

**Nashua School District
ESEA Consolidated Grant Application
2026-2027**

Title I

See Site-Based Plans later in this packet.

Title II

1. A description of the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards.

For the 26-27 academic year, the Nashua School District has planned a series of comprehensive professional development programs and initiatives under the ESEA Title II Part A grant, meticulously aligned with challenging State academic standards. These activities are designed to enhance instructional practices, support educator development, and ultimately improve student outcomes, ensuring that our educators are well-prepared to meet and exceed state expectations.

The K-5 Literacy PD program is a cornerstone of this initiative, focusing on empowering K-5 educators to effectively implement Core Knowledge Language Arts (CKLA), FUNdations, Heggerty, and utilize mCLASS data to inform instruction. This includes grade level Instructional Leadership Team (ILT) meetings, and ongoing workshops and coaching sessions from Keys to Literacy. By enhancing the literacy knowledge-base of our educators and fostering data-driven instructional practices through mCLASS, this program ensures our educators are better equipped to meet state literacy standards. Furthermore, Title II funds will be used to complete the implementation of the Releasing Writers (ThinkSRSD) writing program across K-5. After training a small core of teachers this year, we will train all elementary teachers across two PD days this fall.

In a similar vein, the middle and high school teams will be participating in ongoing curriculum work to ensure curriculum units meet state standards, represent a Universal Design for Learning (UDL), and provide rigorous common assessments. This work will involve ILT meetings, as well as support from contracted curriculum consultants to help provide targeted assistance and coaching for the curriculum writing teams.

All Elementary and Middle School Math teachers have now had training and coaching on the Math Empowered strategies and how to implement them in alignment with Eureka Math Squared. Ongoing support and targeted coaching for new teachers or those struggling with effective math instruction will be provided through Math Empowered.

We are also committed to supporting new teachers through the Reflector Educator Cohort Mentoring Program, which pairs them with experienced mentors. This program focuses on classroom management, instructional strategies, and curriculum development. By enhancing teacher effectiveness and retention, this initiative supports consistent, high-quality instruction that aligns with state academic standards. Supports for new administrators, including mentors and book studies will be provided.

The K-12 Steering Committees in the Nashua School District aim to enhance educational practices and outcomes by fostering collaboration among educators, administrators, parents, and community members. These committees will focus on curriculum development, assessment strategies, student support services, technology integration, and community engagement. Regular meetings will ensure that initiatives are aligned with state standards and address the district's specific needs.

Finally, based on data related to student attendance, conduct, and engagement, training is needed for staff on strategies to enhance social emotional learning. Staff are also asking for training on trauma-informed practices to support student engagement and academic growth. This will be a focus area for the 26.27 school year.

2. A description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

The Nashua School District's systems of professional growth and improvement are designed to comprehensively support and enhance the capabilities of teachers, principals, and other school leaders through various targeted initiatives. Central to these efforts is a robust induction and mentoring program, the Reflector Educator Cohort Mentoring Program, which pairs experienced mentor teachers, known as Reflectors, with early-career educators across all grade levels. This program offers personalized guidance, resources, and support focused on areas such as classroom management, instructional strategies, and curriculum development, significantly contributing to the retention and professional growth of new teachers.

Additionally, the district has established K-12 Steering Committees to enhance educational practices and outcomes through collaborative efforts among educators, administrators, parents, and community members. These committees focus on specific areas of educational improvement, such as curriculum development, assessment strategies, and community engagement, fostering a collaborative environment for continuous improvement and innovation.

Overall, the Nashua School District's systems of professional growth and improvement are characterized by comprehensive support structures, targeted professional development programs, and collaborative initiatives that build the capacity of teachers and foster meaningful teacher leadership. Through ongoing coaching, personalized mentoring, and access to a wide array of resources and professional development opportunities, the district is committed to enhancing educator effectiveness and improving student learning outcomes.

3. A description of how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

The Nashua School District is committed to prioritizing funds to schools that are implementing comprehensive support and improvement (CSI) activities and targeted support and improvement (TSI) activities under section 1111(d), especially those schools with the highest percentage of children counted under section 1124(c). Our approach ensures that resources are directed to where they are needed most, thereby supporting the schools and students facing the greatest challenges.

First, the district systematically identifies schools that require additional support based on a comprehensive needs assessment. This assessment includes a detailed analysis of academic performance data, socioeconomic indicators, and other relevant metrics to determine the schools with the highest percentages of children in poverty, as defined under section 1124(c). These schools are then prioritized for the allocation of Title II, Part A funds, ensuring that the most vulnerable student populations receive the necessary resources to improve educational outcomes.

To support schools implementing CSI and TSI activities, the district allocates funds to develop and sustain professional development programs tailored to address the specific needs of educators in these schools. For instance, professional development initiatives such as the Keys to Literacy training are designed to enhance instructional practices, foster data-driven decision-making, and improve student engagement and achievement and are targeted for our

CSI and ATSI schools. These programs include workshops, ongoing coaching, and access to a repository of instructional resources, all aimed at building the capacity of teachers to meet the diverse needs of their students effectively.

4. A description of how the local educational agency will use data and ongoing consultation described in paragraph (3) to continually update and improve activities supported under this part.

The Nashua School District employs a systematic approach to continually improve activities supported under Title II, Part A, focusing on meeting the evolving needs of schools and students, particularly those in Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) categories.

Regular data reviews are conducted to monitor the effectiveness of funded activities. These reviews delve into student performance data, attendance rates, and behavioral/socio-emotional metrics. This thorough analysis allows the district to identify trends, measure progress, and pinpoint areas requiring additional support or adjustment. For example, if certain professional development programs show notable improvements in student outcomes, the district can strategically expand or replicate these programs in other schools.

Ongoing consultation with key stakeholders, including educators, administrators, parents, and community members, is integral to the improvement strategy. The district maintains open lines of communication through various means such as regular meetings, surveys, focus groups, and feedback sessions. This engagement provides valuable insights into the practical challenges and successes experienced by those directly involved in education. The feedback gathered informs decisions on program adjustments and resource allocation.

Specifically, the Assistant Superintendent will meet at least monthly with staff at our CSI and ATSI schools to review progress on school plans. Reviewing data related to goals of the plan will be an important component of these meetings. The Keys to Literacy work supported by Title II will be assessed by monthly review of student progress as measured by mClass (DIBELS) data. Through a combination of data analysis and ongoing consultation, the Nashua School District continually refines its activities under Title II, Part A, to better meet the needs of CSI and TSI schools, ultimately striving for improved educational outcomes for all students.

Title III

1. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Nashua School District uses Title III funds to supplement District funds to provide summer school programming for English language learners in grades K-12. This program increases language proficiency to meet State academic standards by preventing language loss over the summer while promoting language acquisition.

Nashua School District uses Title III funds to supplement District funds to provide tutoring and homework clubs for English language learners in grades K-12. These programs increase language proficiency to meet State academic standards by addressing students' individual language acquisition and academic needs.

Nashua School District uses Title III funds to supplement District funds to pay teachers to participate on curriculum implementation teams. In order for curriculum to be effective and increase language proficiency to meet challenging State academic standards, school districts must ensure that the curriculum is implemented with fidelity. The curriculum implementation teams work on pacing of the curriculum and evaluate areas of strength and weaknesses. If weaknesses are determined, the implementation team identifies supplemental materials to better address meeting standards.

Title III funds will also be used to purchase supplemental curricular materials to support language acquisition in K-12 ELL classrooms. Supplemental materials include computer hardware to access the current curricular materials, computer software to provide students with supplemental activities while allowing ELL teachers and administrators to collect progress data, and replenish current workbooks, textbooks, etc.

2. Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in achieving English proficiency based on the State's English language proficiency assessment under section 1111(b)(2)(G), consistent with the State's long-term goals, as described in section 1111(c)(4)(A)(ii); and meeting the challenging State academic standards.

Nashua School District is working toward meeting the established goal of 57.74% of English learning students making target growth on the ACCESS test. Historically, NSD did not have an established curriculum for English language learning students. In recent years, NSD purchased new curricular resources for grades K-12. NSD plans to use Title III funds to supplement District funds to pay K-12 teachers to participate on curriculum implementation teams.

Purchasing curriculum is only the first step. In order for curriculum to be effective and for students to make target growth on the ACCESS test, school districts must ensure that the curriculum is implemented appropriately and that teachers receive the Professional Development needed for High Quality ESOL instruction.

Title III funds are used to fund professional learning opportunities for ELL teachers and administrators. Data has shown that the majority of Nashua's ELL students are either well below or below benchmarks in the area of reading. One area of professional learning will be in the area of reading instruction that aligns with the science of reading.

Other professional learning opportunities that Title III will fund will focus on the implementation of Multi Tiered System of Supports which will help create systems of support for students who may be struggling to keep pace with instruction.

Another professional learning opportunity will be to support ELL teachers in their understanding of WIDA standards. The goal of this professional learning is for teachers to understand how to support students move from lower proficiency levels to higher proficiency levels.

By aligning the curriculum to WIDA and state standards, NSD is preparing English learning students to demonstrate growth on the ACCESS test as well as state assessments.

3. Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

Nashua School District employs two full-time language assistant coordinators with local funds. These positions provide our non-English speaking parents with interpretation and translation services.

Title III funds are used by Nashua School District to promote parent, family, and community engagement in the education of English learners by using Title III funds to supplement District

funds in providing interpretation and translation services. Interpretation and translation services provide parents with essential information about the education of their children and promote the parents to be active participants in the education of their children. Having parents as active partners in the education of their children promotes collaboration between the home and schools leading to academic success of the English learners.

Nashua School District has placed a priority this year on using Title III funds to supplement District funds to have forms related to special education translated into our most spoken non-English languages. The special education process can be daunting, even for native English speaking families. By increasing our library of translated special education forms, families will be more informed and engaged in the education of their children.

Title III funds are used to pay hourly rates to interpreters and translators to provide parents with relevant information about school activities, the academic progress of their children, and any other important information.

Also, Title III funds are used to support family engagement events for parents of our English language learners. These events are designed to promote communication and collaboration between non-English speaking parents and our schools. Title III funds are used to purchase food and pay for interpreting services for these events.

Title IVa

1. A description of the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

The Nashua School District prioritizes educational advancement through strong partnerships with teachers and community allies experienced in implementing related activities.

Collaborations with various organizations ensure comprehensive support for district initiatives.

To provide a well rounded education, there are several planned programs that emerged from our comprehensive needs assessment. At the secondary level, software licenses will be leveraged to support vocabulary development and differentiation of instruction. At the elementary level, the focus will remain on supporting early literacy development through the purchase of decodable readers aligned with the district phonics program. Intervention staff for

targeted reading support and implementation of the phonics will also be leveraged at underperforming schools. Finally, science instruction will be enhanced through the purchase of engineering materials for use at two of our elementary schools. We will also offer the Power Scholars summer enrichment program again next summer to boost student achievement in literacy, math, and science. This program is an ongoing partnership with the YMCA.

To provide safe and healthy schools, we will purchase and implement curriculum for social-emotional learning K-12. We will also support MTSS-B training and supports, especially at the early childhood level through implementation of The Pyramid Model in our preschool programs. Structures and collaborations for a community school model will be explored in partnership with the United Way of Greater Nashua. As part of this work, wrap around programming for our high risk adolescents will be explored and implemented in collaboration with community partners such as Greater Nashua Mental Health, The Boys & Girls Club, and the Adult Learning Center. Attendance needs will continue to be bolstered through our garden collaboration program with Grow Nashua, targeting students with chronic absenteeism. Finally, a district social worker will support aligning our highest need students with needed services across schools and programs.

Finally, Effective use of technology will be supported across K-12 settings through implementation of the EDClub Digital Citizenship curriculum and the Spark AI modules accessible through the Yourway platform.

Through collaborations with successful teachers and community partners, the Nashua School District aims to cultivate a supportive network, enhancing educational outcomes and fostering a culture of continuous improvement for students.

2. If applicable, how funds will be used for activities related to supporting well-rounded education under section 4107.

To provide a well rounded education, there are several planned programs that emerged from our comprehensive needs assessment. At the secondary level, software licenses will be leveraged to support vocabulary development and differentiation of instruction. At the elementary level, the focus will remain on supporting early literacy development through the purchase of decodable readers aligned with the district phonics program. Intervention staff for targeted reading support and implementation of the phonics will also be leveraged at underperforming schools. Finally, science instruction will be enhanced through the purchase of engineering materials for use at two of our elementary schools. We will also offer the Power

Scholars summer enrichment program again next summer to boost student achievement in literacy, math, and science. This program is an ongoing partnership with the YMCA.

3. If applicable, how funds will be used for activities related to supporting safe and healthy students under section 4108.

To provide safe and healthy schools, we will purchase and implement curriculum for social-emotional learning K-12. We will also support MTSS-B training and supports, especially at the early childhood level through implementation of The Pyramid Model in our preschool programs. Structures and collaborations for a community school model will be explored in partnership with the United Way of Greater Nashua. As part of this work, wrap around programming for our high risk adolescents will be explored and implemented in collaboration with community partners such as Greater Nashua Mental Health, The Boys & Girls Club, and the Adult Learning Center. Attendance needs will continue to be bolstered through our garden collaboration program with Grow Nashua, targeting students with chronic absenteeism. Finally, a district social worker will support aligning our highest need students with needed services across schools and programs.

4. If applicable, how funds will be used for activities related to supporting the effective use of technology in schools under section 4109.

Effective use of technology will be supported across K-12 settings through implementation of the EDClub Digital Citizenship curriculum and the Spark AI modules accessible through the Yourway platform. EDClub is a software program used across K-5 classrooms to enhance instruction and knowledge of digital literacy and digital citizenship skills.

The Spark AI modules are used in grades 6-12 and support differentiated assessment and real time feedback for students.

5. Describe the program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

It is important to regularly assess the effectiveness of programming. Below is an outline of assessment criteria and timelines for the major activities proposed under Title IVa:

Literacy Improvement - increase mClass scores for students in K-5, particularly in the area of nonsense word fluency, a measure of phonics mastery. At the secondary level, we will monitor increases in students' i-Ready reading scores, particularly in the areas of Vocabulary and Comprehension. All of these literacy assessments are administered and reviewed three times per academic year.

Social-Emotional Learning and Wrap Around Supports - several initiatives fall in this area, including adoption of SEL curriculum, implementation of an MTSS-B program at the preschool level, implementation of collaborative wrap around services with community partners through expansion of our community schools models, continuation of an attendance incentive program at Ledge Street elementary, and hiring of a social worker to provide case management for our most at-risk students. Outcome data that will monitor the success of these programs include attendance data (rates of chronic absenteeism), conduct data (number of incidents and days suspended), threat assessments, and suicide prevention protocols administered. This data will be monitored on a monthly basis.

Effectiveness of the Power Scholars program will be monitored through pre and post assessments administered as part of the program. Similarly, the effectiveness of the elementary engineering curricula will be assessed via pre and post assessments embedded in the program. Mastery of digital literacy standards will be assessed via embedded assessments within EDClub. Finally, the effectiveness of the use of Yourway Spark will be measured by transference of students' skills to other areas, as measured by achievement on the i-Ready assessment, measured three times per year.



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Department of Education

**New Hampshire Department of Education
Title I, Part A
School Site Plan Summary -
Targeted Assistance Program**

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. As described in Section 1115, Targeted Assistance Schools (TAS) utilize Title I, Part A funds to serve eligible students identified as having the greatest need for assistance because they are not meeting or are at risk of not meeting state academic standards. Targeted Assistance Schools provide services only to the identified students and their families.

This document serves as the school's annual summary and certification of the Targeted Assistance Program and confirms that all required Title I, Part A elements are in place. The local educational agency (LEA) must annually include this document to the LEA's ESEA Consolidated Application in the Grants Management System (GMS) to be considered eligible for Title I, Part A funding.

This document does not replace the full Title I, Part A Plan, which shall be made available to the New Hampshire Department of Education (NHED) upon request.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the state educational agency (SEA) a LEA Title I, Part A Plan, approved by the SEA. The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually certify that the LEA has reviewed and, as necessary, revised its plan.

Title I, Part A School Site Plan Summary—Targeted Assistance Plan

The LEA must annually review, make any necessary revisions, and certify the Title I, Part A LEA Plans. To apply for Title I, Part A funds, the LEA must complete the following Title I, Part A School Site Plan Summary—Targeted Assistance Plan document annually and upload the document to the ESEA Consolidated Application to be considered for Title I, Part A funds. *For questions, please contact your federal program manager contact.*

LEA Information

School Year: 2026-2027

School Name: Sunset Heights Elementary

LEA Name: Erin Anderson

Confirmation of Compliance with Title I, Part A Targeted Programming Requirements

The school and LEA officials affirm that the school and LEA will comply with following the Title I, Part A Targeted Assistance Program requirements:

■ Targeted Plan

A comprehensive, written Targeted Program Plan is developed and annually reviewed, revised (if needed), and certified. The annual review includes conducting a needs assessment with input from stakeholders (parents, teachers, administrators, community members) (Section 1115(b)(2)(G)(iii)).

■ Eligible Students Identified

Students are identified for Title I, Part A services solely based on multiple, objective, educationally related criteria (not economic status or English learner status alone) (Section 1115(c)(1) and 1115(c)(2)).

■ Targeted Services Provided

Title I, Part A funds are used only to serve identified eligible students who are most at risk of failing to meet state academic standards (Section 1115(b)(2)).

■ Program Planning & Coordination

Title I, Part A staff and services are coordinated with the regular education program and other federal, state, and local programs. Services supplement and do not supplant non-federal funds (Section 1115(b)(2)(C & F) and 1115(b)(3)).

■ Instructional Strategies

Evidence-based strategies and methods are used to strengthen the academic program for participating students (Section 1115(b)(2)(G)).

■ High-Quality Staff

Title I, Part A services are provided by properly licensed, certified, and qualified teachers and properly licensed and/or qualified paraprofessionals (Section 1115(b)(2)(D)).

■ **Professional Development**

Ongoing professional development is provided for Title I, Part A staff and regular classroom teachers to better meet the needs of participating students (Section 1115(b)(2)(D)).

■ **Family Engagement**

Parents of participating students are informed of the program and involved in planning, implementation, and evaluation in alignment with the school's Parent and Family Engagement Policy (Section 1115(b)(2)(E) and 1116).

■ **Evaluation of Program Effectiveness**

The school regularly reviews and evaluates the effectiveness of the Title I, Part A targeted program in improving student achievement and revises the program as necessary (Section 1115(b)(2)(G)).

■ **Documentation & Recordkeeping**

Records of student selection, services provided, staff qualifications, family engagement, and program evaluation are maintained and available for review (Section 1115(c)).

Targeted Assistance Program Summary

1. Describe the Targeted Assistance Program to improve the educational outcomes for eligible students. *Note: listing goals is insufficient; this description should include the actions taken to assist eligible students in achieving greater academic outcomes.*

The Targeted Assistance Program is designed to improve educational outcomes for eligible students by ensuring that support is purposeful and data-driven. In this program, classroom teachers and all intervention and service providers—including Title I interventionists—meet regularly in Professional Learning Communities (PLCs) to review student assessment data. They collaboratively identify students in need of additional support, using data from sources such as mClass, classroom math assessments, and other formative or diagnostic tools to determine each student's specific areas of need.

Based on this comprehensive review, students are matched to targeted interventions tailored to address their identified challenges. Their progress is closely monitored in these specific areas, and teams continually review this progress data to determine appropriate next steps, ensuring ongoing, individualized support that maximizes each student's opportunity for success.

These interventions include Bridges Math Intervention, Foundations, Touch Math, Explode the Code, Just Words, mClass lessons, and other evidence-based resources. Student progress is closely monitored in their particular areas of need, and teams use this data to determine ongoing next steps, ensuring that instruction is personalized and effective in helping every student succeed in both reading and math.

We also believe that a student's readiness to learn—encompassing their social and emotional well-being—is just as important as their academic skills. Our team works diligently to ensure that students feel safe, cared for, and supported. We recognize that if a student's basic needs are not met, or if they do not feel loved or secure, these issues must be addressed first or at least alongside academic interventions. Supporting the whole child is our priority, and we strive to foster an environment where every student's emotional and social needs are considered integral to their academic success.

Family engagement is a key part of our Title I Targeted Assistance Plan because strong school–family partnerships support student learning, attendance, and overall success. We will intentionally bring families into the school community in welcoming, meaningful ways so families feel valued as partners and students experience a strong community of learners.

The school will host family-friendly in-school and after-school events, including opportunities to share a meal together, participate in learning activities, and connect with staff. We will also invite guest speakers (community members, local leaders, authors, and support organizations) to share resources and strategies that support students academically and socially. To promote literacy and connection, we will offer community reading events and family book clubs/reading clubs where families can read, discuss, and celebrate books together. These efforts build relationships, strengthen trust, and unite families and staff around student growth.

Sunset Heights has been a targeted assistance school for less than 10 years. Our F/RL % is consistently between 40-45% SAS Math 2024-2025 GR 3 58% Proficiency, GR 4 60% Proficiency, ELA GR 3 55% GR 4 55% Proficiency.

2. Describe the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s).

Purpose/Underlying Needs Addressed (Title I Targeted Assistance): This program addresses (a) academic skill needs in reading and math and (b) readiness-to-learn needs, including social, emotional, behavioral, and basic needs that affect achievement. Supports are purposeful, data-driven, individualized, and reviewed regularly through PLC progress monitoring.

Reading: Teams will use mClass Reading, CKLA assessments, and formative classroom assessments to identify and address phonological/phonemic awareness (as appropriate by grade), phonics/decoding (including multisyllabic words and spelling patterns), word recognition and fluency, vocabulary/language development, comprehension (retell, written/text-based responses, complex text understanding), and encoding/writing needs that impact literacy (spelling and sentence-level skills).

Math: Teams will use mClass Math, Eureka² assessments, and formative classroom assessments to identify and address number sense and place value, fact fluency and computation strategies, conceptual understanding of operations and math models, problem-solving and reasoning (including math vocabulary demands), and skill gaps that limit access to grade-level Eureka² instruction.

Instructional Access Needs: The plan addresses barriers such as the need for increased instructional intensity (smaller group, explicit instruction, added practice), difficulty sustaining attention and using strategies independently, executive functioning/working memory demands in multi-step tasks, and language demands that affect understanding directions and academic vocabulary.

Social, Emotional, and Behavioral Needs (Readiness to Learn): The plan supports safety, belonging, and trusted adult connections; emotional regulation and coping (stress, anxiety, frustration); behavioral skill development (routines, impulse control, conflict resolution); engagement/attendance barriers; and access to additional supports as needed. Progress and patterns will be tracked using individualized behavior plans, office visits/discipline referrals, suspensions, refocus room visits, and social-emotional special education referrals (and outcomes, as appropriate).

Data Sources Used to Identify Needs and Monitor Progress (PLC Review): PLC teams will regularly use mClass Reading, mClass Math, Eureka² assessments, CKLA assessments, and formative classroom assessments (e.g., exit tickets, skill checks, quizzes, work samples, and observation notes) to identify needs, match interventions, and monitor growth.

3. Describe the intended outcome(s) of the Targeted Assistance Program.

Improved Reading Achievement for Identified Students: Eligible students will demonstrate measurable growth in priority literacy skills (phonological/phonemic awareness as applicable, phonics/decoding including multisyllabic words, word recognition/fluency, vocabulary, comprehension, and encoding/spelling/writing skills) as evidenced by increased performance on mClass Reading, CKLA assessments, and aligned formative classroom assessments.

Improved Math Achievement for Identified Students: Eligible students will demonstrate measurable growth in math skills (number sense/place value, fact fluency, computation strategies, conceptual understanding of operations and models, and problem-solving/reasoning with math vocabulary) as evidenced by increased performance on mClass Math, Eureka² assessments, and aligned formative classroom assessments.

Precise, Data-Driven Intervention Matching: Students will receive interventions matched to their specific needs identified through mClass, Eureka²/CKLA, and classroom data; progress monitoring will show reduced skill deficits over time, and students will increasingly access grade-level instruction with appropriate scaffolds.

Increased Instructional Access and Learning Stamina: Students will show improved ability to engage with instruction (sustained attention, independent strategy use, completing multi-step tasks, and understanding academic language/directions), reflected in stronger classroom performance and formative evidence of skill application.

Improved Readiness-to-Learn (Social, Emotional, and Behavioral Outcomes): Students receiving support for readiness-to-learn needs will demonstrate improved regulation and school engagement, reflected in positive trends over time in individualized behavior plan goals, reduced, office visits, reduced refocus room visits, reduced suspensions, and appropriate follow-through on social-emotional special education referrals when warranted.

Ongoing, Collaborative Problem-Solving and Timely Program Adjustments: PLC teams will use regular data cycles to monitor growth, adjust intervention intensity or approach, and ensure supports remain responsive; the intended outcome is consistent implementation and timely changes when data indicates a student needs a different strategy, additional intensity, or expanded supports.

Equitable Opportunity for Success for Title I Eligible Students: Through consistent identification, targeted support, and monitoring, eligible students will have increased opportunity to meet grade-level expectations in reading and math and to experience school as safe, supportive, and structured for learning.

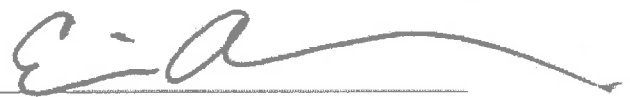
4. Describe the plan to evaluate the Targeted Assistance Program. Include the data to be collected and how the effectiveness of the plan will be determined.

The Targeted Assistance Program will be evaluated through an ongoing PLC-driven data cycle in which classroom teachers and all intervention/service providers, including Title I interventionists, meet regularly to review student data, identify specific needs, match students to targeted interventions, and monitor progress to determine next steps. The school will collect and analyze multiple measures of academic performance, including mClass Reading, mClass Math, Eureka² assessments, CKLA assessments, and formative classroom assessments such as exit tickets, skill checks, quizzes, work samples, and teacher observation notes. Because readiness to learn directly impacts academic growth, the plan will also be evaluated using social-emotional and behavioral data tracked over time, including progress on individualized behavior plans, office visits/discipline referrals, suspensions, refocus room visits, and social-emotional referrals for special education (and outcomes as appropriate within school procedures). The effectiveness of the plan will be determined by evidence of measurable growth in the specific skill deficits targeted for each student, demonstrated across progress-monitoring trends and core-program assessments, along with clear evidence that skills are transferring to classroom instruction. PLC teams will use these data trends to determine whether students are responding to interventions at an appropriate rate and will adjust intervention type, intensity, grouping, or additional supports when progress is insufficient. Overall program effectiveness will be reflected in consistent academic improvement for participating students and improved readiness-to-learn indicators for students receiving behavioral and social-emotional supports.

School Leader Certification

The signatory affirms that they are the school leader responsible for the development, implementation, and annual evaluation of the Targeted Assistance Program that is summarized in this document, and they can produce upon request documentation to support the information included in this summary.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

School Leader Name Erin Anderson Signature 

LEA Leader Certification

The signatory affirms the school leader completed and signed this Targeted Assistance Program Summary, and this Targeted Assistance Program Summary accurately reflects the plan that is supported by the LEA.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

LEA Leader Name J. Scarpatti Signature Jenn Scarpatti



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Department of Education

**New Hampshire Department of Education
Title I, Part A
School Site Plan Summary -
Schoolwide Program**

Bureau of Instructional Support

Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. As described in [Section 1114, Schoolwide Programs](#) (SWP) utilize Title I, Part A funds as part of a comprehensive school improvement effort to elevate the entire educational program of a Title I, Part A funded school.

This document serves as the school's annual summary and certification of the Schoolwide Plan and confirms that all required Schoolwide elements are in place. The local educational agency (LEA) must annually include this document to the LEA's ESEA Consolidated Application in the Grants Management System (GMS) to be considered eligible for Title I, Part A funding.

This document does not replace the full Schoolwide Plan, which shall be made available to the New Hampshire Department of Education (NHED) upon request.

Guidance

ESEA [Section 1112](#) indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the state educational agency (SEA) a [LEA Title I, Part A Plan](#), approved by the SEA. The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually certify that the LEA has reviewed and, as necessary, revised its plan.

In addition to the LEA Title I, Part A Plan, ESEA [Section 1114\(b\)](#) requires an eligible school operating a schoolwide program to develop a comprehensive plan, such plan is a part of the LEAs Title I, Part A Plan. The Schoolwide Program plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised by the LEA as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The Schoolwide Program plan must also be made available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Title I, Part A School Site Plan Summary— Schoolwide Plan

The LEA must annually review, make any necessary revisions, and certify the Title I, Part A LEA Plans. To apply for Title I, Part A funds, the LEA must complete the following Title I, Part A School Site Plan Summary—Schoolwide Plan document annually and upload the document to the ESEA Consolidated Application to be considered for Title I, Part A funds. *For questions, please contact your federal program manager contact.*

LEA Information

School Year: 2026-2027
School Name: Ledge Street School
LEA Name: Ross McLean

Confirmation of Compliance with Title I, Part A Schoolwide Programming Requirements

The school and LEA officials affirm that the school and LEA will comply with following the Title I, Part A Schoolwide Program requirements:

■ Schoolwide Program Plan

A comprehensive, written Schoolwide Program Plan is developed and annually reviewed, revised (if needed), and certified with input from stakeholders (parents, teachers, administrators, community members)(Section 1114(b)(1)-(3)).

■ Annual Comprehensive Needs Assessment

A comprehensive needs assessment has been conducted annually to identify strengths, challenges, and areas for improvement in student achievement (Section 1114(b)(6)).

■ Required Schoolwide Components

The Schoolwide Program Plan includes:

- Strategies to strengthen the academic program, increase learning time, and provide enrichment (Section 1114(b)(7)(A)(ii)).
- Evidence-based strategies to address the needs of all students, particularly those at risk of not meeting state standards (Section 1114(b)(7)(A)(i)-(iii)).
- Teachers are all properly licensed, certified, and qualified and paraprofessionals are properly licensed and/or qualified (Section 1112(c)(6)).

■ Coordination of Services

Title I, Part A services and resources are coordinated with other federal, state, and local programs and funding streams (Section 1114(b)(5)).

■ Family Engagement

Parents and families are meaningfully involved in planning, implementing, and evaluating the Schoolwide Program, consistent with the Parent and Family Engagement Policy (Section 1116(a)(2)(A)-(F) and Section 1114(b)(2)).

■ Professional Development

Ongoing professional development is provided for teachers, principals, and other school staff to address the needs identified in the plan (Section 1114(b)(7)(A)(iii)(IV)).

■ Evidence-Based Instructional Strategies

The program uses evidence-based instructional methods and interventions to improve student achievement (Section 1114(b)(7)(A)(ii)).

■ Transition Services

Strategies are in place to assist students in transitions (e.g., preschool to elementary, elementary to middle school, etc.)(Section 1114(b)(7)(A)(iii)(II & V)).

■ Program Evaluation

The effectiveness of the Schoolwide Program is regularly monitored and evaluated, and revisions are made as needed (Section 1114(b)(3 & 6)).

■ Documentation & Recordkeeping

Records of the Schoolwide Plan, needs assessment, stakeholder input, professional development, family engagement, and program evaluation are maintained and available for review (Section 1114(b)(1 - 7)).

Title I, Part A Schoolwide Program Eligibility

- First Year the Title I, Part A school became a Schoolwide program: 20+ years ago
- At the time of becoming a Schoolwide program, the Title I, Part A school (select one):
 - Identified that at least 40 percent of the school's enrollment were identified as low-income
 - Requested and received a state waiver of the 40 percent requirement
- Current Poverty Rate: 72.91%

Schoolwide Program Summary

1. Describe the rationale for the Schoolwide Program. Include the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s) annually. If the current poverty rate is below 40%, please provide a rationale for continuing a schoolwide program.

Ledge Street Elementary implements a Schoolwide Program to address persistent academic, behavioral, and attendance needs identified through a comprehensive, data driven needs assessment process. Multiple data sources are used annually to identify trends, strengths, and areas for growth, including mCLASS universal screening data, New Hampshire SAS assessment results, Eureka Math module assessments, attendance records, and behavioral data from the X2 system. These data sources are reviewed annually as part of the comprehensive needs assessment process and used to revise the Schoolwide Plan.

All students in grades K-5 are screened in reading using mCLASS three times per year (fall, winter, spring). Students identified as below or well below benchmark receive targeted progress monitoring and intervention. Current data indicates that a significant percentage of students are not meeting grade level expectations in literacy. Mid year benchmarking during the 2025-2026 school year shows proficiency rates ranging from 18% in Grade 1 to 54% in Grade 4, demonstrating a continued need for systemic literacy support.

State assessment (SAS) data further reinforces this need. Across grades 3-5, proficiency rates in both reading and mathematics remain below desired levels. For example, 2024-2025 results indicate reading proficiency ranging from 20% to 31% and math proficiency from 16% to 24%, highlighting ongoing gaps in student achievement.

Attendance data also indicates a significant barrier to student success. As of April 12 in the 2025-2026 school year, 199 students have accumulated 10 or more absences, 61 students have 20 or more absences, and 20 students have 30 or more absences. Chronic absenteeism limits students' access to consistent instruction and contributes to gaps in academic performance.

Behavioral data reflects ongoing needs related to Tier 2 and Tier 3 supports, highlighting the need for strengthened Tier 1 classroom practices and proactive social emotional supports. The school also serves a diverse and multilingual population, with over 150 students from multilingual households. Data indicates that English Learners require additional language and academic supports to access grade level content.

An additional identified need is the development of stronger home to school learning connections. Many students require increased opportunities to practice literacy and foundational skills outside of the school day. Building structures and access for at home learning is necessary to extend learning time and support students in meeting grade level expectations.

Despite these challenges, the school demonstrates key strengths, including strong student growth trends, a collaborative professional culture, and a shared leadership structure that supports continuous improvement.

Given the breadth and intensity of academic, attendance, behavioral, linguistic, and extended learning needs across the student population, a Schoolwide Program model is essential to provide coordinated, comprehensive supports for all students, particularly those most at risk of not meeting state standards.

2. Describe the Schoolwide Program to improve the educational outcomes for eligible students.
Note: listing goals is insufficient; this description should include the actions taken to improve the educational program for all students.

Ledge Street Elementary implements a comprehensive Schoolwide Program designed to improve outcomes for all students through evidence based instruction, targeted interventions, and coordinated academic and social emotional supports. All components of the program are designed to serve all students, with additional layers of support provided based on identified need. Instructional practices and interventions implemented within the Schoolwide Program are grounded in evidence based strategies supported by current educational research.

The school utilizes a multi tiered system of support (MTSS) to ensure all students receive high quality instruction and appropriate levels of intervention. Tier 1 instruction is aligned to the Common Core State Standards and supported through evidence based practices. In literacy, instruction is grounded in the Science of Reading, with programs such as Heggerty and Wilson Foundations supporting foundational skills. In mathematics, teachers utilize the Eureka Math curriculum and collaborate with Math Empowered to strengthen instructional practices and deepen conceptual understanding.

Universal screening and ongoing assessment data drive instructional decision making. Students are flexibly grouped based on need, and instructional supports are adjusted accordingly. Monthly Professional Learning Community (PLC) meetings provide structured opportunities for staff to analyze data, plan instruction, and refine intervention strategies.

Targeted interventions focus on literacy development and are delivered through small group instruction by classroom teachers, special educators, English Learner teachers, reading specialists, and Title I funded interventionists. These groups are fluid and responsive to student data, ensuring that instruction is aligned to specific skill deficits. In addition to intervention outside the classroom, the school is expanding Tier 2 supports within the classroom setting through small group instruction embedded in core instruction.

Teachers utilize adaptive, technology based resources to differentiate instruction and provide individualized learning pathways. Programs such as Reflex Math and other digital tools allow students to engage in lessons tailored to their current skill level, providing immediate feedback and targeted practice.

To strengthen instructional systems, the school is preparing to partner with Keys to Literacy during the 2026–2027 school year. This work will include a comprehensive literacy audit and leadership coaching to enhance universal instruction, intervention systems, assessment practices, and data based decision making aligned to the Science of Reading.

The school integrates subscription based instructional resources to increase access and engagement for all learners, including platforms that provide accessible informational texts with translation and audio supports for multilingual learners.

A critical component of the Schoolwide Program is building infrastructure for at home learning. The goal is not to assign traditional daily homework, but to develop systems and access that allow students to engage in reading, skill practice, and continued learning beyond the school day. This includes access to digital learning platforms, expanded access to take home and culturally relevant reading materials, and support for families in reinforcing learning at home.

Recognizing the importance of social emotional well being, the school implements a comprehensive system of behavioral supports. Schoolwide expectations and routines are explicitly taught and reinforced, and staff receive ongoing professional development to strengthen Tier 1 classroom practices. Tier 2 and Tier 3 supports are delivered through a coordinated SEL team, including a counselor, social worker, and SEL teachers. Strategies include Zones of Regulation, classroom calm down spaces, and targeted interventions for students requiring additional support.

Family engagement is an essential component of the Schoolwide Program. The school provides opportunities for families to engage in their child's education through both daytime and evening events focused on literacy and learning, while also connecting families to resources and supports that strengthen the home school partnership.

In addition, the school is expanding learning opportunities beyond the traditional classroom environment. Existing outdoor spaces, including a garden and gazebo, are being enhanced to support hands on, experiential learning, increased student engagement, and flexible instructional environments.

Through aligned Tier 1 instruction, targeted literacy interventions, embedded classroom supports, adaptive technology, expanded learning opportunities, and strong home school connections, the Schoolwide Program ensures equitable access to high quality educational experiences for all students.

3. Describe the intended goal(s) and outcome(s) of this year's Schoolwide Plan.

The primary goal of the Schoolwide Program is to improve academic achievement and reduce barriers to learning for all students, particularly those performing below grade level.

Academic Outcomes:

Increase the percentage of students meeting or exceeding benchmark in reading at each grade level
Improve student proficiency rates on the New Hampshire SAS assessments in reading and mathematics
Increase the percentage of students demonstrating expected or above expected growth in literacy
Increase student engagement in at home learning opportunities, including reading and skill based practice

Behavioral and Engagement Outcomes:

Reduce the number of office discipline referrals and out of class removals
Strengthen Tier 1 classroom practices to improve student engagement and time on learning

Attendance Outcomes:

Reduce the number of students identified as chronically absent (10+ absences)
Improve overall student attendance rates

Equity and Access Outcomes:

Improve academic outcomes for English Learners
Increase family engagement and access to school resources

4. Describe the plan to evaluate the Schoolwide Plan. Include the data to be collected and how the effectiveness of the plan will be determined.

The effectiveness of the Schoolwide Program is evaluated through an ongoing cycle of data collection, analysis, and continuous improvement.

Academic progress is monitored through mCLASS benchmark assessments administered three times per year, along with ongoing progress monitoring for students receiving interventions. Additional data sources include Eureka Math module assessments and teacher developed common assessments. New students are assessed within two weeks of enrollment to ensure timely access to supports.

Monthly grade level PLC meetings are used to review student data, adjust instructional practices, and refine intervention groupings. In addition, schoolwide data reviews occur quarterly, incorporating academic, attendance, and behavioral data.

Behavioral outcomes are monitored using the X2 system, with a focus on reducing office discipline referrals, suspensions, and time out of class. SEL staff also track student engagement through daily check ins and intervention logs.

Attendance data is reviewed monthly by the Attendance Team to identify trends and implement targeted supports for students with chronic absenteeism.

Program effectiveness is also evaluated through stakeholder feedback, including Title I family surveys and input from the Instructional Leadership Team.

Program effectiveness will also be measured by increased student engagement with at home learning resources, including usage data from digital platforms and feedback from families regarding access to and use of learning materials at home.

Data from all sources is used to make ongoing, data driven adjustments to instruction, intervention, and resource allocation to ensure the Schoolwide Program remains responsive to student needs and demonstrates continuous improvement. The Instructional Leadership Team oversees implementation and ensures alignment between identified needs, instructional practices, and resource allocation.

School Leader Certification

The signatory affirms that they are the school leader responsible for the development, implementation, and annual evaluation of the Schoolwide Program that is summarized in this document, and they can produce upon request documentation to support the information included in this summary.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

School Leader Name Ross McLean Signature Ross McLean Digitally signed by Ross McLean
Date: 2026.04.13 12:01:04
+04'00'

LEA Leader Certification

The signatory affirms the school leader completed and signed this Schoolwide Program Summary, and this Schoolwide Program Summary accurately reflects the plan that is supported by the LEA.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

LEA Leader Name J. Sampath Signature 5/27/26



New Hampshire | LIVE FREE AND LEARN
Department of Education

**New Hampshire Department of Education
Title I, Part A
School Site Plan Summary -
Schoolwide Program**

Bureau of Instructional Support

Office of ESEA Programs

25 Hall Street

Concord, NH 03301

Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. As described in Section 1114, Schoolwide Programs (SWP) utilize Title I, Part A funds as part of a comprehensive school improvement effort to elevate the entire educational program of a Title I, Part A funded school.

This document serves as the school's annual summary and certification of the Schoolwide Plan and confirms that all required Schoolwide elements are in place. The local educational agency (LEA) must annually include this document to the LEA's ESEA Consolidated Application in the Grants Management System (GMS) to be considered eligible for Title I, Part A funding.

This document does not replace the full Schoolwide Plan, which shall be made available to the New Hampshire Department of Education (NHED) upon request.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the state educational agency (SEA) a LEA Title I, Part A Plan, approved by the SEA. The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually certify that the LEA has reviewed and, as necessary, revised its plan.

In addition to the LEA Title I, Part A Plan, ESEA Section 1114(b) requires an eligible school operating a schoolwide program to develop a comprehensive plan, such plan is a part of the LEAs Title I, Part A Plan. The Schoolwide Program plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised by the LEA as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The Schoolwide Program plan must also be made available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Title I, Part A School Site Plan Summary— Schoolwide Plan

The LEA must annually review, make any necessary revisions, and certify the Title I, Part A LEA Plans. To apply for Title I, Part A funds, the LEA must complete the following Title I, Part A School Site Plan Summary—Schoolwide Plan document annually and upload the document to the ESEA Consolidated Application to be considered for Title I, Part A funds. *For questions, please contact your federal program manager contact.*

LEA Information

School Year: 2026 2027

School Name: Fairgrounds Elementary School

LEA Name: _____

Confirmation of Compliance with Title I, Part A Schoolwide Programming Requirements

The school and LEA officials affirm that the school and LEA will comply with following the Title I, Part A Schoolwide Program requirements:

■ Schoolwide Program Plan

A comprehensive, written Schoolwide Program Plan is developed and annually reviewed, revised (if needed), and certified with input from stakeholders (parents, teachers, administrators, community members)(Section 1114(b)(1)-(3)).

■ Annual Comprehensive Needs Assessment

A comprehensive needs assessment has been conducted annually to identify strengths, challenges, and areas for improvement in student achievement (Section 1114(b)(6)).

■ Required Schoolwide Components

The Schoolwide Program Plan includes:

■ Strategies to strengthen the academic program, increase learning time, and provide enrichment (Section 1114(b)(7)(A)(ii)).

■ Evidence-based strategies to address the needs of all students, particularly those at risk of not meeting state standards (Section 1114(b)(7)(A)(i)-(iii)).

■ Teachers are all properly licensed, certified, and qualified and paraprofessionals are properly licensed and/or qualified (Section 1112(c)(6)).

■ Coordination of Services

Title I, Part A services and resources are coordinated with other federal, state, and local programs and funding streams (Section 1114(b)(5)).

■ Family Engagement

Parents and families are meaningfully involved in planning, implementing, and evaluating the Schoolwide Program, consistent with the Parent and Family Engagement Policy (Section 1116(a)(2)(A)-(F) and Section 1114(b)(2)).

■ **Professional Development**

Ongoing professional development is provided for teachers, principals, and other school staff to address the needs identified in the plan (Section 1114(b)(7)(A)(iii)(IV)).

■ **Evidence-Based Instructional Strategies**

The program uses evidence-based instructional methods and interventions to improve student achievement (Section 1114(b)(7)(A)(ii)).

■ **Transition Services**

Strategies are in place to assist students in transitions (e.g., preschool to elementary, elementary to middle school, etc.)(Section 1114(b)(7)(A)(iii)(II & V)).

■ **Program Evaluation**

The effectiveness of the Schoolwide Program is regularly monitored and evaluated, and revisions are made as needed (Section 1114(b)(3 & 6)).

■ **Documentation & Recordkeeping**

Records of the Schoolwide Plan, needs assessment, stakeholder input, professional development, family engagement, and program evaluation are maintained and available for review (Section 1114(b)(1 - 7)).

Title I, Part A Schoolwide Program Eligibility

- First Year the Title I, Part A school became a Schoolwide program: 20 Years Ago
- At the time of becoming a Schoolwide program, the Title I, Part A school (select one):
 - Identified that at least 40 percent of the school's enrollment were identified as low-income
 - Requested and received a state waiver of the 40 percent requirement
- Current Poverty Rate: 57.98%

Schoolwide Program Summary

1. Describe the rationale for the Schoolwide Program. Include the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s) annually. If the current poverty rate is below 40%, please provide a rationale for continuing a schoolwide program.

Fairgrounds Elementary implements a Schoolwide Program to address persistent academic, behavioral, and attendance needs identified through a comprehensive needs assessment process. Each year, the school uses multiple data sources to identify trends, strengths, and areas for growth, including mCLASS universal screening data, New Hampshire SAS assessment results, Eureka Math module assessments, attendance records, and behavioral data. The school reviews these data annually as part of a comprehensive needs assessment and uses the results to revise the Schoolwide Plan.

All students in grades K-5 are screened in reading using mCLASS three times per year (fall, winter, and spring). Students identified as below or well below benchmark receive targeted progress monitoring and intervention. Current data indicate that a significant percentage of students are not meeting grade level expectations in literacy. Mid year benchmarking during the 2025-2026 school year shows overall proficiency at 38%, demonstrating a continued need for systemic literacy support.

State assessment (SAS) data further reinforces this need. Across grades 3-5, proficiency rates in both reading and mathematics remain below desired levels. For example, 2024-2025 results indicate reading proficiency of 30% and math proficiency of 26%, highlighting ongoing gaps in student achievement.

Behavioral data also reflects ongoing needs related to Tier 2 and Tier 3 supports, underscoring the importance of strengthening Tier 1 classroom practices and expanding proactive social emotional supports. In addition, the school serves a diverse and multilingual population, with over 100 students from multilingual households. Data indicate that English Learners require additional language and academic supports to access grade level content.

Another identified area of need is strengthening home to school learning connections. We will continue to prioritize building meaningful partnerships with families so that learning is supported consistently both in the classroom and at home. This includes establishing clear, two way communication; sharing practical strategies families can use to reinforce skills; and creating regular opportunities for families to participate in learning activities and school events. While we have received some positive feedback from parents and families, recent survey data show that only 50% of families responded "yes" to the statement, "I connect with other families." Survey results also highlighted similar concerns related to teacher family communication and the need for increased after school activities and clubs.

2. Describe the Schoolwide Program to improve the educational outcomes for eligible students. *Note: listing goals is insufficient; this description should include the actions taken to improve the educational program for all students.*

At Fairgrounds Elementary School, we are committed to continually evolving our approach to provide high quality, rigorous Tier 1 instruction for all students. In collaboration with the district, we set clear benchmarks that all students must meet at each grade level to demonstrate mastery of grade level standards.

We have learned that a strong Tier 1 core curriculum and instruction are essential to the effectiveness of our lower tiers of support. Our Leadership Team works closely with the district to explore and implement curriculum and instructional practices that best meet the needs of our diverse learners. The team develops building goals focused on both academic and social/behavioral supports. We utilize our Humanities Committee, STEAM Committee, and Behavior Team to continuously monitor implementation and provide support to grade level teams on data collection and use for interventions and supports.

Currently, we are continuing to implement significant instructional shifts to align with the latest research on how students learn to read. As part of these changes, our Instructional Leadership Team (ILT) has established building goals measured through implementation fidelity and ongoing assessment of student progress. Our Humanities Committee is actively working to implement these changes and share information with grade level teams for use during Professional Learning Communities (PLCs). These PLCs occur during protected time on a rotating schedule, ensuring every grade level meets every seven school days. This schedule is designed to include Special Education teachers, English Language Learner (ELL) teachers, and Title I teachers/staff who work with each grade level.

Reading

All students take the mCLASS benchmark assessment three times a year (September, January, and May). Benchmark data is analyzed, and students identified as well below/below average through the mCLASS reading universal screener are placed on a progress monitoring schedule to determine appropriate interventions and measure their effectiveness. Progress monitoring data is reviewed during grade level PLC meetings, where plans are developed to best meet students' needs using district resources and Title I interventions.

Math

All students are screened and benchmarked multiple times per year to assess progress toward grade level standards. We explored using mCLASS Math during the 2025–2026 school year and had mixed results in the pilot grade levels; however, we remain interested in a math assessment tool similar to this. Benchmark data is analyzed by grade level PLCs, and students identified as well below/below average through the universal screener are placed on a progress monitoring schedule to determine appropriate interventions and measure their effectiveness. This data is reviewed during grade level PLC meetings (held every seven school days), and students are referred for interventions or supports as needed.

All students currently take Eureka end of module assessments. This data is analyzed to refer students for additional intervention based on identified standards. Groupings and interventions are formally assessed and evaluated every four to six weeks, allowing for fluid movement of students into or out of math intervention based on data and progress toward achieving grade level standards.

The district has adopted CKLA as the core curriculum for content in grades K–2, supported by a structured literacy skills program such as Foundations. We aim to add the CKLA Skills component to our K–2 classrooms, as our Leadership Team believes it will better align with our Tier 1 instruction and provide a more cohesive learning experience for our students.

Students in transition continue to require support with basic needs, such as school supplies, and often need social emotional support. We also need support for Tier 2 and Tier 3 behaviors, prompting us to add a Behavior Team to our PLC rotation to monitor students in need of behavioral support and provide appropriate interventions. This team—comprising administration, a guidance counselor, a school psychologist, school social worker, a classroom teacher representative, a Special Education representative, an English Language Learners teacher representative, and a para educator representative—meets as part of our PLC rotation every seven school days.

In terms of social emotional learning and parent outreach, maintaining adequate staffing is crucial to support students and families in need. We have served hundreds of families by providing basic needs support and access to community based resources, as well as supporting students experiencing trauma through extensive check ins. Our Mental Health Team, consisting of our school counselor, school psychologist, social worker, and administration, meets regularly to review students and families who may need additional mental health support.

Our Family Center is an active place in our building where our Family Engagement Coordinator and our social worker work hard to make meaningful connections with the community and build partnerships with our parents and families. We use this space to host weekly mainstays such as Crafts and Laughs with parents and Preschool Storytime, where parents bring in future students to listen to a story and complete an activity. We also help provide basic needs to families through Catie's Closet, End 68 Hours of Hunger, and weekly meals for families. Each year, we aim to host a Community Resource Fair in May to connect families with local resources and strengthen partnerships within our neighborhood. We also host a Title I Meeting and Family Game Night.

Parents are involved in other ways as well. We have an active PTO at Fairgrounds Elementary. This group serves as a forum for sharing information and soliciting input on our school's programs and initiatives. In addition, the PTO plans monthly family nights in conjunction with school staff. Several of these evenings are academic in nature, including Open House and other academic events such as our Celebration of Learning in early June. Our school's goal for the coming year is to continue expanding our parent group to be larger and more diverse, while also providing more culturally relevant events for our families.

To meet our schoolwide goals for improved student achievement and student well being, we request Title I, Part A support for staffing, instructional resources, professional learning, extended learning opportunities, and family engagement. These investments will strengthen core instruction, expand timely and targeted interventions, and reduce barriers to learning so that all students—especially those most impacted by poverty—have equitable access to high quality instruction and support.

Staffing is central to this work. A full time Family Engagement Coordinator will strengthen school home partnerships by reducing barriers to participation, improving two way communication, coordinating family centered events, and increasing outreach to families who are less connected to the school. This consistent structure for engagement will build trust, support attendance, and increase families' capacity to reinforce learning at home. In addition, while we currently employ two Title I intervention teachers, student need indicates that additional intervention staffing, as budget allows, would increase our ability to provide high impact instruction in reading and mathematics through smaller groups, more frequent progress monitoring, and expanded support across grade levels aligned to core instruction. Our current paraprofessional staffing level of four paraeducators appears adequate to support intervention implementation. To further support readiness to learn, we also request continued funding for one social worker to provide direct student services, facilitate small groups, partner with families and community agencies, and support staff with strategies that reduce behavioral barriers and increase instructional time.

Instructional resources will help ensure our programs are coherent, research based, and responsive to student needs. As budget allows, we plan to strengthen early literacy and foundational skills through CKLA Skills in grades K–2 and increased access to decodable readers aligned to phonics instruction. In mathematics, we seek mCLASS Math subscriptions to support screening, assessment, progress monitoring, and targeted instruction, along with evidence based math intervention materials that align intervention with core instruction. Together, these resources will increase consistency, support differentiation, and ensure interventions are guided by diagnostic information and connected to grade level expectations.

Finally, sustained improvement depends on adult learning and consistent implementation. Title I funds will support professional development aligned to our Schoolwide Plan goals, including training to strengthen staff capacity in behavioral and social emotional supports using evidence informed approaches such as Responsive Classroom, Mike Anderson's work on proactive classroom systems, Leading Great Learning, and Lives in Balance (Ross Greene). We will also support professional learning for teachers and school leadership through conferences, seminars, and consultants directly tied to Schoolwide Plan outcomes, and invest in leadership, coaching, and instructional improvement development for coaches and principals to build internal capacity and maintain momentum over time.

Our Leadership Team will continue to assess our plan and decide if further resources or staffing are needed to meet the goals of our plan.

3. Describe the intended goal(s) and outcome(s) of this year's Schoolwide Plan.

Goals:

Accelerating growth in reading and math will be a central focus for 2026–2027. By May 2027, the school will increase the percentage of students meeting grade level benchmarks in both areas while also accelerating progress for students who are currently below benchmark. This will be accomplished by strengthening K–2 coherence through tighter alignment between CKLA and structured literacy skill development, implementing 4–6 week math intervention cycles to respond quickly to student needs, and forming enrichment groups based on module and screener data so instruction is responsive for students who are ready to extend their learning.

To ensure students receive the right level of support academically and behaviorally, the school will implement a consistent MTSS system during the same 2026–2027 school year. By January 2027, MTSS will be fully established with clear decision rules for intervention and enrichment, along with consistent progress monitoring structures, and this system will be sustained through May 2027 to ensure continuity and follow through across teams and grade levels.

Improving teacher efficacy will be another key lever for achieving these goals. By May 2027, teacher efficacy in Tier 1 instruction and data based decision making will be strengthened through consistent PLC cycles, coaching, and steady implementation of district literacy and math expectations. This work will include targeted coaching that supports teachers in analyzing screening data and delivering effective small group instruction, while also ensuring PLC documentation is protected and consistently maintained so teams can track decisions, actions, and outcomes over time.

Student mental health, behavior, and overall school climate will be intentionally supported throughout 2026–2027 as well. By May 2027, the school will improve student well being by strengthening Tier 1 SEL practices and ensuring timely Tier 2 and Tier 3 behavior and mental health supports through the Behavior/Mental Health Team. The Behavior Team will meet on the PLC rotation every seven school days using a consistent protocol, schoolwide expectations and routines will be refreshed after breaks and for new or transitioning students, and the school will track services, referrals, and follow up to ensure students receive support promptly and consistently.

Finally, the school will prioritize meaningful family engagement. By May 2027, family engagement will increase so that families clearly understand grade level benchmarks and MTSS supports and can access school and community resources quickly. This will help ensure families are informed partners in student learning and are connected to the supports needed to promote student success.

4. Describe the plan to evaluate the Schoolwide Plan. Include the data to be collected and how the effectiveness of the plan will be determined.

The Schoolwide (Title I) Plan will be evaluated through an ongoing review cycle led by the school's Leadership Team during the 2026–2027 school year. The team will examine progress on each goal at regular points aligned to assessment windows and MTSS review timelines, using the results to determine whether strategies are working and to make adjustments as needed. In Spring 2027, the Leadership Team will triangulate academic, MTSS implementation, instructional practice, behavior/mental health, and family engagement data to determine the overall effectiveness of the Schoolwide Plan and to guide development of the next year's plan.

For Accelerating Growth in reading and math, the school will collect mCLASS data in September 2026, January 2027, and May 2027, focusing on the percentage of students at or above benchmark and the percentage of students who began the year below or well below benchmark who meet end of year growth targets as defined by the assessment system. The plan will be considered effective in reading if the school increases the at/above benchmark rate by 8 percentage points from September 2026 to May 2027 and if 70% of students identified as below/well below in September meet their growth targets. In math, the school will use results from the school's universal screener and Eureka end of module assessments from Fall 2026 through Spring 2027 to track grade level proficiency on priority standards. The plan will be considered effective in math if proficiency on those priority standards increases by 8 percentage points from Fall 2026 to Spring 2027.

To evaluate the MTSS system for intervention and enrichment in academics and behavior, the school will collect evidence that MTSS processes are documented and used consistently across the school, including the defined tiers, tools, meeting schedule, and staff roles, with completion expected by October 2026. The school will also maintain documentation showing that 100% of Tier 2 and Tier 3 students have a plan that includes a goal, the intervention or enrichment to be provided, frequency, progress monitoring tool, review date, and responsible staff. Effectiveness will also be determined by whether intervention and enrichment groups are reviewed and adjusted at least every 4–6 weeks in math and according to the established reading progress monitoring schedule, with decisions recorded in PLC notes.

Teacher efficacy will be evaluated using documentation of PLC implementation and instructional walkthrough data. The school will track whether every grade level completes a PLC cycle every seven school days using a common agenda and protocol that includes data review, Tier 1 instructional adjustments, and MTSS planning. In addition, walkthrough and Instructional Leadership Team look for data will be collected to monitor implementation of agreed upon Tier 1 practices such as structured literacy routines, explicit instruction, and checks for understanding. The plan will be considered effective if 100% of grade levels complete PLC cycles on schedule and walkthrough evidence shows at least 80% implementation of the agreed Tier 1 practices.

Student mental health and discipline outcomes will be evaluated using office discipline referral data and behavioral/mental health support documentation. The school will compare 2026–2027 referral patterns to the 2025–2026 baseline, monitoring both overall referrals and repeat referrals. The plan will be considered effective if overall referrals decrease by 15% and repeat referrals decrease by 20% from the 2025–2026 baseline. The school will also track timelines for Tier 2 and Tier 3 behavior or mental health supports and will determine effectiveness by whether 90% of students referred receive a documented support plan within 10 days.

Family engagement will be evaluated through participation records, service response logs, and survey data. The school will use sign in totals to compare participation in family events from Fall 2026 to Spring 2027 and will track basic needs requests and follow up timelines in a referral log. The plan will be considered effective if family event participation increases by 15%, if 95% of basic needs requests receive follow up within five school days, and if the family survey item "I connect with other families" increases by 10% from the 2025–2026 result.

School Leader Certification

The signatory affirms that they are the school leader responsible for the development, implementation, and annual evaluation of the Schoolwide Program that is summarized in this document, and they can produce upon request documentation to support the information included in this summary.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

School Leader Name Michael Harrington Signature Michael Harrington Digitally signed by Michael Harrington
Date: 2026.04.13 15:04:28 -04'00'

LEA Leader Certification

The signatory affirms the school leader completed and signed this Schoolwide Program Summary, and this Schoolwide Program Summary accurately reflects the plan that is supported by the LEA.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

LEA Leader Name J. Scarpato Signature 5/27/26

Crisp



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Department of Education

**New Hampshire Department of Education
Title I, Part A
School Site Plan Summary -
Schoolwide Program**

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. As described in Section 1114, Schoolwide Programs (SWP) utilize Title I, Part A funds as part of a comprehensive school improvement effort to elevate the entire educational program of a Title I, Part A funded school.

This document serves as the school's annual summary and certification of the Schoolwide Plan and confirms that all required Schoolwide elements are in place. The local educational agency (LEA) must annually include this document to the LEA's ESEA Consolidated Application in the Grants Management System (GMS) to be considered eligible for Title I, Part A funding.

This document does not replace the full Schoolwide Plan, which shall be made available to the New Hampshire Department of Education (NHED) upon request.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the state educational agency (SEA) a LEA Title I, Part A Plan, approved by the SEA. The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually certify that the LEA has reviewed and, as necessary, revised its plan.

In addition to the LEA Title I, Part A Plan, ESEA Section 1114(b) requires an eligible school operating a schoolwide program to develop a comprehensive plan, such plan is a part of the LEA's Title I, Part A Plan. The Schoolwide Program plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised by the LEA as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The Schoolwide Program plan must also be made available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Title I, Part A School Site Plan Summary— Schoolwide Plan

The LEA must annually review, make any necessary revisions, and certify the Title I, Part A LEA Plans. To apply for Title I, Part A funds, the LEA must complete the following Title I, Part A School Site Plan Summary—Schoolwide Plan document annually and upload the document to the ESEA Consolidated Application to be considered for Title I, Part A funds. *For questions, please contact your federal program manager contact.*

LEA Information

School Year: 2026-2027
School Name: Dr. Norman W. Crisp Elementary School
LEA Name: Colleen Hussey

Confirmation of Compliance with Title I, Part A Schoolwide Programming Requirements

The school and LEA officials affirm that the school and LEA will comply with following the Title I, Part A Schoolwide Program requirements:

☒ Schoolwide Program Plan

A comprehensive, written Schoolwide Program Plan is developed and annually reviewed, revised (if needed), and certified with input from stakeholders (parents, teachers, administrators, community members)(Section 1114(b)(1)-(3)).

☒ Annual Comprehensive Needs Assessment

A comprehensive needs assessment has been conducted annually to identify strengths, challenges, and areas for improvement in student achievement (Section 1114(b)(6)).

☒ Required Schoolwide Components

The Schoolwide Program Plan includes:

☒ Strategies to strengthen the academic program, increase learning time, and provide enrichment (Section 1114(b)(7)(A)(ii)).

☒ Evidence-based strategies to address the needs of all students, particularly those at risk of not meeting state standards (Section 1114(b)(7)(A)(i)-(iii)).

☒ Teachers are all properly licensed, certified, and qualified and paraprofessionals are properly licensed and/or qualified (Section 1112(c)(6)).

☒ Coordination of Services

Title I, Part A services and resources are coordinated with other federal, state, and local programs and funding streams (Section 1114(b)(5)).

☒ Family Engagement

Parents and families are meaningfully involved in planning, implementing, and evaluating the Schoolwide Program, consistent with the Parent and Family Engagement Policy (Section 1116(a)(2)(A)-(F) and Section 1114(b)(2)).

☐ **Professional Development**

Ongoing professional development is provided for teachers, principals, and other school staff to address the needs identified in the plan (Section 1114(b)(7)(A)(iii)(IV)).

☐ **Evidence-Based Instructional Strategies**

The program uses evidence-based instructional methods and interventions to improve student achievement (Section 1114(b)(7)(A)(iii)).

☐ **Transition Services**

Strategies are in place to assist students in transitions (e.g., preschool to elementary, elementary to middle school, etc.)(Section 1114(b)(7)(A)(iii)(II & V)).

☐ **Program Evaluation**

The effectiveness of the Schoolwide Program is regularly monitored and evaluated, and revisions are made as needed (Section 1114(b)(3 & 6)).

☐ **Documentation & Recordkeeping**

Records of the Schoolwide Plan, needs assessment, stakeholder input, professional development, family engagement, and program evaluation are maintained and available for review (Section 1114(b)(1 - 7)).

Title I, Part A Schoolwide Program Eligibility

- First Year the Title I, Part A school became a Schoolwide program: 20+ years
- At the time of becoming a Schoolwide program, the Title I, Part A school (select one):
 - ☐ Identified that at least 40 percent of the school's enrollment were identified as low-income
 - ☐ Requested and received a state waiver of the 40 percent requirement
- Current Poverty Rate: 75.07 %

Schoolwide Program Summary

1. Describe the rationale for the Schoolwide Program. Include the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s) annually. If the current poverty rate is below 40%, please provide a rationale for continuing a schoolwide program.

1. Our school operates a schoolwide Title I program to ensure that all students have equitable access to high-quality instruction and the supports necessary to meet challenging academic standards. The decision to implement and maintain a schoolwide program is grounded in the significant level of economic need within our student population, as well as ongoing analysis of multiple data sources that identify academic gaps and areas for targeted improvement.

A primary indicator of need is the percentage of students from low-income families. Based on annual Free and Reduced Lunch (FRL) applications, approximately 79% of our students qualify, exceeding the federal threshold required to operate a schoolwide Title I program. This high percentage reflects widespread economic disadvantage, which is often correlated with increased risk for academic challenges, including limited access to resources, reduced learning opportunities outside of school, and increased social-emotional needs.

2. Describe the Schoolwide Program to improve the educational outcomes for eligible students.
Note: listing goals is insufficient; this description should include the actions taken to improve the educational program for all students.

2. Our schoolwide Title I program is designed to improve educational outcomes for all students, with particular attention to those who are most at risk of not meeting state academic standards. Through a comprehensive, integrated approach, the program enhances the overall educational experience by addressing both academic and non-academic barriers to learning.

To strengthen academic achievement, the school employs dedicated Title I teachers who provide targeted instruction and intervention. These include specialists in Reading and English Language Arts (ELA) who support students through evidence-based literacy practices, as well as a Title I teacher focused on Tier 2 math intervention to address gaps in mathematical understanding. These educators work collaboratively with classroom teachers to deliver small-group instruction, differentiate learning, and monitor student progress to ensure timely and effective support.

Recognizing the critical connection between social-emotional well-being and academic success, the school also provides comprehensive support services. A school social worker and a social-emotional learning (SEL) teacher work with students to develop essential skills such as self-regulation, resilience, and positive peer interactions. These supports help create a safe and supportive learning environment, reduce behavioral barriers, and increase student engagement in the classroom.

Family engagement is a central component of the schoolwide program. A dedicated Family Engagement Coordinator facilitates meaningful opportunities for families to connect with the school and support their child's learning. Monthly Coffee and Conversation meetings provide a consistent forum for communication, relationship-building, and sharing important school information. In addition, the school offers various after-school events and workshops designed to help families better understand the curriculum, learn strategies to support learning at home, and strengthen the school-home partnership.

Together, these coordinated efforts ensure that Title I resources are used to enhance instruction, provide targeted interventions, support students' social-emotional development, and actively engage families. This comprehensive approach improves outcomes for all students while addressing the specific needs of those who require additional support.

3. Describe the intended goal(s) and outcome(s) of this year's Schoolwide Plan.

3.1. Social-Emotional Learning (SEL) – Schoolwide (Tier 1)
Goal: All students will develop self-regulation, coping, and positive social interaction skills.
Outcomes:
100% of students will receive consistent SEL instruction throughout the school year.
Decrease in office discipline referrals and behavioral incidents.
Increase in students demonstrating appropriate self-regulation and peer-to-peer social skills (as measured by behavior data and teacher observations).
Improved classroom engagement and time on task.

2. Targeted Social-Emotional and Attendance Support (Tier 2/3)
Goal: Provide individualized support for students with higher social-emotional and attendance needs.
Outcomes:
Reduction in chronic absenteeism rates among identified students.
Improved student attendance rates overall.
Increased student ability to apply coping strategies and self-regulation skills (as measured by progress monitoring and intervention data).
Increased family engagement in attendance-related support plans.

3. Family Engagement and School-Home Partnership
Goal: Strengthen relationships between families and the school while increasing family capacity to support student success.
Outcomes:
Increased participation in family engagement opportunities (e.g., monthly Coffee and Conversation meetings, workshops, and events).
Improved communication between families and school staff (measured through participation logs and surveys).
Increased family knowledge of strategies to support students academically and behaviorally at home.
Increased use of community and school-based resources by families.

4. Literacy Achievement (Reading and Writing – Tier 2 Support)
Goal: Improve reading and writing proficiency for students in grades K-5 who require additional support.
Outcomes:
Increased percentage of students meeting or exceeding grade-level expectations in reading and writing.
Measurable growth on universal screening and benchmark assessments.
Reduction in the number of students performing below grade level.
Demonstrated progress for students receiving Tier 2 interventions (based on progress monitoring data).

5. Mathematics Achievement (Tier 2 Support)
Goal: Strengthen math skills and close achievement gaps for students in grades K-5.
Outcomes:
Increased percentage of students meeting grade-level standards in mathematics.
Improved performance on math benchmark and diagnostic assessments.
Demonstrated growth for students receiving Tier 2 math interventions.
Reduction in the number of students requiring intensive math support over time.

4. Describe the plan to evaluate the Schoolwide Plan. Include the data to be collected and how the effectiveness of the plan will be determined.

4. The effectiveness of the Schoolwide Title I Plan will be evaluated through an ongoing, data-driven process that includes multiple measures of student performance, family engagement, and program implementation. The school will use both quantitative and qualitative data to assess progress toward identified goals and to inform continuous improvement.

Data Collection

The school will collect and analyze the following data sources annually:

Student Achievement Data:
District benchmark assessments in reading and mathematics
Report card data to monitor academic performance and progress
State assessment data, including NH SAS (New Hampshire Statewide Assessment System) results

Student Support and Program Data:
Progress monitoring data for students receiving Tier 2 interventions in literacy and math
Special education data, including referral rates, service delivery, and student progress

Attendance Data:
Average daily attendance rates
Chronic absenteeism rates, with a focus on students receiving targeted supports

Family Engagement Data:
Results from a Fall family survey to gather baseline input on school climate, communication, and family needs
Results from a Spring family survey to measure growth, satisfaction, and areas for improvement
Participation data from family engagement activities, including Coffee and Conversation meetings and other school events
Qualitative feedback collected during family engagement opportunities and informal discussions

Determining Effectiveness

The effectiveness of the Schoolwide Plan will be determined by analyzing trends and growth across these data sources. The school will:

Compare fall, winter, and spring academic data to measure student growth and progress toward grade-level expectations
Monitor changes in attendance rates and reductions in chronic absenteeism
Review behavioral and social-emotional indicators to assess improvements in student engagement and self-regulation
Analyze survey results to evaluate increases in family engagement, satisfaction, and understanding of how to support their child
Examine participation rates in family engagement activities as an indicator of strengthened school-home partnerships
Review progress of students receiving targeted interventions to determine the impact of Title I supports

School leadership and staff will meet regularly to review data, identify trends, and make necessary adjustments to the program. The results of this evaluation will directly inform revisions to the Schoolwide Plan to ensure that resources and strategies remain aligned to student and family needs.

School Leader Certification

The signatory affirms that they are the school leader responsible for the development, implementation, and annual evaluation of the Schoolwide Program that is summarized in this document, and they can produce upon request documentation to support the information included in this summary.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

School Leader Name Colleen Hickey Signature Colleen Hickey

LEA Leader Certification

The signatory affirms the school leader completed and signed this Schoolwide Program Summary, and this Schoolwide Program Summary accurately reflects the plan that is supported by the LEA.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

LEA Leader Name Jenn Scarpati Signature J. Scarpati



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Department of Education

**New Hampshire Department of Education
Title I, Part A
School Site Plan Summary -
Schoolwide Program**

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. As described in Section 1114, Schoolwide Programs (SWP) utilize Title I, Part A funds as part of a comprehensive school improvement effort to elevate the entire educational program of a Title I, Part A funded school.

This document serves as the school's annual summary and certification of the Schoolwide Plan and confirms that all required Schoolwide elements are in place. The local educational agency (LEA) must annually include this document to the LEA's ESEA Consolidated Application in the Grants Management System (GMS) to be considered eligible for Title I, Part A funding.

This document does not replace the full Schoolwide Plan, which shall be made available to the New Hampshire Department of Education (NHED) upon request.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the state educational agency (SEA) a LEA Title I, Part A Plan, approved by the SEA. The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually certify that the LEA has reviewed and, as necessary, revised its plan.

In addition to the LEA Title I, Part A Plan, ESEA Section 1114(b) requires an eligible school operating a schoolwide program to develop a comprehensive plan, such plan is a part of the LEAs Title I, Part A Plan. The Schoolwide Program plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised by the LEA as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The Schoolwide Program plan must also be made available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Title I, Part A School Site Plan Summary— Schoolwide Plan

The LEA must annually review, make any necessary revisions, and certify the Title I, Part A LEA Plans. To apply for Title I, Part A funds, the LEA must complete the following Title I, Part A School Site Plan Summary—Schoolwide Plan document annually and upload the document to the ESEA Consolidated Application to be considered for Title I, Part A funds. *For questions, please contact your federal program manager contact.*

LEA Information

School Year: 2026-2027
School Name: Mt. Pleasant Elementary School
LEA Name: Nashua School District

Confirmation of Compliance with Title I, Part A Schoolwide Programming Requirements

The school and LEA officials affirm that the school and LEA will comply with following the Title I, Part A Schoolwide Program requirements:

■ Schoolwide Program Plan

A comprehensive, written Schoolwide Program Plan is developed and annually reviewed, revised (if needed), and certified with input from stakeholders (parents, teachers, administrators, community members)(Section 1114(b)(1)-(3)).

■ Annual Comprehensive Needs Assessment

A comprehensive needs assessment has been conducted annually to identify strengths, challenges, and areas for improvement in student achievement (Section 1114(b)(6)).

■ Required Schoolwide Components

The Schoolwide Program Plan includes:

■ Strategies to strengthen the academic program, increase learning time, and provide enrichment (Section 1114(b)(7)(A)(ii)).

■ Evidence-based strategies to address the needs of all students, particularly those at risk of not meeting state standards (Section 1114(b)(7)(A)(i)-(iii)).

■ Teachers are all properly licensed, certified, and qualified and paraprofessionals are properly licensed and/or qualified (Section 1112(c)(6)).

■ Coordination of Services

Title I, Part A services and resources are coordinated with other federal, state, and local programs and funding streams (Section 1114(b)(5)).

■ Family Engagement

Parents and families are meaningfully involved in planning, implementing, and evaluating the Schoolwide Program, consistent with the Parent and Family Engagement Policy (Section 1116(a)(2)(A)-(F) and Section 1114(b)(2)).

■ Professional Development

Ongoing professional development is provided for teachers, principals, and other school staff to address the needs identified in the plan (Section 1114(b)(7)(A)(iii)(IV)).

■ Evidence-Based Instructional Strategies

The program uses evidence-based instructional methods and interventions to improve student achievement (Section 1114(b)(7)(A)(ii)).

■ Transition Services

Strategies are in place to assist students in transitions (e.g., preschool to elementary, elementary to middle school, etc.)(Section 1114(b)(7)(A)(iii)(II & V)).

■ Program Evaluation

The effectiveness of the Schoolwide Program is regularly monitored and evaluated, and revisions are made as needed (Section 1114(b)(3 & 6)).

■ Documentation & Recordkeeping

Records of the Schoolwide Plan, needs assessment, stakeholder input, professional development, family engagement, and program evaluation are maintained and available for review (Section 1114(b)(1 - 7)).

Title I, Part A Schoolwide Program Eligibility

- First Year the Title I, Part A school became a Schoolwide program: 20+
- At the time of becoming a Schoolwide program, the Title I, Part A school (select one):
 - Identified that at least 40 percent of the school's enrollment were identified as low-income
 - Requested and received a state waiver of the 40 percent requirement
- Current Poverty Rate: 68%

Schoolwide Program Summary

1. Describe the rationale for the Schoolwide Program. Include the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s) annually. If the current poverty rate is below 40%, please provide a rationale for continuing a schoolwide program.

Our schoolwide program is designed to meet students' academic needs through a continuous improvement process. Each year, we conduct an annual needs assessment using multiple data sources to identify strengths, gaps, and priorities in literacy, math, and family engagement.

Data Used to Identify Needs Annually:

NH SAS (annual): Reviewed yearly to identify schoolwide, grade-level, and subgroup trends and standards-based areas of need in ELA and Math. 2024-2025 data shows 3rd grade at 23%, 4th grade at 24%, and 5th grade at 50% proficiency in Literacy and 3rd grade at 18%, 4th grade at 14%, and 5th grade at 0% proficiency in Math.

Acadience (3x/year + ongoing): Benchmarked three times per year to identify students at risk and monitor grade-level trends. Students receiving support are progress monitored biweekly to monthly to measure growth and adjust interventions. MOY benchmark proficient data shows Kindergarten at 35%, 1st grade at 48%, 2nd grade at 50%, 3rd grade at 50%, 4th grade at 46%.

Literacy program data: Foundations assessments are used to drive foundational skills instruction and determine reteaching/small-group needs. LETRS assessment tools and Heggerty provide additional evidence to target phonemic awareness and other key reading components.

Math program data: Eureka module assessments are used to monitor mastery of grade-level standards and guide instructional adjustments and intervention supports. MClass benchmark data (BOY, MOY, EOY) will be used in conjunction with Eureka math data.

Parent survey (2x/year): Collected twice yearly to identify family needs and improve communication and engagement support.

We use these data sources together to confirm underlying needs, monitor progress throughout the year, and update instructional plans and supports annually.

2. Describe the Schoolwide Program to improve the educational outcomes for eligible students.
Note: listing goals is insufficient; this description should include the actions taken to improve the educational program for all students.

Over the past year, our school has made focused, measurable strides in improving student growth by strengthening the systems that drive teaching and learning. Through the competitive state grant opportunity Bridging the Gap in the 603 (BG 603), we refined our Professional Learning Communities (PLCs) to be more consistent, collaborative, and outcomes-driven. Teams now use student data on a regular cycle to identify learning needs, monitor progress, and adjust instruction—both in targeted small groups and in whole-group lessons—to ensure every student receives the support and challenge they need. In addition, we adjusted our leadership team structure to better match current school needs and implemented key system-level changes to improve coherence, accountability, and instructional follow-through across the building.

To further strengthen literacy outcomes, all teachers are currently being trained in LETRS, building shared understanding and consistent instructional practices aligned to the science of reading. We also received the state ATSI grant, which enabled us to implement schoolwide assessment through Acadience, giving staff a clear, common data set to identify student needs early, monitor growth, and respond with timely, targeted instruction. This review of our needs makes it clear that continued support is essential to sustain and deepen this work, ensuring we build on the progress made and continue accelerating student growth in the year ahead.

Our K - 5 school (with the goal of adding preschool) serves a trauma-saturated population. Because students' ability to attend, regulate emotions, and feel safe at school directly affects learning, we must address social-emotional needs alongside academics. Our schoolwide program is designed to improve literacy and math outcomes by increasing targeted, data-driven intervention time and sustaining trauma-informed systems of support.

Actions we will take to improve student outcomes

Increase Title I intervention staffing (3 total interventionists):

Literacy Interventionists will continue and expand the work supported through BG 603 (state literacy improvement grant) by providing targeted small-group literacy instruction aligned to classroom instruction and monitored regularly to accelerate growth toward grade-level expectations. Math Interventionist will provide targeted, data-driven small-group math intervention focused on closing prerequisite skill gaps so students can access grade-level standards.

Maintain small-group supports with paraeducators (3 paraeducators):

Paraeducators will continue supporting small groups across K - 5 to reinforce priority literacy and math skills, increase practice opportunities, and provide additional targeted instruction under teacher and interventionist direction.

Strengthen student mental health supports (1 full-time social worker):

A full-time social worker will provide individual and small-group supports, crisis response, and coordination with families and community resources to reduce barriers to learning (behavior, attendance, engagement) and increase students' readiness for instruction.

One preschool program to strengthen readiness and early intervention:(1 teacher and 1 paraeducator)

We aim to add preschool so students enter kindergarten with a strong foundation in early literacy, early math, and core SEL skills (routines, self-regulation, and relationship-building). Providing support earlier gives students a head start, allows SEL needs to be addressed proactively, and strengthens early identification and intervention—improving students' long-term chances of academic success.

Sustain trauma-informed professional learning (Dr. Roy):

We will continue working with Dr. Roy (periodically rather than monthly) to sustain trauma-responsive practices through faculty-meeting PD and ongoing staff support.

Reallocate staffing to prioritize direct student need:(Part time FEC)

To focus resources on high-impact academic and mental health services, we will reduce the Family Engagement Coordinator to a part-time role (potentially shared with another school). This maintains essential family connection work while prioritizing supports that most directly affect student achievement and readiness to learn. To support us with communicating with our parents when the FEC is at another school, we would purchase communication devices.

We are also requesting funding for additional resources to support literacy and math growth, including decodable texts, math manipulatives, flexible seating, sensory tools, summer learning-loss bags/programming, and before- or after-school tutoring. Additionally, we would like to purchase translation tool(s) to better support communication with both students and parents.

This schoolwide approach increases intervention minutes, strengthens instructional consistency, and addresses trauma-related barriers that often limit academic growth—resulting in improved literacy and math outcomes for our students.

3. Describe the intended goal(s) and outcome(s) of this year's Schoolwide Plan.

The intended goals of this year's schoolwide plan are to accelerate student growth—particularly in literacy—by strengthening schoolwide systems for instruction, intervention, progress monitoring, and family partnership. Building on the supports of BG 603 (Bridging the Gap in the 603) and the ATSI grant, our plan is designed to ensure that every student's needs are identified early, addressed with high-quality instruction, and monitored regularly through a continuous improvement cycle. A central measurable outcome of this plan is to increase the percentage of students demonstrating growth to proficient by at least 15%.

Key intended outcomes include: (1) high-functioning PLCs that meet consistently and use data routinely to plan, deliver, and adjust both small-group and whole-group instruction; (2) increased instructional capacity and consistency across classrooms through LETRS training for all teachers, resulting in stronger core reading instruction, more accurate identification of foundational skill gaps, and more effective, aligned interventions—leading to improved student reading outcomes over time; (3) a cohesive schoolwide assessment and progress-monitoring system through Acadience, allowing staff to screen and monitor all students, respond quickly to data, and evaluate the impact of instructional changes; and (4) strengthened leadership structures and system changes that improve clarity, implementation, and shared accountability across the building.

In addition, this year's plan includes the addition of a preschool program, with the intended outcome of increasing early literacy readiness, strengthening transitions into kindergarten, and reducing skill gaps by providing earlier access to high-quality instruction. Through our twice yearly parent survey, improving family engagement is a priority goal, with outcomes focused on increasing meaningful two-way communication, building families' understanding of student progress and learning expectations, and strengthening home-school partnerships that support attendance, reading development, and overall academic growth. Collectively, these actions are designed to create a coherent, data-driven, and developmentally aligned schoolwide approach that results in measurable gains in student achievement and growth.

4. Describe the plan to evaluate the Schoolwide Plan. Include the data to be collected and how the effectiveness of the plan will be determined.

We will evaluate the effectiveness of the schoolwide plan through an ongoing continuous-improvement cycle that uses multiple data sources, regular review points, and clear indicators of implementation and impact. Evaluation will focus on two areas: (1) whether the plan is being implemented with fidelity (systems and instructional practices), and (2) whether the plan is producing the intended outcomes in student growth and engagement.

Data to be collected

Acadience assessment data (universal screening and progress monitoring): benchmark performance, growth over time, and progress-monitoring trends for students receiving additional support, SAS (state assessment) scores; schoolwide and subgroup performance, with a focus on year-to-year changes in proficiency and growth outcomes.

PLC documentation and instructional data: PLC agendas/notes, data-meeting records, intervention plans, and evidence that teams are using data regularly to adjust instruction.

Reading group and intervention data: movement in and out of fluid reading groups, skill deficits targeted, frequency/duration of supports, and student response-to-intervention.

Family engagement data: participation rates in events/meetings, two-way communication logs (as applicable), and parent survey results measuring understanding, satisfaction, and perceived partnership.

(As appropriate) LETRS implementation indicators: completion/training milestones and evidence of aligned literacy practices showing up in classroom instruction.

How effectiveness will be determined:

Student growth outcomes: We will determine effectiveness by analyzing whether students demonstrate measurable gains on Acadience (improved benchmark rates and progress-monitoring slopes) and whether these gains translate into improved performance on SAS. A primary indicator of success will be achieving the plan's target to increase student growth to proficiency by at least 15%.

Reduction of learning gaps / earlier intervention: We will review Acadience data by grade level and subgroup to see whether fewer students remain at risk across the year and whether students who begin below benchmark make accelerated progress.

Evidence of strong data-driven instruction: PLCs will use Acadience and classroom data to create and adjust fluid reading groups. Effectiveness will be reflected in documented instructional adjustments, regular regrouping based on data cycles, and improved outcomes for students within those groups over successive progress checks.

Family engagement impact: We will use parent survey results and engagement participation data to determine whether families report stronger communication, clearer understanding of student progress, and increased confidence in supporting learning at home.

System effectiveness and sustainability: Leadership will review trends across PLC implementation, assessment cycles, and outcomes to determine whether changes are producing consistent practices across classrooms and whether the plan is sustainable for continued improvement.

Review cycle

Data will be reviewed on a regular schedule (e.g., benchmark windows and recurring PLC data meetings). After each review point, the leadership team and PLCs will identify what is working, what needs adjustment (instructional strategies, groupings, interventions, or family outreach), and document next steps. We will know the plan was effective when multiple measures—Acadience growth, SAS gains, PLC evidence of data-driven instruction, and improved family engagement survey results—show consistent progress toward the stated goals.

School Leader Certification

The signatory affirms that they are the school leader responsible for the development, implementation, and annual evaluation of the Schoolwide Program that is summarized in this document, and they can produce upon request documentation to support the information included in this summary.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

School Leader Name Jacqueline K. Okonak

Signature



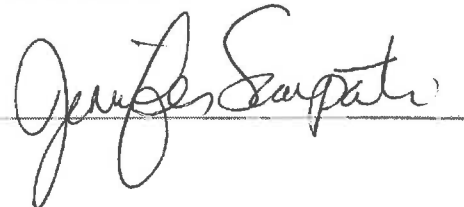
LEA Leader Certification

The signatory affirms the school leader completed and signed this Schoolwide Program Summary, and this Schoolwide Program Summary accurately reflects the plan that is supported by the LEA.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

LEA Leader Name Jennifer Scarpato

Signature





New Hampshire | LIVE FREE AND LEARN
Department of Education

**New Hampshire Department of Education
Title I, Part A
School Site Plan Summary -
Schoolwide Program**

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. As described in Section 1114, Schoolwide Programs (SWP) utilize Title I, Part A funds as part of a comprehensive school improvement effort to elevate the entire educational program of a Title I, Part A funded school.

This document serves as the school's annual summary and certification of the Schoolwide Plan and confirms that all required Schoolwide elements are in place. The local educational agency (LEA) must annually include this document to the LEA's ESEA Consolidated Application in the Grants Management System (GMS) to be considered eligible for Title I, Part A funding.

This document does not replace the full Schoolwide Plan, which shall be made available to the New Hampshire Department of Education (NHED) upon request.

Guidance

ESEA Section 1112 indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the state educational agency (SEA) a LEA Title I, Part A Plan, approved by the SEA. The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually certify that the LEA has reviewed and, as necessary, revised its plan.

In addition to the LEA Title I, Part A Plan, ESEA Section 1114(b) requires an eligible school operating a schoolwide program to develop a comprehensive plan, such plan is a part of the LEAs Title I, Part A Plan. The Schoolwide Program plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised by the LEA as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The Schoolwide Program plan must also be made available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Title I, Part A School Site Plan Summary— Schoolwide Plan

The LEA must annually review, make any necessary revisions, and certify the Title I, Part A LEA Plans. To apply for Title I, Part A funds, the LEA must complete the following Title I, Part A School Site Plan Summary—Schoolwide Plan document annually and upload the document to the ESEA Consolidated Application to be considered for Title I, Part A funds. *For questions, please contact your federal program manager contact.*

LEA Information

School Year: 2026-2027
School Name: Amherst Street
LEA Name: Thomas Adamakos

Confirmation of Compliance with Title I, Part A Schoolwide Programming Requirements

The school and LEA officials affirm that the school and LEA will comply with following the Title I, Part A Schoolwide Program requirements:

■ Schoolwide Program Plan

A comprehensive, written Schoolwide Program Plan is developed and annually reviewed, revised (if needed), and certified with input from stakeholders (parents, teachers, administrators, community members)(Section 1114(b)(1)-(3)).

■ Annual Comprehensive Needs Assessment

A comprehensive needs assessment has been conducted annually to identify strengths, challenges, and areas for improvement in student achievement (Section 1114(b)(6)).

■ Required Schoolwide Components

The Schoolwide Program Plan includes:

■ Strategies to strengthen the academic program, increase learning time, and provide enrichment (Section 1114(b)(7)(A)(ii)).

■ Evidence-based strategies to address the needs of all students, particularly those at risk of not meeting state standards (Section 1114(b)(7)(A)(i)-(iii)).

■ Teachers are all properly licensed, certified, and qualified and paraprofessionals are properly licensed and/or qualified (Section 1112(c)(6)).

■ Coordination of Services

Title I, Part A services and resources are coordinated with other federal, state, and local programs and funding streams (Section 1114(b)(5)).

■ Family Engagement

Parents and families are meaningfully involved in planning, implementing, and evaluating the Schoolwide Program, consistent with the Parent and Family Engagement Policy (Section 1116(a)(2)(A)-(F) and Section 1114(b)(2)).

■ Professional Development

Ongoing professional development is provided for teachers, principals, and other school staff to address the needs identified in the plan (Section 1114(b)(7)(A)(iii)(IV)).

■ Evidence-Based Instructional Strategies

The program uses evidence-based instructional methods and interventions to improve student achievement (Section 1114(b)(7)(A)(iii)).

■ Transition Services

Strategies are in place to assist students in transitions (e.g., preschool to elementary, elementary to middle school, etc.)(Section 1114(b)(7)(A)(iii)(II & V)).

■ Program Evaluation

The effectiveness of the Schoolwide Program is regularly monitored and evaluated, and revisions are made as needed (Section 1114(b)(3 & 6)).

■ Documentation & Recordkeeping

Records of the Schoolwide Plan, needs assessment, stakeholder input, professional development, family engagement, and program evaluation are maintained and available for review (Section 1114(b)(1 - 7)).

Title I, Part A Schoolwide Program Eligibility

- First Year the Title I, Part A school became a Schoolwide program: 20+ years
- At the time of becoming a Schoolwide program, the Title I, Part A school (select one):
 - Identified that at least 40 percent of the school's enrollment were identified as low-income
 - Requested and received a state waiver of the 40 percent requirement
- Current Poverty Rate: 66.55

Schoolwide Program Summary

1. Describe the rationale for the Schoolwide Program. Include the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s) annually. If the current poverty rate is below 40%, please provide a rationale for continuing a schoolwide program.

Amherst Street Elementary creates an improvement plan each year to frame school goals. This is completed through a collaborative process which incorporates feedback from professionals in the building, administration, and data taken throughout the school year. Data is reviewed and a plan created to include goals, action steps, and measures for success. Two main goals in the plan include academics and SEL Behaviors. Throughout the school year grade level teams track progress towards the building goals set which helps guide how our Title I funds are utilized to provide supports for our students and staff. All students are screened and benchmarked multiple times per year to monitor and assess progress towards academic standards while identifying potential students for academic risk. In Reading, all students take the mCLASS benchmark assessment three times a year (September, January, May). This benchmark data is then reviewed and analyzed within PLC's to identify students below average through the screener and provided a progress monitoring schedule and improvement plan while also incorporating appropriate strategies/interventions/measures to show growth. Data is reviewed during PLC (monthly) meetings and students can be referred to appropriate intervention groups (Title I) as needed. Students can be referred into and out of intervention groups based on data and progress toward achieving standards.

In Math, all students are screened and assessed multiple times throughout the school year to gauge progress towards grade level standards. This data is reviewed in grade-level PLC and meeting time to identify students below average through the screener and provided a progress monitoring schedule and improvement plan while also incorporating appropriate strategies/interventions/measures to show growth. Students can be referred to appropriate intervention groups as needed. All students will also take the Eureka end-of-module assessments and this data will also be reviewed to determine progress and to drive instruction (do students need reinforcement or enrichment).

STAFFING NEEDS - 2025-2027

Students at risk continue to need academic support, but also with basic needs such as school supplies and emotional support. Our current poverty rate is 66.55% and we serve a very diverse socio-economic population. Behaviors are also addressed through staffing here at Amherst Street School with support from an SEL team to meet these needs. Data, including ACCESS testing for our ELL population shows which students may be struggling. Meeting these needs has become increasingly difficult as funding has decreased, and problems intensified. Coupled with the needs for more social-emotional learning (including family outreach) we would like to see an increase in staffing to support our students. To continue meeting the needs of all our families in multiple capacities while providing basic needs (food, clothing), and support with accessing community resources, as well as serving students with trauma through many hours of check-ins. Our Social-Emotional Learning (SEL) Team, comprised of our school counselor, social worker, home-school liaison, and behavior paraprofessionals work together to support students in this area through reach out and multiple family engagement events.

Necessary Resources Needed:

Title I Teachers (8)
3 Teachers (currently we have 2)
Social Emotional Learning Staff
1 Social Worker
Family Engagement
1 full-time Home-School Family Engagement Coordinator
Paraprofessional Staffing Needs
4 instructional Paraprofessionals (currently 3)
1 ELL Paraprofessional

Instructional Resources

We have been informed our funding for 2026-2027 may be further reduced. It is difficult to determine resources when funding sources have been reduced or eliminated. Since 2020, Amherst Street has gone from 4 Title I teachers to 1 and has been a challenge to meet student needs. We would like to see additional Paraprofessional support in the classroom as Mathua has implemented new ELA (CKLA) and Math (Eureka 2) curricula and curriculum materials have been supplemented and replenished.

Our schoolwide program is designed to meet student's academic needs through a continuous improvement process. Each year, we conduct an annual needs assessment using multiple data sources to identify strengths, gaps, and priorities in literacy, math, and family engagement.

Data Used to Identify Needs Annually:
NWEA SAS (annually) Reviewed yearly to identify schoolwide, grade-level, and subgroup trends and standards-based areas of need in ELA and Math. 2024-2025 data shows 3rd grade at 23%, 4th grade at 24%, and 5th grade at 50% proficiency in Literacy and 3rd grade at 16%, 4th grade at 14%, and 5th grade at 0% proficiency in Math.

2. Describe the Schoolwide Program to improve the educational outcomes for eligible students.
Note: listing goals is insufficient; this description should include the actions taken to improve the educational program for all students.

Amherst Street School does not see a lot of turnover in full-time classroom teaching staff, but we take measures to try and hire the best qualified candidates to teach our students when there is a retirement. Professional Development and team collaboration times focus on delivering high quality programming for all students. Students receive daily instruction in the CCSS in language arts and math. Instructional staff (teachers, reading specialist, Title I teachers, Special Education teachers) have and will continue to receive support in implementing a high-quality instructional routine which includes differentiated instruction in phonics and spelling skills based in the science-of-reading approach. Materials to support this include Heggerty, Wilson Foundations, and decodable readers available to teachers at all grade levels K - 5. In math, teachers are utilizing the Eureka Squared program as the main resource to support instruction of core standards. Math manipulatives are also used to help differentiate the learning of all students. Professional development is also provided on an on-going basis to support this work and teachers have been guided on how to dig deeper into various data sets for math and reading through PLC's in order to determine students not making adequate gains and progress towards grade-level standards. Using data, teachers provide additional targeted small group lessons utilizing re-teaching lessons provided by core programs as well as supplemental lessons to support struggling learners. Amherst Street Elementary has worked to align all Tier I instruction with our diverse population of learners, including ensuring there are opportunities for teachers to model instruction for students through non-linguistic representations, as well as peer-to-peer processing of their learning through the implementation of student learning teams.

Our Professional Development activities for the coming year to help serve our student's academic needs will focus on:

1. Tier I Instruction: Continued work with learning new curriculum (CKLA, Eureka Squared), instruction, and aligning with science-of reading research.
2. Team Collaboration Facilitation: Continued work implementing grade-level Collaboration time, ensuring the time for teachers to meet is protected.
3. SEL Focus: Continued work implementing systems (Choose Love) and structures aligned with the Zones of Regulation.
4. PD to utilize new Clear Touch Interactive Panels installed in all classrooms and Special Education rooms.

Over the past year, our school has made focused, measurable strides in improving student growth by strengthening the systems that drive teaching and learning. We refined our Professional Learning Communities (PLCs) to be more consistent, collaborative, and outcomes-driven. Teams now use student data on a regular cycle to identify learning needs, monitor progress, and adjust instruction—both in targeted small groups and in whole-group lessons—to ensure every student receives the support and challenge they need. In addition, we adjusted our leadership team structure to better match current school needs and implemented key system-level changes to improve coherence, accountability, and instructional follow-through across the building.

To further strengthen literacy outcomes, some teachers have been trained in LETRS (we encourage others to participate in trainings), building shared understanding and consistent instructional practices aligned to the science of reading. We implement school-wide assessment through DIBEL's, giving staff a clear, common data set to identify student needs early, monitor growth, and respond with timely, targeted instruction. This review of our needs makes it clear that continued support is essential to sustain and deepen this work, ensuring we build on the progress made and continue accelerating student growth in the year ahead.

Our K-5 school (with the goal of adding preschool in 2026-2027) serves a trauma-saturated population. Because students' ability to attend, regulate emotions, and feel safe at school directly affects learning, we must address social-emotional needs alongside academics. Our school-wide program is designed to improve literacy and math outcomes by increasing targeted, data-driven intervention time and sustaining trauma-informed systems of support.

Actions we will take to improve student outcomes

Increase Title I intervention staffing (need 3 total interventionists):

Literacy Interventionists will continue and expand the work by providing targeted small-group literacy instruction aligned to classroom instruction and monitored regularly to accelerate growth toward grade-level expectations.

Maintain small-group supports with para-educators (requesting 4 para-educators):

Para-educators will continue supporting small groups across K-5 to reinforce priority literacy and math skills, increase practice opportunities, and provide additional targeted instruction under teacher and interventionist direction.

Strengthen student mental health supports (1 full-time social worker):

A full-time social worker will provide individual and small-group supports, crisis response, and coordination with families and community resources to reduce barriers to learning (behavior, attendance, engagement) and increase students' readiness for instruction.

One preschool program to strengthen readiness and early intervention: (1 teacher and 1 para-educator)

We aim to add preschool so students enter kindergarten with a strong foundation in early literacy, early math, and core SEL skills (routines, self-regulation, and relationship-building). Providing support earlier gives students a head start, allows SEL needs to be addressed proactively, and strengthens early identification and intervention—improving students' long-term chances of academic success.

Sustain trauma-informed professional learning (Dr. Roy):

We will continue working with Dr. Roy (periodically rather than monthly) to sustain trauma-responsive practices through faculty-meeting PD and ongoing staff support.

Reallocate staffing to prioritize direct student need: (Part time FEC)

To focus resources on high-impact academic and mental health services, we will reduce the Family Engagement Coordinator to a part-time role (potentially shared with another school). This maintains essential family connection work while prioritizing supports that most directly affect student achievement and readiness to learn. We are also requesting funding for additional resources to support literacy and math growth, including decodable texts, math manipulatives, flexible seating, sensory tools, summer learning-loss bags/programming, and before- or after-school tutoring. Additionally, we would like to purchase translation tool(s) to better support communication with both students and parents.

This school-wide approach increases intervention minutes, strengthens instructional consistency, and addresses trauma-related barriers that often limit academic growth—resulting in improved literacy and math outcomes for our students.

3. Describe the intended goal(s) and outcome(s) of this year's Schoolwide Plan.

The intended goals of this year's school-wide plan are to accelerate student growth—particularly in literacy—by strengthening school-wide systems for instruction, intervention, progress monitoring, and family partnership. Building on the supports of our Title I grant, our plan is designed to ensure that every student's needs are identified early, addressed with high-quality instruction, and monitored regularly through a continuous improvement cycle. A central measurable outcome of this plan is to increase the percentage of students demonstrating growth to proficient by at least one year's growth.

Key intended outcomes include: (1) high-functioning PLCs that meet consistently and use data routinely to plan, deliver, and adjust both small-group and whole-group instruction; (2) increased instructional capacity and consistency across classrooms through continued PD opportunities for all teachers, resulting in stronger core reading instruction, more accurate identification of foundational skill gaps, and more effective, aligned interventions—leading to improved student reading outcomes over time; (3) a cohesive school-wide assessment and progress-monitoring system through DIBEL's, allowing staff to screen and monitor all students, respond quickly to data, and evaluate the impact of instructional changes; and (4) strengthened leadership structures and system changes that improve clarity, implementation, and shared accountability across the building.

In addition, this year's plan will include the addition of a preschool program, with the intended outcome of increasing early literacy readiness, strengthening transitions into kindergarten, and reducing skill gaps by providing earlier access to high-quality instruction. Through our twice yearly parent survey, improving family engagement is a priority goal, with outcomes focused on increasing meaningful two-way communication, building families' understanding of student progress and learning expectations, and strengthening home-school partnerships that support attendance, reading development, and overall academic growth. Collectively, these actions are designed to create a coherent, data-driven, and developmentally aligned school-wide approach that results in measurable gains in student achievement and growth.

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Data to be collected

DIBEL's assessment data (universal screening and progress monitoring): benchmark performance, growth over time, and progress-monitoring trends for students receiving additional support.

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PLC documentation and instructional data: PLC agendas/notes, data-meeting records, intervention plans, and evidence that teams are using data regularly to adjust instruction.

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Evidence of strong data-driven instruction: PLCs will use DIBEL's, teacher observations, and classroom data to create and adjust fluid reading groups. Effectiveness will be reflected in documented instructional adjustments, regular regrouping based on data cycles, and improved outcomes for students within those groups over successive progress checks.

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School Leader Name Thomas Adamakos

Signature



LEA Leader Certification

The signatory affirms the school leader completed and signed this Schoolwide Program Summary, and this Schoolwide Program Summary accurately reflects the plan that is supported by the LEA.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

LEA Leader Name Thomas Adamakos

Signature

Jennifer Scarpatti

