



(DRAFT- resubmitted April 16, 2018)

## Title I School-wide Program Plan for Christa McAuliffe School

- 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 School-wide Program Plan Rubric.

**Please complete the following details:**

**Name of School: Christa McAuliffe School**

**School Year: 2017-2018**

**Current Poverty Rate: Based on the New Hampshire Department of Education 10/01/2017 enrollment data, the Christa McAuliffe School had a total school enrollment of 356 students. For school year 2016-2017, the number of students eligible for Free and Reduced meals totaled 144 out of the 351 students which represents a 41.03% eligibility rate.**

**On December 8, 2017, a Letter of Intent was submitted to apply for New Hampshire Department of Education (NHDOE) Title I School-wide School. The Christa McAuliffe School has a poverty rate of at least 40% according to NHDOE so Christa McAuliffe School is eligible to apply and secure NHDOE Title I School-wide status during the school year 2017-2018.**

**In 2017-2018, the Christa McAuliffe School School-wide Team was comprised of Christa McAuliffe School Principal, educational staff from kindergarten through grade 5, reading specialist, coordinator of special education, educational assistants, and parents of Christa McAuliffe School. Our School-wide Team meets to discuss schoolwide goals and the process of moving forward to draft an application to move to a school wide Title I school.**

**Christa McAuliffe School has a mission to educate, challenge, and inspire all individuals to succeed as active, responsible members of their family, school and community with a focus on the following three school goals:**

**Goal #1: Student Achievement – Improve literacy and math skills of all Christa McAuliffe School students, with particular attention to improving the achievement of low performing students.**

**Goal #2: School Climate – Christa McAuliffe School will be a caring, inclusive, motivating and safe community responsive to individual needs through our PBIS work. There will be open, honest, respectful relationships. Students, families and staff will demonstrate a shared sense of belonging, ownership, and pride.**

**Goal #3: Parent & Community Partnerships – Enhance early interventions, family literacy programs, and home/school community partnerships to help all children come to school ready to learn and achieve at high levels.**

**Please check the appropriate option:**

**Initial Plan**

**Annual Update (Please leave the original School-wide Plan intact, and add your update in the section provided beneath each plan component.**

**1. Decision to become a school-wide school:**

**What was it that prompted your interest in becoming a school-wide school? In 2017-2018, Christa McAuliffe School undertook a comprehensive school reform effort in order to educate, challenge, and inspire all individuals to succeed as active, responsible members of their family, school and community based on the three goals of 1.) increasing student achievement, 2.) improving school climate and 3.) improving our Christa McAuliffe School parent & community partnership. Moving forward with the school wide status will provide all students with opportunities for personalized learning and increase parent engagement. It will also give our school the flexibility to use all available resources to meet the specifically identified needs of our students.**

**(b) How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners?** In school year 2017-2018, Christa McAuliffe School is a Title I targeted assistance school that can only provide Title I reading and mathematics programming to Title I eligible students. If Christa McAuliffe School was approved to become a Title I school-wide program, Christa McAuliffe School's educational work will be based on a comprehensive reform strategy designed to upgrade the entire educational program in the Christa McAuliffe Title I school. Components of the comprehensive reform strategy will include a master schedule that allows numerous staff members to support grade level intervention blocks, research based explicit instruction with Foundations, Wilson, Lexia, Leveled Literacy Interventions(LLI) and Dreambox.

Based on the NHDOE Free and Reduced Oct. 1, 2016-2017 data Christa McAuliffe had a poverty percentage of 41.03%.. The focus is on improving the achievement of our lowest achieving Christa McAuliffe School students. Schoolwide status allows for greater flexibility of the use of Title I funds to support a system that provides supplemental instruction to all students. Targeted programming can and should do push-

in whenever appropriate. It also supports shared resources and a model that will increase personalized learning resulting in students reaching proficient and advanced levels of achievement at Christa McAuliffe School. These interventions are agreed upon and implemented across the district. Staff will be able to increase differentiated small group lessons to students based on common formative assessments and using progress monitoring tools. Title 1 schoolwide program will allow for additional instruction for those students who need it. Christa McAuliffe School had developed a shared vision and mission and the transition from moving from targeted to schoolwide Title I are embedded in both our vision and mission of our school and being able to educate the whole child.

Side-by-side description of our intended changes:

2017 – 2018 Current targeted programing	2018 – 2019 School-wide Title I programing
<ul style="list-style-type: none"> <li>Students receive Title I interventions in a pull-out model with other students that meet the criteria to receive services. A title I tutor provides the intervention</li> </ul>	<ul style="list-style-type: none"> <li>Students will receive intervention services from the most qualified staff member (Title I tutor, special education teacher, classroom teacher, literacy specialist)</li> </ul>
<ul style="list-style-type: none"> <li>Groups are based on IEPs and Title I criteria to receive services</li> </ul>	<ul style="list-style-type: none"> <li>Students can be grouped based on academic needs</li> </ul>
<ul style="list-style-type: none"> <li>Staff can only support students that are targeted to receive services and have signed permission slips</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be able to have more flexibility with student groups and increase the number of students receiving interventions</li> </ul>
<ul style="list-style-type: none"> <li>Resources/materials can only be used for the students targeted</li> </ul>	<ul style="list-style-type: none"> <li>Resources/materials can be used school wide for any students that require an intervention</li> </ul>

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

The Christa McAuliffe School has identified three goals in becoming a schoolwide school. The three goals focus on student achievement, school climate, and parent and community partnership.

The impact of this transition for students is anticipated to:

- Improve student achievement in all areas for all kindergarten through grade 5 Christa McAuliffe School students.
- Advance staff proficiency in using a PBIS model to make data driven decisions to inform instruction in both academics and social-emotional-behavior and enhance the multi-tiered support system (MTSS) for interventions and extensions.
- Enhance climate and culture at Christa McAuliffe School that provides all students and staff with a caring, inclusive, motivating and safe community responsive to their individual academic, social, and emotional needs. There will be open, honest, respectful relationships.
- Students, families, and staff will demonstrate a shared sense of belonging, ownership, and pride.
- Enhance early interventions, family literacy and math programs, and home/school community partnerships, social and emotional programs/resources to help all children come to Christa McAuliffe School ready to learn and achieve at high levels.

The impact of being a Title I School wide Program on Christa McAuliffe School students is that the school community would benefit from:

- Having the flexibility to service all students who need additional instruction to master College and Career Ready Standards. Christa McAuliffe School hopes to be able to operate as a school-wide Title I program that does not need to identify particular students as eligible to participate in Title I programming.
- To identify services that will be supplemental to our universal tier. If Christa McAuliffe School is able to operate as a school-wide program then it does not need to provide specific services that supplement the services participating students would otherwise receive.

## 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.

Based on the October 1, 2017 NHDOE enrollment data, the Christa McAuliffe School has a total student enrollment of 412 students which is detailed by:

- Kindergarten student enrollment = 56
- Grade 1 student enrollment = 74
- Grade 2 student enrollment = 67
- Grade 3 student enrollment = 71
- Grade 4 student enrollment = 78
- Grade 5 student enrollment = 66

**Our needs assessments were based on the following surveys and data collected throughout the 2016– 2017 school year.** In the spring of 2017, the staff, parents and students completed a climate survey that assessed the school’s current culture and climate. The results of our climate surveys were consistently over 85% positive towards culture and climate in the school setting, both parents and students were surveyed. The PBIS survey revealed the following: Our School-wide Team analyzed the results and created a pre/post climate needs assessment. The results from this survey were embedded in our action steps of student achievement, school climate, and parent & community partnership. Based on the PBIS survey students feel safe at school, they have strong, trusting relationships with staff, and that their opinions and voice are respected.

Christa McAuliffe School has also developed and completed a PBIS universal assessment on internalizing/externalizing behaviors of our students. With this data, teachers completed the concerns/needs/stressors assessment. All the data collected assisted the team in identifying students that would benefit from tier II interventions in social/emotional programs. All parents of students that were selected to participate in either Coping Cat, Zones of Regulation, Check in/Check out, Silent Mentors or Mindfulness were notified by the Team and the intervention goals were communicated to the parents. Parents were offered opportunities to provide the school with feedback and suggestions.

Parents of Title 1 students have been surveyed and the survey reveals positive and high level of satisfaction of the Title 1 school day, extended day and summer programming. The parents report a high level of satisfaction of the reading and math interventions implemented with each Title 1 child.

Parents have been notified of their child’s progress in Title 1 each marking period with a district wide Title 1 progress report mirroring the the district report card. Title 1 staff progress monitor the students success with closing the gap in reading and math. This progress is shared with

general education teachers and parents on a routine basis. The school holds collaborative meetings that summarize student performance data and Title 1 enrollment data. This data drives decisions on the implementation of evidence based interventions.

During scheduled collaborative meetings, teams review data and analyze students' work/assessments to make instructional decisions for re-teaching skills in ELA and math. Data from progress monitoring in AIMSweb and in Lexia were reviewed monthly. Staff meetings and curriculum time were focused on topics that were identified at meetings and in our surveys. Parents and teachers were surveyed on our current Title I model and provided feedback in ways we can increase opportunities for parent engagement and improve our services.

**Literacy 2016 (Fall 2016) (Percent of students scoring proficient and above)**

Measure	Grade	CMS SES	CMS non-SES	CMS SPED	CMS Boys	CMS Girls
Fountas & Pinnell	1	13	68	17	36	58
	2	46	84	29	68	70
	3	57	71	40	62	68
	4	57	76	29	74	62
	5	74	90	50	78	91
AIMSweb	K (LNF)	30	65	56	54	52
	1 (LSF)	21	26	0	17	31
	2	33	57	17	44	51
	3	31	57	0	31	59
	4	31	67	14	51	52
	5	44	62	9	50	61

**Literacy 2017 (Fall 2017) (Percent of students scoring proficient and above)**

Measure	Grade	CMS SES	CMS non-SES	CMS SPED	CMS Boys	CMS Girls
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Fountas & Pinnell	1	25	73	43	63	50
	2	50	76	33	60	74
	3	35	83	22	61	72
	4	55	83	36	75	70
	5	83	90	50	91	84
AIMSweb	K	32	43	60	42	33
	1	13	55	27	41	38
	2	35	60	33	46	56
	3	33	61	0	47	56
	4	37	61	6	42	59
	5	32	78	33	50	72

**2015 – 2016 District Measures in Smarter Balanced and PACE: (Percent of students scoring levels 3 and 4)**

Measure	Grade	CMS SES	CMS non-SES	CMS SPED	CMS Boys	CMS Girls
ELA SBAC	3	18	49	0	30	47
Math SBAC	4	12	77	37	49	61
Math PACE Task	3	3	15	4	13	9
ELA PACE Task	4	37	75	39	54	72
Science PACE Task	4	29	63	31	37	68
Math PACE Task	5	37	52	21	54	39

ELA PACE Task	5	45	64	11	60	57
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**2016 – 2017 District Measures in Smarter Balanced and PACE: (Percent of students scoring levels 3 and 4)**

Measure	Grade	CMS SES	CMS non-SES	CMS SPED	CMS Boys	CMS Girls
ELA SBAC	3	42	62	19	45	61
Math SBAC	4	43	70	0	58	60
Math PACE Task	3	21	50	15	40	34
ELA PACE Task	4	58	71	35	58	74
Science PACE Task	4	38	54	20	40	55
Math PACE Task	5	40	68	32	49	66
ELA PACE Task	5	36	59	27	45	55

Scores from our district 3<sup>rd</sup> grade ELA Smarter Balanced for 2017. Christa McAuliffe students show substantial growth in their scores during the period of 2015 through 2017 school years.

	2015 % Proficient or Above	2016 % Proficient or Above	2017 % Proficient or Above
<b>Concord</b>	<b>38</b>	<b>45</b>	<b>52</b>
<b>Abbot-Downing</b>	<b>40</b>	<b>42</b>	<b>45</b>
<b>Beaver Meadow</b>	<b>46</b>	<b>39</b>	<b>58</b>
<b>Broken Ground</b>	<b>35</b>	<b>52</b>	<b>54</b>
<b>Christa McAuliffe</b>	<b>33</b>	<b>41</b>	<b>53</b>

**Date: Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

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

Christa McAuliffe School is a neighborhood school serving the school age population of kindergarten thru grade 5. Christa McAuliffe School is known as a caring, inclusive, motivating and safe community. It is responsive to individual student academic, social, and emotional needs. There is open, honest, respectful relationships. Christa McAuliffe School students, families, and staff demonstrate a shared sense of belonging, ownership, and pride.

Based on 2017-2018 October 1, 2017 enrollment data, there were 412 students in kindergarten through fifth grade. Christa McAuliffe School has a most diverse student population, with the following demographics:

- Kindergarten student enrollment = 56
- Grade 1 student enrollment = 74
- Grade 2 student enrollment = 67
- Grade 3 student enrollment = 71
- Grade 4 student enrollment = 78
- Grade 5 student enrollment = 66

As for enrollment by race/gender:

Male students = 200 at 48.5%

Female students = 212 at 51.5%

Asian or Pacific Islander students = 18 at 4.4%

Hispanic students = 15 at 3.6%

Black students = 29 at 7%

White students = 343 at 83.3%

Selected Populations:

Limited English Proficient = 15 at 3.6%

Free/Reduced Lunch = 144 at 41.03%

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**(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.**

At the initial point of the school year 2017-2018 Christa McAuliffe School application process to be NHDOE Title I School-wide, a comprehensive needs assessment, and surveys of parents and staff were conducted in an inclusive manner. It reached all the Christa McAuliffe School families and members of the community (including general education, special education, Limited English Proficient as well as low-achieving students). The comprehensive needs assessment paid particular attention to the needs of educationally disadvantaged children and students with disabilities and



on IEPs. The Christa McAuliffe needs assessment considers the professional opinion and voice of all members of the school community, including regular education, Limited English proficient as well as low achieving students. Parents are given a voice to express their opinion on the school's needs, including a very active PTO that meets on a monthly basis providing parent discussion forums. These suggestions are infused in an on-going process of progress monitoring of our educational services at Christa McAuliffe School.

From December 2017, the Christa McAuliffe School identified school and students' needs, focused on goals and activities that directly address school and students' needs, and obtained staff commitment for schoolwide reform. Moreover, the school has demonstrated the capacity to achieve better results for Christa McAuliffe School students and families when school energies and resources were focused on student achievement. For 2017 -2018 and beyond, the Christa McAuliffe School continues its work in educating Christa McAuliffe School students based on this collaborative approach embedded in data driven decision-making and a climate of shared ownership.

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

The Christa McAuliffe School neighborhood is a diverse, caring community, with many families facing challenges of living in low income housing, mental and behavioral health issues, living with a single parent, being raised by a grandparent(s), homeless circumstances, and children who have not attended a licensed preschool or child care center prior to Kindergarten. Many families struggle with issues of isolation, limited financial resources, functional literacy, and limited parenting skills.

The current educational program strengths include: Christa McAuliffe School uses researched based programs in both literacy and mathematics, a reading specialist and a district math coach provides the staff with professional development on effective practices and using student assessment data to drive instructional decisions that support our school-wide response to interventions. Christa McAuliffe School implemented a PBIS model this school year and focuses on student achievement in social-emotional-behavior and shared ownership of instruction of social skills. This model has allowed the staff to effectively monitor struggling student's progress and implement interventions at each grade level. Our collaborative approach has increased the number of students who are receiving tier 2 interventions.

In the past students were pulled during Independent work time from their classroom to receive intervention services. With the implementation of the I/E block we have reduced that time as students are now being seen during the I/E time, reducing the amount of time they miss from class. Becoming a schoolwide program would allow for an increased number of students at each grade level to receive supplemental instruction without diluting the needed supports.

Based on our universal assessment data, our current educational program needs include: Christa McAuliffe School needs additional flexibility to service our most educationally disadvantaged children, so that we can increase student achievement at all levels. A master schedule is needed that supports staff resources embedded in a multi-tiered support system. This schedule will align interventionist schedules and increase the

number of students at each grade level that can be offered small group supplemental instruction. Additionally, professional development opportunities to increase the staff's capacity to understand current research and implement effective instructional practices.

The results of 2017-2018 educational programming activities to address the needs include:

As a school we have monitored our action steps and have provided the staff with numerous opportunities to collaborate and respond to student data, surveyed the staff on our climate and developed goals that support the growth of our school culture, planned events that connect parents both literacy and math standards at every grade level. Families have been invited to attend math nights, a STEM night, a literacy night, book fairs, spaghetti dinner, movie nights, a Big Band Dance and our welcome back event. Our PTO has hosted monthly discussion forums led by experts from the community and the school to engage parents in education and conversations. These events were well attended and feedback was overwhelmingly positive.

The student data included results in Fountas and Pinnell Benchmark, AIMSweb, BEAR Feature Analysis, LEXIA, Word Journeys, Eureka modules, Primary Numbers Operations Assessment, Writing assessments, PACE, Smarter Balanced and OGAP assessments.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**(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.**

Based on the 2016-2017 comprehensive needs assessment, the specific need areas are listed in priority. The school-wide plan objectives to be addressed in 2018-2019 are:

Goal #1: Student Achievement – Improve the literacy and mathematics skills of all Christa McAuliffe School students, with particular attention to improving the achievement of low performing students by providing research based interventions, progress monitor to close the gap in reading and/or math.

Goal #2: School Climate – Christa McAuliffe School will be a caring, inclusive, motivating and safe community responsive to individual needs. There will be open, honest, respectful relationships. Students, families, and staff will demonstrate a shared sense of belonging, ownership and pride. A PBIS model has been implemented to foster a climate of data driven decision making which will also enhance the multi-tiered support systems (MTSS) for interventions and extensions. Throughout the school year there are numerous activity reinforcers or incentives to support the Schoolwide behavior expectations.

Goal #3: Parent & Community Partnerships – Enhance early interventions, family literacy and math programs, and home/school community partnerships to help all children come to Christa McAuliffe School ready to learn and achieve at high levels. Families in the community are invited to attend weekly parent guidance educational opportunities and their children are invited to participate in a play-based social

emotional learning opportunity.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

### **3. Implementation of schoolwide reform strategies that:**

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

The Christa McAuliffe School will provide opportunities for all children to meet proficient and advanced levels of student academic achievement in the following ways:

- Create a school wide intervention schedule, which provides blocks of time at each grade level for interventions to occur and additional staff to support the small group instructional model
- Kindergarten and Intervention staff received professional development in Foundations and will implement tier 2 flexible groupings based on student achievement data/educational gaps
- Teachers will continue to work during collaborative meeting time to discuss student learning objectives, common assessments, and respond to progress monitoring of interventions and extensions.
- Christa McAuliffe School has developed a tier II team to support teachers and students with effective strategies and tools to monitor progress towards their individual goals, with the development of a tier III team as the next step
- Use of research based programs and integration of technology to enhance student achievement, examples include: Lexia Core 5 Reading System, Reflex and Dreambox.
- A new standard based report card was developed and utilized last school year with opportunities for professional dialog and ways to continuously improve on opportunities for students to transfer skills in authentic ways. Teachers will continue to collect evidence of student's transfer skills and engage in professional conversations on the best teaching methods to differentiate as needed.
- A new standard based progress report was developed by reading specialists and interventionists.
- Extended day programs for our students in kindergarten through fifth grade with after school teachers and tutors in both reading and math
- Personalized learning instruction utilizing Lexia Core 5 Reading System and DreamBox Mathematics Intervention.

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

- i. **Strengthens the academic program;**

In order to strengthen the academic program of Christa McAuliffe School, the staff will use effective methods and instructional strategies that are based on scientific based research that include: Lexia Core 5, Fountas and Pinnell Reader’s Workshop model, Eureka Math, DreamBox, Number Worlds, Foundations, Wilson, Words Their Way, Lucy Calkins Writing Workshop, and Leveled Literacy Interventions.

Intervention strategies with promising or strong level of evidence will be implemented in both reading and math. Christa McAuliffe will use the U.S. Dept. of Education “What Works” clearinghouse of evidence based interventions and/or the NH Department of Education list of Evidence Based Interventions.

Professional development opportunities included:

Our kindergarten teachers and intervention staff received training in the implementation of Foundations. All classroom teachers receive on-going professional development in implementing the Eureka Math program, the levels of questioning required for the new Fountas and Pinnell Reading Benchmark aligning with the Fountas and Pinnell continuum. Continuous professional development by Lexia consultants occur 3-4 times yearly. All of these professional development opportunities has extended our capacity in the areas of universal instruction and interventions. Evidence that supports this growth is recorded in our professional development blocks minutes and in student achievement data.

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

In school year 2014-2015, Christa McAuliffe School reviewed their master schedule with Dr. Michael Rettig (a scheduling consultant) which resulted in implementing, 2-30 minute intervention and enrichment blocks daily with a six-day rotation. This results in increasing the amount of learning time within the school day. This is a nationally recognized intervention and enrichment model. The school has also increased the amount of learning time through Title I extended day programming, Title I extended kindergarten programming, and Title I extended school year programming.

Contingent upon available school year funds for 2018-2019 Christa McAuliffe will consider the availability of extended day Kindergarten.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

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

The Christa McAuliffe School has programming and strategies for serving the historically underserved populations of New Americans, ELL students, homeless and migrant students. ELL students are provided direct instruction in English, reading, mathematics and writing from NHDOE

licensed ESOL teachers and ELL tutor. The Christa McAuliffe School guidance counselor provides direct services and support under the McKinney Vento Homeless Act and local school funds to students deemed homeless or migrant. Instructional strategies that are utilized include small group direct instruction, visual aids, in class support during content time, extra time and support with difficult tasks, and check ins.

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**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;**

The Christa McAuliffe School students who are low-achieving or at risk of not meeting state standards are formally assessed. The low-achieving students are provided direct instruction and provided supplemental learning opportunities with scientific research-based interventions. Each low-achieving student is progress monitored to assess his/her learning growth in order to close the student's gap in learning. Our curriculum is aligned with College and Career Ready Standards and teachers design relevant and personal lessons that challenge our students. Our multi-tier support system includes a master schedule with blocks of time for interventions and staff to support students with precise learning goals based on student achievement data. Teachers provide students with differentiated lessons that embed all the modalities for each learning style.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

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

The Christa McAuliffe School staff meet monthly to analyze and collect student learning data. This data is used to determine if the needs of low-achieving students have been met. The professional staff use multiple sources of student learning data and progress monitoring data to develop student specific learning objectives for programming for each low-achieving student to close the gap on learning.

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

The Christa McAuliffe School administration and staff are provided supervision and technical assistance from the Concord School District Office of the Superintendent Title I Project Manager. This ensures that the Christa McAuliffe School's School-wide Plan is consistent with and are refined in design with implementation standards for state/local improvement plans. The Concord School District Title I Project Manager meets with the Christa McAuliffe School Principal and Christa McAuliffe School-wide Team to ensure consistency with state and local planning. The team reviews the state and local rubrics to make sure our action plan aligns with each target.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**vii. Action Plan and Timeline**

In order to consistently focus on school needs especially students who are low-achieving, the Christa McAuliffe School Principal and Christa McAuliffe School-wide Team schedule and hold student professional learning communities in the following manner:

- Data Team Meetings,
- Professional developmental grade level meetings,
- Fall Title I compliance meeting,
- Spring Title I compliance meeting, and Title 1 needs assessment and
- Title I End of Year Evaluation to assess from a summative assessment (teacher/parent surveys) perspective the Christa McAuliffe School's Title I School-wide Program strengths, weaknesses, and current/future needs.

**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.**

Christa McAuliffe School, through compliance with the Concord School District Human Resources Department employment policies and practices, hires qualified New Hampshire Department of Education credentialed professional staff. Staff who are hired at Christa McAuliffe School are selected based on their ability and capacity to best enhance the Christa McAuliffe School Title I school-wide plan. The staff will be provided professional development opportunities to continuously build their capacity to support interventions and the social and emotional skills of our students. Our Riverbend therapist will continue to strengthen our staff's skills in Mindfulness, Zones of Regulation, and Coping Cats. The 2017-2018 Christa McAuliffe School staff include:

- 1 principal,
- 1 guidance counselor,
- 1 reading specialist,
- 1 half-time special education coordinator
- 19 general education teachers,
- 3 special education teachers,
- 5.5 instructional support,
- 2.5 specialists,
- 1.5 administrative support, and
- 19 educational assistant
- 3 Behavior support staff, 2 Behavioral consultants on a monthly basis

By the start of the 2018-2019 school year all staff, professional and educational assistants and those providing instructional support will meet state licensure/certification requirements for working in a Title 1 schoolwide school.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**(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.**

The paraprofessionals (regardless of funding source) employed at Christa McAuliffe School meet all qualifications and requirements to work in the capacity of a paraprofessional in a Title I School-wide Program. Documentation is kept on file at both the Office of the Superintendent Human Resources Department and Christa McAuliffe School level. The Christa McAuliffe School administration, reading specialist, special education coordinator, and professional teaching staff supervise on a regular basis and within close proximity all Christa McAuliffe School paraprofessional staff.

All paraprofessionals regardless of their funding source will have para-educator 2 documentation kept on file at Christa McAuliffe School as well as at the office of the Supt. Schools for the Concord School District.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

### **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.**

The process for determining the professional development needs of the Christa McAuliffe School for principal, teacher, paraprofessionals and others as appropriate in this Title I schoolwide program occurs at the Christa McAuliffe School level and the Office of the Superintendent district level.

At staff meetings a portion of these meetings provide opportunities for staff to discuss professional development wants and needs. These wants and needs then become the focus for planned workshops, in-house training, out of building or district opportunities. Staff is surveyed for their professional development needs and the results are woven into their 3-year professional development growth plans. As well as the district's professional development plan. The results are shared with the assistant superintendent of instruction who leads the creation of monitoring of the district school and individual professional development plans. The professional development will be linked to the goals and objectives of the schoolwide plan as well as student performance.

From the district level, the Christa McAuliffe School administration and staff are surveyed on an ongoing basis by the Office of the Asst. Supt. for Curriculum and Office of Student Services – Title I Project Manager for professional development opportunities.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**(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.**

High quality and ongoing professional development occurs when a school system's master schedule strategically builds in professional development time into its school year and beyond school year professional development schedule. The Concord School District has professional development time built into its school year schedule by having four full days of professional development and multiple school-based curriculum after school sessions. The school year professional development time as well as summer professional development time allows the Christa McAuliffe School to implement high quality and ongoing professional development that meets the Christa McAuliffe School's identified needs relative to the Christa McAuliffe School-wide Program.

By the start of the school year 2018-2019 all instructional para-educators will meet the para-professional Level 2 NH licensure/certification rules.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

## **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 Concord School District aggressively seeks out and hires highly qualified NHDOE licensed staff. The Concord School District actively and publically promotes the high level of accomplishments of its students, staff and alumni. The goal of each job posting is to hire the best and brightest staff and retain the staff. In particular, Christa McAuliffe School professional staff are provided initial educator orientation, colleague mentoring, frequent meetings with administration, collegial support from peers and school-based and district professional development and support in order to attract and keep highly qualified staff.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

## **7. Strategies to increase family and stakeholder involvement:**

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

The Christa McAuliffe School Administration and educators frequently seek out the involvement of stakeholders including parents and community members to join our school wide team. We have found that by creating meaningful parent involvement activities we are consistently able to involve families in our school. Our activities include: PTO meetings and discussion forums, Christa McAuliffe School Wide Team meetings, PBIS



Universal team meetings, GROW initiative, staff surveys, and parent surveys. The above data is collected and factored into the design, implementation and evaluation for the Christa McAuliffe School-wide Plan. Data is collected on PTO family attendance, Back to School Night, Dances, School Fair, parent conferences, math night, STEM night, book fairs, entering Kindergarten Orientation. Data informs our future activities for involving stakeholders.

The family and community were asked of their opinion of Christa McAuliffe becoming a schoolwide program. The data has been collected through the PTO. The schoolwide plan draft and final form will be shared with parents and posted on the Christa McAuliffe website. The PTO has been a leader in commenting about the plan, offering feedback. The schoolwide plan was emailed as an attachment to families for their review and feedback. This feedback helped the plan evolve to its current status.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

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

Stakeholders had input in our school wide plan in the following ways:

- Staff voted unanimously to move to school-wide Title 1 status
- Title 1 staff learned from other schools in our district about the benefit of becoming a school wide Title I school
- Staff has been provided with professional development on research based interventions
- Collaborative meetings have provided time to discuss student achievement and set monthly goals
- Staff and administration have received consultation on improving school climate, eg. universal PBIS team
- PTO has been informed and collaborated on the benefit of being a school wide Title 1 school
- Parent involvement activities have been provided to grow our parent and community partnership

Our parent/teachers schoolwide committee which includes PTO meets monthly. These meetings are on Tuesdays, the dates are as follows: Sept. 5, Oct. 3, Nov. 7, Dec. 5, Jan. 2, Feb. 6, March 6, April 3, May 1, June 5. Monthly meetings include PTO officers, teachers, administration and a variety of parents representing K-5 families interested in learning about a variety of topics targeting behavior, academic and social emotional development.

A consensus decision process guides the schoolwide plan committee. This committee shares the activities of discussion and decisions that are made at the subsequent meeting and on the PTO website.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**(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 stakeholders (school, family, and community) receive timely information about the Christa McAuliffe Title I program including curriculum, assessments and the proficiency levels that students are expected to meet from the Christa McAuliffe School principal and staff. To support this school-based communication, the Concord School District Office of the Superintendent's Asst. Supt. for Curriculum, Director of Student Services – Title I Project Manager – Title III Project Manager, and District Student Performance Data Analysis Coordinator provide timely information and technical assistance to Christa McAuliffe School on curriculum, assessment, and proficiency levels all students are expected to meet. The Christa McAuliffe School principal and staff provide timely information about all programing including the curriculum, assessments, and proficiency levels students are expected to meet through NHDOE student reporting, local assessments, parent curriculum nights, PTO meetings, website postings, email, Principal messages, newspaper articles, and Concord School District school board committee meetings posted on the local cable TV. Parents also receive progress reports and have routine conferences with classroom teachers and may request conferences with title 1 staff. The PTO, parents of Title 1 students, Title 1 Annual meeting, and Stakeholders received timely information about the Title 1 program and their child's progress based on a model of a two-way dialogue.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

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

The Christa McAuliffe School principal and staff frequently seek to increase family and community involvement in decision making opportunities about school programs and their child's education by hosting school-wide events such as Back to School Nights, Breakfast and Books, Parent Involvement Meetings, Math Curriculum Nights, STEM night, teacher-parent conferences, newsletters, home visits, email, telephone calls and transporting parents to the Christa McAuliffe School who do not have transportation to attend a meetings on their child's education. Our school website also provides opportunities for parents to review documents and provide feedback. Families are given an opportunity at the Title 1 annual meeting to make decisions on student plans, activities for parents, insight into the title 1 plan each year, and are invited to observe their child in the Title 1 setting.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**(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).**

During school year 2017-2018 Christa McAuliffe School provided the following training activities and decision making opportunities for parents that include:

- Breakfast and Books

- Annual Title I parent/guardian involvement policy – parent/guardian compact and school plan, November 2017
- Monthly PTO meetings and discussion forums
- STEM Night
- Math Night
- Parent-Teacher conferences
- Back to School Night
- Grade level curriculum celebrations

During the 2018 – 2019 school year Christa McAuliffe School plans to provide Christa McAuliffe School families with the following opportunities:

- Math nights
- Grade level curriculum celebrations
- STEM Night
- Literacy events
- Monthly PTO meetings and discussion forums
- Back to School Night
- School Fair
- Book Fairs
- Opportunities that families may suggest

The annual meeting which coincides with Breakfast and Books was attended by 38 families. During this time parents were given a survey to guide parent involvement activities. Parents noted they had interest in math information sessions, open communication with Title 1 staff and opportunities at PTO to discuss the schoolwide application process. The district Parent/Guardian involvement policy was dated, copied and shared with the Title 1 parent group.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

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

The Christa McAuliffe School principal and Reading Specialist uses and infuses the parental and staff evaluations of the Christa McAuliffe school-wide program into the improvement of the plan. The Christa McAuliffe School Title I plan for 2018-2019 includes programming improvement for school day programming, extended kindergarten programming, extended day programming, parent involvement activities, and support for students deemed homeless.

Once this data is collected and reviewed this will inform the activities for the 2018-2019 parent/community involvement for Title 1.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

### **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.**

The Christa McAuliffe School works to maintain a highly successful transition process at the entering Kindergarten level, Kindergarten to grade 1, grade 1 to 2, grade 2 to 3, grade 3 to 4, grade 4 to 5 and grade 5 to grade 6 at Rundlett Middle School. The Christa McAuliffe School principal, guidance counselor, coordinator of special education, and staff strategically plan and implement developmentally appropriate transitional activities and events so that the change from entering kindergarten, kindergarten to grade 1 to grade 2 to grade 3 to grade 4 to grade 5 to grade 6 at Rundlett Middle School occurs smoothly for both the student and his/her parent/family. On the last day of the school year, students experience a “move up” day when they spend thirty minutes with their grade level team and classmates for the following year. Our incoming kindergarten students and families come to school on the first day and the kindergarten teacher designs a meet and greet day. Over the summer months, selected incoming kindergarten students attend our kindergarten academy which is held at Christa McAuliffe School. Our fifth grade students go on a field trip to the middle school during the last weeks of the school year to meet staff and spend half the day getting acclimated. This past year the principal from the middle school came to Christa McAuliffe School to answer students’ questions and offer advice to make the transition smooth and successful.

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### **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 Christa McAuliffe School teachers meet with the Christa McAuliffe School principal and School wide team on a regular basis. Each meeting, naturally includes all teachers and specialists, utilizes current student academic assessments and social/emotional/behavioral assessments to inform and drive the improvement of all student achievement. It is the expectation of the Christa McAuliffe School teaching staff that current academic and social assessment results drive the decision making that leads to the improvement of achievement and closes the gap on learning for all students kindergarten through grade 5.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**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.**

At Christa McAuliffe School, students who are having difficulty in meeting academic expectations are provided access to the grade level general education curriculum. For those students who are having difficulty in meeting academic expectations, each student is assessed for his/her strengths, weaknesses, and areas of deficiency and are provided supplemental instruction with a scientific research-based intervention during the Christa McAuliffe School day Intervention Block(s), extended day programming and/or extended school year programming. The student, parent and grade level teacher/s are provided progress monitoring reports to document the level of success the student has in closing his/her learning gap. Universal assessments are assisting with identifying students who have gaps in their progression of skills and require additional tier 2 instruction. Teachers are reviewing student data at monthly collaborative meetings and math instructional meetings and planning skill based intervention groups. Our child study team and our tier 2 team meet to discuss student progress and make adjustments accordingly with tier 2 interventions and instructional models. At each meeting, all students being monitored are reviewed with current information which allows the teams to plan accordingly with goals and learning targets.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**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.**

The Christa McAuliffe School principal and Christa McAuliffe School wide Team coordinates and integrates its federal, state and local services and programs. The programs that the Christa McAuliffe School coordinate include: Title I, Title III – ELL, McKinney Vento Homeless Act, Special Education, ESOL, and food and nutrition programming. All interventions are tracked either by the Management Team, Child Study Team, reading specialist, and/or special educators. Behavioral data is tracked and analyzed by the PBIS Universal Team and tier 2 team.

In order for students to achieve proficient and advanced levels the services and programs of Title 1, Special Education, ELL, Homeless Students will be integrated in a flexible manner.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**(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.**

The Christa McAuliffe School appropriately utilizes its funds from the Federal, State and local sources as a school-wide program to address its needs by providing supplies and resources that support supplemental instruction for all students. The federal funds include: Title I, Title III – ESOL, McKinney Vento Homeless Act, and Special Education Part B. McKinney-Vento funds are provided to students deemed homeless at Christa McAuliffe. We provide clothing, transportation and other basic needs and essentials while they are in our school. IDEA Part B funds are utilized for students that are eligible for Special Education along with Title 1 funds for students eligible for Title 1 for academic support services.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

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

The programs that are under the Christa McAuliffe School school-wide plan include: Title I, Title III – ESOL, McKinney Vento Homeless Act, Special Education, food and nutrition, and transportation. The district does not consolidate Title 1, Special Education and Title III funding.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

## **12. Program Evaluation:**

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

The Christa McAuliffe School program evaluates on both a formative and summative evaluation level. The Christa McAuliffe School evaluates and continually monitors the implementation of its program for problems, feedback and adjustments in the following ways:

- As a direct result of concerns discussed during data driven decision-making meetings,
- Christa McAuliffe School principal communicating problems, feedback and adjustments with the Title I Project Manager on a routine basis as well as during the Fall, Spring, End of Year Compliance meetings and Title I End of Year Program Evaluation,
- Christa McAuliffe School principal meeting with Christa McAuliffe School Wide Team to regularly evaluate and document program successes as well as problems, feedback and adjustments,
- Christa McAuliffe School principal, Reading Specialist, Title I staff holding annual Parent Involvement Meeting and surveying parents,

- Christa McAuliffe School principal attends monthly PTO meetings and discussion forums to provide and gather feedback for the success of the educational programming at Christa McAuliffe School.

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

<b>Christa McAuliffe School 2016-2017 Title I End of Year Evaluation</b>
Evaluation completed by: Principal Kristen Gallo and Reading Specialist Heidi Fyfe
Title I School Day Program provided in reading in Grade 1 – 5, mathematics Grade 1-5
Title I Extended Day Program provided in mathematics in Grades 3 -5
Title I Summer Program provided in reading and math in Grade 1 – 5
Title I School Day Program enrollment =        students
Title I Kindergarten Extended Day enrollment =    students
Title I Extended Day enrollment =    students
2015 Title I Summer Program enrollment =    students in Grades 1 - 5
Title I School Day # of students no longer eligible – exit program =
Title I Kindergarten Extended Day # of students no longer eligible =
Title I Extended Day # of students no longer eligible – exit program =
Title I Summer Program # of students no longer eligible – exit program =
Scientific research-based interventions used to close the gap in learning: LLI (Leveled Literacy Interventions, Foundations, Lexia, Dreambox
What criteria does the school’s Title I staff use to identify when a student in Title I is no longer eligible? Title I Reading uses F & P Benchmark and Title I Mathematics uses Eureka End of Module Assessment and Teacher Recommendation
How does Title I communicate student progress for a Title I student to the Title I student, student’s general education teacher and parent/legal guardian? Student – shared reading goal and shared formative assessment

Teacher – shared in collaborative meetings Parent – Progress Reports sent to parent/legal guardian	
Did all Title I students in the school receive a Title I Progress Report? Yes, in the Title I school day for reading. Yes, in the Title I extended day program for mathematics.	
Did you find the Title I school day program make a significant difference in closing the learning gap in reading for the Title I students? Yes, but not for all.	
Did you find the Title I extended day program make a significant difference in closing the learning gap in mathematics for the Title I students? Yes, but not for all.	
Did you find the Title I summer program make a significant difference in closing the learning gap in reading? Why? Not enough time for program which was only three weeks in July – The program may have eliminated regression.	
Did you find the Title I summer program make a significant difference in closing the learning gap in mathematics? Why? No enough time for program which was only three weeks in July – The program may have eliminated regression.	
Based on the 2016-2017 Title I Parent Involvement Survey, how would you implement the 2017-2018 Title I Parent Involvement Program? Breakfast and Books & Annual Meeting	

**b) See Appendix for Family Engagement Annual Evaluation.**

**Annual Update to this component: An annual update will be based on 2018-2019 Christa McAuliffe School-wide Meetings, Collaborative meetings Data analysis conversations, Math instructional meetings, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.**

**13. Letter of Intent:**

Letter of intent is attached to the Title IA Grant  
Date: Sent to New Hampshire Department of Education (NHDOE) for Christa McAuliffe School on December 8, 2017

**Appendices**

**Concord Student Services  
Family Engagement Evaluation**



## Concord...Committed to Quality Education for All Students

March 9, 2018

Re: 2017-2018 Title I Parent Involvement/Satisfaction Survey – We Need Your Thoughts!

Dear Parent/s:

Your thoughts about your child's 2017-2018 Title I services are very important. Please complete and return this survey to your Title I educator by Friday, April 20, 2018. Your thoughts will give us ideas for parent involvement Title I activities we should offer for school year 2018-2019.

Title I Parent Involvement/Satisfaction Survey Questions: Please check [X] the box  
which best describes:

1. Has your child made progress in his/her Title I services this year? Yes [ ] No [ ]
2. Which area/s did your child receive Title I services in, please check all area/s:  
[ ] Reading [ ] Mathematics [ ] Written Language [ ] Other \_\_\_\_\_
3. Did you receive a Title I progress report on your child's services? Yes [ ] No [ ]
4. Did you have a progress meeting with your child's Title I educator? Yes [ ] No [ ]
5. Did you attend your school's Title I Annual Parent Involvement meeting? Yes [ ] No [ ]
6. Did you attend a Title I parent involvement learning activities? Yes [ ] No [ ]

Please describe the activities: \_\_\_\_\_

7. What Title I parent involvement and learning activities trainings would you like offered in your child's school next year? Please check [ X ]:

- |  |     |
|--|-----|
| How to help my child be a better reader?             | [ ] |
| How to help my child be a better student in math?    | [ ] |
| How can my child be a better student in writing?     | [ ] |
| How can my child be more organized in doing homework | [ ] |

Learn about activities my family can do in and around Concord

Other training in: \_\_\_\_\_

8. Please rate  your overall satisfaction with your child's 2017-2018 Title I Services.

Excellent  Very Good  Good  Fair  Poor

Please return this survey to your child's Title I educator by Friday, April 20, 2018! Thank you!

---

Parent Name:

Email Address:

---

Your Child's Name:

School of Enrollment:

Current Grade: