



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: William Allen School

School Year: 2017-2018

Current Poverty Rate:

(Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Letter of Intent submitted on:

Schoolwide Planning Team (members and their affiliation): Lynn Allen, Principal Deb Brooks, Asst. Principal, Steve LeClair, SAU 54, Kathy Prewitt, educator, Michelle Nicholson, parent, Jennifer DeCost, educator, Melissa Marcotte educator, Lynn Vail, educator, Andrea Learnard, para educator.

Planning process began on: 5-4-17

Plan submitted on: 7-18-17

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?

- We are currently a schoolwide school and are updating our plan with this current template.

(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.

- not applicable/currently schoolwide school

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

- See goals noted in the "Needs Assessment" below in #2.

2. A comprehensive needs assessment of the whole school:

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(a) in appendix.

A representative group of stakeholders met that included classroom teachers, specialists, guidance, para-educators, administrators, and parents who identified ongoing needs for our students. In addition, the principal met in the evening with the executive board of the PTA to gather feedback and present information on Title 1.

Since the summer of 2013, the WAS Innovation Team William Allen School has a *needs assessment* that drives its yearly curriculum, instruction, and assessment. The *Tri-Annual Report* extensively reflects progress on these needs 3 times per year.

The goals/ needs identified are:

1. Establishing positive relationships with students and families
2. Increasing opportunities for individualized learning

3. Meeting district academic goals which include:
- 90% of grade 3 students will read on grade level
 - 75% of students in grades 2 to 5 will meet their growth targets based on NWEA
 - 90% of students in grades 4 to 5 will perform on grade level in reading and math

Teams agreed the following supports are consistent with our needs assessment :

- Continued reading support (to include tier 2, tier 3, re-teaching, coaching, and co-teaching)
- Continued math support (to include tier 2, tier 3, re-teaching, coaching, and co-teaching)
- Tutoring math and reading (extended day and summer program)

Academics will be measured with baseline data, progress monitoring, mid-year data, and end of year data as reflected in *Tri-Annual Report* to the NHDOE.

William Allen School identified the following supports necessary based on our SES, students and the increased needs of our tier 2 and tier 3 students and families:

- Interventionists to support in the areas of reading and mathematics. Impact will be measured by evidence based assessments.
- Family social worker to provide counseling, resource guidance, and FBA assistance

Family social worker impact will be measured with number of families and students served and attendance at school functions.

- Behavioral Support

Behavioral data will be measured by SWIS reports and suspension numbers (new support request)

- 1 to 1 Technology to support web based existing core math and reading and blended learning (new support request)

Technology impact will be measured by program usage hours in classroom and academic assessments.



Annual Update to this component:

Date: not applicable

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(b) in appendix.

William Allen School is a K-5 school with approximately 330 students, 63% SES population. We offer free lunch to all students. The school

does significant outreach to involve the community to provide students in need with supplies and gifts.

The City of Rochester is located in New Hampshire's seacoast region and consists of approximately 30,000 residents. It is an urban community that has not benefited from the economic growth that has developed elsewhere in the seacoast region. The reported 2014 median household income for Rochester is \$48,114, which is 32 percent below the New Hampshire median of at \$66,532. 2014 data indicate that 13.5 percent of Rochester's population is living in poverty compared to the New Hampshire rate of 8.7 percent. Of relevance to this application, 12.6 percent of Rochester's children are living in poverty compared to the state average 9.7 percent. Data from 2009 documented that 77 percent of Rochester's poor families are single parent households, 73 percent of these families are raised by a female only caregiver. The importance of access to afterschool programming for these families is a reasonable conclusion.

Annual Update to this component:

Date: not applicable

(c) Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all families and members of the community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children and historically underserved populations.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(c) in appendix.

All students at William Allen School are assessed using the DIBELS upon entry to school. Students entering once school has begun in September are assessed within 2 days of entering school. Our math interventionist does an informal assessment to determine if intervention is needed. Students in grades 2-5 take NWEA at the next open testing session in the district.

Annual Update to this component:

Date: not applicable

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(d) in appendix.

- WAS has a dedicated and committed group of educators that work hard to stay updated with current trends in education. In the last few years, staff have explored topics such as poverty, blended learning, and mindfulness to inform their practice. Some grade levels are beginning to see upward trends in data, but as a school, it has been difficult to gain a lot of momentum.

Annual Update to this component:

Date: not applicable

(e) As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the schoolwide plan.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(e) in appendix.

- 2A outlines by priority the need areas and objectives.

Annual Update to this component:

Date: not applicable

3. Implementation of schoolwide reform strategies that:

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3 in appendix.

WAS has a professional learning culture established that ensures the following:

- Grade-level plcs to discuss student data (academic, behavior, attendance) and curriculum, instruction, and assessment in reading and mathematics
- Bi-weekly staff meetings for vertical grade level discussions (academic, behavior, attendance) and curriculum, instruction, and assessment
- Weekly meeting with admin team and reading specialists
- Monthly meeting with admin team and math interventionist
- Data teams, 3 times per year, led by reading specialists with grade-level teams (2 hours in length) to identify students in need of strategic and intensive interventions. End of the year meeting to review what interventions were successful and next steps.
- Innovation team meeting participation annually in Summer Summit for goal setting.
- Bi-weekly management team meetings at the district level with the Rochester superintendent, assistant superintendent, district department heads, and all principals to discuss school and district student data including academic, behavior, and attendance, in addition to state and national trends in curriculum, instruction, and assessment.
- Bi-weekly curriculum meeting with district curriculum coordinator to review elementary competencies, PACE, and common assessments.



Annual Update to this component:

Date: not applicable

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

i. Strengthens the academic program;

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(i) in appendix.

William Allen School has a strong menu of reading interventions available to support students in tiered instruction. The Rochester School District has district competencies that encourage students to meet and exceed the competencies.

A strong focus on best practices has been instituted to promote student engagement. Everyday Math 4 has refined its lessons to incorporate additional scaffolding. Classes have begun adopting station rotations to support this. Our math interventionist and professional development has assisted in this shift in practice. The addition of technology such as IXL and Front Row Ed has assisted students in practicing and mastering skills.

William Allen’s recently adopted reading program, Reading Street’s companion intervention, Sidewalks, aligns with skills taught in the core.

The following research-based core and supplemental programs are in place at William Allen School:

- Scott Foresman Reading Street, 2016
- EM4
- ERI/Sidewalks (Scott Foresman companion intervention program)
- Visualizing and Verbalizing
- Read Naturally
- Orton Gillingham
- Reading Mastery
- LIPS
- Foundations

<p>Annual Update to this component: Date: As of June 2017, WAS met its school-wide SMART goal of reading at a “highly effective” level. 77% of students in our school are reading on grade level.</p>
<p>ii. Increases the amount of learning time during the school day as well as outside programming; School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(ii) in appendix.</p> <p>In addition to a protected core instruction time for reading and math instruction, a “FLEX” time (40 minutes, 5 times per week) is scheduled daily for each grade level for tier 1, tier 2, and tier 3 students concurrently. WAS also offers before and after school tutoring (including Orton Gillingham) and summer tutoring.</p> <p>Enrichment Afternoons offer opportunities to expand relationships among students and staff and increase learning opportunities in areas such as STEM, writing, games, and legos.</p>
<p>Annual Update to this component: Date: not applicable</p>
<p>iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant students; School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(iii) in appendix.</p> <p>Underserved populations continue to receive targeted interventions. When appropriate, students are identified within a grade level in small groups for interventions in addition to Flex. This may tutoring or an additional “dip” for a specific skill or competency. Special educators work closely with classroom teachers to ensure students have access to core programs and an intervention aligned to their need.</p>
<p>Annual Update to this component: Date: No additional updates at this time.</p>

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(iv) in appendix.

Students that do not meet benchmarks in NWEA, DIBELS, and/or Rochester District Competencies have a relearning plan created. Relearning plans may include changes in interventions, parent involvement, guidance, nursing, OT consult, and NYC (not yet competent) plans. Only after these plans have proven not successful, and appropriate interventions have been attempted, does the team consider special education.

NYC plans have proven to increase communication between home and school and help educators identify strategies to assist their students. Our NYC plan template was a collaborative effort designed by our classroom teachers, Title 1 staff, special educators, and administrators. Once an NYC plan is written, it may include supports such as small group work with Title 1 teachers, classroom teachers, targeted technology (such as IXL or Front Row Ed) accessed at home or school, parent check-ins and extended day tutoring. Reassessment is conducted by the educator responsible for re-teaching and may include a formative assessment targeting the competency.



Annual Update to this component:

Date: not applicable

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(v) in appendix.

William Allen School has developed set of strong assessments to guide academic and behavioral instruction and interventions. Benchmark assessments are conducted 3 times per year on all students in reading using DIBLES. Students in grades 2-5 take NWEA 2 times per year in math and reading. Students are regularly assessed formatively and with a common assessment in reading and math. PACE is used for students 3 through 5, and all students are assessed in writing throughout the year.

The following is a list of the assessments used:

- Reading Street unit assessments (core)
- Everyday Mathematics 4 assessments (core)
- District Common Assessments (reading, writing, and math)

- PACE (performance assessment competency based)
- Smarter Balanced
- DIBELS



Annual Update to this component:

Date: The Rochester School District is currently reviewing common assessments and constructing competency checklists in an effort to assure students are assessed in the most effective way.

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(vi) in appendix.

As mentioned above, our strategies are consistent with the goals mentioned in 2A, as well as our intensive Innovation Plan represented tri-annually in our report to the NHDOE.



Annual Update to this component:

Date: WAS met or was approaching all areas of its Innovation Plan, May 2017.

vii. Action Plan and Timeline

Provide an Action Plan and Timeline for implementation.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(vii) in appendix.

Fall, 2017:

Educators set SMART goals, Admin sets school goal,
 Students take benchmark assessments (DIBELS K-5, NWEA 2-5/Reading & Math)
 Develop “Relationship Plan” for students (determine measurement tool)

*Submit Innovation Report if needed

Ongoing:

Identify PD for personalized learning
 January, 2018

Mid-year assessments/Data review

*Submit Innovation Report if needed

June 2018

Final assessments/Data Review
Assess Relationship Plan
*Submit Innovation Report if needed

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

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 4(a) in appendix.

All core academic teachers and instructional paraprofessionals who work in a Title I School wide Program School must meet the highly qualified requirements regardless of source of funds (federal, state or local). They have obtained highly qualified status.



Annual Update to this component:

Date:

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 4(b) in appendix.

All core academic teachers and instructional paraprofessionals who work in a Title I School wide Program School must meet the highly qualified requirements regardless of source of funds (federal, state or local).



Annual Update to this component:

Date: no update

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

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 5(a) in appendix.

- Professional development activities are determined collaboratively by district representatives and the central administration. WAS determines professional development needs which are submitted to the district professional coordinator. Last year's PD focused on mindfulness, technology topics, and grit, based on staff interest. District wide activities for the 2016-17 school year included PACE and Performance Task development along with writing across the curriculum. Rochester paraprofessionals participated in an academy during early release days.

Annual Update to this component:

Date: no update

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 5(b) in appendix.

William Allen School has completed its second year of implementing Reading Street and continues to seek our professional development...

Grades 2 and 3 have implemented Words Their Way as a result of summer 2016 professional development. Grades K, 1, 4, and 5 have recently been trained and are on board for implementation the fall of 2017.

Professional development for Everyday Mathematics 4 continues to progress with an emphasis on the technology aspect. This *train the trainer* model is becoming more prevalent in our district as we expand our expertise in a variety of curricula.

Para educators participated in a year-long, educator chosen strands such as behavior management, technology, mathematics support, and reading strategies. Throughout the school year, they participated in in-house professional development presented by the principal on topics ranging from poverty to data analysis.

For the past 3 years, WAS has conducted a *Summer Retreat* (Title 1 funded).

WAS is in the third year of PACE. As a result, all educators in grades 3-5 have received extensive, ongoing training in the backwards planning required to successfully implement performance assessments. In addition, they have all been trained in administering, calibrating, and scoring PACE, going through the validation process. One member of our staff receives training in our multi-district Cohort.

William Allen School is an Innovation School with the NHDOE. Educators participate in quarterly professional development and peer collaboration. In addition WAS attends the Summer Summit, funded by Title 1. Each year, William Allen School sends a team to refine our Innovation Plan that aligns with our school and district initiatives. (Title 1 funded)

Yearly book reads, on topics such as blended learning, poverty, and grit, are another valuable professional development many educators take advantage of. Certified staff read and attends plcs on their own time after school. Para educators read on their own

time and gather during the school day to take part in conversations. Protocols such as *World Café* are used. (Books were purchased with Title 1 funds.



Annual Update to this component:

Date: Topic for Summer Retreat will be “Living on \$2 a day: Our Homeless Population”

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

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 6 in appendix.

WAS is fortunate to be able to retain a veteran staff of educators. Strategies used to keep educators include the vast menu of professional development opportunities and our positive school climate.



Annual Update to this component:

Date: not applicable

7. Strategies to increase family and stakeholder involvement:

(a) Describe the process for involving stakeholders (school, family and community) in the design, implementation, and evaluation of the schoolwide plan.

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

A group that included classroom teachers, specialists, guidance, para-educators, administrators, and parents continue to identify ongoing needs for our students. Through ongoing PTA meetings, informal school events with parents, faculty meetings, plcs, school climate and culture surveys, and student surveys, we have gathered evidence to support our plan, activities and instructional strategies.

In addition, the district conducts regular Title 1 meetings with WAS representation.



Annual Update to this component:

Date: not applicable

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

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

- WAS has been a Focus and an Innovation School and has historically involved stakeholders in strategic planning. For our Title 1 schoolwide plan, educators, parents, and district reps continue to share their voice in our plan.

Annual Update to this component:

Date: not applicable

(c) Describe how stakeholders will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.

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

We begin delivering timely information with our Kindergarten students in the spring prior to their entry. In addition to our traditional K August Open House, we have instituted a *K Preview* and participate in a district-wide Kindergarten Information Night. All events are designed to increase parent understanding of the academic, social, and emotional expectations and assist in the transition for our students. Students are able to visit classrooms, set up with student work and receive a brochure, free books, and activity calendar to assist in their preparation for entry in the fall. (Title 1 helps fund these activities.) Guidance counselors, specialists, school nurse, Title 1, teachers, and administrator ease the transition to William Allen.

For grades first through fifth, William Allen offers both a *Meet and Greet* and traditional *Open House* in the fall. Both events historically attract 75% of our families. Title 1 staff distributes information on our school-wide program and promotes the *Title 1 Parent Compact*. We have annual conferences for families and encourage open communication between educators and families. “Positive post cards home” help increase engagement in school and provides information to parents.

A monthly newsletter provides families via hardcopy or online with timely information on school events and curriculum. Honeywell alerts are sent to remind families of events via phone, texts, or email.

Report cards are sent home 6 times per year, and relearning plans are communicated with families for students that are “not yet competent.”



Annual Update to this component:

Date: no updates

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

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

PTA opportunities, seats on the Innovation Team, district Title 1 team, and team meetings such as Special Education, 504, and parent conferences.



Annual Update to this component:

Date: no updates

(e) List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan).

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

Each year, parents are provided with Title 1 Parent/Guardian Compact. In addition, Title 1 staff provide information at our Open House for families.



Annual Update to this component:

Date: no updates

(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.

Our schoolwide program is evaluated based on how we have achieved our district goals as mentioned earlier, as well as our individual and school SMART goal.



Annual Update to this component:

Date: no updates

8. Where appropriate, plans for assisting children in the transition process:

Describe the preschool, K to 1st grade, elementary to middle school, and middle to high school transition processes in place.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 8 in appendix.

The district assists in coordinating preschool transition with William Allen School. Students that have attended REACH have a transition meeting with WAS and REACH educators and the family.

A district-wide Kindergarten Information Night is offered in May with representatives from each elementary school. The William Allen principal participates and promotes the Kindergarten program, inviting incoming K students to Kindergarten Preview in June and K Open House in August.

In addition, information is made available through local day care centers and the district sponsored REACH pre-school program. Families of students with special education needs attend a transition meeting with the WAS team to acquaint themselves with the student and the family. Resources are put in place if needed.

Kindergarten teachers send welcome letters to all students in addition to being available in our June and August events.

Transition from grade 5 to middle school begins with information exchanges and meetings regarding all students with IEPs and 504 plans. Grade 5 has a step-up day to tour Rochester Middle School and have a simulated day at school. A follow up parent/guardian information night occurs and then students from the middle school visit WAS to answer student questions.

WAS is not involved in transitions to the high school.



Annual Update to this component:

Date: no updates

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

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 9 in appendix.

William Allen School has developed set of strong assessments to guide academic and behavioral instruction and interventions. Benchmark assessments are conducted 3 times per year on all students in reading using DIBLES. Students in grades 2-5 take NWEA 2 times per year in math and reading. Students are regularly assessed formatively and with a common assessment in reading and math. PACE is used for students 3 through 5, and all students are assessed in writing throughout the year.

William Allen School has a strong professional learning community that allow for teacher involvement using data to improve student achievement.

Fall data meetings establish benchmarks for all students in all grades at WAS, and identify those in need of bi-weekly progress monitoring. Educators continue to meet collaboratively to discuss students that are struggling or in need of program changes. January and June data meetings.

Educators meet at the beginning and end of the year with the principal to discuss a self-chosen SMART goal.



Annual Update to this component:

Date: not applicable

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

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 10 in appendix.

William Allen School has a strong menu of interventions available to support students in tiered instruction. The Rochester School District has district competencies that encourage students to meet and exceed the competencies.

In addition to a protected core instruction time for reading and math instruction, a “FLEX” time (40 minutes, 5 times per week) is scheduled daily for each grade level for tier 1, tier 2, and tier 3 students concurrently. FLEX time is an opportunity for differentiated instruction for all quartiles.

NYC plans have proven to increase communication between home and school and help educators identify strategies to assist their students. Our NYC plan template was a collaborative effort designed by our classroom teachers, Title 1 staff, special educators, and administrators. Once an NYC plan is written, it may include supports such as small group work with Title 1 teachers, classroom teachers, targeted technology (such as IXL or Front Row Ed) accessed at home or school, parent check-ins and extended day tutoring. Reassessment is conducted by the educator responsible for re-teaching and may include a formative assessment targeting the competency.



Annual Update to this component:

Date: no update

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

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(a) in appendix.

WAS has a number of agencies which are integrated into the schools educational agencies. These include the YMCA of Strafford County providing after school care to students. WAS is an intern site for both the Southern New Hampshire University and Granite State College. The Rochester Child Care Center provides extended school-day services for participating students, including academic support, enrichment and recreational activities. The Rochester Rotary coordinates a weekend meals program (End 68 Hours of Hunger) through the guidance department. Local business contributors include Bellamy Fields and Bank of New Hampshire.



Annual Update to this component:

Date: no updates

- **Consider consolidating, or "braiding", funds from Federal, State, and local sources, so a schoolwide program school can address its needs using all of the resources available to it. This gives a school additional flexibility in its use of available resources to meet the specifically identified needs of its students.**

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(b) in appendix.

- We use our professional development, Title 2 funding, for district Professional Development opportunities including personalized learning, common assessments, and digital learning. The district has a McKinney-Vento sub grant that supports our homeless children and youth. Safe Schools Healthy Students participation district-wide covers school climate and culture including PBIS.

Annual Update to this component:

Date: no updates

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(c) in appendix.

- Not applicable

Annual Update to this component:

Date: no updates

12. Program Evaluation:

- a. Steps included to continually monitor implementation for problems, feedback, and adjustments.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 12(a) in appendix.

Our Title I Leadership Team will oversee the implementation of this plan. The Team will meet tri-annually to coincide with our Innovation Plan and review data regarding the plan's effectiveness. Using that data the committee will make changes

where needed to ensure that the plan stays in alignment with meeting the plan’s goals. This team will also oversee the administration of the surveys measuring the effectiveness of this implementation.

Report outs about the plan’s progress will be communicated to our PTA and staff.

Annual Update to this component:

Date: not applicable

b. Annual Program Evaluation Policy, involving school staff, families and community members, using performance, non-performance, process, and perception data.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 12(b) in appendix.

Our Title I Leadership Team will annually conduct and review staff and parent/family surveys. It will continue to review NWEA, DIBELS, and PACE student achievement data in ELA and Math to identify programmatic strengths and weakness. It will measure levels of family engagement to include family perceptions of engagement, the number of family engagement opportunities scheduled and the number of participants attending. The Leadership Team will review the information annually adjust the schoolwide plan.

Annual Update to this component:

Date: no updates

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant

Date:

Appendices