



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: Amherst Street School

School Year: 2017-2018

Current Poverty Rate: 75.76%

Letter of Intent submitted on:

Schoolwide Planning Team (members and their affiliation):

Jennifer Scarpati-Principal, Abby St. Pierre-Assistant Principal, Delphina Berry- Title I Home/School Coordinator, Kay Aarthun- Reading Specialist, Andrea Canny- Social Worker, Kaylene Chausse-Guidance Counselor, Carolyn Duquette-3rd Grade Teacher, Nancy Behler-Title I Teacher, Karen Nichols-EL Teacher, Heather Bealieu- Kindergarten Teacher, Stephanie Ziniti-SPED Teacher, Kathleen Kirwin-Media Specialist, Kathleen Conway- 1st Grade Teacher

Updated April 2017, September 2017

Yeney Armenteros-Title I Home/School Coordinator/Parent, Deb Desilets-Guidance Counselor, Parent Lighthouse Team

Planning process began on: September 2015

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?

Amherst Street 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 take the i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. In addition, 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 i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held twice/year – September and February. 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, an ELL teacher, 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 40 minutes each. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as 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 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 i-Ready 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 from the core programs as well as supplemental lessons provided by i-Ready to support struggling learners. In addition, four interventionist teachers work with students below grade level in math and reading for 40 minutes daily to support their learning. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention.

Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17 We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/2017

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

Amherst Street 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 May 2016 by our Curriculum & Instruction team, as well as our school Data Team. Number of homeless students was included as was a discussion of their particular needs. These teams meet bi-monthly during the school year to review data and revise plans as needed. 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. Also, we need support for Tier 2 and 3 behaviors.

Annual Update to this component:

Team met on 4/6/17 and agree that plan stays as is.

Date: 4/6/17, 8/25/17

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

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 2(b) in appendix.

Amherst Street School is a school-wide Title I neighborhood school with an enrollment of about 320 students. Amherst Street’s current poverty level is 75.76%. Our minority rate is. Our attendance rate is. Please refer to 2(b) in appendix.

Annual Update to this component:

Team met on 4/6/17 and agree that plan stays as is.

Date: 4/6/17, 8/25/17

(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.

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 2(c) in appendix.

Our Academics Committee analyzed our academic data (ELA and Math Iready Data, Benchmark Data, Science NECAP Data, Smarter Balance ELA and Math Data including all sub groups). Our Leadership Committee analyzed our staff survey results including Title I, ELL and SPED. Our Culture Committee analyzed our schoolwide behavior data (DESSA and SWISS).

Annual Update to this component:

Team met on 4/6/17 and agree that plan stays as is.

Date: 4/6/17, 8/25/17

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

outcomes.

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 2(d) in appendix.

Our school’s current educational program has many strengths. Our students, on average, consistently make more than a year’s growth in reading and math, as measured by the i-Ready assessment. In terms of our school environment, we have a shared leadership structure with all staff involved in governance committees that work in conjunction with school administration. Our staff also has a strong collaborative culture. Teachers meet to collaborate on issues concerning curriculum, instruction and assessment at least weekly.

While 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 are not reaching grade level standards, as measured by the i-Ready assessment (41% below level for Math and 43% for Reading). Furthermore, our attendance rate is below our target of 95% of students in school on time each day (90%). Finally, we have many students that exhibit emotional or behavioral needs. Last year, 64 students were flagged using the DESSA screener as requiring a social-emotional intervention, and 160 students had major behavioral referrals. These are areas that this plan will address.

Annual Update to this component:

Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

(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.

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 2(e) in appendix.

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 swiss/x2behavior data showed that tier two and three students were in need of small group executive functioning instruction. Please refer to 2(e) in the appendix. Our Iready data was submitted to the DOE by Cherrie Fulton, Nashua School District’s Title I Director.

Annual Update to this component:

Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

3. Implementation of schoolwide reform strategies that:

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

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 3 in appendix.

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 i-Ready 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 from the core programs as well as supplemental lessons provided by i-Ready to support struggling learners. In addition, four interventionist teachers work with students below grade level in math and reading for 40 minutes daily to support their learning. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention. We added a social worker and part time psychologist to facilitate groups based on DESSA results and teacher referrals. We implemented Leader In Me School-wide.

Annual Update to this component:

Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

<p>Use effective methods and instructional strategies that are based on scientifically based research that:</p>
<p>i. Strengthens the academic program; 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 3(i) in appendix.</p> <p>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 i-Ready 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 from the core programs as well as supplemental lessons provided by i-Ready to support struggling learners. In addition, four interventionist teachers work with students below grade level in math and reading for 40 minutes daily to support their learning. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention. We added a social worker and part time psychologist to facilitate groups based on DESSA results and teacher referrals. We implemented Leader In Me School-wide.</p>
<p>Annual Update to this component: Team met on 4/6/27 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 Literacy Coach 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. Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD) Date: 4/6/17, 8/25/17</p>
<p>ii. Increases the amount of learning time during the school day as well as outside programming; 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 3(ii) in appendix.</p> <p>Amherst Street has block scheduling to allow for longer instructional blocks. We have cut down on daily interruptions and have protected blocks</p>

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.

Annual Update to this component:

Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

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

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 3(iii) in appendix.

All students are screened multiple times per year to assess their progress towards grade level standards. In reading, all students take the i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. In addition, 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 i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held twice/year – September and February. 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, an ELL teacher, 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 40 minutes each. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as 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.

We added a social worker and part time psychologist to facilitate groups based on DESSA results and teacher referrals. We implemented Leader In Me School-wide.

Annual Update to this component: Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

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;

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 3(iv) in appendix.

All students are screened multiple times per year to assess their progress towards grade level standards. In reading, all students take the i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. In addition, 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 i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held three times/year – September, January and April. 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, an ELL teacher, 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 40 minutes each. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as 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.

We added a social worker and part time psychologist to facilitate groups based on DESSA results and teacher referrals. We implemented Leader In Me School-wide.

Annual Update to this component: **Team met on 4/6/27 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 Literacy Coach 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.

Date: 4/6/17

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

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 3(v) in appendix.

Fountas and Pinnell Benchmarking three times a year with students on target to meet their yearly goals, Iready ELA and Math Data three times a year, Smarter Balance Data, Science NECAP Data, Eureka Unit Tests and DESSA three times a year, SWISS data

Annual Update to this component: **Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

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

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 3(vi) in appendix.

Amherst Street’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.

Annual Update to this component: Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

vii. Action Plan and Timeline

Provide an Action Plan and Timeline for implementation.

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 3(vii) in appendix.

Please refer to 3(vii) for Amherst Street School’s Action plans and goals

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.

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 4(a) in appendix.

All Staff meet the highly qualified requirements.

Annual Update to this components: All staff meet the highly qualified requirements.

Date: 4/6/17, 8/25/17

(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.

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 4(b) in appendix.

All paraprofessionals meet the highly qualifies requirements.

Annual Update to this component: All staff meets the highly qualified requirements.

Date: 4/6/17, 8/25/17

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.

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 5(a) in appendix.

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 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

(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.

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 5(b) in appendix.

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 participate in training on the use of the Fountas & Pinnell benchmark assessment 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. Use of technology to enhance student engagement and learning – teachers will receive instruction in how to maximize the benefit of a 1:1 technology environment so that computers and iPads are utilized in the correct ways and for appropriate learning tasks. Teachers will learn how to use technology for new instruction, for student practice, for student presentation, and for assessment. This PD will be evaluated by teacher surveys and ongoing needs assessments.
3. Increased depth of instruction in math – year-long training will be offered at the school and district levels on the use of the Eureka

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.

Annual Update to this component: Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

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.

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 6 in appendix.

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 through 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: 4/6/17, 8/25/17

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.

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 7(a) in appendix.

The needs assessment came out of our committees-Academic, Culture, Leadership, PTO and Lighthouse. The Boys and Girls Club and 21st Century afterschool programming were also part of the discussion and have attended some of our committee meetings and professional

development.

The Academic, Culture, Leadership, PTO, Lighthouse Committees used the data from the Needs Assessment to design the plan.

The Academic, Culture, Leadership, PTO, Lighthouse Committees will monitor and evaluate implementation of the plan three times a year.

Annual Update to this component: [This will not change at this time.](#)

Date: [4/6/17, 8/25/17](#)

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

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 7(b) in appendix.

We took input from all stakeholders that are represented on the Academic, Culture, Leadership, PTO, and Lighthouse Committees to design the plan. The plan was designed from the input from all of the committees. For example, the input from the Reading Specialist and Title I teachers was that we need additional F&P benchmark kits and LLI kits to effectively and efficiently progress monitor and deliver ELA interventions. 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 Foundations 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 4/6/27 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 Literacy Coach 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.](#)

Date: [4/6/17, 8/25/17](#)

(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. Please reference as 7(c) in appendix.

- 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), Academic, Culture, Leadership, Lighthouse, PTO committees (1x Month), Staff monthly meetings, weekly grade level collaborations, and professional development during early release and service days

Annual Update to this component: [Communication will stay the same at this time.](#)

Date: 4/6/17, 8/25/17

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

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 7(d) in appendix.

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 Leader In Me Training to families three times the year (Open House, Parent/Teacher Conferences and a Library family night event). We have a monthly newsletter that goes home from each grade level. We have added a Leader In Me section to the newsletter that has the habit that we are practicing at school and some activities to do at home with the habit. Our Lighthouse Team also will begin a parent sub committee this year.

Annual Update to this component: [We started a Parent and Student Lighthouse Team this year. We had a Family Leader In Me night event that the parents and students presented the 7 Habits to other families. We had a PTO recruitment night with food and sign-up sheets. This was successful based on participation. 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.](#)

Date: 4/6/17, 8/25/17

(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).

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 7(e) in appendix.

Parents are involved in two main ways. Our PTO is very active. 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, Celebrations of Learning, Literacy Night, and Math 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.

We will share this plan with our PTO and the parent sub-committee of the Lighthouse team for additional feedback and monitoring three times a year (Oct, Feb, May)

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 Leader In Me Training to families three times the year (Open House, Parent/Teacher Conferences and a Library family night event). We have a monthly newsletter that goes home from each grade level. We have added a Leader In Me section to the newsletter that has the habit that we are practicing at school and some activities to do at home with the habit.

Annual Update to this component: [Communication will stay the same at this point.](#)

Date: 4/6/17, 8/25/17

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

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 7(f) in appendix.

This plan will be evaluated three times (December, March, June) a year by the Academic, Leadership, Data, PTO committees and Parent Lighthouse Committee. We will analyze the action plan, Iready ELA and Math Data, and Benchmark, DESSA and SWISS assessment data to make revisions as needed to improve the plan and student achievement.

Annual Update to this component: [This plan will stay the same this year.](#)

Date: 4/6/17, 8/25/17

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.

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 8 in appendix.

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.

Date: 4/6/17, 8/25/17

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.

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 9 in appendix.

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. Teachers also use the IREADY diagnostic data that is given three times a year to drive instruction. They also use Smarter Balance Data to inform their ELA and Math instruction and NECAP data to inform their Science instruction.

Grade level and vertical collaborations, grade level planning times, monthly early release days, faculty meetings and before and after school committees are the venues in which teachers collect, compile, analyze and use the data to inform instruction.

We use student Data/Leadership Notebooks for students to track their own progress.

Annual Update to this component: Pre and Post Genre studies on- demand writing will be added as writing assessments for this year.

Date: 4/6/17, 8/25/17

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.

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 10 in appendix.

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 i-Ready 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 from the core programs as well as supplemental lessons provided by i-Ready to support struggling learners. In addition, four interventionist teachers work with students below grade level in math and reading for 40 minutes daily to support their learning. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention.

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 take the i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. In addition, 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 i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held twice/year – September and February. 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, an ELL teacher, 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 40 minutes each. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as 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.

Annual Update to this component: Team met on 4/6/27 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 Literacy Coach 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.

Team met on 8/25/17- We will need supplemental resources for our Writers Workshop (post it notes, mentor texts, professional texts, classroom libraries, PD)

Date: 4/6/17, 8/25/17

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.**

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(a) in appendix.

- **Amherst Street collaborates with many programs to insure the best quality education for their students and families. We work closely with Title III (ELL), Harbor Home (Homelessness and Mental Health), Nashua Soup Kitchen (dinners provided Mondays and Thursdays), NH Food Bank (backpack program/weekend meals), Catie’s Closet (clothing and toiletries), area churches (Thanksgiving and Christmas help), Lion’s Club (Vision) and Dental Connection. All of these resources help our children succeed in the classroom.**

Annual Update to this component:

Date: 8/25/17

- (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.**

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(b) in appendix.

- **At this time, Nashua does not want to consider “braiding “ our monies with other programs.**

Annual Update to this component:

Date: 8/25/17

(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.

➤ None

Annual Update to this component:

Date: 8/25/17

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. Please reference as 12(a) in appendix.

➤ Administrator observations/walk-throughs, monitoring of plan by Leadership, Academic Culture and Lighthouse Committees and PTO three times a year to revise the plan as needed.

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

Date: 4/6/17, 8/25/17

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

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 12(b) in appendix.

Performance progress will be evaluated by end of the year attendance, Swiss, DESSA, IReady (ELA and Math) and F&P Benchmark data.

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 Academics Committee is in the process of researching both of these surveys.

Annual Update to this component: Writing Pre and Post Assessments will be added this school year.

Date: 4/6/17, 8/25/17

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant

Date:

Appendices