

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: 2022-2023

Current Poverty Rate: 63.5%

Letter of Intent submitted on:

Schoolwide Planning Team (members and their affiliation):

Thomas Adamakos, Principal; Amy Blackwell, Assistant Principal; Berenice Martinez, Parent; Thomas Shea, McKinney Vento Social Worker; Kay Aarthun, Reading Specialist; Noreen Dutile, Title I Teacher, Robert Power, Grade 5 Teacher; Michelle Mangiafico, Grade 4 Teacher; Kathleen Conway, Grade 1 Teacher; Heather Beaulieu, K Teacher; Caitlin Brown, Special Education Teacher; Sarah Ledoux, Behavior Paraprofessional

Planning process began on: September 2021

Plan submitted on: July 2022

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?

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 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 are assessed 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 and a half special education case managers, an ELL teacher, and a reading specialist, all funded by the district. We have added an additional ELL teacher for 2022-2023. In addition, we have 3 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-3 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 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 ongoing 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 targeted small group lessons utilizing reteaching lessons from the core programs to support struggling learners. In addition, three 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.

(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 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. 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 subgroups. 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 agrees that plan stays as is. Last three school years (2019-20, 2020-21) have been affected by COVID-19 with heavy regression revealed in the 2021-2022 school year.

Plan reviewed: 5/26/22

(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 270 students. Amherst Street's current poverty level is 63%.

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

- (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 Data, Benchmark Data, Science NHSAS Data, NHSAS 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 (X2).

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

- (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 (many make more), as measured by the district and building 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 our 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. Finally, we have many students that exhibit emotional or behavioral needs returning after the pandemic years. These are areas that this plan will address.

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

- (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 subgroups. Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional supports

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

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 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 to support struggling learners. In addition, three 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 Number Worlds and Connecting Math Concepts are utilized for math intervention.

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

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

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.

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 targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons to support struggling learners. In addition, three 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 Number Worlds and Connecting Math Concepts are utilized for math intervention.

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

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.

Amherst Street 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. Although there is a support staff shortage, we sasses to ensure coverage.

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

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 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 additional benchmark assessments 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. An additional ELL teacher is on staff for 2022-2023. In addition, we have three 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 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 agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/2

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 benchmark assessments 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 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 and a half special education case managers, an ELL teacher, and a reading specialist, all funded by the district. We will have an additional ELL teacher in the 2022-2023 year. In addition, we have three 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 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 agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

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, ELA and Math Data three times a year, NH SAS testing data in reading, writing and science, and Eureka Unit Tests

Annual Update to this component

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

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 agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

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 NH DOE highly qualified requirements.

Date: 5/26/22

(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 qualified requirements.

Annual Update to this component:

All paraprofessionals meet the qualified requirements.

Date: 5/26/22

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 initiatives, teacher survey data, 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 agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-2022) have been affected by COVID-19.

Date: 5/26/22

(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 four main foci:

1. Assessment of students' reading progress and appropriate use of this data for instructional design – any teachers who are in need 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 – ongoing professional development and coaching will 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. Social-Emotional concern with implementation of Choose Love to assist with well-being of students to help academic achievement.

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-2022) have been affected by COVID-19.

Date: 5/26/22

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 every Spring in Nashua that attracts highly qualified staff to our school. Although in recent years, numbers have dropped in regards to available candidates. nWe 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.

Annual Update to this component: No changes at this time.

Date: 5/26/22

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, Data, Culture, Leadership, PTO. 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, Data, Culture, Leadership, PTO, Committees used the data from the Needs Assessment to design the plan.

The Academic, Data, Culture, Leadership, PTO, 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: 5/26/22

(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, Data, Culture, Leadership, PTO, and Committees to design the plan, particularly using information returning to school following the pandemic. 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.

<p>Annual Update to this component: Team agrees that plan stays as is. Last three school years (2019-20, 2020-21) have been affected by COVID-19. Date: 5/26/22</p>
<p>(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.</p> <p>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.</p> <p>Monthly newsletters, parent-teacher conferences, open house, school and district websites, assessment reports are mailed home, standards-based progress reports, report cards with standards-based comments each trimester, district curriculum documents (online), Academic, Data, Culture, Leadership, PTO committees (1x Month), Staff monthly meetings, weekly grade level collaborations, and professional development during early release and service days</p>
<p>Annual Update to this component: Communication will stay the same at this time. Date: 5/26/22</p>
<p>(d) What strategies will be implemented to increase family and community involvement in decision making opportunities about school programs and their child’s education?</p> <p>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.</p> <p>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 hold at least three parent events this year (Open House, Parent/Teacher Conferences and a Library family night event, along with a Family Fun Night in the Spring). We also have a monthly newsletter that goes home from each grade level.</p>
<p>Annual Update to this component: Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19. Date: 5/26/22</p>
<p>(e) List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the <u>district parent/guardian involvement policy, the school - parent/guardian compact and school plan</u>).</p> <p>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.</p>

Parents are involved in two main ways. Our PTO has been very active in the past. COVID slowed down participation, but we hope to rebound this year. 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 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.

Annual Update to this component: Communication will stay the same at this point.

Date: 5/26/22

(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 Data Committees, Staff, and the PTO. We will analyze the action plan, NHSAS ELA and Math Data, and Benchmark assessment data to make revisions as needed to improve the plan along with student achievement.

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

Date: 5/26/22

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 Kindergarteners. 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 may be 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 sets a time in the Spring with representation from the middle schools (students, counselors, Athletic Director) to discuss “What middle school is like” along with what activities are available. Student representatives are available to answer questions. There are also vertical collaboration meetings during the school year with fifth and sixth grade teacher to assist with IEP transitions.

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

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 are expected to set yearly goals and trimester targets for each student and keep track of that growth using the Fountas and Pinnell expected growth chart. Teachers also use the assessment data within their classroom (and NHSAS Grades 3-5) to drive instruction. They also use NH SAS data to inform their ELA, math and 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 also encourage students to use resources to track their own progress by establishing personal goals and recording their own data.

Annual Update to this component:

Team agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19.

Date: 5/26/22

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 ongoing 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 targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons to support struggling learners. In addition, three 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 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 and a half special education case managers, an ELL teacher with an additional ELL teacher in the Fall of 2022, and a reading specialist, all funded by the district. In addition, we have three 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-3 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 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 agrees that plan stays as is. Last three school years (2019-20, 2020-21, 2021-22) have been affected by COVID-19. Date: 5/26/22
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):
<p>(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.</p> <p>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.</p> <p>Our families have access to Catie’s Closet (free clothing and personal products), End 68 Hours of Hunger (weekly food bags), Arlington Street Community Center (providing health, preschool, extra-curricular activities, tutoring) and the United Way (free lunch program when school is out, technology and tutoring available at no cost). Our Home/School Coordinator’s hours have been expanded to full-time in order to help support families with their needs.</p>
Annual Update to this component: No changes at this time. Date: 5/26/22
<p>(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.</p> <p>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.</p> <p>We work with our School District and Title I coordinator to ensure resources are maximized and funding has been utilized.</p>
Annual Update to this component: No changes at this time. Date: 5/26/22
<p>(c) A list of programs that will be consolidated under the schoolwide plan (if applicable).</p> <p>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.</p> <p>This will be considered as needed under the direction/guidance of our Title I coordinator.</p>
Annual Update to this component: Not applicable at this time.

Date: 5/26/22

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 Data committees and PTO three times a year to revise the plan as needed.

Annual Update to this component: No changes at this time.

Date: 5/26/22

- 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, NHSAS (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.

Annual Update to this component: No changes at this time.

Date: 5/26/22

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant

Date:

Appendices

