson Middle School has a high percentage of educationally disadvantaged students: 24% of students qualify for free and/or reduced lunch; 13% of students are on Special Education IEPs; 3% are on 504 Plans, 6% of students participate in the Backpack Program and 2% are English Language Learners.

Special education services provided include Learning Disabilities, Speech and Language, Developmentally Disabled, Severe Emotional and Behavioral Disabilities, and Gifted and Talented. Educational services for ELA include English Language Learners, Read 180, Read Naturally, Language Strategies and supplemental reading services. Educational services for Math includes Title 1, Small Group Math, Math Strategies, and Math Boost that supplement the classroom curriculum. These interventions have been designed by Dickinson Middle School staff to fulfill our Full Continuum of Services and meet our belief “That All Students Can Learn and Succeed”.

Also included in our curriculum are opportunities for enrichment. These opportunities include: specialized electives, Advanced Language Arts, and Advanced Math. Students who qualify may also participate in the Gifted and Talented (GT) program through the District.

All Dickinson Middle School teachers have undergone specific training the past two years. Middle School Methodology and Middle School Philosophy were offered in 2015-16. In 2016-2017, Dickinson Middle School teachers underwent training in cooperative learning strategies, technology integration, project/problem based learning (PrBL), and education strategies for trauma students. In 2017-18, teachers will continue applied training in these areas in addition to vertical alignment of curriculum.

Training for teachers has been identified through the eight beliefs of the school (identified below). The design of Dickinson Middle School affords teachers a platform to implement recent training at a more efficient level. A few examples are flexible learning areas along with flexible furniture. These provide for more personalized learning environments and opportunities for integrated learning and projected-based learning. A max-flex schedule allows for more numeracy and literacy and interventions for all students. A school-wide Title I program allows for even more flexibility within an already flexible schedule. A sufficient and diverse schedule of electives allow for all students to feel part of a community.

The chart below indicates the level of proficiency on the NDSA in the past three years. This chart illustrates upcoming cohorts are not proficient in English Language Arts (ELA) or mathematics. The design of our Title I School-Wide program will assist in the improvement of NDSA scores at Dickinson Middle School.

| Cohort   | 14-15     |           | 15-16     |           | 16-17     |           |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Grad Class   | ELA       | M         | ELA       | M         | ELA       | M         |
| 2023   | 32        | 32        | 47        | 24        | <b>43</b> | <b>28</b> |
| 2022   | 48        | 30        | <b>47</b> | <b>29</b> | <u>50</u> | <u>47</u> |
| 2021   | <b>38</b> | <b>29</b> | <u>61</u> | <u>52</u> | <i>56</i> | <i>55</i> |
| 2020   | <u>48</u> | <u>44</u> | <i>55</i> | <i>42</i> |           |           |
| 2019   | <i>46</i> | <i>34</i> |           |           |           |           |
| <b>Bold</b> -designates 6 <sup>th</sup> grade year<br><u>Underlined</u> - designates 7 <sup>th</sup> grade year<br><i>Italicized</i> designates 8 <sup>th</sup> grade year |           |           |           |           |           |           |

To better meet the needs of the entire student population of our school based comprehensive needs assessment, we have targeted two main goals: Reading/ELA and Math. The specific goals and reasons why are listed in the School Improvement SMART goals. The goals were determined through the comprehensive needs assessment process with attention focused on measures of data: demographic, perception, student achievement, and school program data.

The proposed Response to Intervention process has taken proven practices at Hagen and Berg and combined them. We have developed interventions in both behavior and academics. Those students showing a need for intervention in math or reading will be identified through NWEA and NDSA scores, along with classroom grades. Students will then be placed at the appropriate level of needed intervention. Students identified for interventions will be monitored through grades and the NWEA short form on a set schedule.

The Dickinson Middle School has planned a full continuum of services in order to meet the needs of students with special needs. The range of services is designed in order that students receive services in the least restrictive environment.

Sincerely,

Dr. Lewton  
Principal, Dickinson Middle School

**Dickinson Middle School Beliefs**

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| <ul style="list-style-type: none"> <li>• In Job Embedded PLC and TEAM Time</li> <li>• In Additional Time for Literacy and Numeracy</li> <li>• A Student’s Education Should Be Personalized</li> <li>• In Preparing Students for the Future</li> </ul> | <ul style="list-style-type: none"> <li>• In Flexible Learning Opportunities</li> <li>• In Integrated Learning</li> <li>• In A Safe and Comfortable Environment Conducive to Learning</li> <li>• That All Students Can Learn and Succeed</li> </ul> |
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Growing Minds Building Community