

LEDGE STREET ELEMENTARY SCHOOL  
JUNE 2021

JUNE 2021

# Ledge Street Elementary Demographics:

Ledge Street Elementary is a school-wide Title I neighborhood school with an enrollment of about 450 students. Our current poverty level is 77%. Our attendance rate is 94%. Ledge Street Elementary is a diverse school culturally, racially, and linguistically. We are a school in year 2 of the state designated Comprehensive School Improvement. This designation affords extra funding, as well as opportunities to work with other schools statewide, as well as contracted organizations that support best practices in leadership and instruction. We are currently focusing on improvement in three specific areas: Tier I instruction, PBIS/SEL, Culturally Responsive Teaching and Learning, and PLC implementation based on the DuFour model.

# Definition of Title I:

- ▶ Title I provides federal funding to schools to help students who are low achieving or at most risk of falling behind.
- ▶ Title I is allocated to schools based on percentages of free and reduced lunch along with other community data.
- ▶ Schools with a percentage of at least 40% are eligible for a schoolwide program. For the 2021-2022 our percentage is 70.10%



Ledge Street Elementary  
operates a Title I Schoolwide  
Program.

# Schoolwide means:

- ▶ The school uses Title I funds to upgrade the entire educational program of the school.
- ▶ Title I funds are used to serve all children in order to raise academic achievement.
- ▶ Title I funds will be used to provide additional assistance to all students who experience difficulties in meeting the State's performance targets.

# To be a “Schoolwide” School:

- ▶ The school must have a free/reduced lunch count of at least 40%. Ledge is at 70.10%.
- ▶ The school must collect and analyze data that effects student achievement.
- ▶ The school must develop a comprehensive site plan and annually review the effectiveness of the plan.



# Ledge Street Elementary's Title I Schoolwide Program



# Planning Team:

## Team Meeting date: 6-7-2021

- ▶ **Chas Miller -Principal**
- ▶ **Rocio Gagne -Assistant Principal**
- ▶ **Naomi Steinberg - Title I**
- ▶ **Michelle Oro - Grade 2**
- ▶ **Deb Lennox - Grade 5**
- ▶ **Danielle Boutin – ELL**
- ▶ **Uttara Boal – Special Ed**
- ▶ **Maria Barry - Family Engagement Coordinator**
- ▶ **Merilyn Perea - Parent Rep**



# Summary of Title I Funding

We use our Title I funds to provide supplemental support 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 System (BAS) benchmark assessment two or three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. In addition, students are assessed using various teacher-generated assessments. These are created within grade level PLC's and shared with support/intervention staff. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the Eureka end-of-modular assessments. This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held at consistent intervals through grade level PLCs. However, a student can be referred into or out of intervention at any time. The school PLC teams examine grade level data (including academics, attendance, and behavior) and flag students who need additional support. Behavior data is viewed through the X2 Aspen data collection tool. We also keep track of the number of students accessing 'check-ins' with our SEL Teachers, Counselors, and Social Worker each day through a Google document that is updated daily.

# Summary of Title I Funding - Continued

Intervention groups of varying size are run by several staff members. We have 4 special education case managers, 3 ELL teachers, and a reading specialist, all funded by the district. In addition, we have 5 reading/math intervention teachers (.8 FTE) funded by Title One, as well as 2 ELL Teachers funded by Title I. We also have 2 Social-Emotional Learning (SEL) Teachers funded by Title I. All of these support/intervention teachers collaborate with classroom teachers to provide targeted small group instruction for both academics and behavior to students in grades K-5 on a daily basis. Group times for Title I reading/math interventionists, ELL teachers, and SEL teachers are typically between 10-30 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. Online tools such as Zearn, Happy Numbers, LexiCore 5, RazKids and Book Creator are also used to supplement math, reading, and writing instruction. These online instructional tools have been purchased using district and Title I funds, along with Comprehensive School Improvement (CSI) Title I 1003(a) School Improvement funds. SAS end-of-year testing data is also used for reading and math. We use PBIS systems and structures to guide our behavior expectations. This includes the use of chill zones, zones of regulation, and frequent check-ins with students who are experiencing trauma.

# Summary of Title I Funding - Continued



1. Overall data shows a significant decrease in both ELA, Math, and SEL in terms of percentage of students being assessed in the proficient or higher range. However, given all the mitigating factors of the pandemic and Covid-19 protocols we do not feel the data is an accurate reflection of the importance and significance of our Title I programs and services. The only exception being those students served through Title I small group instruction (explained further in this presentation). We have seen significant growth with students in those small groups.
2. As a school identified in comprehensive improvement, we have a School Improvement Planning team that meets quarterly to review our progress toward SIP goals. For the 20-21 school year we experimented with aligning our comprehensive needs assessment processes and SIP processes. This was a difficult endeavor, with some instructional areas aligned and others not. We will continue to work to align the goals, funding, and instructional models so as to better support our students. To end the 2020-21 school year and begin the 2021-22 school year, we will have two separate teams (CNA Team and SIP Team), but work towards combining their work to ensure efficient delivery of resources and instruction.

# Summary of Title I Funding - Continued

- We will continue to schedule PLC meetings to allow grade level teams to work together, look at the data, and make informed instructional decisions
- We will use the data collected to group students according to their literacy needs. All students will be assigned a tier group and all service providers will be assigned a group at each grade level. Instruction will be focused on the literacy needs of each group.
- Readers' and Writers' workshop will be the structure utilized by all staff to deliver the Lucy Calkins' Reading and Writing Units of Study.
- Increase teacher skill/proficiency in delivering a balanced literacy framework. Beginning this process by focusing on developing skill in teachers to move students from 'dependent' to 'independent' learners, developing a healthy sense of 'productive struggle' within students, and exploring 'gradual release of responsibility' as it pertains to next generation guided reading instruction.
- Provide additional culturally responsive and culturally representative books for students who struggle with the English language to add to the book room and/or classroom guided reading libraries
- Lucy Calkins' Reading and Writing units of study will be the curriculum utilized and implemented school wide.
- Carefully design a new learning commons throughout the library space, with multi-use furniture, modifiable learning spaces and mobile computing. Confining shelving to the perimeter of the commons allows for central areas to be filled with adaptable furniture, easily configurable to meet a wide range of student/instructional needs. Create a large group area where there is flexible lounge seating to encourage creativity and critical thinking skills. To help students stay engaged and be productive, all of the furniture is ergonomically designed to support active learning.
- Continue to revise best practices to enhance Tier I Instruction through work with the latest brain research



# Focus Goals

Our school goals are created through the Comprehensive Needs Assessment and SIP process which involves partnerships with the NH DOE, leadership organizations such as Demonstrated Success and WestEd, and the School Improvement Planning team. A focus of 2021-22 will be to align the the SIP process with the CNA process in a more purposeful manner. The SIP goals below are revised each fall and then adjusted throughout the year as necessary to create a living document.

- ▶ School Improvement Plan goal #1 - By June of 2021, we will improve Tier I student engagement (as defined by the BERC STAR indicators) by implementing the BERC 4 Habits of Quality Instruction, as measured by a score of 80% or higher in the areas of 1) Purpose and Expectations and 2) Question and Discussion within the BERC STAR framework walk through data
- ▶ School Improvement Plan goal #2 - By June 2021, we will revisit and revise Positive Behavior Intervention Support (PBIS) and Social-Emotional Learning (SEL) strategies in common areas (hallways, playground, cafeteria, bathrooms), as well as in all classrooms, to better align our emotional supports with the most recent brain research, as measured by discipline data sets and perception surveys.

# Curriculum and 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 utilize 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 various data sets for math and reading through PLC's 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.

# Curriculum and Instructional Strategies - Continued



We are currently focusing on improvement in three specific areas: Tier I instruction, PBIS/SEL, Culturally Responsive Teaching and Learning, and PLC implementation based on the DuFour model. We continue our contracted work with the BERC group for Tier I instruction improvement, Ramapo for Children, Demonstrated Success, and WestED. This work is structured through small group PLC's where coaches work closely with teachers to improve in each of these areas. The ongoing work allows for contracted coaches to develop a relationship with teachers to further build their skill level.



# Data Sources

## 1) *Performance Data:*

\* BAS (Benchmark Assessment System) – ELA K-5<sup>th</sup>

\*Early Literacy Skills Assessment – K & 1<sup>st</sup>

\*NHSAS – ELA & Math

\*ACCESS Data (ELL)

## 2) *Non-Performance Data:*

\*Absence data

\*SEL Check-in Data

\*Poverty rate

\*Intervention protocols

\*Access Testing Data

## 3) *Perception Data:*

\*CSI WestEd CALL Survey

\*PLC Teacher Survey

\*District Needs Assessment

## 4) *Process Data:*

\*Lucy Calkins Writing Units of Study Writing Assessments (N, I, O) K-5<sup>th</sup>

\*Eureka Unit Assessments – K-5<sup>th</sup>

\*Science/Social Studies Performance Tasks

# Proficiency Levels 2021

A needs assessment was conducted in October 2019, then reviewed again in August 2020, through the Comprehensive School Improvement (CSI) and School Improvement Plan (SIP) process. This included creating a School Improvement Plan (SIP) with guidance from NH Dept of Education as well as outside consultants hired through the NHDOE (WestEd and Demonstrated Success). School data from all areas was referenced during the creation of the SIP, and updated versions of the data continue to be referenced as we make decisions regarding instructional programs for our school. The School Improvement Planning (SIP) team met quarterly through the 2020-21 school year with NH Department of Education representatives/WestEd representatives to review data and revise instructional routines/programs as needed. These discussions and data, in part, were rolled into the creation of the current 2021 Comprehensive Needs Assessment.

Overall data continues 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. This is reflected in our SAS testing data, showing a significant decrease in student performance from 2019-20 to 2020-21. One highlight from this year was that our Title I team of 5 teachers did an exceptional job with their small group instruction, impacting the students they work with in a positive manner which is reflected in the data taken from the Title I BAS assessments for students served in Title I groups.

# Proficiency Levels 2021

Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional support. Also, we need support for Tier 2 and 3 behaviors, which has prompted us to create an MTSS-B team at Ledge Street Elementary. Our Access Testing data continues to show that students who struggle with the language are also struggling academically. This was exacerbated by COVID-19 instructional models that needed to be used due the pandemic. We will need additional staff, as well as additional ELL programming, in order to catch up those students who have fallen behind. In regards to social emotional learning and parent outreach, we will need an increase in staffing to adequately catch up those students/families in need of SEL support. As the data shows, we have served hundreds of families in multiple capacities, providing basic needs and support with accessing community based resources, as well as serving students in trauma through hundreds of hours of check-ins. Our Social Emotional Learning (SEL) Team, made up of our school counselor, social worker, and 2 SEL teachers joined together to support these areas.

# Data Summaries 2021

## SAS Data Summary

SAS Testing Data Summary Percent Proficient/Approaching Proficient: In 2020-21, 24% of grade 3-5 Math, 34% Reading. 31% 5th Grade Science.

Access Data Summary: In 2020,-21 we have a very high percentage of students at each grade level testing at the lowest level of proficiency (level 1): Kindergarten 78%, 1st Grade 25%, 2nd Grade 28%, 3rd Grade 18%, and 5th Grade 28%. 4th Grade did not have any students test at a level 1, however, 12% tested at a level 2. These percentages are an increase from the 2019 Access testing scores.

# Data Summaries 2021

## Continued

### BAS Data Summary

BAS Assessment Data Summary: 89% of Ledge students are below BAS End-of-Year benchmark for Reading

Title I Small Group Intervention BAS Assessment Data Summary: **Kindergarten:** Data based on 9/20 intake until end of school year Range 0-6 levels of improvement. Average: 2.25 levels of improvement. **First grade:** Range 0-9 levels of improvement. Average: 4.5 levels of improvement. **Second grade:** Range 0-9 levels of improvement. Average 3 levels of improvement. **Third grade:** Range: 1 to 6 levels of improvement. Average: 2.1 levels of improvement.

**Social Emotional Learning Data Summary:** We had 1175 student visits with SEL teachers via the 'check-in' model for SEL support for students who are experiencing difficulty regulating their emotions. These check-ins lasted between 10-20 minutes and totaled hundreds of hours of support. Due to the remote learning model being in place most of the 2020-21 school year, there was not accurate discipline referral data available. In 2020-21, we served 124 families through the Catie's Closet clothing program and our Food Pantry initiative served 4000 meals.



# Data Charts 2021

## BAS Assessment Chart

Grade Level	% Below Expected Level	% At or Above Expected Level
K	87%	13%
1	89%	11%
2	83%	17%
3	91%	9%
4	91%	9%
5	88%	12%

# Proficient/Approaching Proficient

[illegible]



# Data Charts 2021

## Early Literacy Skills



Skill	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Letter Recognition	36%	3%	37%	24%
Naming Sounds	20%	12%	28%	30%
Initial Sounds	12%	52%	15%	21%
Blending	0%	18%	10%	72%

# Data Charts 2021

## PLC Survey

	Starting Out	Developing	Deepening	Sustaining
Team Norms	Norms not agreed upon OR not reviewed periodically and/or norms not followed during Meetings <b>15%.</b>	Norms agreed upon, reviewed a few times, solid attempts made to follow the norms. <b>65%</b>	Norms reviewed twice per year, each team member is clear on norms, team has held one another accountable to norms. <b>10%</b>	Team has followed norms exceptionally well, reviewed periodically, held each other accountable, and could provide leadership for other teams in this area <b>10%</b>
Essential Learnings	ELs not clear and nor documented, or agreed by the team. Not aligned to assessments nor articulated with the curriculum <b>25%</b>	ELs established and used to develop assessments and associated units of study. Drawn directly from the documented curriculum <b>25%</b>	ELs are clear, rigorous. and define the core curriculum. Assessments clearly articulated to the ELs and regularly reported <b>25%</b>	ELs, assessments, and instruction all align to focus teaching and learning. ELS used to communicate and report learning. Team is very clear and tight on the alignment of the ELS, assessments and instruction. ELs used as a reference point to generate professional inquiry and instructional improvement <b>25%</b>
Common Assessments	No evidence of common Assessments <b>19%</b>	Common assessments developed with a greater emphasis on summative evidence of learning <b>28%</b>	Common assessments both formative and summative used. Formative assessments are used to diagnose next steps in learning and generate timely, constructive feedback to Students. <b>50%</b>	Common Assessments are part of a balanced assessment plan strongly aligned with the essential learnings Formative evidence is used to intervene for student success. Evidence is transparent and collectively used to generate team professional inquiry <b>3%</b>

# Data Charts 2021

## PLC Survey Continued

	Starting Out	Developing	Deepening	Sustaining
Evidence Informed Dialogue	Limited data is collected and the team seldom uses a collaborative process to analyze and make inferences from the data <b>31%</b>	Evidence is collected and reviewed. Protocols to effectively draw trends from the data are being developed. The ability to use a variety of data, both qualitative and quantitative is improving. Broad statistical understandings are used to interpret data though key processes of disaggregation and triangulation are not yet fully developed <b>43%</b>	A variety of evidence is used and collaborative protocols support analysis. The evidence drawn from analysis is verified on occasion and there are processes established to make links between student learning problems and instructional Interventions <b>21%</b>	A range of evidence is used in a process of collaborative inquiry. Both qualitative and quantitative data is used. The data is disaggregated, and triangulated. Visual representation is used to support data analysis. Learner problems are identified and instructional interventions are drawn from the evidence and supported by research <b>5%</b>
Goal(s)	No evidence of goals <b>14%</b>	Goals established, minimal evidence of data relative to goals <b>61%</b>	Goals clear with qualitative and quantitative evidence to support goal attainment. Focus on growth in student learning <b>15%</b>	Goals, short and long term with evidence of learning relative to the goal. Team is prepared to report findings at grade, class and individual student levels <b>10%</b>

# Data Charts 2021

## PLC Survey Continued

Interventions	No evidence of reflecting upon student work and considering interventions <b>15%</b>	Some evidence of interventions, though systematic tiered responses are not yet developed <b>61%</b>	Interventions planned according to student needs and implemented in a timely and systematic and targeted Processes. <b>15%</b>	Interventions planned and regular follow up throughout the year. Extension work provided for students who “already know it” <b>10%</b>
Overall Collaborative Nature of Team	Team struggles with Collaboration <b>13%</b>	Team is collaborating around planning and their learning focus is subsumed by management tasks. Strategies to engage members in interdependent work and deal with conflict are Developing <b>0%</b>	Solid team, sharing work, compromising, collaborating, analyzing work. Team demonstrates a collective responsibility for student learning and show interdependent community traits <b>32%</b>	High performing team – analyzing student work, sharing ideas, sense of community, strong at dealing with conflict <b>55%</b>

# Funding Priorities 2021



Overall data indicates the need for continued interventions and supports in ELA, Math, and social/emotional learning to support students in trauma in all areas/subgroups.

Early learning data shows continued work is needed in basic letter identification/sound identification, as well as blending. We will continue to identify students' instructional levels and use improved Tier 1 instructional practices and resources as well as tier 2 and tier 3 researched based interventions done by professionally developed educators. We need to continue to have both classroom teachers and Tier 2/Tier 3 instructional support staff build comprehension strategies across the grade levels in both literary and informational text, and continue to focus on the foundations of reading, writing, and math skills that were were lost during the past year due to the pandemic.



# Staffing Funding Priorities 2021

## Staffing needs that are identified based on data summaries:

Para Educator Staffing Needs: 10 Para Educators

ELL Teacher Staffing Needs: 2 ELL Teachers (this is an increase of *1 ELL teacher* from the 2020-21 school year)

Title I Teacher Staffing Needs: 5 Title I Teachers

Social Emotional Learning Staffing Needs:

- 2 SEL Teachers
- 1 Counselor (this is *in addition to* Counselor position provided by district funds)
- 1 Social Worker

Family Engagement Coordinator Staffing Needs:

- 1 part time Family Engagement Coordinator
- 1 full time Family Engagement Coordinator (this is an increase of *1 full time Family Coordinator* from the 2020-21 )

# Additional Funding Priorities 2021

## Other Itemized Needs (not in priority) based on Data Summaries:

- ▶ 4 Wilson Foundations 3rd Grade kits \$7000
- ▶ Tutoring \$20,000
- ▶ 5 Chromebook Carts \$1300 each totalling \$6500
- ▶ SEL/PBIS Furniture for Classrooms \$1000 per classroom (\$25,000) plus an additional \$5,000 for support staff rooms totaling \$30,000
- ▶ Lexia Core 5 subscription \$10,000
- ▶ Happy Numbers subscription \$7000
- ▶ Headsprout Subscription \$5000
- ▶ Book Creator Subscription \$6000
- ▶ Reflex Math Subscription \$6000
- ▶ ESGI Subscription \$1000
- ▶ Raz Kids subscriptions \$6000



# Additional Funding Priorities 2021 - Continued

## Other Itemized Needs (not in priority) based on Data Summaries:

- ▶ Lucy Calkins Supplemental Video Lessons - \$1000
- ▶ Math Night/Literacy Night PD for parents and Reading Night for students/Science Night/Multi-Cultural Night/Books for Breakfast
  - ▶ \$5000 - Food, \$10,000 books for students
- ▶ 5 LLI Teacher Manuals - \$400 each totalling \$2000
- ▶ 25 mobile shelf carts for guided reading books purchased during the 2020-21 school year - \$300 each totalling \$7500
- ▶ 5 copies of the WIDA EL Development Standards Framework for ELL totalling \$900
- ▶ Funding for off-campus science/social studies field trips to the zoo and science museum, grades 3-5 \$6000



# Title I Parent Notification Requirements

# Parent Involvement Policy



- A. Involve parents and family members in jointly developing the Nashua School District's Title 1, Part A plan under section 1112, and the development of school support and improvement plans under section 1111(d).
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I schools within the Nashua School District in planning and implementing effective parent and family involvement activities. These activities must improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. Coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part

# Parent Involvement Policy Continued

E. Use the findings of such evaluation to design evidence-based strategies for more

effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section; and

F. Involve parents in the activities of the schools, which may include establishing a parent

advisory board comprised of a sufficient number and representative group of parents or family members served by the Nashua Title I Part A Schools

# School-Parent Compact



- ▶ The School-Parent Compact is posted on our website, as well as available in the front office for those who would like a printed copy

# Parent's Right to Know – Student Achievement

- ▶ Parent/Teacher conferences are held each fall, in November, to review math/reading assessment data for students
- ▶ Student achievement information is sent home each spring along with report cards

# Parent's Right to Know – Non-Highly Qualified Teachers

- ▶ Schools are required to notify parents if their child has been taught for four or more consecutive weeks by a teacher that is not highly qualified.
- ▶ Staff is all highly qualified





# How Can You Be Involved?

# Parent Involvement Opportunities/Decision Making Opportunities

Parents are involved in three main ways:

- ▶ We have an active PTO. 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 and various academic nights. Our school's goal for the coming year is to continue to expand our parent group to be larger and more diverse, as well as provide more culturally relevant events for our families.
- ▶ 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.
- ▶ The ENLACE parent group will continue to provide a forum for parents in our community who speak more than one language to provide valuable input for the school. This model has been on hold due to COVID-19, however, these meetings will be restarted in September 2021.

# Right to Request Meetings

- ▶ Upon the request of parents, the school must provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- ▶ The school must respond to any such suggestions as soon as practicably possible.



Questions?

# Contact Information

- ▶ Chas Miller, Principal
  - ▶ Rocio Gagne, Assistant Principal
  - ▶ Maria Barry, Family Engagement Coordinator
- 
- ▶ Ledge St. Elementary School
  - ▶ 603-966-2120