



## 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: School Street School

School Year: 2017-2018

Current Poverty Rate: 58%

(Link to current poverty rates: [http://education.nh.gov/data/attendance.htm#free\\_reduced\\_school](http://education.nh.gov/data/attendance.htm#free_reduced_school))

Letter of Intent submitted on: N/A

Schoolwide Planning Team (members and their affiliation):

Jennifer Hersom & School Street School Staff	Principal & Faculty
Dawn Johnson	PTO Member
Heidi Zollman	K-8 District Curriculum Coach
Steve LeClair	District Title I Coordinator

Planning process began on: mid-November of 2016

Plan submitted on: July 2017

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?**

- N/A- This is an annual update on our existing Schoolwide Plan.

**(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.

- N/A

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

- N/A (see 1A above)

**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.

The School Street School needs assessment happened in phases. The first phase consisted the administrator polling parents informally in person and by phone and a staff meeting on an early release on May eleventh, 2016. Certified staff met in-building as part of a district requirement. During the meeting, members completed a Bruce Wellman activity titled, "Go It! Need It!" This was completed for each of the four Title I categories: Parent Engagement, Academic Supports, Climate and Culture and Professional Development.

The activity inventoried what supports are in place and what needs are unmet. During the second phase, additional parents were polled and a survey was created with Survey Monkey. The Title I Survey 2016 opened for data collection on Friday, May 16<sup>th</sup>, 2016 with the majority of staff completing the survey before May twenty-third. The final phase culminated during a May 25<sup>th</sup> staff meeting in which the survey results were reviewed and the staff prioritized the focus of the 2016/2017 Title I plan.

Based upon the spring 2016 needs assessments, School Street School identified the following priority needs:

- Recognizing that only thirty three percent of our students met growth targets in reading in grades two through four on their standardized NWEA measures, we concluded that we have an ongoing need for the support of reading instruction and related professional development.
- Recognizing that only forty-one percent of our students met growth targets in math in grades two through four on their standardized NWEA measure, we concluded the need for an addition in supports in mathematics for the support of math instruction and related instructional materials.
- Recognizing that seventy-eight percent of School Street students qualify for Free or Reduced Lunch, we concluded the need to continue school-based Family supports to ensure students are prepared to come to school and to increase staff expertise to ensure their success while at school.

**Annual Update to this component:**

**Date:** We completed an updated needs assessment that began in November of 2016, included staff time in February and then concluded on June 26<sup>th</sup> to guide the completion of the Program Evaluation Assessment process/document. Based on the Program Evaluation Assessment process, we have identified the following goal areas:

- Sustained Emphasis on Direct Instruction in the area of reading & an additional emphasis on Direct Instruction in Mathematics to include an additional part time math interventionist & professional development that targets evidence based math instructional practices
- Focused Leadership on high levels of student achievement and a culture of professionalism and learning
- Continued focus on family engagement that includes continued support of a full time social worker with the intended outcomes of improved schoolwide attendance and family engagement
- Expanded school capacity to personalize learning and ensure access of technology for all students, every day, with the purchase of twenty Chromebooks to complement existing technology

**(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.

- School Street School is a neighborhood K-4 school that serves approximately ninety-five students. The vision for the school is that of a thriving, inclusive learning community that prepares students to successfully transition to grade five with the following essential exit outcomes: on-level or higher reading and math skills as well as a strong sense of what a healthy friend and productive community member entails. Responsive Classroom and Multi-Tiered Systems of Support organize decisions and resources to support these essential academic, civic and social student outcomes. The school climate and culture is moving towards an efficient professional learning community that holds members accountable and looks to data to drive decisions and align/braid resources. School Street School benefits from a surrounding community that includes many resources to support families. Rochester is a large enough city to provide a range of mental health serves, general health services and specialists. There is public transportation, many churches and a vital school district to support families.

**Annual Update to this component:**

**Date:** June 2017

- 1) This year our enrollment increased to approximately ninety-five students. The staff agreed to renew our collective commitment to Responsive Classroom (RC) tenets; the majority of full time staff are completing a four day RC training in August that was funded by Healthy Schools, Safe Students. We also piloted the program- Zones of Regulation- to support our students in K and plan to expand this work to K and grade one as it aligns with our vision of t healthy friendships and community membership. The full time social worker has been instrumental in connecting families with Rochester’s resources.

**Annual Update to this component:**

**Date:** June 2017

**(c) 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.

<p><b>School Strength/By May 2017</b>, more than 70% of students will demonstrate on grade level reading skills as measured by the DIBELS (K &amp; 1<sup>st</sup> grade) and by the NWEA (2-4<sup>th</sup> grade). <b>By May 2018</b>, more than 78% of students will demonstrate on grade level reading skills as measured by the DIBELS (K &amp; 1<sup>st</sup> grade) and by the NWEA (2-4<sup>th</sup> grade).</p>	<p>School-wide Essential Student Reading Outcomes:</p> <p>May 2016- 64%  <b>May 2017-77%*</b>  May 2018-</p> <p>*Deemed Highly Effective as a School by District Standards</p>	<p>We began our first version of monthly PLC time in November 2016 that included vertical teams in which teams reviewed individual student reading skills and planned our instructional response. Reading outcomes are a relative strength for our school; we will sustain our assessment and intervention model to support this work.</p>
<p><b>Attendance/By May 2017:</b> “I will work to improve attendance in kindergarten, such that there is an improvement from the 2015-2016 academic year, by connecting with students, families and staff.” (Social Worker Individual SMART goal)</p> <p><b>School Need/By May 2018</b>, the annual schoolwide attendance rate will be at least 95% (2016/17 was 94%).</p>	<p>Met Individual May 2017 SMART Goal - which reflected a greater than 10% improvement in total days attended this year over last year- deemed Highly Effective by district standards</p> <p>Schoolwide Essential Student annual attendance Outcomes:  June 2016-93.8  June 2017-94.6</p>	<p>We suspect that the Social Worker’s high level of visibility at school and in the community strengthened relationships and supported communication leading to improved rates of kindergarten attendance for the 2016/2017 academic year. We analyzed attendance trends for the last three years, met the 2016-17 schoolwide attendance goal and set the 2017-18 annual attendance goal for at least 95%. The full time social worker (year 2) will be part of the improved attendance plan. We created additional attendance supports on June 26<sup>th</sup> to implement in the 2017-18 academic year.</p>
<p>(New Goal Area)  <b>Need/Mathematics: By May 2018</b>, more than 70% of students in grades 2-4 will demonstrate on grade level</p>	<p>% of Students on Grade Level:  May 2016-59%  May 2017-62%  May 2018-</p>	<p>This year, we added a part time math interventionist mid-year based on the need for more direct instruction in mathematics based on teacher observation and student competency levels. We will increase resources with the addition of a second part-time math interventionist and twenty Chrome books for the</p>

<p>mathematics skills based on NWEA percentile results.</p>		<p>2017-2018 academic year. The additional resources will increase direct instruction of and access to mathematics with the intended outcome of improved student math outcomes by May 2018.</p>
<p><b>Annual Update to this component:</b>  <b>Date:</b> June 2017- we will embed review of and selection of evidence based math instructional practices in school level professional development during the 2017-18 academic year. We will review of effectiveness by the percentage of students on level in math in grades 2-4 per NWEA results in May 2018.</p>		
<p><b>(d) As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the schoolwide plan.</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>➤ Personalized Learning/Improved Math student outcomes- we will add a 2<sup>nd</sup> math interventionist to increase small group direct instruction learning opportunities and purchase 20 Chromebooks to expand both direct instruction in mathematics and exposure and practice opportunities in math and other content areas, digitally.</li> <li>➤ Improved Schoolwide Attendance- we will implement our attendance action items that staff generated on June 26<sup>th</sup>, 2017 to the 17-18 academic year that target tier two level attendance families.</li> <li>➤ Sustained Student Reading student outcomes- we will continue to assess and respond with tiered direct instruction in the content area of reading.</li> <li>➤ Leadership will remain focused on high levels of student achievement and the culture that supports this work. We will implement our second year of an organized professional learning community and allocate Title I resources to support high levels of achievement (see bullets above).</li> </ul>		
<p><b>Annual Update to this component:</b>  <b>Date:</b> June 2017- We will share the above plan with stakeholders and monitor the implementation and the impact of these objectives.</p>		
<p><b>3. Implementation of schoolwide reform strategies that:</b></p>		
<p><b>Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.</b></p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3 in appendix.</p> <p>Math Intervention: School Street School strives to provide a greater level of math intervention with the eventual hiring of a math interventionist for the 2016/17 school year (May 2016 Needs Assessment). School Street School currently utilizes Do The Math,</p>		

Number Worlds and Touch Math and anticipates the Title I purchase of math intervention materials geared to grades two through four.

Reading Intervention: Our collective capacity to instruct students in reading is growing.

Attendance Intervention: Our collective capacity to respond to students with attendance challenges is growing as well.

**Annual Update to this component:**

- **Date:** June 2017- Personalized Learning/Improved Math student outcomes- we will add a 2<sup>nd</sup> math interventionist and 20 Chromebooks to expand both direct instruction in mathematics and increased exposure and math practice opportunities, digitally.
- **Date:** June 2017-Reading- We have set an ambitious goal of more than 78% of students will demonstrate on grade level reading skills as measured by the DIBELS (K & 1<sup>st</sup> grade) and by the NWEA (2-4<sup>th</sup> grade) by May 2018. We will continue to assess, monitor progress and adjust levels of direct reading instruction accordingly. Direct instruction includes extended learning opportunities.
- **Date:** June 2017- We will encourage and support an annual student attendance rate of at least 95% for the 2017/18 academic year.

**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.

Students receive differentiated instruction based on review of student work samples, classroom formatives and other formalized methods of assessment, like, the DIBELS and the NWEA. Other factors are considered to buffer at risk students. Students receive additional instruction during the school day if the family struggles with on time and/or regular attendance.

**Annual Update to this component:**

**Date:** June 2017- Students receive direct instruction with qualified staff and evidence based reading programs. The neediest readers are taught by the most knowledgeable instructors; these instructors may utilize Orton Gillingham methodology if the student profile warrants. The building principal plans to complete the Orton Gillingham training during the 2017-2018 academic year to expand understanding of accurate reading problem identification and effective related intervention.

**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.

Students are provided timely reading instruction regardless of when they enroll at the school. School Street School teachers and instructional staff screen new students in reading immediately with the DIBELS and consider which tier and what type of intervention is needed. Extended learning

opportunities are recommended if warranted. Extended learning consists mainly of face to face instruction before or after school. This year a few students received additional practice opportunities by way of technology before and during the school day with Mindplay.

**Annual Update to this component:**

**Date:** June 2017- We will continue to offer extended learning opportunities before and after the school day and during the summer. We plan to add a second math interventionist to increase direct instruction minutes for students who require additional small group instruction. We also plan to purchase twenty Chrome books to support additional math exposure and practice opportunities. We saw excellent math results with a classroom that utilized the math app Front row to remediate weak NWEA goal areas.

**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.

- The school vision is that of a thriving community and particularly for underserved populations. This was our first year with a full time social worker. The intended outcomes of this full time position was to support families and shore up school engagement. We have many families that are under resourced and as a result are doubled up or homeless. The social worker connected families with weekend food supplies as well as a wide range of community resources.

**Annual Update to this component:**

**Date:** June 2017- The full time social worker monitored kindergarten attendance as one indicator of student/family engagement. This August 2017, we will have the social worker participate in the kindergarten Busy Bee camp and, during the school year, focus energy on identified, tier two level attendance families. This attendance emphasis will be supported by teachers, the principal and the district protocols.

**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.

- We continue to monitor a range of indicators that screen academic, behavioral and social needs through well-established means of data collection, review and adjustment. Direct instruction is central to achievement and social functioning. Building level leadership is focused on supporting structures and utilizing resources that support student achievement, family engagement and teacher successes. We connect students with intervention based on level of need and have no intention of stopping this practice. We also monitor attendance and wrap around families to the extent needed to ensure student participation; wrap around varies based on the level of attendance challenge. Extended learning opportunities are often part of the attendance support plan.

**Annual Update to this component:**

**Date:** June 2017- As of June 26, we selected a few strategies to boost student attendance for a particularly level of absenteeism; these strategies will be employed for the 17-18 academic year. We will sustain existing literacy practices and begin to enhance our systematic approach for students who struggle in mathematics. School level professional development will compliment students' needs.

**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.

- The vision for the school is that of a thriving, inclusive learning community that prepares students to successfully transition to grade five with the following essential exit outcomes: on-level or higher reading and math skills as well as a strong sense of what a healthy friend and productive community member entails. Responsive Classroom and Multi-Tiered Systems of Support organize decisions and resources to support these essential academic, civic and social student outcomes. The school climate and culture is moving towards an efficient professional learning community that holds members accountable and looks to data to drive decisions and align/braid resources.

**Annual Update to this component:**

**Date:** June 2017- We will continue to monitor student progress particularly how well students exit our school- academically and socially- by various forms of measurement (SWIS, DIBELS, NWEA, PACE and less formal methods like sending and receiving teacher perceptions).

**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.

- Rochester schools have teacher and building-specific SMART goals to focus time and resources on improvement cycles. The district promotes the role of student agency and personalized learning as a means to improve student achievement and essential work skills.

**Annual Update to this component:**

**Date:** June 2017- We met our schoolwide, district reading goal and met the Highly Effective criteria for percentage of students reading on grade level (K-4) based on May 2017 end of year data. We set the goal higher for the 17-18 academic year and added a math goal. We also met the schoolwide attendance goal for 16-17 and set a higher goal for the 17-18 academic year.

**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.

We will continue to follow our information share and review process that includes:

- Incorporate Title I home-school contract component in August Open House for families
- Provide Title I Information Session for Families in September

- Include Title I information at annual, televised October School Board Presentation
- Include Title I Review Sessions in PTO meetings Sept/Nov-Dec/May
- Provide Title I Review Meetings for All Staff in Sept/Nov-Dec/May
- Participate in Title I District Meetings over course of school year
- Complete the formal Title I evaluative process & documentation that supports implementation

#### 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.

- The school will continue to honor district and State level requirements in the hiring of qualified teachers for content areas.

**Annual Update to this component:**

**Date:** June 2017- This process is ongoing and will reflect district and State level requirements over time.

**(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 instructional paraprofessionals who work in a Title I Schoolwide Program School must meet the highly qualified requirements regardless of source of funds (federal, state or local).

**Annual Update to this component:**

**Date:** June 2017- This process is ongoing and will reflect district and State level requirements over time. The Rochester School District embeds professional development in the para-educator work schedule by way of a Para-Academy.

## 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.

All instructional paraprofessionals who work in a Title I Schoolwide Program School must meet the highly qualified requirements regardless of source of funds (federal, state or local). Here are a few items to support high quality, ongoing professional development at the school and at the district level:

- The district is in the process of revamping its Master Plan of Professional Development with the goal of improved personalization for its educators to include Para-Academy, district wide early release time for certified staff and building level professional development
- The district is partnering with Ed Initiatives to phase in greater levels of student agency and personalization. Our school will participate in the 2018-2019 school year- third district cohort- it provides educators will significant professional development opportunities
- The Rochester administrators are expected to stay current with educational research as well as to maintain a commitment to improvement as leaders and learners
- Pete Hall mentored the principal during the 2016-2017 academic year

### Annual Update to this component:

**Date:** June 2017- School Street School and its leadership will continue to be focused and strategic regarding building level professional development. Pete Hall was an incredible mentor who improved the principal's capacity as a visionary and instructional leader. School Street School will continue to participate in district level professional development opportunities.

### (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.

- The school has identified the ongoing need to maintain an understanding of best practices in supporting high rates of literacy.
- Based on recent math data trends, we will explore and select one or two evidence based instructional practices to improve our students' math outcomes. This work will be embedded in school level staff meetings.

### Annual Update to this component:

**Date:** June 2017- We will continue our professional development focus on reading and expand it to include mathematics for the 2017-2018 academic year. We will look to May 2018 NWEA data to look at degree of impact and then adjust accordingly.

## **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.

- The district actively seeks highly qualified staff through its hiring process.

**Annual Update to this component:**

**Date:** June 2017- There is an active New Teacher Orientation Committee that meets regularly meets to organize and to plan for new teachers. This group oversees the formal New Teacher Orientation process that kicks off annually in August. Mentors are also assigned through this committee.

## **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.

We will continue to follow our information share and review process that includes:

- Incorporate Title I home-school contract component in August Open House for families
- Provide Title I Information Session for Families in September
- Include Title I information at annual, televised October School Board Presentation
- Include Title I Review Sessions in PTO meetings Sept/Nov-Dec/May
- Provide Title I Review Meetings for All Staff in Sept/Nov-Dec/May
- Participate in Title I District Meetings over course of school year
- Complete the formal Title I evaluative process & documentation that supports implementation

**Annual Update to this component:**

**Date:** June 2017- We will continue to follow this process to support the design, implementation and evaluation of the 2017/18 schoolwide plan

**(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.

- Include Title I Review Sessions in PTO meetings Sept/Nov-Dec/May,
- Provide Title I Review Meetings for All Staff in Sept/Nov-Dec/May,

**Annual Update to this component:**

**Date:** June 2017- at both our parent and staff review meetings we examine data, look for trends and discussed what appears to work and/or strategic next steps. Data review includes attendance data, SWIS data and DIBELS/NWEA achievement data. We invited our district Title I coordinator to join us for the mid-year staff review. This year, we will invite the Title I coordinator to a PTO review meeting.

**(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 will continue to follow our information share and review process that includes:

- Incorporate Title I home-school contract component in August Open House for families
- Provide Title I Information Session for Families in September
- Include Title I information at annual, televised October School Board Presentation
- Include Title I Review Sessions in PTO meetings Sept/Nov-Dec/May
- Provide Title I Review Meetings for All Staff in Sept/Nov-Dec/May
- Participate in Title I District Meetings over course of school year
- Complete the formal Title I evaluative process & documentation that supports implementation

**Annual Update to this component:**

**Date:** June 2017- We will continue to follow this process to support the design, implementation and evaluation of the 2017/18 schoolwide plan

**(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.

- We used Infinite Campus reminders, Twitter and Facebook as a means to invite parents in addition to paper invites. The strategy that is the most reliable for increasing family and community involvement in decision making about the school and the students has been personal invites to meetings about a day before the scheduled meetings.

**Annual Update to this component:**

**Date:** June 2017- We will continue to use social media to inform and to invite families and community members as well as paper reminders and blurbs in monthly newsletters. We will continue to invite family members by phone or at school arrive and dismissal times.

**(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.

- Parents have opportunities to make decisions, like, how best to revise our Title I informational brochure (Spring 2016 work session)
- Parents provide input on attendance improvement strategies (Fall 2016 PTO meeting roundtable discussion)
- Parents provide feedback on important school indicators, like, attendance and achievement data sets (Sept/Nov-Dec/May Meetings)

**Annual Update to this component:**

**Date:** June 2017- We will continue to include parents in decisions and data reviews and will have them look at our home/school compact for an update during the 2017-18 academic year.

**(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.

- Parents provide feedback on important school indicators, like, attendance and achievement data sets (Sept/Nov-Dec/May Meetings) and are encouraged to share perceived barriers to school attendance/family engagement/student achievement
- Provide Title I Review Meetings for All Staff in Sept/Nov-Dec/May- examine trends, select building level responses and align leadership focus with strategic allocation of resources
- Participate in Title I District Meetings over course of school year- learn about regulatory considerations and how other schools are improving plans and engaging families

**Annual Update to this component:**

**Date:** June 2017- We will continue to engage families and staff in the work of design, implementation and review of our schoolwide plan. We plan to add a step by including important information about the 2016-2017 school goals in the welcome back letter from the principal.

## **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.**

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.

### **Transition to Kindergarten at School Street School**

School Street School cohosts transition meetings for students receiving special education or Head Start services in April. At these meetings, new families meet School Street School Staff. There, staff provides information regarding our Busy Bee Camp held in August. The goal of the camp is to provide new kindergarten students and families a chance to meet the staff, navigate around the building and experience fun, enrichment activities in preparation for the new school year. Last year, we held our second August transition Busy Bee camp. We received positive feedback from new families and noticed less difficulties with kids and families separating during the first weeks of the year than in comparison to previous years. This year we plan to fold our social worker into the Busy Bee Camp with the goal of establishing additional connections for families.

### **Transition from 4<sup>th</sup> to 5<sup>th</sup> grade @ Chamberlain Street School**

Our exiting fourth graders participate in yearlong events at the school they'll attend for fifth grade. Their first event occurs in September of grade four! Families are encouraged to visit the receiving school by participating in their hosted family fun Events. Both teaching teams meet in the spring to build class lists and think about instructional needs of the students as part of the transition from fourth to fifth grade.

### **Annual Update to this component:**

**Date:** June 2017- We will sustain the above to support pre-school and fourth grade transitions. Our school vision is based on the desire that our students will be well prepared to transition to fifth grade as healthy friends, active community members and skilled learners.

## **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.

The district expects onset, mid and end of year analysis of student/class/grade level data with pre-set data collection windows. School level teams sit, review results and adjust instruction based on student needs every three months in response to benchmark data. Student progress is also reviewed by way of monthly PLC meetings with vertical teaching teams. Annual school data is televised each October as part of a school board presentation cycle. During the 2016-17 academic year, the Title IA plan included ongoing consultation with mentor Pete Hall and the principal. Student achievement results are also shared at PTO meetings.

**Annual Update to this component:**

**Date:** June 2017- We will continue to follow this model of assessment and review for the 2017-18 academic year.

**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.

- Extended learning opportunities run from mid-September to mid-June with before and after the school day sessions
- We have ongoing data collection to drive decisions and resources for academic and social/emotional needs that is tiered and based on extend of remediation
- We added a math interventionist in February 2017 to expand our small group, direct instruction capacity
- We have a cadre of Orton Gillingham certified instructors to respond to our neediest readers
- We offer a Summer Academy
- We provide links to academic games & resources on our school website for anytime learning

**Annual Update to this component:**

**Date:** June 2017- We plan to add a 2<sup>nd</sup> math interventionist in Sept. 2017 to expand our capacity to provide small group math instruction. We plan to purchase 20 Chrome books to support daily access to technology to support additional practice on line for programs like Front Row and IXL Math. We opened our Summer Academy 2017 to all students in an attempt to boost enrollment. If enrollment remains low, we may not offer the academy next summer.

**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.

- Federal programs are coordinated by a few individuals at the district level given the size of the school district.

**Annual Update to this component:**

**Date:** June 2017- The central office level staff will continue to coordinate and integrate services and programs as needed.

(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.**

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.

- School Street School does braid funds, CAP & Title I, for its Summer Academy Program
- School Street School does braid funds for its full time social worker with a combination of Title I and McKinney Vento

**Annual Update to this component:**

**Date:** June 2017, The district will continue to braid resources when appropriate at the central level.

(c) **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.

- N/A

**Annual Update to this component:**

**Date:** June 2017 N/A

**12. Program Evaluation:**

- 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.

We will continue to follow our information share and review process that includes:

- Incorporate Title I home-school contract component in August Open House for families
- Provide Title I Information Session for Families in September
- Include Title I information at annual, televised October School Board Presentation
- Include Title I Review Sessions in PTO meetings Sept/Nov-Dec/May
- Provide Title I Review Meetings for All Staff in Sept/Nov-Dec/May
- Participate in Title I District Meetings over course of school year
- Complete the formal Title I evaluation documentation that supports the process

**Annual Update to this component:**

**Date:** June 2017- We will continue to utilize the model above to monitor, review and adjust Title I implementation schoolwide.

- a. 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.

- We will continue to gather, examine and respond to student results in Sept/Jan/May
- We will continue to gather, examine and respond to students at-risk at monthly PLC meetings
- Families and Staff will continue to gather, examine and respond to schoolwide attendance patterns
- Families and Staff will examine and celebrate end-of-year math and reading achievement school results

**Annual Update to this component:**

**Date:** June 2017- We will continue to utilize this framework to review and adjust the impact of Title I with the entire school community.

**13. Letter of Intent:**

Letter of intent is attached to the Title IA Grant

Date: N/A- This is an annual review of our schoolwide Title I progress.

## Appendices