



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: Chamberlain Street School

School Year: 2017-18

Current Poverty Rate: 149 Students receiving Free or Reduced Lunch of 322 Total Students for a rate of 46.27%

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

Letter of Intent submitted on: Not Applicable. Chamberlain went schoolwide in 2011.

School-wide Planning Team (members and their affiliation):

Mark Campbell, Principal

Sarah Howard, Assistant Principal

Steve LeClair, Title 1 Director

Jen Cabral, Title 1 Math Teacher

Kelley Simpson, Social Worker

Jenn Jean, Parent Member

Planning process began on: Not Applicable. Chamberlain went schoolwide in 2011.

Plan submitted on: Original plan developed in 2011

Please check the appropriate option:

Initial Plan

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

1. Decision to become a schoolwide school:

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

Nothing. This is an annual renewal. We have been a successful title 1 schoolwide school since 2011. Because this is a revised format for the DOE, in updating our annual plan we have broken down the annual plan to best fit the new format. Therefore, we are entering our 2017-18 annual update as if it were our initial plan. Next year we will respond to this and use this format to make future plan changes.

- Being a school with 46% of students on free and reduced lunch we have the ongoing need for support of reading and math instruction, 1-1 technology, related instructional materials, and related professional development.
- Chamberlain's School Wide Plan will also continue school-based family supports to better help students be prepared socially, emotionally, and academically, to be successful at school. We will partner with families to help them as they navigate their children through our school.

(b) How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners?

We have been a schoolwide school for seven years. The differences between the targeted program and the schoolwide program have been:

Targeted Program

Services only those students meeting eligibility criteria

Schoolwide Program

Services to all students

<p>A deficit model of academic supports limited to content areas of Reading and Math Program-based remedial supports Academic supports limited to 4 Title staff Parent engagement primarily focused upon the communication of student progress and parent education workshops identified by the school</p>	<p>A fully inclusive model which supports all instructional content area Web-based personalized for all abilities Academic supports provided by all staff Family and community engagement includes communication, but will emphasize family outreach and recruitment, the inclusion of family members in meaningful decision-making and will tailor family events to those identified by families as being of interest</p>
<p>(c) What are your goals in becoming a schoolwide school? What will the impact of this transition look like for your students.</p> <p>Goal One- Continue to Improve math support and instruction</p> <p>ACHIEVING GOAL ONE:</p> <p>Special Education and Title I staff used every Data Team meeting day to collaborate with classroom teachers to discuss learner achievement, review IEP goals, accommodations and modifications. Data teams met three times to review data from multiple assessments to adjust Tier groups. Data team consisted of Principal, Assistant Principal, regular and Special Education, support services, and Title I teachers. We will explore building schedules that allow for more flexible intervention time, evaluate the time learners spend in their intervention based on their specific learning needs, explore universal and tiered social/emotional curriculum, offer continuous professional development to our PBIS teams and continue to provide professional development on math instruction and competency-based education. During the 2017-18 school year we will host a variety of events and workshops for parents that will promote the educational and overall wellness of our kids. We will continue our Kindergarten Champ Camp in order to prepare our incoming kindergarten learners for elementary school.</p> <p>Goal Two- Continue to Improve reading support and instruction</p> <p>ACHIEVING GOAL TWO:</p>	

Special Education and Title I staff used every Data Team meeting day to collaborate with classroom teachers to discuss learner achievement, review IEP goals, accommodations and modifications. Data teams met three times to review data from multiple assessments to adjust Tier II and Tier III groups. Data team consisted of Principal, Assistant Principal, regular and Special Education, support services, and Title I teachers. We will explore building schedules that allow for more flexible intervention time, evaluate the time learners spend in their intervention based on their specific learning needs, explore universal and tiered social/emotional curriculum, offer continuous professional development to our PBIS teams and continue to train our staff on interventions and programs including Orton Gillingham, Lively Letters, Words Their Way, and SRSD Writing. During the 2017-18 school year we will host a variety of events and workshops for parents that will promote the educational and overall wellness of our kids. We will continue our Kindergarten Champ Camp in order to prepare our incoming kindergarten learners for elementary school.

Goal Three- To increase community and family engagement at Chamberlain Street School

ACHIEVING GOAL THREE:

Chamberlain Street School recognizes that the core of a well-functioning school is a high degree of family and community engagement. CSS will continue to develop a long-term family engagement plan based upon research-based strategies. Parent/family representatives will be members in the CSS Title I leadership team. Chamberlain Street School's goal is to make positive connections with all our families. We do this through formal and informal personal communication. Chamberlain Street School has a Parent Teacher Association that meets monthly in order to support our learners, families and community. Our school hosts events (Writing Celebration, Kindergarten Day, Back to School Night, Family Nights, School Play, etc.) throughout the year, that bring our families into our building to celebrate our learners and our school. Each year, our learners, parents/guardians and teaching staff review our Title I Parent/School Compact. Next year, we will continue to host a variety of events and workshops for families that will promote the educational and overall wellness of our kids, ie, Dad's breakfasts, Veteran's Day Celebration, and our Chamberlain Food Pantry. We would like to continue staff professional development around trauma informed care, teaching with poverty in mind, cultural relevancy and mental wellness of our learners and families. We would like to continue our school social worker's full-time hours at our 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.

ACADEMICS:

Chamberlain Street School's results from DIBELS reading assessment for 2014-17 are as follows, showing the percentage of students meeting end of year benchmarks. This data indicates our students are performing below the expected district reading goal of 90% of students reading at or above grade level.

DIBELS % students on Benchmark

	2016-17	2015-16	2014-15
Kindergarten	73	94	72
Grade 1	71	75	59
Grade 2	76	79	82
Grade 3	74	73	83
Grade 4	71	67	67
Grade 5	71	72	68

NWEA Test results 2012-2017. Results show the percentage of students reaching target growth by grade level for each academic year.

NWEA Reading Target Growth

	2016-17	2015-16	2013-14	2012-13
Grade 2	77	64	78	67
Grade 3	76	76	73	68
Grade 4	60	55	65	52
Grade 5	75	82	83	68

NWEA Math Target Growth

	2016-17	2015-16	2013-14	2012-13
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Grade 2	82	56	71	55
Grade 3	78	71	65	80
Grade 4	46	62	72	79
Grade 5	63	84	52	73

NWEA Test results (below) for 2016-17. The overall proficiency for Chamberlain Street School for the 2016-17 school year is 80% in math and 82% in reading. These scores fall below the Rochester School Department goal of 90% of students on grade level in both reading and math. Chamberlain Street School is doing a good job of students meeting their Rasch Unit (RIT) reading overall and 67% in math Northwest Evaluation Association their growth target, but again they students meeting their growth concern that we have a gap in our growth norms from fall to spring, 73% in overall. These percentages both exceed the (NWEA) norm of 50% of students meeting fall short of our District goal of 75% of target in reading and math. This is a whole school achievement

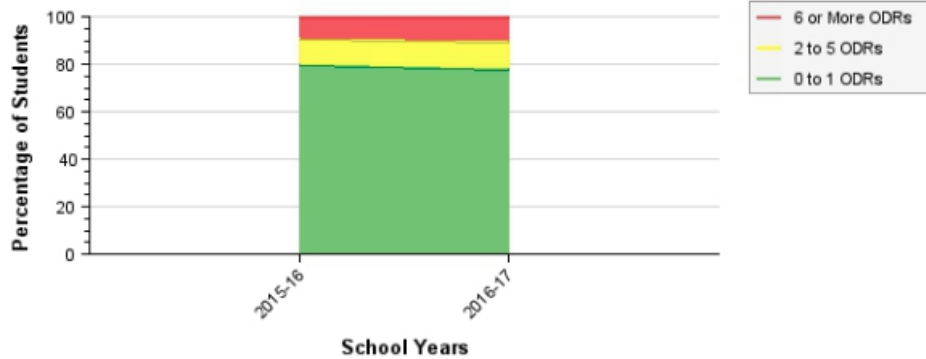
NWEA READING Spring 2017	Percentage students on grade level
Grade 2	78
Grade 3	83
Grade 4	78
Grade 5	86
TOTAL	82

NWEA MATH Spring 2017	Percentage students on grade level
Grade 2	85
Grade 3	79
Grade 4	78
Grade 5	80
TOTAL	80

BEHAVIOR:
SWIS Triangle Report 2015-2017

Triangle Data Report

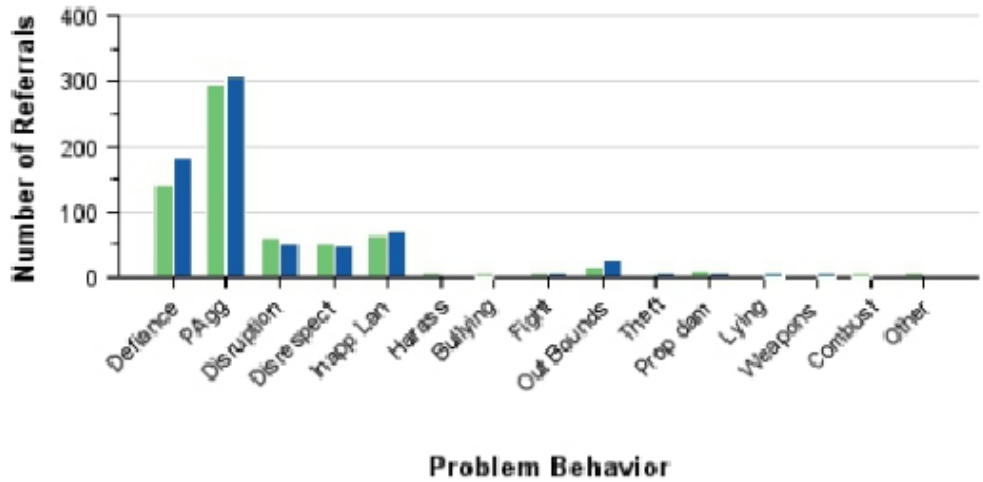
All, 2015-16 - 2016-17



Chamberlain Street School has been a PBIS school for the past 9 years. Our green zone has averaged between 75 and 80% of our student population the past two years. The green zone refers to students with 0 - 1 Office Discipline Referrals. This percentage falls well short of the target PBIS percentage of 85%.

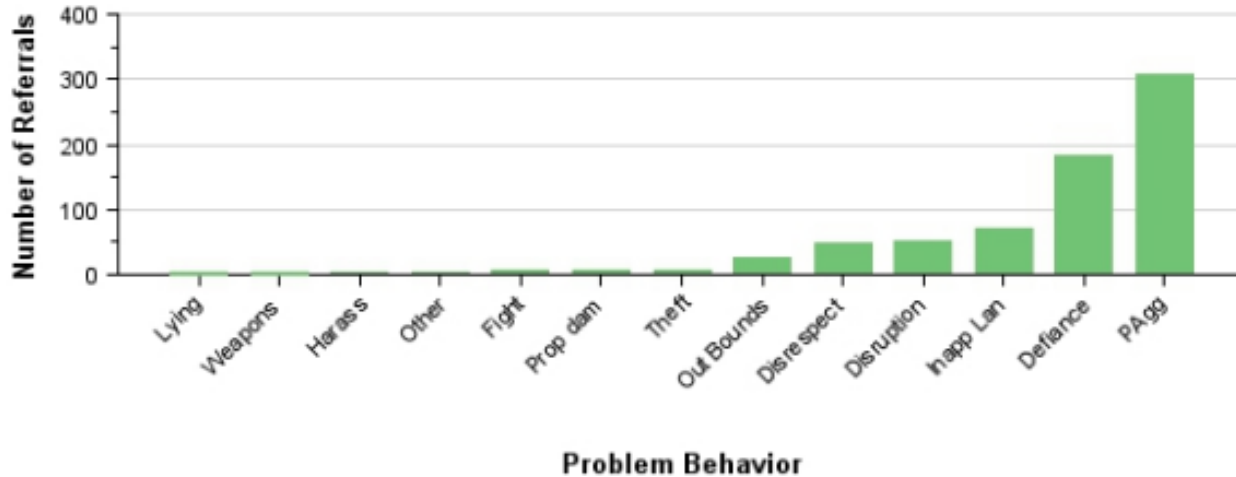
Referrals by Problem Behavior - Multi-Year

All, 2015-16 - 2016-17



Referrals by Problem Behavior

All, Aug 1, 2016 - Jul 11, 2017



When breaking down our office referrals by problem behavior, the two highest categories for referrals are physical aggression and defiance/insubordination. These behaviors directly impact classroom instruction, and increasing the level of student agency in classroom instruction is critical to raising our academic achievement.

ATTENDANCE:

2012-2016 Attendance Rate

School Year	District Elementary School Attendance Rate	State Attendance Rate
2012 - 2013	95.4%	95.8%
2013 - 2014	95.5%	95.8%
2014 - 2015	95.2%	95.5%
2015-2016	95.2%	95.7%

Chamberlain Street School has historically fallen below the state attendance rate. While no greater than 1% below the state average, this demonstrates that we need to improve student investment in the learning process.

Annual Update to this component:

Date:

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

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 programing for these families is a reasonable conclusion.

The table below indicates the free/reduced lunch data for Chamberlain Street School with a comparison to the statewide statistics. The data reflects that the school far exceeds state level percentages. Poverty emerges as a significant issue for the school proposed in this application.

NHDOE Free / Reduced Lunch Data as of October 31, 2015			
School	Enrollment	# of F/R Students	Percent of F/R Students
Chamberlain Street School	322	149	46.27%
New Hampshire	161,160	43,993	27.30%

It is difficult to argue against the need for additional opportunities to close the learning gap for the children in our Title I schools. The National Center for Children in Poverty indicates that the “experience of severe or chronic economic hardship limits children’s potential and hinders our nation’s ability to compete in the global economy.”

Annual Update to this component:
Date:

(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.

We formed committees that targeted surveys to our school community. During the winter of 2016, we surveyed our stakeholders for their perception of resource needs. During the Spring of 2016, we conducted a school climate and satisfaction survey. This work has directly affected the development of this plan, especially in our work with our families. We provided paper copies of the survey in our main office. Parents can also request access to our library to complete the survey electronically. Limited English Proficient families are served through coordination with our District ESOL services provided through our Student Services department.

Annual Update to this component:
Date:

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

- **Strengths-** Our current educational program strengths can be seen in our NWEA Historical Data. Target reading growth this year is 8-10 points higher than growth in 2012-13. A focus on reading instruction including the implementation of competency-based education has improved reading instruction and thus, student growth. We have also seen an increase in math target growth for grade 2, indicating math instruction in the primary grades has improved from 2012 to 2017.

NWEA Reading Target Growth

	2016-17	2015-16	2013-14	2012-13
Grade 2	77	64	78	67
Grade 3	76	76	73	68
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NWEA Math Target Growth

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Grade 2	82	56	71	55
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- **Weaknesses-** While Chamberlain’s reading instruction has improved and student growth has increased over the past 5 years, there are still grade levels (fourth grade) that fall below the district’s 75% target growth goal. In the area of mathematics, most recent NWEA target growth scores indicate math in the upper elementary grades is an area of need for Chamberlain Street School. When looking at this years most recent NWEA assessments, Chamberlain fell below the district’s goal of 90% of students being on grade level in reading and mathematics. This indicates a need for continued improvement in reading and mathematics instruction and is the basis for Title 1 goals in reading and mathematics.

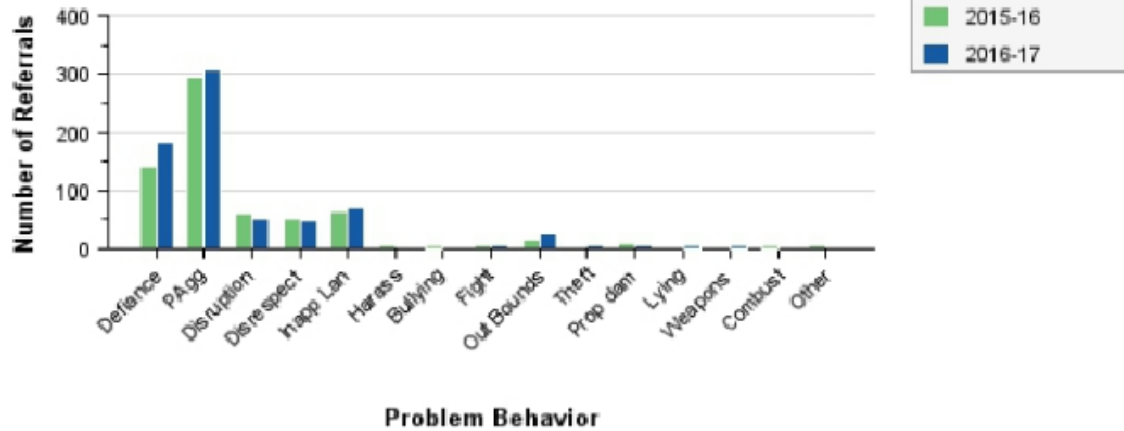
NWEA MATH Spring 2017	Percentage students on grade level
Grade 2	85
Grade 3	79
Grade 4	78
Grade 5	80
TOTAL	80

NWEA READING Spring 2017	Percentage students on grade level
Grade 2	78
Grade 3	83
Grade 4	78
Grade 5	86
TOTAL	82

- When looking at SWIS data for 2015-2017, it is noted that the number of office referrals have increased this year compared to last year, specifically in the areas of Defiance and Physical Aggression. This indicates a need to implement a social/behavioral curriculum in our school, helping to ensure students are prepared socially, emotionally, and academically, to be successful at school. This area of need will be targeted under Goal Three.

Referrals by Problem Behavior - Multi-Year

All, 2015-16 - 2016-17



Annual Update to this component:
Date:

(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.

Goal One- Continue to Improve math support and instruction

Goal Two- Continue to Improve reading support and instruction

Goal Three- To increase community and family engagement at Chamberlain Street School

Annual Update to this component:
Date:

3. Implementation of schoolwide reform strategies that:

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

Chamberlain Street School follows a RTI model to ensure our learners are provided with necessary instructional opportunities that allow them to make academic and behavioral growth. Our teachers provide academic programing to all learners that is aligned to our district competencies, which are closely aligned to the Common Core Standards. Our teachers have been provided Scott Foresman's Reading Street and Everyday Math training and materials to utilize as research-based instructional tools during core academics. Teachers use weekly PLCs to reflect and refine the teaching and learning in their classrooms. Members of our school's leadership team have attended trainings on poverty, trauma, cultural relevancy and mental health in order to provide strategies to our staff on meeting the educational need of our historically underserved populations.

Strategies to identify and assist learners experiencing difficulties are essential for learners to make their growth and meet or exceed the 41% in reading and math. Examples include:

- TIER III Model
- Ongoing review of learner files
- Consult time between Regular Educators, Special Educators, Reading Specialist, Title I
- Consult time between classroom teacher and Title I paraprofessional
- Parent/Teacher Conferences
- Data Team meetings to analyze NWEA tests, DIBELS Next, EM4 and Competency Assessments

Additional support programs for learners include:

- Tier II and Tier III reading and Tier II math instruction; small groups based on assessment data
- Before and after school tutoring
- Summer tutoring model
- PBIS - Positive Behavior Intervention Supports - Universal Team, Target Team, Intensive Team
- Champ Camp for our incoming kindergarteners

It is recommended that these interventions continue for the 2017-2018 school year. In addition, we would like to explore building schedules that allow for more flexible intervention time, evaluate the time learners spend in their intervention based on their specific learning needs, explore universal and tiered social/emotional curriculum, offer continuous professional development to our PBIS teams and continue to train more staff on Orton Gillingham.

Teachers use the district adopted academic assessments as well as other diagnostic measures, formal and informal observations. Migrant, homeless and home-schooled children can access district assessments because of their universal use in all schools in the district. The testing window is flexible and the tests allow for frequent progress monitoring.

Annual Update to this component:

Date:
Use effective methods and instructional strategies that are based on scientifically based research that:
<p>i. Strengthens the academic program; By focusing on the research based programs, strategies and methods described above, we will strengthen our academic program. We will focus more time on social/emotional curriculum that will help ensure all students are prepared socially, emotionally, and academically, to be successful at school.</p>
Annual Update to this component:
Date:
<p>ii. Increases the amount of learning time during the school day as well as outside programming; ➤ Spending more time on social/emotional curriculum will improve student engagement and buy-in and will ensure students are ready and available for learning, during the school day as well as in their homes and community. If students are ready socially and emotionally, they will be more invested in their learning when provided with instruction in academics.</p>
Annual Update to this component:
Date:
<p>iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant students;</p> <p>Both New Americans and ESOL students are supported by the through our District's student services office. Chamberlain Street School has a part time ESOL teacher and ESOL para-educator. CSS staff are trained in cultural competency. Historically, Rochester has not received migrant students, although the District's Title I director is assigned responsibilities for migrant supports if ever needed.</p> <p>Homelessness is significant at Chamberlain Street School, as is the number of under-resourced students. As required by federal law, the District has a McKinney-Vento Liaison coordinating service and supports to homeless children, youth and their families. Additionally, Title I supports a Families in Transition Coordinator who work in close collaboration with middle school guidance and administration to identify and support homeless students and those at risk.</p>

Given the number of students who are under resourced, focusing on parent engagement is crucial. Many of these students struggle to keep up and find themselves one or more years behind their similar aged peers. Focusing on individual student growth makes it possible for teachers to help address these learning gaps to ensure students are making annual growth while providing essential catch up growth activities targeting these populations.

CSS recognizes that the engagement of disadvantaged families is necessary for student success. Ensuring that every student is making appropriate academic and personal growth requires that the staff works in concert families.

Annual Update to this component:

Date:

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;

- Improving instruction in reading and math, including the use of scientifically-based programs, methods, and strategies, and increasing family and community engagement, are intended to raise the achievement level of all of our students. Through Title I support we intend to increase growth of all students, including low-achieving students and those at risk of no meeting the standards. Our competency-based education system will allow each student to make progress through the standards at their own pace and will increase student growth.

Annual Update to this component:

Date:

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

We will measure the academic success of this program through both our statewide and local accountability measures. Smarter Balanced and PACE assessments are our statewide accountability measurements. NWEA serves as our district-wide accountability measurement. All of our students take the NWEA assessment beginning in second grade, giving us a significant amount of data on each of our students by the time they reach middle school.

As a school we have shifted our focus to ensure we are educating the whole child beyond just personalizing their education. We use Marzano's Elements of Professional Practice as part of our district teacher evaluation system. All of our teachers are being evaluated on their use of learning goals and their relationships with their students.

Annual Update to this component:

Date:

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

- The Rochester School Department is focused on the full implementation of competency-based learning and performance assessment as a district. This directly aligns to the state priorities around the same things.

Annual Update to this component:

Date:

vii. Action Plan and Timeline

- This revised annual plan will continue to support the goals of increased support of reading and math instruction, 1-1 technology, related instructional materials, and related professional development. Chamberlain’s School Wide Plan will also continue school-based family supports to better help students be prepared socially, emotionally, and academically, to be successful at school. We will continue to have Family Engagement Nights, Family Activity events, Monthly School-wide meetings, Title 1 Quarterly meetings, monthly PTA meetings, Data Team Meetings, weekly PLC’s, and will provide district and school-based professional development.

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 Chamberlain Street School professional staff have obtained highly qualified status and, if professionally certified, are teaching in areas appropriate to their endorsement. Professional development plans are on file for all certified staff with contract renewal contingent upon satisfaction of completion of professional development requirements.

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.

All Chamberlain Street School paraprofessionals meet criteria for Highly Qualified paraprofessionals. Documentation of the status is on file at the SAU #54 office where all permanent employee records are stored. For continuing professional growth non-certified staff are required to attend a “paraprofessional academy” meeting six

times during each school year and totaling fifteen hours annually. Paraprofessional select from among eight content strands which align with District and individual professional development goals.

Annual Update to this component:

Date:

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 activities at Chamberlain School are determined collaboratively by district representatives and the central administration. Individual schools determine professional devolvement needs which are submitted to the district professional coordinator. Common interest are identified and professional development activities are offered in a district-wide format. Individual school priorities are then addressed by each building. District wide activities for the 2016-17 school year focused on PACE and Performance Task development along with writing across the curriculum. As described earlier, Rochester paraprofessionals participated in an academy during early release days throughout the school year.

Annual Update to this component:

Date:

(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.

- In addition to the district-sponsored high quality and ongoing professional development mentioned above, Chamberlain Street School will continue to support and provide professional development around trauma informed care, teaching with poverty in mind, cultural relevancy , and mental wellness of our learners and families. We will also provide professional development around new academic programs and methods including Lively Letters, Orton Gillingham, and teaching foundational math skills (such as professional development from Mahesh Sharma).

Annual Update to this component:

Date:

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.

The Rochester School District actively seeks and recruits highly qualified teachers. The District will only hire teachers who have met the standard as Highly Qualified in their subject area. New teachers to the District participate in a New

Teacher Orientation prior to the start of the school year. This orientation sets the tone for District expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. They participate in ongoing professional development that reinforces a multitude of topics related to effective instruction and classroom management. We are in the first year of our new Teachers Contract as well as being located close to UNH and within close proximity to Manchester, Boston, and Portland making us a favorable place for teachers to work.

Chamberlain Street School attempts to only hire individuals who believe that all students can learn and who we believe will ensure all students learn at high levels. The school's administration team screens applicants to identify the strongest candidates. These individuals are interviewed by an interview team consisting representative staff who recommend a finalist to the administration.

Annual Update to this component:

Date:

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.

Chamberlain Street School has attempted to maintain open the lines of communication between school and our constituents and include families in the school wide plan. This has included interest and school satisfaction surveys administered during the spring of 2016 to both families and students. Parents were invited to review this document during the design process and contribute to it. Once approved, the final draft of our school-wide plan will be uploaded on the Chamberlain website and be presented in a Title I information meeting scheduled for the fall of 2017. Families will be surveyed about Title I program each spring. That input will contribute to the annual modification of the school-wide plan. Future revisions, as well as the general oversight of the program, will be responsibility of the Title I Leadership team, which includes representative of all stakeholders.



Annual Update to this component:

Date:

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

Representation of stakeholders on Chamberlain's School-wide Planning Committee was listed earlier in this plan. Student input were generated through our Youth Behavior Risk survey, which inventories a variety of student health and school climate aspect. Chamberlain Street School hosted monthly parent nights and will continue to do so in the 2017-18 school year.

Annual Update to this component:

Date:

(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.

The Chamberlain schoolwide plan will be posted on the school's website and updated annually. The posting will include additional information regarding the CSS Title I Parent Engagement Policy, details of the Parent's Right To Know and details of the Dispute Resolution Procedures. An annual Title I Parent Information Meeting will be scheduled each fall, in late November of the current school year and in early October in succeeding years. Parent/Family rights, expectations and program details will be provided.

Curriculum and proficiency details are provided to families through the Family-School Handbook, covered at both fall and spring Open Houses, and are discussed during parent/family conferences. Details of our competency-based assessment are available on the Districts websites. Individual performance assessment, both related to academic achievement and standardized state and local assessments, are communicated in writing quarterly with interim progress reports. This information is also available to families through an individual "portal" on Infinite Campus (a web-based student information data-based) which provides a secure link to student attendance, behavioral and performance data, as well as standardized assessment. The school administration produces a bi-weekly newsletter which is available in print and uploaded to the CSS website.

Annual Update to this component:

Date:

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

Chamberlain Street School family representatives will be added to the membership of the District's Title I Parent/Family Council. This group meets quarterly to identify Title I family engagement strategies and training/workshop to be offered to families. Its membership includes a representative for the NH Parent Information Center. The council is also represented on the Rochester Safe Schools/Healthy Students Management Team and is tasked with development of a strategic plan for increased family and community engagement district-wide.

Chamberlain Street School will continue monthly family activity nights and parent information sessions, and will seek out parent input and feedback in the planning and organization of these events.

Title I will allocate funding for parent/family training in family advocacy and will support funding for parent attendance at conferences or workshops targeting the development of family engagement. This will include attendance at the National Title I Conference and the NHDOE Quarterly Meetings and Summer Summit.

Annual Update to this component:

Date:

(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).

As described earlier, Chamberlain Street School's family representative will be included in both the school's Title I Leadership Team and the District's Title I Parent Council. Both groups will initially prioritize the development of a strategic plan to increase family engagement, particularly in meaningful ways that include financial and programmatic decisions affecting their children.

Annual Update to this component:

Date:

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

The Chamberlain Leadership Team will conduct both family and community engagement and staff surveys each May. The surveys will be designed to monitor school progress on the three goals in our plan, determine the level of staff and family satisfaction with Title I services and identify areas in need of modification. The results of these surveys will contribute to annual revisions or the CSS schoolwide plan.



Annual Update to this component:

Date:

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.

In order to assist preschool children transitioning into our school, we host a "Champ Camp" for three weeks prior to the start of the school year and have our incoming kindergarten families in for "K-Day." Our Champ Camp allows our learners to become familiar with our building, some of our staff and learn some of the basic routines of school. Kids get to meet some of their peers and participate in fun-filled learning opportunities. On K-Day, we invite our incoming kindergarten

families to Chamberlain. Kids go with our teaching staff for screening and an introduction to kindergarten. Parents/Guardians stay with our principals and learn about their child's school day and get an opportunity to ask questions that they may have about Chamberlain and the transition to kindergarten. Each of our kindergarten classrooms has a paraprofessional who assists the teacher and our learners.

Annual Update to this component:
Date:

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.

The teachers are highly involved in using assessments to monitor student progress. The staff members meet weekly with their grade-level PLC teams to review data from common assessments, Smarter Balanced / PACE, NWEA, formative assessments, etc. Each PLC identifies their instructional needs to be met and designs a plan for meeting them. Each teacher identifies and collects relevant student data as they prepare to meet their students' needs throughout the school year.

Teachers also participate in Data Team Meetings three times per school year. These days are used to collaborate between classroom teachers, special education teachers, Title I staff, and support staff. Staff reviews data from multiple sources to adjust student groupings, discuss learner achievement, and review goals, accommodations, and modifications to ensure every child's success.

We have a strong PBIS team in place that helps our school determine behavioral interventions to help students achieve academically. We are collecting data based on student, grade level, race, gender, behavior, location, special education status and consequence to determine strengths and challenges overall and individually.

Annual Update to this component:
Date:

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.

When teachers identify that a student is behind grade level expectations with regards to academics and/or behavior, they intervene immediately in the classroom. The classroom teacher can group the student according to their area of need throughout the school day. When teachers share the identification of students that are in need of extra support at their weekly team meetings, the team can plan for interventions and accommodations based on the child's strengths and areas of development. The grade level PLC's track student progress in their curriculum areas. The staff members are beginning to learn how to monitor progress of these interventions, so they can better track growth and determine next steps in a more timely fashion. Teachers provide students with weekly relearning opportunities as needed.

The guidance department and administrative team are a part of this process, so they can help the staff to meet the needs of all students and apply added resources and professional development when necessary. If a student continues to struggle after multiple interventions, then a team meeting is setup to discuss the student, which consists of the family involved, principal or assistant principal, psychologist (if applicable), social worker (if applicable), counselor, speech teacher (if applicable), special education teacher (if applicable) and at least one regular education team teacher. This group meets to look at the data and determine next steps in the intervention process. We want to tap out all our options and strategies prior to an evaluation to determine a disability.

Students can participate in the following programs and/or opportunities to help them find success and obtain additional support. We offer summer tutoring to students who do not successfully show competence on grade level standards. We offer both Tiered Math and Reading instruction to help students. Some students are placed in Mindplay, which is an online program to assist students in reading. Two current staff members are trained in Orton-Gillingham (OG), which is a literacy intervention that uses small group targeted instruction to increase proficiency. Students may participate in a geography bee, spelling bee, and a math competition.

Annual Update to this component:

Date:

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.**

Chamberlain Street School 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. Chamberlain Street School is

an intern site for both the University of New Hampshire 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 Hannaford's.

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.

- 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:

(c) A list of programs that will be consolidated under the schoolwide plan (if applicable).
NOT 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. Please reference as 12(a) in appendix.

Our Title I Leadership Team will oversee the implementation of this plan. The Leadership Team will meet quarterly and review academic, behavioral data, and survey 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 families and community through monthly parents group meetings and through our biweekly school newsletter.

Annual Update to this component:

Date:

b. Annual Program Evaluation Policy, involving school staff, families and community members, using performance, non-performance, process, and perception data. Our Title I Leadership Team will annually conduct and review staff and parent/family surveys to assess constituent assessment of the CSS Title I program. It will continue to review NWEA, SBAC and PACE student achievement data in English/Language Arts and Mathematics to identify programmatic strengths and weakness. It will specifically consider measures of the 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 consider all collected data, prepare and publish a summary report, and use the that information to annually adjust the schoolwide plan.

Annual Update to this component:

Date:

13. Letter of Intent:

Not applicable. As mentioned earlier in this document Chamberlain has been a school-wide Title 1 school since 2011.

Date:

Appendices