



## 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.

<b>Comprehensive Needs Assessment</b> <b>Ledge Street Elementary</b>
<b>Name of School: Ledge Street Elementary</b>
<b>School Year: 2023-2024</b>
<b>Current Poverty Rate: 78%</b>
<b>Letter of Intent submitted on: NA</b>
<b>Schoolwide Planning Team (members and their affiliation):</b> <b>Chas Miller -Principal, Rocio Gagne -Assistant Principal, Michelle Oro - Grade 2, Beth Carter - Grade 5, Kayla Bassett – ELL, Jill Levielle – Special Ed, Maria Barry - Family Coordinator, Laura Melendez - Family Coordinator, Parent Representatives: Carmen Morgan, Nicole Myers,</b> <b>Planning process began on: February 3, 2023</b> <b>Plan submitted on: June 9, 2023</b>
<b>Please check the appropriate option:</b>  <input checked="" type="checkbox"/> <b>Initial Plan</b>  <input type="checkbox"/> <b>Annual Update (Please leave the original Schoolwide Plan intact, and add your update in the section</b>

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 a 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.

Ledge Street Elementary creates a School Improvement Plan (SIP) each year in August to frame our school goals. The SIP is created through a collaborative process that utilizes the knowledge and expertise of the Instructional Leadership Team (ILT) members. In September of each year, the ILT will have a retreat off campus where data is reviewed and the SIP is created. Throughout the year, MTSS-A and MTSS- B leadership teams use this SIP to track progress toward academic and behavior goals. 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 Acadience benchmark assessment three times/year (September, January, May). This benchmarking data is analyzed, and those identified as well below/below average through the Acadience reading universal screener will be provided with a progress monitoring schedule to isolate appropriate interventions and measure them accordingly. The progress monitoring data is viewed during weekly grade level PLC meetings and students are referred for various intervention groups as needed. A student can be referred into or out of intervention at any time, as they are fluid groupings based on data and progress toward achieving grade level standards.

In math, all students are screened and benchmarked multiple times per year to assess their progress towards grade level standards. All students take the Acadience benchmark assessment three times/year (September, January, May). This benchmarking data is analyzed, and those identified as well below/below average through the Acadience math universal screener will be provided with a progress monitoring schedule to isolate appropriate interventions and measure them accordingly. The progress monitoring data is viewed during weekly grade level PLC meetings and students are referred for various intervention groups as needed. All students take the Eureka end-of-modular assessments. This data is analyzed and students can be referred for additional intervention based on the standards that are identified. 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, as they are fluid groupings based on data and progress toward achieving grade level standards.

Behavior data is viewed through the X2 Aspen data collection tool. It is also collected through the SWIS data collection system, which collects data on Tier I behaviors. This data is reviewed by grade level PLC's once each trimester, then student groups and interventions are put in place utilizing our SEL Team (Counselor, Social Worker, grade K-2 SEL Teacher, grade 3-5 SEL Teacher)

Intervention groups of varying size are run by several staff members. We have 4 special education case managers, 4 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 grants. 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 15-30 minutes each. Heggerty and Wilson Foundations are two of the main interventions used for early literacy intervention. Fountas & Pinnell Leveled Literacy Intervention (LLI) is also utilized for students struggling with reading. Online tools such as Zearn, Reflex Math, and Lexia Core 5, are used to supplement math, reading, and writing instruction. These online instructional tools have been purchased using district and Title I funds. 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 instructional practices/strategies that are fully aligned with how the brain learns. These strategies are based on the most recent brain research in education. We have worked extensively with The BERG Group, which has helped to align our instruction with their Powerful Teaching and Learning rubric.

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 utilize weekly grade level 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.
- Heggerty and Foundations will continue to be used as early literacy intervention programs
- 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
- We will continue to keep our Tier I instruction aligned with how the brain learns.
- 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.

**(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.**

Ledge Street Elementary currently uses multiple forms of data collection to ensure teachers are informed regarding student proficiency and student engagement. Acadience Math and Reading universal screening is used for fall/winter/spring benchmarking, as well as progress monitoring. Eureka Math end-of-module assessments are used to inform teachers of daily student progress toward grade level standards. Discipline data is monitored through SWIS Tier I data collections (minor behaviors) and also in the X2 system (major behaviors). Attendance data was tracked throughout the entire year using the Red Zone paperwork that tracks any student who has over 10 absences. Attendance data is monitored monthly by our Attendance Team, consisting of Counselor, Social Worker, SEL Teachers, and Assistant Principal.

The following data summary was compiled at the time the Comprehensive Needs Assessment was written:

Acadience universal screeners in reading (and math, in fall 2023) are used to identify those students at risk for reading/math difficulties. Acadience assessments are a set of standardized indicators of literacy and math skills. Designed for universal screening and progress monitoring, Acadience Reading and Math can help prevent reading/math failure and improve academic outcomes for students in grades K–5. We currently have reading data for the winter and spring benchmarking. We will begin Math benchmarking in the fall of 2023. The data shows the following for Acadience winter benchmarking (this data will be updated for spring 2023 Acadience Reading benchmarking in late June):

- Grade K - 15% Proficient
- Grade 1 - 28% Proficient
- Grade 2 - 38% Proficient
- Grade 3 - 25% Proficient
- Grade 4 - 26% Proficient
- Grade 5 - 10% Proficient

SAS end-of-year testing results included:

- Grade 3 - Reading....22% Math....19%
- Grade 4 - Reading....22% Math....15%
- Grade 5 - Reading....19% Math....8%

In September of 2022, the Ledge Street Elementary Instructional Leadership Team (ILT) created a School Improvement Plan with two overarching goals that guide all academic and behavioral initiatives. The 2022-23 SIP will be reviewed and revised again in August 2023 to start the new school year. Our PLC data reviews conducted during the 2022-23 school year 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 reading assessments for students served in Title I groups.

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

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. 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. 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.

Title I Intervention Teachers

- 6 Teachers

Two Instructional Coaches

- ELA Coach (K-5)
- ELL Coach (K-5)

Social Emotional Learning Staffing Needs:

- 2 SEL Teachers
- 1 Social Worker

ELL Teacher Staffing Needs:

- 2 ELL Teachers

Family Engagement Coordinator Staffing Needs:

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

Para Staffing Needs:

- 5 Para Educators

**Instructional resources needed that are identified in response to data summaries:**

- iPad Carts for each grade level to use with project based learning AND Acadience Assessment Data Reviews Total \$30,000: Having resources to properly implement researched based Tier I instructional strategies within a balanced literacy framework will support the accurate identification of Tier II (Title I Intervention) and Tier III (Special Education) students. Resources that support research based Tier I instructional strategies within a balanced literacy framework will also lay the groundwork for students to make significant academic gains within their general instruction literacy instruction, which in turn will maximize our Tier II and Tier III resources by helping us accurately identify only those students who truly need the extra support. Our school is fortunate to have many online resources to use. In order to use these appropriately, we need the proper equipment. The iPADS will be used to access specific web-based learning sites, as well as support the use of universal screener assessments.
- Acadience Reading/Math Subscriptions Total \$10,000: Acadience Math and Reading universal screening is used for fall/winter/spring benchmarking, as well as progress monitoring. Eureka Math end-of-module assessments are used to inform teachers of daily student progress toward grade level standards.
- Alignment of Instruction to Brain Research: \$20,000 BERC Tier I PD: This is a continuation of work aligning Tier I instruction with how the brain learns. This funding will focus on bringing BERC into our school for a data collection that helps us understand how well we are implementing the BERC Powerful Teaching and Learning Framework. It will also be used to provide training on classroom learning walks.
- Reflex Math Subscriptions Total \$6000: Reflex Math is a web-based program that helps students of all ability levels develop instantaneous recall of their Math facts. Reflex is adaptive and prescriptive; each session is personalized to create the optimal experience for the student. Because Reflex is online, it is accessible in the classroom, computer lab and even from home. The powerful and intuitive reporting features of Reflex Math not only make it easy to monitor and support student progress, but also make it a great solution for RTI. Reflex covers the complete process of math fact mastery, including:
  - a) Systematic introduction of small sets of new facts using appropriate strategies;
  - b) Development of the student's preliminary ability to recall these new facts from memory;
  - c) Progression to timed retrieval once the student has demonstrated readiness;
  - d) Automaticity through game-based practice, wherein facts are recalled while the student's working memory is increasingly loaded with game-based tasks
  - Reflex Math is broken down into three major components
  - 1. Assessment – during this part Reflex assesses an individual students math fact fluency, typing speed, as well as times the students ability to react to the system.
  - 2. Coaching – Reflex Math provides in-depth coaching on different math fact families.
  - 3. Reflex Island – this is where the students will interact with the game based environment, solving math facts as well as completing game-based tasks increasing the students automaticity of math facts.
- Funding for garden resources to support implementation of the Next Generation Science Standards Total \$12,000: Resources to Renovate School Garden Area: This space skillfully combines academics (STEM activities in particular) and the exploration of the outdoors, with social-emotional skill building. New resources purchased for the renovated garden area, we will be able to provide an innovative, more rigorous, outdoor instructional environment that will meet the academic needs, as well as the social-emotional needs of our students and increase their engagement in Science.
- Culturally Responsive Teaching and Learning PD Total \$20,000: Culturally Responsive Teaching and Learning Books: This funding will allow for the continuation of our culturally responsive teaching and learning PD, that builds upon the work we've already done developing a sense-of-belonging within all students, as well as creating a newly updated version of the Student Self Manager program.

<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>  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 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 Acadience, SAS assessment, and Eureka end-of-module assessment.</p>
<p><b>Annual Update to this component:</b></p>

**(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.**

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.

**Annual Update to this component:**

### **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 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:**

**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, science-of-reading based instruction. 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;**

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 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. 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.

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. 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:**

**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. 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;**

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 our 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.

We will continue to use our Title I funds to provide supplemental support for students. 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.

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a daily basis. Group times for Title I reading/math interventionists, ELL teachers, and SEL teachers are typically between 10-30 minutes each. 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, Happy Numbers, LexiCore 5, RazKids and Book Creator are also used to supplement math, reading, and writing instruction. These online instructional tools have been purchased using district and Title I funds, along with Comprehensive School Improvement (CSI) Title I 1003(a) School Improvement funds. SAS end-of-year testing data is also used for reading and math.

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. 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.

#### **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 staffing needs and the School Improvement Plan. 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 widePBIS 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 though formal and informal observations providing supports when needed. Amherst Street provides frequent team collaboration, planning and professional development. Our school has committees that promote shared leadership and give staff a voice in the decision making process. UNH offers an ELL certification program free of charge to our teachers. Our district offers tuition reimbursement to staff.

**Annual Update to this component:**

**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.**

Our School Improvement Plan Team 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 SIP Committee is inclusive of teachers, administration, and parents. The SIP Committee will monitor and evaluate implementation of the plan throughout the year.

**Annual Update to this component:**

**(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 CNA Team to design the plan. The plan was designed from the input from all PLC's. 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 & 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.

**Annual Update to this component:**

**(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:**

**(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. 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

**Annual Update to this component:**

**(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. We have an active PTO. This group serves as a forum for sharing information and soliciting input on our school's programs and initiatives. In addition, this group plans family nights in conjunction with school staff. Several of these evenings are academic in nature including Open House and various academic nights. Our school's goal for the coming year is to continue to expand our parent group to be larger and more diverse, as well as provide more culturally relevant events for our families.

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

**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 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.

**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 1<sup>st</sup> 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 exposure to the school environment. A blast-off to kindergarten program is offered for four weeks over the summer for students who lack pre-requisite early learning or social skills. An open house for kindergarten students and their parents is offered on the first day of school.

**Annual Update to this component:**

### **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). Teachers also use Eureka diagnostic data that is given three times a year to drive instruction. They also use Acadience, 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. 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.

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. 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**