



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: Dr. Crisp Elementary School

School Year: 2019-2020

Current Poverty Rate: 74%

Letter of Intent submitted on:

Schoolwide Planning Team (members and their affiliation):

Cherrie Fulton -Principal, Tracey Cassady-Assistant Principal, Grace Tavares- Title I Home/School Coordinator, Kathy Jean- Reading Specialist, Mitch Wolper-Guidance Counselor, Evan Tanzer-3rd Grade Teacher, Kim Silva-Title I Teacher, Eva Skardal-EL Teacher, Kathi Marshall-SPED Teacher, Danno Hynes-Media Specialist, Mrs. Rios -Parent

Planning process began on: June 2019

Plan submitted on: June 2019/Plan updated July 2019

Please check the appropriate option:

Initial Plan

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

1. Decision to become a schoolwide school:

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

Dr. Crisp School has been a schoolwide Title school for more than twenty years.

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

We will continue to use our Title I funds to provide supplemental supports for students. All students are screened and benchmarked multiple times per year to assess their progress towards grade level standards. In reading, all students take the i-Ready benchmark assessment 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 the Fountas & Pinnell benchmark assessment system at least twice per year – October and February – to determine progress in reading grade level text. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held twice/year – September and February. However, a student can be referred into or out of intervention at any time. The school PLC teams examine 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 three special education case managers, 1.5 ELL teachers, and a reading specialist, all funded by the district. In addition, we have three intervention teachers (.8 FTE) funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-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. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention. These instructional programs have been purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy Calkins Units of Study in Writing and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to

differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Teachers have been guided on how to dig deeper into their i-Ready data for math and reading in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons provided by i-Ready to support struggling learners. In addition, four interventionist teachers work with students below grade level in math and reading for 30 minutes daily to support their learning. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention.

Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add an additional Title teacher and more para educators to assist with intervention and Tier 1 support. We need to add resources to our Math intervention.

Reviewed 6/12/19

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

Dr. Crisp School is already a schoolwide school.

2. A comprehensive needs assessment of the whole school:

(a) Review, summarize and report on your performance, non-performance, process, and perception data, including sub-groups to inform your needs assessment.

A needs assessment was conducted in June 2019. Number of homeless students was included as was a discussion of their particular needs. A Leadership team meets 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 in both Literary and Informational texts and Tier 2 vocabulary was a need for all sub groups. Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional supports. Also, we need support for Tier 2 and 3 behaviors.

Annual Update to this component:

Team met on 3/6/19 and agree that plan stays as is.

Reviewed 6/12/19

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

School Narrative –

Dr. Crisp School is a school-wide Title I neighborhood school with an enrollment of about 427 students. Our current poverty level is 73.76%. Our attendance rate is 25 students absent out of 427 on a daily average basis.

Annual Update to this component:
Team met on 3/6/19 and agree that plan stays as is.
Met again 6/12/19

(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.

Our Leadership Committee and CRISP Team analyzed our academic data (ELA and Math I-ready Data, Benchmark Data, Science NECAP Data, SAS ELA and Math Data including all sub groups). Our Leadership Committee analyzed our staff survey results including Title I, ELL and SPED. Our Leadership Committee analyzed our schoolwide behavior data (X2).

Annual Update to this component:
Team met on 3/6/19 and agree that plan stays as is.
Reviewed 6/12/19

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

Our school's current educational program has many strengths. Our students, on average, consistently make more than a year's growth in reading and math, as measured by the i-Ready assessment. In terms of our school environment, we have a shared leadership structure with all staff involved in governance committees that work in conjunction with school administration. Our staff also has a strong collaborative culture. Teachers meet to collaborate on issues concerning curriculum, instruction and assessment at least weekly. While we have many strengths, there are also opportunities for growth. While our students demonstrate significant academic growth each year, we still have many students that are not reaching grade level standards, as measured by the i-Ready assessment (41% below level for Math and 43% for Reading). Furthermore, our attendance rate is below our target of 95% of students in school on time each day (90%). Finally, we have many students that exhibit emotional or behavioral needs. We had 15 restraints, 26 reports of bullying, 12 out of school suspensions and had 185 cases of truancy.

Annual Update to this component:
Reviewed on 6/12/19 and determined that we will need a Reset and Rethink room. This room will be manned by our Social Worker and a Behavior Para -educator. This will be a room where our students can calm down and regroup before getting back to class.

(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.

Our data reviews continue to show students requiring additional support in basic literacy and numeracy skills. Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and

About the text comprehension in both Literary and Informational texts and Tier 2 vocabulary was a need for all sub groups. Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional supports. The swiss/x2behavior data showed that tier two and three students were in need of small group executive functioning instruction.

Annual Update to this component:

Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. . We need to add resources to our Math intervention.

Reviewed 6/12/19

3. Implementation of schoolwide reform strategies that:

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

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy Calkins Units of Study in Writing and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Teachers have been guided on how to dig deeper into their i-Ready data for math and reading in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons provided by i-Ready to support struggling learners. In addition, four interventionist teachers work with students below grade level in math and reading for 40 minutes daily to support their learning. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention. We are discussing new discipline rules for the upcoming school year.

Annual Update to this component:

Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. . We need to add resources to our Math intervention. We would like to purchase some online text resources.

Reviewed 6/12/19 – will continue to update text resources.

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

i. Strengthens the academic program;

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers

and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy Calkins Units of Study in Writing and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Teachers have been guided on how to dig deeper into their i-Ready data for math and reading in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons provided by i-Ready to support struggling learners. In addition, four interventionist teachers work with students below grade level in math and reading for 40 minutes daily to support their learning. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention.

Annual Update to this component:

Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support.

Reviewed 6/12/19

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

Dr. Crisp has block scheduling to allow for longer instructional blocks. We have cut down on daily interruptions and have protected blocks of time. Each grade level has a daily intervention/enrichment block. We have moved to a Workshop model for the delivery of instruction allowing for longer periods of time for differentiation with added classroom support staff.

Annual Update to this component:

Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support.

Reviewed 6/12/19

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

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 at least twice per year – October and February – to determine progress in reading grade level text. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held twice/year – September and February. However, a student can be referred into or out of intervention at any time. The school data team examines school-wide data (including academics, attendance, and behavior) on a monthly basis and flags students who need additional support.

Intervention groups are run by several staff members. We have three special education case managers, 1.5 ELL teachers, and a reading specialist, all funded by the district. In addition, we have three intervention teachers (.8 FTE) funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-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. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention. These instructional programs have been purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

Annual Update to this component: [Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support.](#)
[Reviewed 6/12/19.](#)

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 at least twice per year – October and February – to determine progress in reading grade level text. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the i-Ready benchmark assessment 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 3 special education case managers, 1.5 ELL teachers, and a reading specialist, all funded by the district. In addition, we have three intervention teachers (.8 FTE) funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-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. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention. These instructional programs have been purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

<p>Annual Update to this component: Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. Reviewed 6/12/19</p>
<p>v. Addresses how the school will determine if those needs of the children have been met: the impact of the program on the students;</p> <p>Fountas and Pinnell Benchmarking three times a year with students on target to meet their yearly goals, I-ready ELA and Math Data 2-3 times a year, SAS, Science NECAP Data, Eureka Unit Tests and X2 data.</p>
<p>Annual Update to this component: Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. Reviewed 6/12/19</p>
<p>vi. Are consistent with and are designed to implement state/ local improvement plans. Dr. Crisp’s Title I plan is based on the school building action plans/goals, the Nashua School District’s and the New Hampshire’s improvement plan.</p>
<p>vii. Action Plan and Timeline Provide an Action Plan and Timeline for implementation.</p>
<p>4. Highly qualified teachers in all core content area classes:</p>
<p>(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.</p> <p>All Staff meet the highly qualified requirements.</p>
<p>Annual Update to this components: All staff Meet NH State Standards and Requirements</p>
<p>(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...</p>

All paraprofessionals meet the highly qualifies requirements.

Annual Update to this component: All staff meet NH State Standards and Requirements

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 observation data, testing data, building and district initiative and school and district goals. We provide professional development based on research best practices. This professional development is followed up by grade-level and vertical collaborations, individual coaching and administration observations.

Annual Update to this component: Team met on 3/6/19 and agree that we will continue to meet with Mike Anderson – Social Emotional Learning throughout the school year

Reviewed 6/12/19 – Staff Book Study using Mike Anderson’s new book, all grade levels will be piloting “Choose Love”

(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 three main foci:

1. Assessment of students’ reading progress and appropriate use of this data for instructional design – all teachers will participate in training on the use of the Fountas & Pinnell benchmark assessment and how to analyze students’ reading behaviors to guide small group instruction in reading. This will be evaluated by teacher surveys as well as administrative observation of teachers doing this work with their students. Student growth in reading will be measured.
2. Continued support in the area of Social Emotional Learning
3. Increased depth of instruction in math – year-long training will be offered at the school and district levels on the use of the Eureka program as a core resource in math instruction. On-going professional development and coaching will also be offered at the school level on differentiating instruction in math and appropriately incorporating number sense strategies into instruction. Teacher survey and administrator evaluation will assess the effectiveness of this professional development.

Annual Update to this component: Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. We need to add resources to our Math intervention. Some classroom projectors, laptops, Chromebooks

and document cameras are coming near the end of their life and might need to be replaced in the upcoming year. We would like to purchase some online text resources.

Reviewed 6/12/19

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.

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

Date: 3/6/19 and 6/12/19

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.

The needs assessment came out of our Leadership Committee. The Boys and Girls Club and 21st Century afterschool programming were also part of the discussion and have attended some of our committee meetings and professional development.

The Leadership Committee used the data from the Needs Assessment to design the plan.

The Leadership Committee will monitor and evaluate implementation of the plan three times a year.

Annual Update to this component: This will not change at this time.

Date: 3/6/19 and 6/12/19

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

We took input from all stakeholders that are represented on the Leadership Committee to design the plan. The plan was designed from the input from all of the committees. For example, the input from the Reading Specialist and Title I teachers was that we need additional F&P benchmark kits and LLI kits to effectively and efficiently progress monitor and deliver ELA interventions. Our SPED department's input was that our tier three students are struggling with phonemic awareness and decoding and encoding in their small groups. They need PD in Foundations and also need additional kits to use as a literacy intervention. Classroom teachers have expressed that some students are not motivated to learn and our struggling with basic needs. Our 21st Century coordinator and The Boys & Girls Club expressed that some students

that come to their programs afterschool are struggling with behavior (respect, responsibility, and safety) resulting in major write-ups. Some parents have expressed that their children are struggling to do their homework.

The committees will also monitor and evaluate the plan

Annual Update to this component: [Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. We need to add resources to our Math intervention. Some classroom projectors, laptops, Chromebooks and document cameras are coming near the end of their life and might need to be replaced in the upcoming year. We would like to purchase some online text resources. We will also continue with our Social Emotional Learning component.](#)

[Reviewed 6/12/19](#)

(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.

- 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

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

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

Our goal for the coming year is to continue to expand our parent group to be larger and more diverse. We also will have a PTO email address and Facebook page. We will also offer family nights three times the year (Open House, Parent/Teacher Conferences and a Library family night event). We have a monthly newsletter that goes home from each grade level. We have added a parent information section to the newsletter that has the habit that we are practicing at school and some activities to do at home.

Annual Update to this component: [We had a PTO recruitment night with food and sign-up sheets. This was successful based on participation. 6/12/19 – Parents met at a coffee meeting to discuss upcoming year's goals.](#)

(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).

Parents are involved in two main ways. Our PTO is beginning to be active. This group serves as a forum for sharing information and soliciting input on our school's programs and initiatives. In addition, this group plans family nights in conjunction with school staff. Several of these

evenings are academic in nature including Open House, STEAM Night, and Book Fair Night. Our school's goal for the coming year is to continue to expand our parent group to be larger and more diverse.

The other way parents give input is through parent teacher conferences. Parent communication is reciprocal and is a critical component of a student's programming. Classroom and Interventionist teachers communicate with parents regularly regarding students' progress and any areas of concern. Having parents read with children nightly is also a critical part of the school program.

Our goal for the coming year is to continue to expand our parent group to be larger and more diverse. We also will have a PTO email address and Facebook page. We have a monthly newsletter that goes home from each grade level.

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

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(f) in appendix.

This plan will be evaluated three times (December, March, June) a year by the Leadership committee. We will analyze the action plan, I ready ELA and Math Data, and Benchmark data to make revisions as needed to improve the plan and student achievement.

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

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.

An orientation is offered in June for all incoming preschoolers. Students are screened and information is provided to parents. Students are introduced to teachers, administrators, and counselors and provided with a tour of the school. Private tours are offered for any student or parent needing additional information or exposures to the school environment. A blast-off to kindergarten program is offered for four weeks over the summer for students who lacking pre-requisite early learning or social skills. An open house for kindergarten students and their parents is offered on the first day of school.

Fifth grade has a step-up day at the middle school. There are also vertical collaboration meetings happening this school year with fifth and sixth grade teacher.

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

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

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

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

Annual Update to this component: Pre and Post Genre studies on- demand writing will be added as writing assessments for next year. Reviewed 6/12/19

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

Professional development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting materials include the Lucy Calkins Units of Study in Writing and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an on-going basis to support this work. Teachers have been guided on how to dig deeper into their i-Ready data for math and reading in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs as well as supplemental lessons provided by i-Ready to support struggling learners. In addition, four interventionist teachers work with students below grade level in math and reading for 40 minutes daily to support their

learning. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention.

Instructional Support for Children Experiencing Difficulties Mastering the Standards

All students are screened multiple times per year to assess their progress towards grade level standards. In reading, all students take the i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. In addition, students are assessed using the Fountas & Pinnell benchmark assessment system at least twice per year – October and February – to determine progress in reading grade level text. This data is used to flag students for intervention, as well as to determine groupings and instructional levels in reading. All new students are given the benchmark assessment within two weeks of enrolling in school. In math, all students take the i-Ready benchmark assessment three times/year (September, January, May). This data is analyzed and students can be referred for additional intervention. Formal data analysis and intervention grouping team meetings are held twice/year – September and February. However, a student can be referred into or out of intervention at any time. The school data team examines school-wide data (including academics, attendance, and behavior) on a monthly basis and flags students who need additional support.

Intervention groups are run by several staff members. We have two special education case managers, 1.5 ELL teachers, and a reading specialist, all funded by the district. In addition, we have three intervention teachers (.8 FTE) funded by Title One. These teachers collaborate with classroom teachers to provide targeted small group instruction to students in grades K-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. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention. These instructional programs have been purchased primarily using Title One funds. Collaboration between interventionists and classroom teachers is critical to determine students in need of intervention, the focus area of the intervention, and the plan for intervention.

Annual Update to this component: Team met on 3/6/19 and agree that we will need guided reading text sets as well as additional mentor texts to support beyond and about the text comprehension. We would also like to add additional Title teacher and para educators to assist with intervention and Tier 1 support. We need to add resources to our Math intervention. Some classroom projectors, laptops, Chromebooks and document cameras are coming near the end of their life and might need to be replaced in the upcoming year. We would like to purchase some online text resources.

Reviewed 6/12/19

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:

Date:

(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.



Annual Update to this component:

Date:

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



Annual Update to this component:

Date:

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.

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

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

Date: 6/12/19

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.

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

Perception data will be collected by surveys that will go out to all of the committees at the end of the year. We will also send a survey out to parents at the end of the year. Our Leadership Committee is in the process of researching both of these surveys.

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

Date: 6/12/19

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant

Date:

Appendices