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: Dr. Crisp Elementary School **School Year: 2023-2024** **Current Poverty Rate: %** **Letter of Intent submitted on:** **Schoolwide Planning Team (members and their affiliation):** **-Principal – Colleen Hussey, -Assistant Principal, Melissa Hickey – Grade 5, Louise Norway – Grade 4, Cecilia Souza – Grade 3, Kate Dudley – Grade 2, Courtney McLaughlin – Grade 1, Patricia Lemoine – Grade K, Elisabeth Giannopoulos – ELL, Kathy Marshall – Special Ed** **Planning process began on: September 2023** **Plan submitted on:**
Please check the appropriate option: **____ Initial Plan** **__X__ 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?

Dr. Crisp School has been a schoolwide Title school for more than twenty years.

(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.

We will continue to use our Title I funds to provide supplemental supports for students. All students are screened and benchmarked multiple times per year to assess their progress towards grade level standards. In reading, all students are screened using Acadience to determine progress in reading and math. This data is analyzed and students can be referred for additional intervention. This data is also used to determine groupings and instructional levels in reading. Also, in math, all students take the Eureka assessments after each Module. This data is analyzed and students can be referred for additional intervention. (We have a before school math tutoring program for students in Grades 3-5) Formal data analysis and intervention grouping team meetings are held twice a month in grade level PLCs. However, a student can be referred into or out of intervention at any time. The school PLC teams examine school-wide data (including academics, attendance, and behavior) on a monthly basis at vertical team PLC meetings and flag students who need additional support.

Intervention groups are run by several staff members. We have three special education case managers, 3 ELL teachers, and a reading specialist, all funded by the district, and a Math Interventionist funded by CSI. In addition, we have four reading intervention teachers and two math intervention teachers funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-5 on a daily basis. Group times are typically 30 minutes each. Wilson, Fundations, Lively Letters, Bridge the Gap, S.P.I.R.E. books and Heggerty are utilized for students struggling with phonetic concepts. Number Worlds and Connecting Math Concepts are utilized for math intervention. These instructional programs have been purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Wilson, Fundations, Lively Letters, Bridge the Gap, S.P.I.R.E. books and Heggerty. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Based on data collected from the end of unit assessments in Eureka math, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs. In addition, four interventionist teachers work with students below grade level in math and reading for 30 minutes daily to support their learning.

Reviewed 7/5/22 – The Leadership team would like to add two more Title 1 Interventionist next year. This would give 3 interventionists in the lower and 3 interventionists in the upper grades. They would also like to hire 3 paras to support in class instruction in reading and math.
Reviewed 5/30/23 – The team would like to add 2 math Interventionists through Title 1 funds and a Math Coach paid for through CSI funds.

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

Dr. Crisp School is already a schoolwide school.

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.

A needs assessment was conducted in June 2021. Number of homeless students was included as was a discussion of their particular needs. Our data reviews continue to show students requiring additional support in basic literacy and numeracy skills, but growth in the area of phonemic awareness. Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and about the text comprehension in both Literary and Informational texts and Tier 2 vocabulary was a need for all sub groups. Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional supports. Also, we continue to need support for Tier 2 and 3 behaviors.

Annual Update to this component:
Team met on 3/6/19 and agree that plan stays as is.
Reviewed 6/12/19
Reviewed 12/23/19
Reviewed 7/5/22
Reviewed 5/30/23 – areas of growth seen through the use of Heggerty in all classes

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

School Narrative –
Dr. Crisp School is a school-wide Title I neighborhood school with an enrollment of about 387 students. Our current poverty level is 73.49 %. Our attendance rate is 30 students absent out of 387 on a daily average basis.

Annual Update to this component:
Team met on 3/6/19 and agree that plan stays as is.
Met again 6/12/19
Again 12/23/19

Updated 7/5/22
Updated – 5/30/23

(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.

Our PLCs, TRUST team and CHAT analyzed our academic data (ELA and Math Data, QPS and Heggerty Data, SAS ELA and Math Data including all sub groups). The Red Zone Committee analyzed our schoolwide behavior data (X2).

Annual Update to this component:
Team met on 3/6/19 and agree that plan stays as is.
Reviewed 6/12/19
Reviewed 12/23/19
Updated 7/5/22
Updated 6/21/23

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

Our school's current educational program has many strengths. Our students, on average, consistently make more than one year's growth in both reading and math, as measured by Acadience, Heggerty, QPS, and SAS assessment data. In terms of our school environment, we utilize a shared leadership structure with all staff involved in committees that work together with school administration. In addition, our staff demonstrates a strong, collaborative culture; teachers meet weekly to collaborate on curriculum, instruction, and assessment topics.

Although we have many strengths, there are also opportunities for growth. While our students demonstrate significant academic growth each year, we still have many students that have not met grade-level expectations.

In the area of phonemic awareness, fall 2022 benchmark data determined that 99% of Kindergarten, 83% of first grade, 59% of second grade, 58% of third grade, 63% of fourth grade, and 27% of fifth grade students required intervention support. Spring 2023 benchmark data determined that tremendous growth was made seeing these numbers decrease significantly to 67% of Kindergarten, 28% of first grade, 23% of second grade, 25% of third grade, 26% of fourth grade, and 22% of fifth grade students requiring additional intervention support respectively.

In the area of phonics and decoding skills, fall 2022 benchmark data determined that 27% of first grade, 67% of second grade, 28% of third grade, 63% of fourth grade, and 72% of fifth grade students were meeting grade-level expectations. Spring 2023

benchmark data determined that significant growth was made seeing these numbers increase to 85% of first grade, 87% second grade, 52% of third grade, 81% of fourth grade, and 81% of fifth grade students meeting grade-level expectations respectively.

Additionally, during the Spring 2023 benchmark assessment period, all students, K-5, were assessed using Acadience to gather baseline data to help identify areas of need and drive instruction next school year, 2023-2024.

Annual Update to this component:
Reviewed on 6/12/19 and determined **that** we will need a Reset and Rethink room. This room will be manned by our Social Worker and a Behavior Para -educator. This will be a room where our students can calm down and regroup before getting back to class.
Reviewed 12/23/19 – Would continue with Choose Love and our Reset and Rethink room.
Updated 7/5/22
Updated 6/21/23

(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.

Our data reviews continue to show students requiring additional support in basic literacy and numeracy skills. Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and About the text comprehension in both Literary and Informational texts and Tier 2 vocabulary was a need for all sub groups. Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional supports. The X2 behavior data showed that tier two and three students needed small group executive functioning instruction.
We will continue to identify students' instructional levels (zone of proximal development) and use strong tier one instructional practices and resources as well as tier 2 and tier 3 researched based interventions to include identified intervention lessons using I-Ready.

This year our school won the CLiF Grant out of Vermont. Each student was given 10 books throughout the year to keep. An additional portion of the grant continues this year and students will receive books to take home and keep.

Annual Update to this component:
Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. . We need to add resources to our Math intervention.
Reviewed 6/12/19
Reviewed 12/23/19 – The team would like to propose before school Math Tutoring for students in grades 3-5 – Tier 2. Our math scores have lowered due to basic math skills and we would like to give the students additional help Monday thru Thursday – 1 hour a day.
Updated on 7/5/22
Updated 6/21/23

3. Implementation of schoolwide reform strategies that:

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

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy Calkins Units of Study in Writing and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka Squared math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. We are also adding a Math Interventionist (CSI Grant) to work with Tier 2 students. Teachers have been guided on how to dig deeper into their data for math and reading in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons. In addition, six interventionist teachers work with students below grade level in math and reading for 30 minutes daily to support their learning. Wilson FUNdations is utilized for students struggling with phonetic concepts and Heggerty for Phonemic Awareness.

Annual Update to this component:

Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. . We need to add resources to our Math intervention. We would like to purchase some online text resources.

Reviewed 6/12/19 – will continue to update text resources.

Reviewed 12/23/19 – We would like to provide our parents with the tools to help their child succeed in our school. Workshops (with food provided) will be held throughout the school year.

Updated 7/8/22

Updated 6/21/23

Use effective methods and instructional strategies that are based on scientifically based research that:

i. Strengthens the academic program;

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high-quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy Calkins Units of Study in Writing, Writing Revolution and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support are provided on an on-going basis to support this work. Our Math Interventionist is required to attend Math Empowered training sessions offered throughout the school year. Also, she will sign up for one coaching cycle with a math coach to ensure math intervention is targeted and aligned with our district goals. Teachers have been guided on how to dig deeper into their data for math and reading in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons. In addition, six interventionist teachers

work with students below grade level in math and reading for 30 minutes daily to support their learning. Wilson FUNdations is utilized for students struggling with phonetic concepts and Heggerty for Phonemic Awareness.

Annual Update to this component:

Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support.

Reviewed 6/12/19

Reviewed 12/23/19 – The Leadership team would like to add one more Title 1 Interventionist next year. This would give 2 interventionists in the lower and 2 interventionists in the upper grades. They would also like to hire back 3 paras (lost when our budget was lowered in 2019-2020). Currently our 1.5 ELL teachers serve students. We would also like to have the addition of a full time ELL teacher.

Updated 7/8/22 – We would like to add 1 additional ELL teacher, 2 additional Title 1 teachers and 3 paras (One behavior para)

Updated 6/21/23

ii. Increases the amount of learning time during the school day as well as outside programming;

Dr. Crisp has block scheduling to allow for longer instructional blocks. We have cut down on daily interruptions and have protected blocks of time. Each grade level has a daily intervention/enrichment block. We have moved to a Workshop model for the delivery of instruction allowing for longer periods of time for differentiation with added classroom support staff. This year we will be following the DOJ recommendations for maximizing our learning time.

Annual Update to this component:

Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support.

Reviewed 6/12/19

Reviewed 12/23/19

Reviewed 7/8/22

Updated 6/21/23

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

All students are screened multiple times per year to assess their progress towards grade level standards. Students are assessed using the Fountas & Pinnell benchmark assessment system at least twice per year – October and February – to determine progress in reading grade level text. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the Eureka end of unit module assessment. This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings (PLC) are held twice a month. A student can be referred into or out of intervention at any time. The school data team examines school-wide data (including academics, attendance, and behavior) also on a monthly basis and flags students who need additional support.

Intervention groups are run by several staff members. We have three special education case managers, 3 ELL teachers, and a reading specialist, all funded by the district. In addition, we have four intervention teachers (.8 FTE) funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-5 on a daily basis. Group times are typically 30 minutes each. Wilson FUNdations is utilized for students struggling with phonetic concepts. These instructional programs have been purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

Annual Update to this component: **Team met on 3/6/19 and agree that** we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support.
Reviewed 6/12/19.
Reviewed 12/23/19 – The Leadership team would like to add one more Title 1 Interventionist next year. This would give 2 interventionists in the lower and 2 interventionists in the upper grades. They would also like to hire back 3 paras (lost when our budget was lowered in 2019-2020). Currently our 1.5 ELL teachers serve students. We would also like to have the addition of a full time ELL teacher.
Updated 7/8/22 – An additional 2 Title 1 teachers and 3 paras are being requested to continue student support.
Updated 6/21/23

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;

All students are screened multiple times per year to assess their progress towards grade level standards. In reading, students are assessed using the Fountas & Pinnell benchmark assessment system each trimester to determine progress in reading grade level text. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take Eureka end of Module assessments. However, a student can be referred into or out of intervention at any time. The school CHAT team examines school-wide data (including academics, attendance, and behavior) on a monthly basis and flags students who need additional support.

Intervention groups are run by several staff members. We have three special education case managers, 3 ELL teachers, and a reading specialist, all funded by the district. In addition, we have four reading intervention teachers and 2 math intervention teachers, funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-5 on a daily basis. Group times are typically 30 minutes each. Wilson FUNdations is utilized for students struggling with phonetic concepts. These instructional programs have been purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

Annual Update to this component: **Team met on 3/6/19 and agree that** we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support.
Reviewed 6/12/19
Reviewed 12/23/19 – The Leadership team would like to add one more Title 1 Interventionist next year. This would give 2 interventionists in the lower and 2 interventionists in the upper grades. They would also like to hire back 3 paras (lost when our budget was lowered in 2019-2020). Currently our 1.5 ELL teachers serve students. We would also like to have the addition of a full time ELL teacher.

Updated 7/8/22 – An additional 2 Title 1 teachers and 3 paras are being requested to continue student support.
Updated 6/21/23

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

Our students are assessed throughout the year using the measurements of Acadience, Heggerty, QPS, and SAS assessment data. Eureka end of Module assessments and Acadience are used for math data.

Annual Update to this component: **Team met on 3/6/19 and agree that** we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support.
Reviewed 6/12/19
Reviewed 12/23/19
Updated 7/8/22
Updated 6/21/23

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

Dr. Crisp's Title I plan is based on the school building action plans/goals, the Nashua School District's and the New Hampshire's improvement plan.

vii. Action Plan and Timeline

Provide an Action Plan and Timeline for implementation.

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 Staff meet the highly qualified requirements.

Annual Update to this component: All staff meets the highly qualified requirements. (7/8/22) (6/21/23)

(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…

All paraprofessionals meet the highly qualifies requirements.

Annual Update to this component: All staff meets the highly qualified requirements. (7/8/22) (6/21/23)

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 is based on observation data, testing data, building and district initiative and school and district goals. We provide professional development based on research best practices. This professional development is followed up by grade-level and vertical collaborations, individual coaching and administration observations.

Annual Update to this component: **Team met on 3/6/19 and agree that** we will continue to meet with Mike Anderson – Social Emotional Learning throughout the school year
Reviewed 6/12/19 – Staff Book Study using Mike Anderson's new book, all grade levels will be piloting "Choose Love"
Reviewed 12/23/19 – Looking at Behavior programs as a district
Reviewed 7/8/22 – Teacher Book Study – Writing Revolution. We also won the CLiF Award - $25,000 in books for the students, three author visits and Teacher PD for this school year.
Updated 6/21/23 – DOJ workshops will be held throughout the year as well as CSI follow through.

(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.

Our professional development activities for the coming year will have three main foci:

1. Assessment of students' reading progress and appropriate use of this data for instructional design – all teachers will continue with measurements by Acadience, Heggerty, QPS, and SAS assessment data .and how to analyze students' reading behaviors to guide

small group instruction in reading. This will be evaluated by teacher surveys as well as administrative observation of teachers doing this work with their students. Student growth in reading will be measured.

2. Continued support in the area of Social Emotional Learning
3. Increased depth of instruction in math – year-long training will be offered at the school and district levels on the use of the new Eureka Squared program as a core resource in math instruction. On-going professional development and coaching will also be offered at the school level on differentiating instruction in math and appropriately incorporating number sense strategies into instruction. Teacher survey and administrator evaluation will assess the effectiveness of this professional development.
4. TLA –for teacher coaching and PD for this school year
5. Impact Coaching – for the new (1 and 2 year) teachers in our building…. they will meet with a coach twice a week for 6 months of the school year and have additional follow up support throughout the year.
6. Continue with district wide ELL trainings

Annual Update to this component: **Team met on 3/6/19 and agree that** we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. We need to add resources to our Math intervention. Some classroom projectors, laptops, Chromebooks and document cameras are coming near the end of their life and might need to be replaced in the upcoming year. We would like to purchase some online text resources.
Reviewed 6/12/19
Reviewed 12/23/19 – The Leadership team would like to add one more Title 1 Interventionist next year. This would give 2 interventionists in the lower and 2 interventionists in the upper grades. They would also like to hire back 3 paras (lost when our budget was lowered in 2019-2020). Currently our 1.5 ELL teachers serve students. We would also like to have the addition of a full time ELL teacher.
Updated 7/8/22
Updated 6/21/23

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.

We have a job fair in the Spring that attracts many highly qualified staff to our school. We provide a new teacher mentor program that lasts two years which includes a cohort for professional development, individual coaching and collaboration meetings. Administration provides frequent feedback though formal and informal observations providing supports when needed. Amherst Street provides frequent team collaboration, planning and professional development. Our school has committees that promote shared leadership and give staff a voice in the decision making process. UNH offers an ELL certification program free of charge to our teachers. Our district offers tuition reimbursement to staff.

Annual Update to this component: **No changes at this time.**
Date: **3/6/19 and 6/12/19, 12/23/19, 7/8/22, 6/21/23**

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.

The needs assessment came out of our Leadership Committee and 21st Century afterschool programming were also part of the discussion and have attended some of our committee meetings and professional development.

The Leadership Committee used the data from the Needs Assessment to design the plan.

The Leadership Committee will monitor and evaluate implementation of the plan throughout the year.
A survey is given to the parents to determine how the Title 1 program is doing at Dr. Crisp. A review of this need's assessment is also done with parents

Annual Update to this component: **This will not change at this time.**
Date: **3/6/19 and 6/12/19. 12/23/19, 7/8/22, 6/21/23**

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

We took input from all stakeholders that are represented on the Leadership Committee to design the plan. The plan was designed from the input from all of the committees. Our SPED department's input was that our tier three students are struggling with phonemic awareness and decoding and encoding in their small groups. They need PD in Fundations and also need additional kits to use as a literacy intervention. Classroom teachers have expressed that some students are not motivated to learn and our struggling with basic needs. Our 21st Century coordinator and The Boys & Girls Club expressed that some students that come to their programs afterschool are struggling with behavior (respect, responsibility, and safety) resulting in major write-ups. Some parents have expressed that their children are struggling to do their homework.

The committees will also monitor and evaluate the plan

Annual Update to this component: **Team met on 3/6/19 and agree that** we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. We need to add resources to our Math intervention. Some classroom projectors, laptops, Chromebooks and document cameras are coming near the end of their life and might need to be replaced in the upcoming year. We would like to purchase some online text resources. We will also continue with our Social Emotional Learning component.
Reviewed 6/12/19
Reviewed 12/23/19 – The Leadership team would like to add one more Title 1 Interventionist next year. This would give 2 interventionists in the lower and 2 interventionists in the upper grades. They would also like to hire back 3 paras (lost when our budget was lowered in

2019-2020). Currently our 1.5 ELL teachers serve students. We would also like to have the addition of a full time ELL teacher. We would also like to provide our parents with more workshops on homework help, behavior techniques and Math and reading programs.
Reviewed 7/8/22
Updated – 6/21/23

(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.

- Monthly newsletters, parent-teacher conferences, open house, school and district websites, assessment reports are mailed home, standards-based report cards with standards-based comments each trimester, district curriculum documents (online), Leadership committee (2x Month), Staff monthly meetings, weekly grade level collaborations, and professional development during in-service days

Annual Update to this component: **Communication will stay the same at this time.**
Updated 7/8/22
Updated 6/21/23

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

Our goal for the coming year is to continue to expand our parent group to be larger and more diverse. We also will have a PTO email address and Facebook page. We will also offer family nights three times the year (Open House, Parent/Teacher Conferences and a Literacy family night event). We have a monthly newsletter that goes home from each grade level. Each grade level provides a monthly update on the activities of the month and our Title 1 team contributes some activities to do at home.

Annual Update to this component: We had a PTO recruitment night with food and sign-up sheets. This was successful based on participation.
6/12/19 – Parents met at a coffee meeting to discuss upcoming year's goals.
12/23/19 – Parent Pizza Night to review goals
Updated 7/8/22
Updated 6/21/23

(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).

Parents are involved in two main ways. Our PTO was dismantled this year due to an investigation by the police on money theft. We will be bringing back out PTO in the fall. This group serves as a forum for sharing information and soliciting input on our school's programs and initiatives. In addition, this group plans family nights in conjunction with school staff. Several of these evenings are academic in nature

including Open House, STEAM Night, and Book Fair Night. Our school's goal for the coming year is to continue to expand our parent group to be larger and more diverse.

The other way parents give input is through parent teacher conferences. Parent communication is reciprocal and is a critical component of a student's programming. Classroom and Interventionist teachers communicate with parents regularly regarding students' progress and any areas of concern. Having parents read with children nightly is also a critical part of the school program.

Our goal for the coming year is to continue to expand our parent group to be larger and more diverse. We also will have a PTO email address and Facebook page. We have a monthly newsletter that goes home from each grade level.

Annual Update to this component: **Communication will stay the same at this point.**
Updated 7/8/22
Updated 6/21/23

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

Our parents are asked to fill out a parent survey each year regarding: how our school is doing, what could we do better and which areas would they like to see our monies spent. This year (due to Covid) we were finally able to have an event at the end of the year. (Previously throughout the year, we held all event outside). At our annual ELL dinner/speaker night, the parents filled out the Questionnaire for us. Over whelming, the parents are extremely pleased with our performance at Dr. Crisp. They would like to see us focus on Reading growth and Social Emotional support for their children next school year. They are excited for us to be able to bring back our traditional International Night, Science Night and are looking forward to the Author visits (from our CLiF Grant)

Annual Update to this component: **This plan will stay the same this year.**
Updated 7/8/22
Updated 6/21/23

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.

An orientation is offered in June for all incoming preschoolers. Students are screened and information is provided to parents. Students are introduced to teachers, administrators, and counselors and provided with a tour of the school. Private tours are offered for any student or parent needing additional information or exposures to the school environment. A Blast-Off to kindergarten program is offered for four weeks over the summer for students who lacking pre-requisite early learning or social skills. An open house for kindergarten students and their parents is offered on the first day of school.

Fifth grade has a step-up day at the middle school. There are also vertical collaboration meetings happening this school year with fifth and sixth grade teacher.

Annual Update to this component: **This will stay the same for the upcoming school year.**
Review – 7/8/22
Updated 6/21/23

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.

Teachers use academic assessment data (exit slips, notebook entries, pre/post assessments, performance tasks, conference notes, unit tests, etc…) daily to improve academic achievement. Teachers formally benchmark students in Reading three times a year (once a trimester). They set yearly goals and trimester targets for each students and keep track of that growth using the Fountas and Pinnell expected growth chart. Grade level and vertical collaborations, grade level planning times, monthly early release days, formal PLC meetings once a month, faculty meetings and before and after school committees are the venues in which teachers collect, compile, analyze and use the data to inform instruction.

Annual Update to this component: **Pre and Post Genre studies on- demand writing will be added as writing assessments for next year.**
Reviewed 6/12/19
Reviewed 12/23/19
Reviewed 7/8/22
Updated 6/21/23

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.

Research-Proven Instructional Strategies

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy Calkins Units of Study in Writing and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as

a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Teachers have been guided on how to dig deeper into their data for math and reading in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional support during WIN time and our four interventionist teachers work with students below grade level in math and reading for 30 minutes daily to support their learning. Wilson FUNdations is utilized for students struggling with phonetic concepts.

Instructional Support for Children Experiencing Difficulties Mastering the Standards

All students are screened multiple times per year to assess their progress towards grade level standards. In reading, all students are assessed using the Fountas & Pinnell benchmark assessment system at least twice per year – October and February – to determine progress in reading grade level text. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take Eureka end-of-Module assessments. This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held twice a month. However, a student can be referred into or out of intervention at any time. The school data team examines school-wide data (including academics, attendance, and behavior) on a monthly basis and flags students who need additional support.

Intervention groups are run by several staff members. We have two special education case managers, 3 ELL teachers, and a reading specialist, all funded by the district. In addition, we have four reading intervention teachers and 2 math intervention teachers funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-5 on a daily basis. Group times are typically 30 minutes each. Wilson FUNdations is utilized for students struggling with phonetic concepts. These instructional programs have been purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

Annual Update to this component: Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. We need to add resources to our Math intervention. Some classroom projectors, laptops, Chromebooks and document cameras are coming near the end of their life and might need to be replaced in the upcoming year. We would like to purchase some online text resources.

Reviewed 6/12/19

Reviewed 12/23/19 – The Leadership team would like to add one more Title 1 Interventionist next year. This would give 2 interventionists in the lower and 2 interventionists in the upper grades. They would also like to hire back 3 paras (lost when our budget was lowered in 2019-2020). Currently our 1.5 ELL teachers serve students. We would also like to have the addition of a full time ELL teacher.

Updated 7/8/22 – We would like to add an additional 2 Title 1 Interventionists (total of 6) to support the 6 grade levels, 3 paras (one behavior para) and continue with one SEL teacher.

Updated 6/21/23

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.**

Annual Update to this component:
Date: 12/23/19 – Our families have access to Catie's Closet (free clothing and person products), End 68 Hours of Hunger, Hot Meal program once a week, Arlington Street Community Center (providing health, preschool, extra-curricular activities, tutoring – free), weekly donations from Panera Bread and Whole Foods. Our Home/School Coordinator works 25 hours a week to help support families with their needs.
Reviewed 7/8/22
Updated 6/21/23

(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.

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Annual Update to this component:
Date: 7/8/22, 6/21/23

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

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Annual Update to this component:
Date: 7/8/22, 6/21/23

12. Program Evaluation:

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

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.

- Administrator observations/walk-throughs, monitoring of plan by Leadership Committee and PTO three times a year to revise the plan as needed.
- Impact Coach available to teachers I Year 1 and 2 – 2 times a week
- TLA Coaching for all teachers

Annual Update to this component: This will stay the same.

Date: 6/12/19
Reviewed 12/23/19
Reviewed 7/8/22
Updated 6/21/23

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

Performance progress will be evaluated by end of the year attendance, SAS (ELA and Math), Acadience, Heggerty, QPS, and SAS assessment data and end of unit assessments in Eureka Math. Perception data will be collected by surveys that will go out to all of the committees at the end of the year. We will also send a survey out to parents at the end of the year. Our Leadership Committee is in the process of researching both of these surveys.

Annual Update to this component: **Writing Pre and Post Assessments will be added for the upcoming school year.**
Date: 6/12/19
Reviewed 12/23/19
Reviewed 7/8/22
Updated 6/21/23

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant
Date:

Appendices