



## 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:

- Review plan and subsequent data sets
- Finalize
- Submitted to Cherrie Fulton June 15, 2022

Name of School: Ledge Street Elementary

School Year: 2022-2023

Current Poverty Rate: 77%

Letter of Intent submitted on: NA

Schoolwide Planning Team (members and their affiliation):

Chas Miller -Principal, Rocio Gagne -Assistant Principal, Michelle Oro - Grade 2, Deb Lennox - Grade 5, Kayla Bassett – ELL, Uttara Boal – Special Ed, Maria Barry - Family Coordinator, Laura Melendez - Family

Coordinator, Parent Representatives:

Planning process began on: May 4, 2022

Plan submitted on: June 15, 2022

Please check the appropriate option:

X   Initial Plan

       Annual Update (Please leave the original Schoolwide Plan intact, and add your update in the section provided beneath each plan component.)

**1. Decision to become a schoolwide school:**

**(a) What was it that prompted your interest in becoming a schoolwide school?**

Ledge Street Elementary 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 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 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 least once a month in grade level PLCs. However, a student can be referred into or out of intervention at any time. The school PLC teams examine grade level data (including academics, attendance, and behavior) on a quarterly basis 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 each day through a Google document that is updated daily.

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 4 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, Reflex Math, and LexiCore 5, 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.

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 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.

- 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 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

NOTE: Our school goals are created through the Comprehensive Needs Assessment and SIP process which involves partnerships with the NH DOE, leadership organizations such as WestEd, and the School Improvement Planning team. A focus of 2021-22 will be to align the SIP process with the CNA process in a more purposeful manner.

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

Ledge Street Elementary 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.**

Data currently in use during COVID-19 models of instruction: Benchmark Assessment System (BAS), Eureka end-of-module assessments, WestEd CALL Survey (CSI staff survey), SEL data regarding number of student visits working with kids on SEL skills. Attendance data was tracked throughout the entire year using an Attendance Database and protocols to address attendance issues through a school-based attendance team. This data is skewed in various directions based on the movement back-and-forth between remote/hybrid/in-person models, so the yearly data is not an accurate depiction of the needs of students. Also due to pandemic related barriers, 2019-20 historical data was used in both academic and behavior data sets. This included BAS data, discipline data through X2 Aspen system, SAS data, and Eureka end-of-module data.

A needs assessment was conducted in October 2019, then reviewed again in August 2020, through the Comprehensive School Improvement (CSI) process. This included creating a School Improvement Plan (SIP) with guidance from NH Dept of Education as well as outside consultants hired by the DOE. All of the data above 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 was a key part in the creation of the SIP and met once a month through the beginning of the 2020-21 school year with NH Dept. of Education representatives/WestEd representatives to review data and revise instructional routines/programs as needed. These discussions rolled-over into the creation of the current Comprehensive Needs Assessment. Our PLC data reviews for 2020-21 continue to show students requiring additional support in basic literacy and numeracy skills. Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and about the text comprehension in both Literary and Informational texts and Tier 2 vocabulary was a need for all sub groups. 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.

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 support. As the data shows below, 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 Summary**

SAS Testing Data Summary:

Access Data Summary:

**BAS Assessment Data Summary:** 75% 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 over 1000 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.

#### **Staffing needs that are identified in response to data summaries:**

Title I Intervention Teachers

- 5 Teachers

Social Emotional Learning Staffing Needs:

- 2 SEL Teachers
- 1 Social Worker

ELL Teacher Staffing Needs:

- 6 ELL Teachers

Family Engagement Coordinator Staffing Needs:

- 1 part time Family Engagement Coordinator
- 1 full time Family Engagement Coordinator

Para Staffing Needs:

- 10 Para Educators

<p><b>Annual Update to this component:</b></p>
<p><b>(b) Provide a brief description of the school, attendance area, and surrounding community.</b></p> <p>School Narrative –  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 93%.</p>
<p><b>Annual Update to this component:</b></p>
<p><b>(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.</b></p> <p>Our Comprehensive Needs Assessment (CNA) Committee analyzed summaries of the data listed previously in this document. The Comprehensive Needs Assessment was then created in light of the needs identified through those data sources. The CNA Committee is inclusive of teachers, administration, and parents.</p>
<p><b>Annual Update to this component:</b></p>
<p><b>(d) Summarize strengths and needs of the school's current educational program. Provide historical evidence of results related to activity outcomes.</b></p> <p>Our school's current educational program has many strengths. Our students, on average, consistently make more than a year's growth in reading and math, as measured by the assessments listed above. In terms of our school environment, we have a shared leadership structure with all staff involved in committees working in conjunction with school administration, to ensure the highest rigor in academics and behavior. Our staff also has a strong collaborative culture. Teachers meet to collaborate on issues concerning curriculum, instruction and assessments on a regular basis. This includes meeting formally through grade level PLC's and informally during planning periods.</p> <p>While we have many strengths, there are also opportunities for growth. While some of our students demonstrate academic growth each year, we still have many students that are not reaching grade level standards, as measured by BAS assessment and Eureka end-of-module assessment. Furthermore, due to COVID-19 still having an impact on our school for most of the year, our attendance rate has been below our target of 95% of students in school and on time every day. Thankfully this data is rebounding as we've moved out of the pandemic. We had</p>



over 1000 student visits with SEL teachers via the 'check-in' model for SEL support for students who are experiencing difficulty regulating their emotions.
<b>Annual Update to this component:</b>
<p><b>(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.</b></p> <p>Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and about the text comprehension in both Literary and Informational texts and Tier 2 vocabulary was a need for all sub groups. Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional 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.</p>
<b>Annual Update to this component:</b>
<b>3. Implementation of schoolwide reform strategies that:</b>
<p><b>Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.</b></p> <p>Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy Calkins Units of Study in Writing and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Teachers have been guided on how to dig deeper into their 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.</p>
<b>Annual Update to this component:</b>
<b>Use effective methods and instructional strategies that are based on scientifically based research that:</b>
<p><b>i. Strengthens the academic program;</b></p> <p>Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy</p>

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 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.

**Annual Update to this component:**

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

Ledge Street Elementary has block scheduling to allow for longer and more consistent instructional blocks in the master schedule for ELA, Math, Writing, and Content areas. 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.

**Annual Update to this component:**

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

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Intervention groups 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. We use PBIS systems and structures to guide our behavior expectations. Online tools such as Zearn, Reflex Math, and LexiCore 5 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.

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**Annual Update to this component:**

**iv. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;**

All students are screened multiple times per year to assess their progress towards grade level standards. In reading, all students take the i-Ready benchmark assessment 2-3 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 each trimester to determine progress in reading grade level text. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the i-Ready benchmark assessment 2-3 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 CRISP 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 4 special education case managers, 3 ELL teachers, and a reading specialist, all funded by the district. In addition, we have 4 intervention teachers (.8 FTE) funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-5 on a daily basis. Group times are typically 30 minutes each.

Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. These instructional programs have been purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

**Annual Update to this component:**

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

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 least once a month in grade level PLCs. However, a student can be referred into or out of intervention at any time. The school PLC teams examine grade level data (including academics, attendance, and behavior) on a quarterly basis 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 each day through a Google document that is updated daily. We have purchased the SWIS data collection system to begin data collection for behavior incidents in 2022-23.

**Annual Update to this component:**

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

Ledge Street Elementary's Title I plan is based on the CSI School Improvement Plan goals/action steps, as well as the Nashua School District's goals/action steps.

**vii. Action Plan and Timeline**

Provide an Action Plan and Timeline for implementation.

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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 least once a month in grade level PLCs. However, a student can be referred into or out of intervention at any time. The school PLC teams examine grade level data (including academics, attendance, and behavior) on a quarterly basis 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 each day through a Google document that is updated daily.

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#### **4. Highly qualified teachers in all core content area classes:**

- (a) Describe how the school will ensure that qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.**

All Staff meet the highly qualified requirements.

#### **Annual Update to this components:**

- (b) Ensure that all paraprofessionals (regardless of funding source) employed at this school meet all qualification requirements. Documentation must be kept on file at the school...**

All paraprofessionals meet the highly qualified requirements.

**Annual Update to this component:**

#### **5. High quality and ongoing professional development for teachers, principals, and paraprofessionals:**

**(a) Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.**

Professional development is based on the WestEd CALL Survey data collected during the CSI process. This is in addition to observation data, testing data, building and district initiative and school and district goals. We provide professional development based on research best practices in the areas of Tier I instruction, PLC facilitation, Culturally Responsive Teaching and Learning, and PBIS/SEL strategies. This professional development is followed up by grade-level and vertical PLC collaborations, individual coaching and administration observations.

**Annual Update to this component:**

**(b) Describe how the school will implement high quality and ongoing professional development that meets the school's identified needs relative to the schoolwide program.**

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

1. Tier I Instruction: Continued work with The BERC Group to revise Tier I instruction and align it with brain research
2. PLC Facilitation: Continued work implementing with fidelity the DuFour model of PLC's in all grade levels and areas
3. Culturally Responsive Teaching and Learning: Continued work with Ramapo for Children to incorporate culturally responsive teaching and learning best practices into our daily instructional routines.
4. PBIS/SEL: Continued work with the University of New Hampshire to implement MTSS-B frameworks that enhance our school wide PBIS behavior expectations matrix

**Annual Update to this component:**

#### **6. Strategies to attract high-quality, highly qualified teachers to the school:**

**Describe the strategies that are used to attract and keep highly qualified staff.**

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

<b>Annual Update to this component:</b>
<b>7. Strategies to increase family and stakeholder involvement:</b>
<p><b>(a) Describe the process for involving stakeholders (school, family and community) in the design, implementation, and evaluation of the schoolwide plan.</b></p> <p>Our Comprehensive Needs Assessment (CNA) Committee analyzed summaries of the data listed previously in this document. The Comprehensive Needs Assessment was then created in light of the needs identified through those data sources. The CNA Committee is inclusive of teachers, administration, and parents. The CNA will monitor and evaluate implementation of the plan throughout the year.</p>
<b>Annual Update to this component:</b>
<p><b>(b) Describe and document how stakeholder input was used to develop the schoolwide plan.</b></p> <p>We took input from all stakeholders that are represented on the CNA to design the plan. The plan was designed from the input from all PLC's. For example, the input from the Reading Specialist and Title I teachers was that we need additional F&amp;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 21<sup>st</sup> Century coordinator and The Boys &amp; 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.</p>
<b>Annual Update to this component:</b>
<p><b>(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.</b></p> <p>Monthly newsletters, parent-teacher conferences, open house, school and district websites, assessment reports are mailed home, standards-based report cards with standards-based comments each trimester, district curriculum documents (online), Leadership committee (2x Month), Staff monthly meetings, weekly grade level collaborations, and professional development during early release and service days</p>
<b>Annual Update to this component:</b>
<p><b>(d) What strategies will be implemented to increase family and community involvement in decision making opportunities about school programs and their child's education?</b></p>

Our goal for the coming year is to continue to expand our parent group to be larger and more diverse. This will in part be supported through our work with Culturally Responsive Teaching and Learning. Parent outreach systems and structures will be created to ensure that all families, in every part of our community, are represented in the decision making process. We also will have a PTO email address and Facebook page. We will offer family nights three times the year (Open House, Parent/Teacher Conferences and a family night event). We will be adding sections to our website specifically devoted to engaging parents through the digital sharing of information.

The family engagement coordinator works closely with parents to achieve the following:

- 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, including identifying,
- 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



<p><b>Annual Update to this component:</b></p> <p><b>(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</u>, the <u>school - parent/guardian compact and school plan</u>).</b></p> <p>Parents are involved in two 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.</p> <p>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.</p> <p>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 March 2022.</p>
<p><b>Annual Update to this component:</b> <b>Communication will stay the same at this point.</b></p>
<p><b>(f) Describe the yearly parental and staff evaluation of the schoolwide program and how this information is used to improve the plan.</b></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(f) in appendix.</p> <p>This plan will be evaluated three times (December, March, June) a year by the CNA. We will analyze the data, action steps, and narratives to ensure they are up-to-date and represent the needs of our entire school community.</p>
<p><b>Annual Update to this component:</b> <b>This plan will stay the same this year.</b></p>
<p><b>8. Where appropriate, plans for assisting children in the transition process:</b></p> <p><b>Describe the preschool, K to 1<sup>st</sup> grade, elementary to middle school, and middle to high school transition processes in place.</b></p> <p>An orientation is offered in June for all incoming preschoolers. Students are screened and information is provided to parents. Students are introduced to teachers, administrators, and counselors and provided with a tour of the school. Private tours are offered for any student or parent needing additional information or exposures to the school environment. A blast-off to kindergarten program is offered for four weeks over the summer for students who lacking pre-requisite early learning or social skills. An open house for kindergarten students and their parents is offered on the first day of school.</p>
<p><b>Annual Update to this component:</b></p>

## **9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement:**

**Describe the opportunities and expectations for teacher involvement in using academic assessment data to improve student academic achievement.**

Teachers use academic assessment data within their grade level PLC's (exit slips, notebook entries, pre/post assessments, performance tasks, conference notes, unit tests) regularly to improve academic achievement. Teachers formally benchmark students in reading three times a year (once a trimester). They set yearly goals and trimester targets for each student and keep track of that growth using the Fountas and Pinnell expected growth chart. Teachers also use Eureka diagnostic data that is given three times a year to drive instruction. They also use SAS Data to inform their ELA and Math instruction and NECAP data to inform their Science instruction.

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

**Annual Update to this component:**

## **10. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance:**

**Describe the effective, timely, additional activities and programs provided to students who are having difficulty in meeting academic expectations.**

### Research-Proven Instructional Strategies

Intervention groups 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 4 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. We use PBIS systems and structures to guide our behavior expectations. Online tools such as Zearn, LexiCore 5, 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.

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 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.

**Annual Update to this component:**

**11. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs):**

- (a) Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement.

**Annual Update to this component:**

- (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.

Funds will be consolidated with CSI funding and district funding to maximize focus and efficient use of resources.

**Annual Update to this component:**

**Date:**

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

NA

**Annual Update to this component:**

**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.**

Monitoring of plan by CNA Committee 3 times per year.

**Annual Update to this component:**

- 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.**

Program evaluation will be monitored by the CNA Committee through the lens of the data sources listed above. We will also monitor implementation through the parent and student surveys facilitated through our work with culturally responsive teaching and learning.

**Annual Update to this component:**

### **13. Letter of Intent:**

Letter of intent is attached to the Title IA Grant

Date:

## **Appendices**