

# Title I

## 1. Decision to become a schoolwide school:

Fairgrounds Elementary school has been a Title I school for over 20 years.

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.

We will continue to use our Title I funds to provide supplemental supports for students. All students are screened and benchmarked multiple times per year to assess their progress towards grade level standards. This data is analyzed and students can be referred for additional intervention. This data is also used to determine groupings and provide targeted instruction based on individual needs. In math, all students take the Eureka assessments after each Module. This data is analyzed and students can be referred for additional intervention. For Grade level PLC meetings occur every level on a seven day rotation, so each team meets every eight school days for a protected PLC time that is focused on the Four Questions and data is used to inform instruction and create our approach to intervention and supports. Representatives from Title 1, ELL, and Special Education are part of these grade level PLC teams. We have a Social Emotional/Behavior Team that meets as part of this rotation as well to provide coaching and supports to students struggling with social emotional skills and regulation.

We do our best to push in our intervent.64 r2 636.76 13.46 ref\*EMC /Span #MCID 21/Lang (en-US)BDC q72.48 89.84 647.08 376.34 reW20ss64

Title I teachers/staff are currently providing support in the school as a SW program in the areas of reading and mathematics using a push-in/coteaching model. This school year, we had one Title 1 Interventionist (.8) and three Title 1 Para-educators.

Our Leadership Team discussed focusing on professional development and curriculum materials to support the Science of Reading and also possibly adding an additional interventionist and a para-educator. We discussed how we have lost our Instructional coaches and Social worker that we used to have with Title 1 funding and SIG funding a few years ago. We would like to explore hiring an Instructional Coach if funding allows.

Fairgrounds Elementary has historically been a school wide school, there will be no transition.

## 2. A comprehensive needs assessment of the whole 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 2(a) in appendix.

Our Leadership team meets at least once a month during the school year to review data and revise plans as needed. Our data reviews continue to show students requiring additional support in basic literacy and numeracy skills. Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and about the text comprehension and vocabulary was a need for all sub groups. Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional supports. Also, we need support for Tier 2 and 3 behaviors.

While our needs assessments are ongoing, we have had a specific focus on \_\_\_\_\_ to address learning gaps and prerequisite skills in computation that intervention and manipulative resources may address..

We also have needs on the areas of \_\_\_\_\_. We monitor progress in these areas by collecting data through formal and informal methods including standardized tests (SAS). We have a cycle of PLCs where we analyze and discuss this data. We use this data to drive classroom instruction, small group instruction as well as the individual needs of students.

- Gaps continue to be seen across grade levels in mastering higher level thinking skills, increased vocabulary, and the ability to integrate information from multiple sources.
- Our ELA Committee created a Guiding Document with a focus on shifts to Science of Reading
- We are in need of a better system of benchmarking skills in reading.

Our last area of focus is on \_\_\_\_\_. Our students require support with basic needs such as school supplies as well as social-emotional supports. We already have offerings to families utilizing Catie's Closet for clothing, and End 68 Hours of hunger to supply families in need with enough food over the weekends.

- We will continue previous work with Mike Anderson, formerly of Responsive Classroom, now an independent consultant, to help secure our sustainability plan with training for staff in effective management and Social Emotional Learning strategies.

We use the SEL competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). We are now working on developing a framework to not only find where we can embed and reinforce these skills, but also collect banks of resources and ideas for teachers to access through a Livebinder.

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.

Fairgrounds Elementary School is a diverse elementary school serving a K-5 population. The number of students we serve is just over 500.

Our school is one of 12 elementary schools, and one of five title I schools in the district.

Our community is mostly residential but has businesses intermixed into the neighborhoods.

One of the three middle schools is right across the street.

63% of our students receive free/reduced lunch

We have our Leadership Team that meets every three weeks to look at data and our problems of practice. Membership includes: Principal, Assistant Principal, Reading Specialist, Guidance Counselor, Six Classroom Teachers from each grade K-5, Unified Arts Teacher, ELL Teacher, Special Educator, Title 1 Teacher, Para-Educator, Parent Liaison/Parent Educator. Parents and community members receive information through the school newsletter, website and online messages. Curricular and instructional information is shared with families at information nights and open houses, as well as at parent/teacher conferences. The School Compact communicates expectations for success. All documents are translated for families and meetings are translated by a certified interpreter.

We continue to have function as above. We continue to have our Family and Community Engagement Vision and plan through the creation of

We continue to function as above. Our above data shows the positive effect size of the educational programs we have developed. We have lost Instructional Coaches and Title 1 Interventionists as our Title 1 funding has decreased and we lost SIG funds. Ideally we would like a long term plan to reintegrate at least one instructional coach.

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.

Although improving, we still need to build to get a strong core curriculum and instruction to increase our tier 1 students to a percentage that allows us to provide true intervention, particularly in reading where we are shifting from a Balanced Literacy approach to the Science of Reading.

Build upon or Whole Child approach and incorporate Social Emotional Learning (SEL) skills into our core curriculum.

Lack of a comprehensive and measurable family and community engagement plan.

We have noticed that we are seeing growth similar to the past on Standardized test scores, but are still making up some ground that

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Continued implementation and improvement of a school-wide data protocol and tiered system of implementation. This means using leadership or a data team to complete data protocols on whole school data to identify problems of practice. Then use our Humanities and STEAM Committees to use a data protocol to create school wide plans to address gaps and build upon successes. Next each grade level will use protocols to identify areas from Fall assessments to focus and change instruction. Finally, we the Data Driven Instruction process and tools we have created will help to use meaningful data to truly improve instruction and ensure ALL students are given the opportunity to make catch-up growth to master grade level standards. The term Data Driven Assessment (DDI) comes from a previous book study some staff did on Leveraged Leadership and Data Driven Instruction by Paul Bambrick Santoyo.

We have seen great success with this process in our historical data on all assessments. We have began to find the accelerated growth again on standardized assessments and want to focus on providing better foundational reading skills to our students in the primary grade levels by using the Science of Reading.

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 intend to the use of Title I teachers as described elsewhere in this document for push-in instructional services to enhance instruction alongside special education and ELL services. This will be ongoing through the 2023-2024 school year. Focus on resources, professional development, curriculum, and interventions to support the Science of Reading, particularly in our primary grade levels.

Explore adding an additional interventionist and/or an instructional coach

Create a year-long sustainability plan for our Social emotional Learning work beginning this summer that includes additional funds for



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.

A job fair is held in the spring at the district level to attract new teachers to the district. Hiring and employment is based on highly qualified status requirements. Teachers and paraprofessionals are hired using these guidelines in order to ensure that academic instruction is delivered in a quality format

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

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.

Parents and community members receive information through the school newsletter. Curricular and instructional information is shared with families at information nights and open houses, as well as at parent/teacher conferences. The School Compact communicates expectations for success and documents explaining the new standards-based report card are live on the website as well as provided to parents at information nights and conferences. This document is present on the school website at [www.nashua.edu](http://www.nashua.edu).

We have a Parent Center with a Bilingual Homeschool Coordinator and a Parent Liaison who sits on our Leadership Team. We communicate our plan with our active PTO and at our Open House and other meetings throughout the year. We have worked hard to form partnerships and plans to effectively communicate with f/F5 1xi8 184.16 647.08 228.32 reWñBT/F5 10.98 Tf1 0 0 1.. opekpan 412.

School Narrative – Use this space to

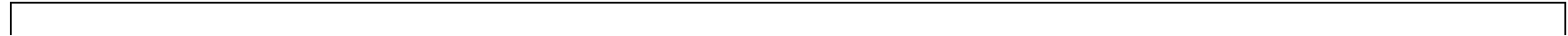
School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(d) in appendix.

We have worked to improve our



**10. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic**





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