



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: Fairgrounds Elementary School

School Year: 2022-2023

Current Poverty Rate: 58.92%

Letter of Intent submitted on:

Schoolwide Planning Team (members and their affiliation): Michael Harrington, Principal; Collen Hussey, Assistant Principal; Maria Roger, Reading Specialist; Nicole Phaneuf, Kindergarten Teacher; Savanna Costa, First Grade Teacher; Elizabeth Gregoire, Second Grade Teacher; Angelina Freitas, Third Grade Teacher; Patty Flynn, Fourth Grade Teacher; Marissa Duncan, Fifth Grade Teacher; Deborah Murray, Fifth Grade/Coach; Marisa Gauthier, Special Education, Veronica Bodden, ELL Teacher; Amy St Ours, Para-Educator, Kimberlee Reich, Library Media Specialist; Lisa Stempler, Parent Liaison.

Planning process began on:

Plan submitted on:

Please check the appropriate option:

☐ Initial Plan

☒ Annual Update (Please leave the original School-wide 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?

- Fairgrounds Elementary school has been a Title I school for over 20 years.

(b) How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners? Provide side-by-side (TAS/SW) description which identifies the intended changes, before and after, included in your school's reform plan. We need to understand what will be different and how Title I funds will add value to the existing school curriculum and instruction.

We will continue to use our Title I funds to provide supplemental supports for students. All students are screened and benchmarked multiple times per year to assess their progress towards grade level standards. In reading, all students are given the BAS to determine progress in reading grade level text two times a year. This data is analyzed and students can be referred for additional intervention. This data is also used to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the Eureka assessments after each Module. This data is analyzed and students can be referred for additional intervention. For Grade level PLC meetings occur every level on a seven day rotation, so each team meets every eight school days for a protected PLC time that is focused on the Four Questions and data is used to inform instruction and create our approach to intervention and supports. Representatives from Title 1, ELL, and Special Education are part of these grade level PLC teams. We have a Social Emotional/Behavior Team that meets as part of this rotation as well to provide coaching and supports to students struggling with social emotional skills and regulation.

We do our best to push in our intervention support staff into classrooms and work collaboratively with classroom teachers to ensure we are utilizing our time and resources efficiently. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations and Heggerty are utilized for students struggling with phonetic concepts. Number Worlds and Connecting Math Concepts are utilized for math intervention. These instructional programs have been purchased primarily using Title One funds.

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy Calkins Units of Study in Writing, *Writing Revolution*, and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Based on data collected from the end of unit assessments in Eureka math, teachers provide additional targeted small group lessons utilizing re-teaching lessons from the core programs.

- Title I teachers/staff are currently providing support in the school as a SW program in the areas of reading and mathematics using a push-in/coteaching model. This school year, we had one Title 1 Interventionist (.8) and three Title 1 Para-educators.

Our Leadership Team discussed adding an additional interventionist and a para-educator. We discussed how we have lost our Instructional coaches and Social worker that we used to have with Title 1 funding and SIG funding a few years ago. We would like to explore hiring an Instructional Coach if funding allows.

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

- Fairgrounds Elementary has historically been a school wide school, there will be no transition.

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.

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(a) in appendix.

Our Leadership team meets at least once a month 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 and 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.

- While our needs assessments are ongoing, we have had a specific focus on **math** to address learning gaps and prerequisite skills in computation that intervention and manipulative resources may address..
- We also have needs on the areas of **reading and writing**. We monitor progress in these areas by collecting data through formal and informal methods including standardized tests (iReady and SAS). We have a cycle of PLCs where we analyze and discuss this data. We use this data to drive classroom instruction, small group instruction as well as the individual needs of students.
 - Gaps continue to be seen across grade levels in mastering higher level thinking skills, increased vocabulary, and the ability to integrate information from multiple sources.
 - Our ELA Committee created a Guiding Document that include how to assess and implement curriculum through a Balanced Literacy Framework, while now considering the Science of Reading.
 - We conduct benchmark running records in every grade to help drive instruction and make goals for students' reading.
- Our last area of focus is on **social emotional learning**. Our students require support with basic needs such as school supplies as well as social-emotional supports. We already have offerings to families utilizing Catie's Closet for clothing, and End 68 Hours of hunger to supply families in need with enough food over the weekends.
 - We will continue previous work over the summer with Mike Anderson, formerly of Responsive Classroom, now and independent consultant, to help secure our sustainability plan with training for staff in effective management and Social

Emotional Learning strategies. Our Leadership Team is also attending an SEL Summer Institute at Harvard Graduate School of Education. The key component of this work is to incorporate SEL in our instruction and reinforce SEL competencies within the curriculum. We use the SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL)). We are now working on developing a framework to not only find where we can embed and reinforce these skills, but also collect banks of resources and ideas for teachers to access through a Livebinder.

Annual Update to this component:

Reviewed and updated July, 2022

(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.

- Fairgrounds Elementary School is a diverse elementary school serving a K-5 population. The number of students we serve usually hovers around 500.
- Our school is one of 12 elementary schools, and one of five title I schools in the district.
- Our community is mostly residential but has businesses intermixed into the neighborhoods.
- One of the three middle schools is right across the street.
- 58% of our students receive free/reduced lunch
- Our attendance rate is 93% which is down from 96% pre-Covid

Annual Update to this component:

Date: June 2022

The surrounding Community has remained the same. However, we have made connections with new community resources. We feel an area of strength for us is our Family Engagement and Family Center. Our free lunch percentage has dropped considerably over the past five years and we are working to ensure this percentage accurately reflects our community.

(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 needs assessments were conducted with input from various stakeholders. Our needs are always reviewed on an ongoing basis with our Leadership Team (consisting of classroom teachers, ELL teachers, special educators, specialists, and interventionists) discussing classroom data along with results of standardized testing to analyze the effectiveness of strategies and interventions in our school.

- We have our Leadership Team that meets every three weeks to look at data and our problems of practice. Membership includes: Principal, Assistant Principal, Reading Specialist, Guidance Counselor, Six Classroom Teachers from each grade K-5, Unified Arts Teacher, ELL Teacher, Special Educator, Title 1 Teacher, Para-Educator, Parent Liaison/Parent Educator
- Parents and community members receive information through the school newsletter, website and online messages. Curricular and instructional information is shared with families at information nights and open houses, as well as at parent/teacher conferences. The School Compact communicates expectations for success.
- All documents are translated for families and meetings are translated by a certified interpreter.

Annual Update to this component:

Date: July 2022

We continue to have function as above. We continue to have our Family and Community Engagement Vision and plan through the creation of a balanced Family and Community Engagement Team comprised of equal amounts of staff and parents, with the principal as the chair.

Update: We conduct a Needs Assessment yearly. Our original plan is based on a comprehensive Needs Assessment that allowed us to focus on three core areas. This summer we analyzed results from a recent Needs Assessment to determine ongoing focus on curriculum and tier 1 instruction in both reading and math, social-emotional learning, and family and community engagement. This process used a tiered system of data review and decision making that utilized triangulated data, teacher input, parent input and data protocol sheets to come to focused conclusions.

(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.

- Students receive daily instruction in the CCSS in language arts and math for extended blocks of time. Teachers use a variety of reading and writing methods including the readers and writers' workshop model, differentiated instruction in phonics and spelling skills using Words their Way, the Lucy Calkins Units of Study in Writing, Heggerty, Fountas and Pinnell word study units and the Daily 5.
- In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Teachers received extensive professional development on the use of manipulatives, including Cuisenaire rods and cluster cards, in order to differentiate and support the learning of all students in math and have applied these lessons during the math block, which includes a dedicated time for tool-building and intervention.
- Professional development and team collaboration times focus on delivering high quality programming for all students. Teachers have been guided on how to dig deeper into data for math and reading in order to determine students not making adequate progress towards grade level standards. Based on this data, classroom teachers provide additional targeted small group lessons through Fountas & Pinnell Leveled Literacy Intervention (LLI) as well as lessons for students experiencing difficulty.

Annual Update to this component:

Date: July 2022

We continue to function as above. Our above data shows the positive effect size of the educational programs we have developed. In addition, our Fountas and Pinnell data shows the positive effects of using LLI and of our guided reading professional development. We have lost Instructional Coaches and Title 1 Interventionists as our Title 1 funding has decreased and we lost SIG funds. Ideally we would like a long term plan to reintegrate at least one instructional coach.

(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.

- Although improving, we still need to build to get a strong core curriculum and instruction to increase our tier 1 students to a percentage that allows us to provide true intervention.
- Build upon or Whole Child approach and incorporate Social Emotional Learning (SEL) skills into our core curriculum.
- Lack of a comprehensive and measurable family and community engagement plan.

Annual Update to this component:

Date: July 2022

1: Tier 1: We have seen drastic improvements in the past, but have seen some decline since COVID. With this in mind, we still need to build to get a strong core curriculum and instruction to increase our tier 1 students to a percentage that allows us to provide true intervention.

2. SEL: Build upon or Whole Child approach and incorporate Social Emotional Learning (SEL) skills into our core curriculum. After a significant shift in behavior referrals, suspension data, etc...we have seen these numbers rise significantly this past year after COVID and need to invest in effective professional development for staff to return to the principles that led to our prior success.

3. Family and Community Engagement Plan: We have developed a cohesive plan for Family and Community Engagement, but would like to continue to strengthen our family and community engagement plan.

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.

- Intervention groups are run by several staff members and all interventions are in addition to regular classroom instruction. We have three special education case managers, two ELL teachers, and a reading specialist, all funded by the district. In addition, we have one 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. Interventions are timely targeted and supplementary to the core that every student gets. Core instruction is provided for 5.5 hours a day and struggling students receive additional services.

- We have District units with required, recommended, and suggested lessons and materials and we have found teaching to be lacking focus on power standards that can define a bar that **ALL** students must meet to show competency. We would like to plan to improve our focus on high leverage strategies and maximize learning time to meet mastery of power standards. This will be seen through all grade levels refining their common interim assessments (6-8 weeks) and focusing their instruction on what matters the most. This will lead to "catch up" growth and create a future plan to add more supplementary lessons as each grade makes progress. We will do this through improving our Data Driven Instruction (DDI) Assessments and meetings. Grade level teams will create balanced assessments to be given every 6-8 weeks and then will share results with either an administrator to have a DDI 30 minute meeting in which we follow our meeting protocol to analyze results and plan for a reteach week.
- We will measure implementation by tracking how many assessments and meetings are used and reflected upon in our meetings within the 6-8 week timeframes.

Annual Update to this component:

Date: July 2022

We have continued all of the above and this summer have added additional classrooms of summer programming to extend our school year and provide both intervention and enrichment for our students. This year we have two incoming kindergarten classrooms and five intervention classrooms for students going into grades 1-5

We are still following the above, but have lost significant support staff over the past five years. This will require us to focus heavily on professional development for teachers to effectively deliver Tier 1 instruction.

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.

- Title 1 teachers and paras work closely within the classrooms with classroom teachers to provide as much intervention as possible. Through collaboration and use of a push-in model, Title I teachers are able to provide interventions to students, extending the amount of time students spend on a topic. Title 1 teachers are able to work with multiple small groups of children within one classroom.
- The 21st Century Community Learning program operates in our school on a daily basis for 3 hours after school. School administration and staff work closely with after school staff ensure that students who need extra assistance receive this after school. This after school help consists of homework help and some targeted tutoring.

Annual Update to this component:

Date: July 2022

We are continuing above practices effectively.

Update September 2022: We had only one Title 1 Teacher currently due to loss of funding and staffing issues this year.

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| <p>ii. Increases the amount of learning time during the school day as well as outside programming;</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 3(ii) in appendix.</p> <ul style="list-style-type: none"> ➤ We utilized Title 3 funding to offer afterschool intervention and enrichment for our English Language Learners. We also worked closely with 21st Century to help make academic connections with this valuable afterschool learning opportunity. We hosted our Blast Off to Kindergarten Summer School and had Summer program for students entering grades 1-5 as well utilizing Title 1 funding. In addition, we had students attend Power Scholars in our building through the District partnership with the YMCA. |
| <p>Annual Update to this component: Date: July 2022 We are maintaining our summer programs as mentioned above and hope to offer more afterschool intervention and fund Summer School opportunities next summer.</p> |
| <p>iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant 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 3(iii) in appendix.</p> <ul style="list-style-type: none"> ➤ Intervention groups run by four special education case managers, two full time and one part time ELL teachers, and a reading specialist, all funded by the district, in addition, to the one intervention teacher (.8 FTE) funded by Title One and 3 Title I Instructional Paras to help serve these populations. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-5 on a daily basis. We utilize Title 3 funding to offer extended learning opportunities for our ELL learners. |
| <p>Annual Update to this component: Date: July 2022 We have used the above resources, but also have used a school social worker funded through Title 1 to assist in making community connections and working closely with our District Homeless liaison to triangulate support and funding for our families coming from historically underserved populations. We also continue to partner with Catie’s Closet to provide clothing and toiletries to our families and End 68 Hours of Hunger to provide food to our families in need over the weekends and holidays.</p> |
| <p>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;</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 3(iv) in appendix.</p> |

- Continued implementation and improvement of a school-wide data protocol and tiered system of implementation. This means using leadership or a data team to complete data protocols on whole school data to identify problems of practice. Then use our Humanities and STEAM Committees to use a data protocol to create school wide plans to address gaps and build upon successes. Next each grade level will use protocols to identify areas from Fall assessments to focus and change instruction. Finally, we the Data Driven Instruction process and tools we have created will help to use meaningful data to truly improve instruction and ensure ALL students are given the opportunity to make catch-up growth to master grade level standards. The term Data Driven Assessment (DDI) comes from a previous book study some staff did on Leveraged Leadership and Data Driven Instruction by Paul Bambrick Santoyo.

Annual Update to this component:

Date: July 2022

We have seen great success with this process in our historical data on all assessments. Our goal this year is to get back to completing it with fidelity now that we are a year removed from Covid-19's most significant disruptions.

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.

- All students are screened multiple times per year to assess their progress towards grade level standards. This data is analyzed and students can be referred for additional intervention.
- Additional reading assessment is done using the Fountas & Pinnell benchmark assessment system three times per year – October, February and May to determine progress in reading grade level text. This data is used to identify students for intervention, as well as to determine groupings and instructional levels in reading. Students can be referred for intervention at any time.
- Program impact is evaluated through data collected on student progress through levels and is a reflection of both the programs being used as well as the impact of what the school does on a regular basis.

Annual Update to this component:

Date: July 2022

See Above

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.

- Strategies and assessments used are aligned with state and district plans, and reflect best educational practices in all academic areas. The improvement plan for the school is updated on a yearly basis and is written using the district action plan templates, reviewed three times a year by district administration.

Annual Update to this component:

Date: July 2022

See Above

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.

- We intend to **continue** the use of Title I teachers as described elsewhere in this document for push-in instructional services to enhance instruction alongside special education and ELL services. This will be ongoing through the 2022-2023 school year.
- Explore adding an additional interventionist and/or an instructional coach
- Create a year-long sustainability plan for our Social emotional Learning work beginning this summer that includes additional funds for professional development.
- Ongoing and regular annual review of the plan.

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.

- Hiring and employment is based on highly qualified status requirements. Teachers and paraprofessionals are hired using these guidelines in order to ensure that academic instruction is delivered in a quality format.

Annual Update to this component:

Date: July 2022

We intend to **continue** the use of our Title I teacher as described elsewhere in this document for push-in instructional services to enhance instruction alongside special education and ELL services. This will be ongoing through the 2022-23 school year.

- A goal to bring back an interventionist and an instructional coach if possible

(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.

- Hiring and employment is based on highly qualified status requirements. Teachers and paraprofessionals are hired using these guidelines in order to ensure that academic instruction is delivered in a quality format

Annual Update to this component:

Date: July 2022

See Above

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 needs are determined based on initiatives that are new to the district/building. Additional professional development is provided for new hires so that they can be brought up to speed on instructional strategies and methods being used in academic areas.
- The use of the Marshall mini-observation evaluation plan further informs the needs of the staff for PD to improve their practice, skills, and abilities. Regular observations and post-conferences with the teachers enable areas of strength to be highlighted and shared with others and areas need to be identified and amelioration plans to be put into place.
- Our Leadership Team reviews our needs and partners to increase our professional development cohesively. The team attended an SEL Summer Summit at Harvard Graduate School this summer together with administration and planned our two day professional development for teachers in August.

Our leadership Team

Annual Update to this component:

Date: July 2022

We continually use data, surveys, and a distributive leadership format to ensure we are providing the highest level of professional development possible.

- (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.

- Professional Development will be focused on specific needs identified through our Needs assessment and reviewed by our Leadership Team with all staff feedback. We will implement professional development this year focused on working with our ELL students, Social Emotional Learning, and Tier 1 Instruction and support in math and reading.

Annual Update to this component:

Date: July 2022

See Above

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.

- A job fair is held in the spring at the district level to attract new teachers to the district. Hiring and employment is based on highly qualified status requirements. Teachers and paraprofessionals are hired using these guidelines in order to ensure that academic instruction is delivered in a quality format

Annual Update to this component:

Date: June, 2017

See Above

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.

- Parents and community members receive information through the school newsletter. Curricular and instructional information is shared with families at information nights and open houses, as well as at parent/teacher conferences. The School Compact communicates expectations for success and documents explaining the new standards-based report card are live on the website as well as provided to parents at information nights and conferences. This document is present on the school website at www.nashua.edu.
- We have a Parent Center with a Bilingual Homeschool Coordinator and a Parent Liaison who sits on our Leadership Team. We communicate our plan with our active PTO and at our Open House and other meetings throughout the year. We have worked hard to form partnerships and plans to effectively communicate with families.
- We have held informational and feedback opportunities for our school-wide plan through PTO, Open House and during our celebration of Learning to help communicate and gain feedback.

Annual Update to this component:

Date: July, 2022

We would like to continue our Family Center and maintain our Bilingual Homeschool Coordinator and Parent Educator/Family Liaison. Additionally, we will work with our PTO to explore new ways to increase our communication and gathering of feedback for our school-wide plan.

- (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.

- In our bi-monthly Leadership meetings we are constantly discussing our goals for the District, our grant applications and this school-wide plan. We are always soliciting input from our Leadership committee but also the other committees throughout our school.

Annual Update to this component:

Date: July 2022

See Above

(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.

- Regular faculty meetings are used as a vehicle to disperse this information, but additionally the instructional improvement committee, regular status meetings, and instructional consultation meetings discuss and review information about the program, how their work dovetails with the expectations of the program, and the proficiency levels the students should meet.
- The principal and assistant principal included a professional learning section in each "Week Ahead: email that goes out each weekend. Using feedback from the Leadership Team that sometimes they are overwhelmed by the amount of information in that email that they don't focus on the professional learning, they came up with the idea to send a separate weekly email on Wednesdays focused solely on professional learning. This allows us to create a framework to make monthly focuses on practices connected to identified needs related to our problems of practice. Among these themes have been Behavior and Discipline strategies, Mindset in the Classroom, High Leveraged Teaching Strategies Based on Effect Size (Hattie, Marzano, etc), which will lead to future focuses one at a time, etc..
- We also will continue to build our Livebinders and direct people to them.
- Parents and community members receive information through the school newsletter. Curricular and instructional information is shared with families at information nights and open houses, as well as at parent/teacher conferences.
- The School Compact communicates expectations for success and documents explaining the new standards-based report card are live on the website as well as provided to parents at information nights and conferences. This document is present on the school website at www.nashua.edu.

Annual Update to this component:

Date: July 2022

See Above

(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.

- We have worked to improve our family events to make parents more engaged in learning what and how their children are learning at school and how they can help. Our Celebration of Learning Nights have turned into very busy nights with parents partnering with their children to explore their learning.

Annual Update to this component:

Date: July 2022

See Above

(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.

- The district volunteer procedures are followed in training and securing volunteers for the building. The family compact is also used. Parent outreach is recorded at the classroom and office levels, and the home/school coordinator maintains a log of all contacts to families. The district/parent guardian policy and parent involvement policy are available on www.nashua.edu. Annual meetings are attended by parents and planned in concert with teachers and administrators.

Annual Update to this component:

Date: July 2022

We are excited to have visitors back in our building this year after their limitation with Covid last year. We will be vigilant in making these connections and forming working partnerships once again.

(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.

- Data is reviewed at the end of the year to evaluate the plan. Improvements to the plan are made based on the information collected and the data analysis conducted

Annual Update to this component:

Date: July 2022

See Above

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 prior to the first day for all incoming Kindergarten students, transitioning from preschool. 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. A Blast-Off to kindergarten program is offered for four weeks over the summer for students who lack essential early learning or social skills.
- Fifth grade students participate in open houses hosted at the middle schools to which they will transition.

Annual Update to this component:

Date: July 2022

See Above

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.

- All students are screened multiple times per year to assess their progress towards grade level standards. This data is analyzed and students can be referred for additional intervention.
- Additional reading assessment is done using the Fountas & Pinnell benchmark assessment system to determine progress in reading grade level text. This data is used to identify students for intervention, as well as to determine groupings and instructional levels in reading. Students can be referred for intervention at any time.
- Teachers on district committees have selected these assessments and use this data regularly in their grade-level meetings to group students for instruction, refer them for extra support with Title I or other services, and report on progress in this forum as well.

Annual Update to this component:

Date: July 2022

We utilize our Leadership team immensely to review assessment results and help to create our goals and celebrate our successes. They communicate with their teams to ensure all teachers are part of this ongoing process. We also utilize Faculty meetings to review data and make decisions as a whole staff and grade level teams use their PLC times to do the same.

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.

- Title 1 teachers and paras work closely within the classrooms with classroom teachers to provide as much intervention as possible. Through collaboration and use of a push-in model, Title I teachers are able to provide interventions to students, extending the amount of time students spend on a topic. Title 1 teachers are able to work with multiple small groups of children within one classroom.
- The 21st Century Community Learning program operates in our school on a daily basis for 3 hours after school. School administration and staff work closely with after school staff ensure that students who need extra assistance receive this after school. This after school help consists of homework help and some targeted tutoring.

Annual Update to this component:

Date: July 2022

See Above

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.

Our school works with the School Lunch program to provide meals to the children of the school. (breakfast, lunch and snack) We currently provide backpacks of food through “End 68 Hours of Hunger” to children who need food for the weekend. Catie’s Closet sets up a clothing site at the school to provide clothing and toiletries to all members of the family. There is afterschool homework and care provided by both 21st Century and the Adult Learning Center on site.

Annual Update to this component:

Date: July 2022

See Above

(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.

- Nashua has chosen to not do this at this time.

Annual Update to this component:

Date: July 2022

See Above

(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.

- N/A

Annual Update to this component:

Date: July 2022

See Above

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.

- Data is compiled and reviewed at the end of the year to evaluate the plan. The leadership team discusses what generates the best results, poorest results, reasons for outcomes and how to build on the strengths. Improvements to the plan are made based on the information collected and the data analysis conducted. Based on results, changes to the plan are determined and implemented as deemed appropriate

Annual Update to this component:

Date: July 2022

See Above

- 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.

- This school wide plan will be reviewed annually following Title I expectations involving staff, family and community stakeholders in the process. Additionally, Title I accomplishments are shared with the Board of Education (BOE) and data is reviewed and input given. Creation of a policy making it clear that the school wide plans will be annually reviewed according to Title I policy will be put under consideration in the district.

Annual Update to this component:

Date: July 2022

See Above

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant

Date:

Appendices