



Title I School-wide Program Plan for Beaver Meadow School

- This schoolwide plan template is to be used for both the initial plan and annual updates. Please provide a brief summary for each component. If you have additional documentation, please be sure to identify the section as described below in the appendices.
- This document is intended to be posted publicly on school websites and readily available to families and members of the community.
- Please use this plan in combination with the School-wide Program Plan Rubric.

Please complete the following details:

Name of School: Beaver Meadow School

School Year: 2016-2017 Planning Year

School Year: 2017-2018 Implementation Year

Current Poverty Rate: Based on the New Hampshire Department of Education 10/01/2015 enrollment data, the Beaver Meadow School had a total school enrollment of 360 students. The number of students eligible for Free and Reduced meals totaled 119 out of the 360 students which represents a 41.6% eligibility rate.

A letter of Intent to apply for New Hampshire Department of Education (NHDOE) Title I School-wide School was submitted this school year. The Beaver Meadow School is a NHDOE Title I Focus and Priority School and is eligible to apply and secure NHDOE Title I School-wide status during the school year 2016-2017.

In 2016-2017, the Beaver Meadow School School-wide Leadership Team/Planning Team was comprised of Beaver Meadow School Principal, educational staff from pre-school through grade 5, literacy specialists, coordinator of special education, educational assistants, and parents of Beaver Meadow School. Our Leadership/Planning Team meet monthly to discuss schoolwide goals and the process of moving forward to draft an application to move to a school wide Title I school. This team meet on the following dates during the 2016 – 2017 school year: 9/26/16, 10/24/16, 11/28/16, 12/12/16, 1/30//17, 2/13/17, 3/13/17, 4/3/17, and 5/15/17. Beaver Meadow School has a mission to educate, challenge, and inspire all individuals to succeed as active, responsible members of their family, school and community with a focus on the following three school goals: Goal #1: Student Achievement – Improve literacy and math skills of all Beaver Meadow School students, with particular attention to improving the achievement of low performing groups of students with disabilities and on IEPs.

Goal #2: School Climate – Beaver Meadow School will be caring, inclusive, safe community responsive to individual needs. There will be open, honest, respectful relationships. Students, families and staff will demonstrate a shared sense of belonging, ownership, and pride.

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

Please check the appropriate option:

Initial Plan

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

1. Decision to become a school-wide school:

What was it that prompted your interest in becoming a school-wide school? In 2016-2017, Beaver Meadow School undertook a comprehensive school reform effort in order to educate, challenge, and inspire all individuals to succeed as active, responsible members of their family, school and community based on the three goals of 1.) increasing student achievement, 2.) improving school climate and 3.) improving our Beaver Meadow School parent & community partnership. Moving forward with the school wide status will provide all students with opportunities for personalized learning and increase parent engagement. It will also give our school the flexibility to use all available resources to meet the specifically identified needs of our students.

(b) How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners? In school year 2016-2017, Beaver Meadow School is a Title I targeted assistance school that can only provide Title I reading and mathematics programming to Title I eligible students. If Beaver Meadow was approved to become a Title I school-wide program, Beaver Meadow School educational work will be based on a comprehensive reform strategy designed to upgrade the entire educational program in our Beaver Meadow Title I school. Components of the comprehensive reform strategy will include a master schedule that allows numerous staff members to support grade level intervention blocks, research based explicit instruction in Foundations, Lexia skill builders, Leveled Literacy Interventions.

Beaver Meadow School, with a poverty percentage of over 40 percent, is focused on improving the achievement of our lowest – achieving Beaver Meadow School students. Schoolwide status allows for greater flexibility of the use of Title I funds to support a system that provides supplemental instruction to all students. It also supports shared resources and a model that will increase personalized learning resulting in students reaching proficient and advanced levels of achievement at Beaver Meadow School. Staff will be able to increase differentiated small group lessons to students based on common formative assessments and using progress monitoring tools. Beaver Meadow School has developed a shared vision and mission and the transition from moving from targeted to schoolwide Title I are imbedded in both our vision and mission of our school and being able to educate the whole child.

Side-by-side description of our intended changes:

2016 – 2017 Current targeted programing	2017 – 2018 School-wide Title I programing
<ul style="list-style-type: none"> Students receive Title I interventions in a pull-out model with other students that meet the criteria to receive services. A title I tutor provides the intervention 	<ul style="list-style-type: none"> Students will receive intervention services from the most qualified staff member (Title I tutor, special education teacher, classroom teacher, literacy specialist) during a push-in model
<ul style="list-style-type: none"> Groups are based on IEPs and title I criteria to receive services 	<ul style="list-style-type: none"> Students can be grouped based on academic needs
<ul style="list-style-type: none"> Staff can only support students that are targeted to receive services and have signed permission slips 	<ul style="list-style-type: none"> Staff will be able to have more flexibility with student groups and increase the number of students receiving interventions
<ul style="list-style-type: none"> Resources/materials can only be used for the students targeted 	<ul style="list-style-type: none"> Resources/materials can be used school wide for any students that require an intervention

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

The Beaver Meadow School has identified three problems of practice in our innovation plan those problems of practice focus on student achievement, school climate, and parent and community

Partnership.

Our goals include:

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

The impact of being a Title I School-wide Program on Beaver Meadow School’s students is that the school community would benefit from:

- Having the flexibility to service all students whom need additional instruction to master College and Career Ready Standards. Beaver Meadow School hopes to be able to operate as a school-wide Title I program that does not need to identify particular students as eligible to participate in Title I programming.

2. A comprehensive needs assessment of the whole school:

(a) Review, summarize and report on your performance, non-performance, process, and perception data, including sub-groups to inform your needs assessment.

Based on the October 1, 2016 NHDOE enrollment data, the Beaver Meadow School has a total student enrollment of 360 students which is detailed by:

- Kindergarten student enrollment = 56
- Grade 1 student enrollment = 55
- Grade 2 student enrollment = 54
- Grade 3 student enrollment = 57
- Grade 4 student enrollment = 79
- Grade 5 student enrollment = 59

Our needs assessments were based on the following surveys and data collected throughout the 2016 – 2017 school year. In the fall of 2016, the staff completed a climate survey that assessed the school’s current culture and climate based on the research from the article, *Good Seeds Grow In Strong Cultures*. Our Leadership Team analyzed the results and created a pre/post climate needs assessment. The results from this survey were embedded in our action plan and action steps and goals were developed and refined.

Beaver Meadow School also developed and completed universally an assessment on internalizing/externalizing behaviors of our students, with this data teachers completed the concerns/needs/stressors assessment. All the data collected assisted the team in identifying students that would benefit from tier II interventions in social/emotional programs. All parents of students that were selected to participate in either Copying Cat, Zones of Regulation, Check in/Check out, or Social Thinking were notified by the principal and the intervention goals were communicated to the parents. Parents were offered opportunities to provide the school with feedback and suggestions.

During scheduled grade level professional learning community meetings, teams reviewed data protocols and analyzed students’ work/assessments to make instructional decisions for re-teaching skills in ELA and math. SMART Goals were created at each grade level and evaluated at the end of year data retreat. Data from progress monitoring in AIMSweb and in Lexia were reviewed monthly at each PLC. Professional development needs were identified. Staff meetings and curriculum times were focused on topics that were identified at PLCs and in our surveys. Parents and teachers were surveyed on our current Title I model and provided feedback ways we can increase opportunities for parent engagement and improve our services.

Literacy 2017 includes:

Literacy 2017 (Fall 2016) (Percent of students scoring proficient and above)

Measure	Grade	BMS SES	BMS non-SES	BMS SPED	BMS Boys	BMS Girls
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Fountas & Pinnell	1	60%	41%	14%	53%	49%
	2	24%	79%	50%	50%	65%
	3	51%	63%	33%	55%	60%
	4	55%	70%	20%	65%	61%
	5	39%	73%	14%	54%	65%
AIMSweb	K (LNF)	18%	45%	20%	38%	35%
	1 (LSF)	23%	15%	0%	11%	24%
	2	16%	56%	29%	36%	54%
	3	46%	50%	33%	50%	46%
	4	33%	37%	17%	31%	39%
	5	50%	73%	0%	48%	76%

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

Measure	Grade	BMS SES	BMS non-SES	BMS SPED	BMS Boys	BMS Girls
ELA SBAC	3	24%	50%	14%	32%	46%
Math SBAC	4	29%	61%	0%	63%	38%
Math PACE Task	3	12%	34%	6%	21%	27%
ELA PACE Task	4	47%	46%	31%	38%	53%
Science PACE Task	4	13%	37%	33%	40%	36%
Math PACE Task	5	31%	44%	33%	43%	35%
ELA PACE Task	5	41%	43%	8%	29%	56%

Scores from our district 3rd grade ELA Smarter Balanced for 2017. Beaver Meadow students show substantial growth in their scores during the 2017 school year.

	2015 % Proficient or Above	2016 % Proficient or Above	2017 % Proficient or Above
Concord	38	45	52
Abbot-Downing	40	42	45

Beaver Meadow	46	39	58
Broken Ground	35	52	54
Christa McAuliffe	33	41	53

**Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:
Date:**

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

Beaver Meadow School is a neighborhood school serving the young school age population of kindergarten thru grade 5. Beaver Meadow School also serves the district 3 R Program which was developed to meet the needs of students with significant behavioral/social-emotional difficulties. Based on 2016-2017 October 1, 2016 enrollment data, there were 360 students in kindergarten through fifth grade. Beaver Meadow School has a most diverse student population, with the following demographics:

- Kindergarten student enrollment = 56
- Grade 1 student enrollment = 55
- Grade 2 student enrollment = 54
- Grade 3 student enrollment = 57
- Grade 4 student enrollment = 79
- Grade 5 student enrollment = 59

As for enrollment by race/gender:

Male students = 184 at 50.4%

Female students = 181 at 41.6%

Asian or Pacific Islander students = 11 at 3%

Hispanic students = 12 at 3.3%

Black students = 17 at 4.7%

White students = 323 at 88.8%

Selected Populations:

Limited English Proficient = 12 at 3.3%

Free/Reduced Lunch = 119 at 41.6%

**Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:
Date:**

(c) Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all families and members of the community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children and historically underserved populations.

At the initial point of the school year 2016-2017 Beaver Meadow School application process to be NHDOE Title I School-wide, a comprehensive needs assessment was conducted. It was conducted in an inclusive manner so it reached all the Beaver Meadow School families and members of the community (including general education, special education, Limited English Proficient as well as low-achieving students. The comprehensive needs assessment paid particular attention to the needs of educationally disadvantaged children and students with disabilities and on IEPs.

By September of 2016, the Beaver Meadow School was ready and undertook a comprehensive school reform effort. From September 2016, the Beaver Meadow School has identified school and students' needs, focused on goals and activities that directly address school and students' needs, and obtained staff commitment for schoolwide reform. Moreover, the school has demonstrated the capacity to achieve better results for Beaver Meadow School students and families when school energies and resources were focused on student achievement. For 2016 -2017 and beyond, the Beaver Meadow School continues its work in educating Beaver Meadow School students based on this collaborative approach embedded in Professional Learning Communities and a climate of shared ownership.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

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

When the Beaver Meadow School started its Title I school-wide reform work in September of 2016, the Beaver Meadow School was a neighborhood public school serving 360 students in kindergarten thru grade 5. Beaver Meadow School had a diverse student population, with the following demographics: 360 K – grade 5 students, 41.6% free and reduced lunch, 11.2% minority, 3.3% English for Speakers of Other Languages, and 12% students on IEPs in special education. The Beaver Meadow School neighborhood is a diverse, caring community, but its families face many challenges of living in low income housing, mental and behavioral health issues, living with a single parent, being raised by their grandparent(s), homeless circumstances, and children who have not attended a licensed preschool or child care center prior to Kindergarten. Many families struggle with issues of isolation, limited financial resources, functional literacy, and limited parenting skills.

The current educational program strengths include: Beaver Meadow School uses researched based programs in both literacy and mathematics, a literacy specialist and a math coach provide the staff with professional development on effective practices and using student assessment data to drive instructional decisions that support our school-wide response to interventions. Beaver Meadow School's vertical leadership team meets monthly to review our school's innovation plan and monitor our action steps towards our goals. Beaver Meadow School implemented a Professional Learning Community model this school year and focus on student achievement and shared ownership of instruction. This model has allowed the staff to effectively monitor struggling student's progress and implement interventions at each grade level. Our collaborative approach has increased the number of students who are receiving tier 2 interventions. Our Family Resource Center

has been a success this school year, resulting in increased opportunities to connect with numerous families and provide them with strategies and resources to support their child(ren's) development.

Based on our universal assessment data, our current educational program needs include: Beaver Meadow School needs additional flexibility to service our most educationally disadvantaged children, so that we can increase student achievement at all levels. A master schedule is needed that supports staff resources embedded in a multi-tiered support system. This schedule will align interventionist schedules and increase the number of students at each grade level that can be offered small group supplemental instruction. Additionally, professional development opportunities to increase the staff's capacity to understand current research and implement effective instructional practices.

The results of 2016-2017 educational programming activities to address the needs include: Beaver Meadow School participated in two data retreats and because of each retreat every grade level developed a SMART Goal based on the winter assessments. These SMART Goals have provided the staff with a focus on results and continuous professional dialog on progress monitoring and refining interventions. As a school we have monitored our action steps in our innovation plan and have provided the staff with numerous opportunities to collaborate and respond to student data, surveyed the staff on our climate and developed goals that support the growth of our school culture, planned events that connect parents both literacy and math standards at every grade level. Families have been invited to attend three math nights, a literacy night, book fairs, spaghetti dinner, and our welcome back event. These events were well attended and feedback was overwhelmingly positive. We have also provided 25 kindergarten families with three Ready of Kindergarten events.

The student data included results in F & P, AIMSweb, BEAR Spelling, Word Journeys, Eureka modules, Primary Numbers Operations Assessment, Writing assessments, PACE, Smarter Balanced and OGAP assessments.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal our strategies and activities accomplished towards meeting our goals in each problem of practice area.

Date: June 2017

(e) As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the schoolwide plan.

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

Goal #1: Student Achievement – Improve the literacy and mathematics skills of all Beaver Meadow School students, with particular attention to improving the achievement of low performing groups of students with disabilities and on IEPs. Our fall data showed that our students overall scores were low in phonics which carried over in their spelling assessments. A goal was to increase these skills by providing our teachers with professional development in Foundations and at each grade level teams created flexible word work groups using the word

journey assessments. Pre/post data was analyzed and all students made growth in this area. During our intervention/extension block of time in our current schedule these skills became a priority. This will continue to be an area of focus in our schoolwide plan along with fluency, comprehension skills, phonic awareness, and decoding.

Goal #2: School Climate – Beaver Meadow School will be a caring, inclusive, safe community responsive to individual needs. There will be open, honest, respectful relationships. Students, families, and staff will demonstrate a shared sense of belonging, ownership and pride. A Professional Learning Community model has been implemented to foster a climate of data driven decision making which will also enhance the multi-tiered support systems (MTSS) for interventions and extensions

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

**Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:
Date:**

3. Implementation of schoolwide reform strategies that:

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

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

- Create a school wide intervention schedule, which provides blocks of time at each grade level for interventions to occur and additional staff to support the small group instructional model
- Kindergarten thru grade 3 staff received professional development in Foundations and will implement tier 2 flexible groupings based on student achievement data/educational gaps
- Teachers will continue to work collaboratively during their Professional Learning Community time to discuss student learning objectives, common assessments, and respond to progress monitoring of interventions and extensions.
- Beaver Meadow School has developed both a tier II and tier III team to support teachers and students with effective strategies and tools to monitor progress towards their individual goals
- Use of research based programs and integration of technology to enhance student achievement, examples include Seesaw, Reflex, Dreambox, and Lexia Core 5
- A new standard based report card was developed and utilized last school year with opportunities for professional dialog and ways to continuously improve on opportunities for students to transfer skills in authentic ways, teachers will continue to collect evidence of student's transfer skills and help professional conversations on best ways to differentiate as needed
- Extended day programs for our students in kindergarten through fourth grade with afterschool tutors in both reading and math
- Personalized learning instruction utilizing Lexia Core 5 and the skill builders, also DreamBox

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

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

i. Strengthens the academic program;

In order to strengthen the academic program of Beaver Meadow School, the staff will use effective methods and instructional strategies that are based on scientific based research that include: Lexia Core 5, Fountas and Pinnell, Eureka Math, DreamBox, Number Worlds, Foundations, Word Journeys, Lucy Calkins Writing Workshop, and Leveled Literacy Interventions.

Professional development opportunities included: a professional team attending the Title I Summit, PLC Summit, and the PLC Institute. Our primary teachers also received training in implementation of Foundations. All of these professional development opportunities has extended our capacity in the areas of universal instruction and interventions. Evidence that supports this growth is recorded in our PLC minutes and in student achievement data. One example would be in our first grade, students that were progressed monitored in AIMSWeb, then received an intervention in Foundations. Their scores were raised dramatically in AIMSWeb.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

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

The Beaver Meadow School plans to increase the amount of learning time during the Beaver Meadow School Day in the following way: The new master schedule allows for two thirty-minute intervention/enrichment blocks of time in grades kindergarten thru second and a forty-five minutes block in third thru fifth. This schedule support a push in model, which decreases the amount of transitional time resulting in increased instructional time. The school has also increased the amount of learning time thru outside programming that includes: Monday – Friday 21st Century programming, Title I extended day programming, Title I extended kindergarten programming, and Title I extended school year programming.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

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

The Beaver Meadow School has programming and strategies for serving the historically underserved populations of New Americans, EL students, homeless and migrant students. As for New American students, the Beaver Meadow School administration, EL teaching staff, and

guidance counselor works with Ascentria Care Alliance to successfully transition in and educate New American students. EL students are provided direct instruction in English, reading, mathematics and writing from NHDOE licensed ESOL teachers and EL tutor. The Beaver Meadow School guidance counselor provides direct services and support under the McKinney Vento Homeless Act and local school funds to students deemed homeless or migrant. Instructional strategies that are utilized include small group direct instruction, visual aids, in class support during content time, extra time and support with difficult tasks, and check ins.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:
Date:

iv. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;

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

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:
Date:

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

The Beaver Meadow School staff routinely meet as professional learning communities to analyze and collect student learning data. This data is used to determine if the needs of low-achieving students have been met. The professional learning communities use multiple sources of student learning data and progress monitoring data to develop student specific learning objectives for programming for each low-achieving student to close the gap on learning. The PLC model focuses on four critical questions that drive our meetings: 1. What do we expect our students to learn, 2. How will we know they are learning, 3. How will we respond when they don't learn, 4. How will we respond if they already know it. These questions drive our collaborative approach to student achievement.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:
Date:

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

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

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

vii. Action Plan and Timeline

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

- Grade Level professional learning communities,
- PLCs will create SMART Goals that align with our school action plan,
- Data retreats during each trimester,
- Fall Title I compliance meeting,
- Spring Title I compliance meeting, and
- Title I End of Year Evaluation to assess from a summative assessment (teacher/parent surveys) perspective the Beaver Meadow School's Title I School-wide Program strengths, weaknesses, and current/future needs.

4. Highly qualified teachers in all core content area classes:

(a) Describe how the school will ensure that qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.

Beaver Meadow School, through compliance with the Concord School District Human Resources Department employment policies and practices, hires qualified New Hampshire Department of Education credentialed professional staff. Staff who are hired at Beaver Meadow School are selected based on their ability and capacity to best enhance the Beaver Meadow School Title I school-wide plan. The staff will be provided professional development opportunities to continuously build their capacity to support interventions and the social and emotional skills of our students. Our Riverbend therapist will continue to strengthen our staff's skill's in Mindfulness, Social Thinking, Zones of Regulation, and Coping Cat. The 2016-2017 Beaver Meadow School staff include:

- 1 principal,
- 1 guidance counselor,
- 1 literacy specialist,
- 17 general education teachers,
- 6 special education teachers,

- 15 instructional support,
- 4 specialists,
- 1 administrative support, and
- 10 all other support.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:
Date:

(b) Ensure that all paraprofessionals (regardless of funding source) employed at this school meet all qualification requirements. Documentation must be kept on file at the school.

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

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Parent Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

5. High quality and ongoing professional development for teachers, principals, and paraprofessionals:

(a) Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.

The process of determining the professional development needs of the Beaver Meadow School principal, teacher, paraprofessionals and others as appropriate in this Title I schoolwide program occurs at the Beaver Meadow School level and the Office of the Superintendent district level. At the beginning of the school year the staff was surveyed on the 12 norms of a healthy school climate. The results of this survey were reviewed and rolled out to staff. Based on the results of the survey the staff wanted to learn more and created a revised survey to collect additional professional data. This data was used to support of goals during our data retreats and for two professional days for our instructional assistants. As a staff, we participated in a book study on Carol Dweck's, Mindset. As we have fostered a growth mindset and trusting climate and culture at Beaver Meadow School, when administration and staff request a professional development training funding is provided to insure that the professional development is provided in a timely manner. From the district level, the Beaver Meadow School administration and staff are surveyed on an ongoing basis by the Office of the Asst. Supt. for Curriculum and Office of Student Services – Title I Project Manager for professional development opportunities.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

(b) Describe how the school will implement high quality and ongoing professional development that meets the school's identified needs relative to the schoolwide program.

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

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

6. Strategies to attract high-quality, highly qualified teachers to the school:

Describe the strategies that are used to attract and keep highly qualified staff.

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

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

7. Strategies to increase family and stakeholder involvement:

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

The Beaver Meadow School Administration and Leadership Team including two parents routinely involve stakeholders (school, family, and the Beaver Meadow School community) in the design, implementation and evaluation of the schoolwide plan thru: “Back to School Night” data collection, PTO meetings, parent monthly meetings with the Principal, monthly staff meetings, Beaver Meadow School Leadership Team meetings, staff surveys, parent surveys, meetings with families of New Americans, EL students, students deemed homeless, and families that attend our Family Resource Center. The above data is collected and factored into the design, implementation and evaluation for the Beaver Meadow School-wide Plan. Data collection on PTO family attendance (Back to School Night, Dances, Summer Send Off, parent conferences, math night, Ready for and Kindergarten Night).

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

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

For school year 2016-2017, the Beaver Meadow School Administration and Leadership Team routinely involved stakeholders (school, family, and the Beaver Meadow School community) in the design, implementation and evaluation of the schoolwide plan thru: “Back to School Night” data collection, PTO meetings, parent monthly meetings with the Principal, monthly staff meetings, Beaver Meadow School Leadership Team meetings, staff surveys, parent surveys, meetings with families of New Americans, ELL students, and students deemed homeless. The above data was collected and factored into the design, implementation, and evaluation for the Beaver Meadow School-wide Plan. A draft of the plan was shared with all community stake holders, numerous parent meetings and posted on the school website for feedback. Parents were also notified through the school messenger system that the draft was available for their feedback if they could not attend one of the parent meetings/events. In each monthly newsletter the principal included a section about our Beaver Meadow School draft application and made them aware of where to view the draft and how to provide the team with feedback.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

(c) Describe how stakeholders will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.

The stakeholders (school, family, and community) receive timely information about the Beaver Meadow Title I program including curriculum, assessments and the proficiency levels that students are expected to meet from the Beaver Meadow School Principal, Leadership Team, and staff. To support this school-based communication, the Concord School District Office of the Superintendent’s Asst. Supt. for Curriculum, Director of Student Services – Title I Project Manager – Title III Project Manager, and District Student Performance Data Analysis Coordinator provide timely information and technical assistance to Beaver Meadow School on curriculum, assessment, and proficiency levels all students are expected to meet. The Beaver Meadow School Principal, Leadership Team, and staff provide timely information about all programing

including the curriculum, assessments, and proficiency levels students are expected to meet thru NHDOE student reporting, local assessments, parent curriculum nights, PTO meetings, website postings, email, Principal messages, newspaper articles, and Concord School District school board committee meetings posted on the local cable TV. Parents also receive progress reports and have routine conferences with Title I staff and classroom teachers.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

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

The Beaver Meadow School Principal, Leadership Team and staff aggressively seek to increase family and community involvement in decision making opportunities about school programs and their child's education by hosting school-wide events such as "Back to School Nights", "Breakfast and Books Parent Involvement Meetings", Math Curriculum Nights, Beaver Meadow School Family Center, Ready for Kindergarten Program, teacher-parent conferences, newsletters, home visits, email, telephone calls and transporting parents to the Beaver Meadow School who do not have transportation to attend a meetings on their child's education. Our school website also provides opportunities for parents to review documents and provide feedback.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

(e) List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan).

During school year 2016-2017 Beaver Meadow School provided the following training activities and decision making opportunities for parents that include:

Annual Title I parent/guardian involvement policy – parent/guardian compact and school plan on May 4, 2017
Parent/guardian outreach involvement e.g. Beaver Meadow Family Center Meetings
Monthly PTO meetings
Meetings with Beaver Meadow School Principal
Parent training nights – Three Math Curriculum Nights
Literacy Night
Three Ready for Kindergarten evening events

During the 2017 – 2018 school year Beaver Meadow School plans provide families with the following opportunities:

- Evening event with our new counselor and a book blog on a topic that interests them
- Math nights
- Literacy events (BINGO for Books, reader’s theatre, story time with the principal)
- Monthly PTO meetings
- Coffee and muffins with the principal during each trimester
- Family Resource Center
- Provide trauma education
- Mindfulness learning opportunities

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

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

The Beaver Meadow School Principal, Leadership Team, and Reading Specialist uses and infuses the parental and staff evaluations of the Beaver Meadow School school-wide program into the improvement of the plan. The Title I plan for 2016-2017 includes programming improvement for school day programming, extended kindergarten programming, extended day programming, parent involvement activities, and support for students deemed homeless.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

8. Where appropriate, plans for assisting children in the transition process:

Describe the preschool, K to 1st grade, elementary to middle school, and middle to high school transition processes in place.

The Beaver Meadow School works to maintain a highly successful transition process at the entering preschool level, Kindergarten to grade 1, grade 1 to 2 , grade 2 to 3, grade 3 to 4, grade 4 to 5 and grade 5 to grade 6 at Rundlett Middle School. Given that comprehensive preschool programming is located at Beaver Meadow School, the preschool students and parents/caregivers are naturally included in all Beaver Meadow School activities. The Beaver Meadow School Principal, Leadership Team, guidance counselor, coordinator of special education and staff strategically plan and implement developmentally appropriate transitional activities and events so that the change from preschool to kindergarten to grade 1 to grade 2 to grade 3 to grade 4 to grade 5 to grade 6 at Rundlett Middle School occurs smoothly for both the student and his/her parent/family. On the last day of the school year, students experience a “move up” day when they spend thirty minutes with their new teacher and classmates for the following year. Our incoming kindergarten students and families come to school on the first day and the kindergarten teacher design a meet and greet day. Over the summer months selected incoming kindergarten students attend our kindergarten academy which is held at Beaver Meadow School. Our fifth grade students go on a field trip to the middle school during the last

weeks of the school year to meet staff and spend half the day getting acclimated. This past year the principal from the middle school came to Beaver Meadow School to answer students questions and offer advice to make the transition smooth and successful.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, Move Up Day, Kindergarten summer Academy and End of Year Title I Evaluation reveal:

Date:

9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement:

Describe the opportunities and expectations for teacher involvement in using academic assessment data to improve student academic achievement.

The Beaver Meadow School teachers meet with the Beaver Meadow School Principal and Leadership Team on a regular basis as a Professional Learning Community. Each PLC, which naturally includes all teachers and specialists, utilizes current student academic assessments and social/emotional/behavioral assessments to inform and drive the improvement of all student achievement. It is the expectation of the Beaver Meadow School teaching staff that current academic and social assessment results drive the decision making that leads to the improvement of achievement and closes the gap on learning for all students kindergarten through grade 5.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

10. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance:

Describe the effective, timely, additional activities and programs provided to students who are having difficulty in meeting academic expectations.

At Beaver Meadow School, students who are having difficulty in meeting academic expectations, are provided access to the grade level general education curriculum. For those students who are having difficulty in meeting academic expectations each student is assessed for his/her strengths, weaknesses, and areas of deficiency and provided supplemental instruction with a scientific research based intervention during the Beaver Meadow School day Intervention Block(s), extended day programming and/or extended school year programming. The student, parent and grade level teacher/s are provided progress monitoring reports to document the level of success the student has in closing his/her learning gap. Universal assessments are assisting with identifying students who have gaps in their progression of skills and require additional tier 2 instruction. Teachers are reviewing student data at PLCs and planning skill based intervention groups. Our student

study and our tier 2 teams are meeting with to discuss student progress and make adjustments accordingly with tier 2 interventions and instructional models. At each meeting all students being monitored are reviewed with current information which allows the teams to plan accordingly with goals and learning targets.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

11. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs):

(a) Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement.

The Beaver Meadow School Principal and Beaver Meadow School Leadership Team coordinates and integrates its federal, state and local services and programs. The programs that the Beaver Meadow School coordinate include: Title I, Title III – EL, McKinney Vento Homeless Act, Special Education, ESOL, 21st Century programming, Ready for Kindergarten, and food and nutrition programming. All interventions are tracked either by our Tier II Team, Leadership Team, Student Study Team, or by our Universal Team.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

(b) Consider consolidating, or "braiding", funds from Federal, State, and local sources, so a schoolwide program school can address its needs using all of the resources available to it. This gives a school additional flexibility in its use of available resources to meet the specifically identified needs of its students.

No

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

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

No

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

12. Program Evaluation:

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

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

- As a direct result of concerns discussed during PLCS
- Beaver Meadow School Principal communicating problems, feedback and adjustments with the Title I Project Manager on a routine basis as well as during the Fall, Spring, End of Year Compliance meetings and Title I End of Year Program Evaluation,
- Beaver Meadow School Principal meeting with Beaver Meadow School Leadership Team to regularly evaluate and document program successes as well as problems, feedback and adjustments,
- Beaver Meadow School Principal, Reading Specialist, Title I staff holding annual Parent Involvement Meeting and surveying parents,
- Beaver Meadow School Principal and Leadership Team conducting monthly PTO meetings, monthly meetings with Principal to provide observations and survey data to continually monitor the implementation of the program for successes, problems, feedback and adjustments.

At Beaver Meadow School implementing the Professional Learning Community model had a huge impact on the school climate and culture and student achievement. Staff collaborated on student growth and lesson designs based on the 4 focus questions. This model worked very well and we are excited to continue with this format.

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

Beaver Meadow School 2015-2016 Title I End of Year Evaluation

Evaluation completed by: Principal Michele Vance and Reading Specialist Sarah Bond

Title I School Day Program provided in reading in Grade 1 – 3, mathematic Grade 1-5

Title I Extended Day Program provided in mathematics in Grades 3 -5

Title I Summer Program provided in reading and math in Grade 1 – 5

Title I School Day Program enrollment = 103 students

Title I Kindergarten Extended Day enrollment = 8 students	
Title I Extended Day enrollment = 33 students	
2015 Title I Summer Program enrollment = 33 students in Grades 1 - 5	
Title I School Day # of students no longer eligible – exit program = 10	
Title I Kindergarten Extended Day # of students no longer eligible = 3	
Title I Extended Day # of students no longer eligible – exit program = 5	
Title I Summer Program # of students no longer eligible – exit program = 5	
Scientific research-based interventions used to close the gap in learning: LLI (Leveled Literacy Interventions, Foundations, Lexia, Dreambox	
Recommendations to purchase Lexia Core 5 Reading Systems for 2016-2017 = Yes, due to Title I students making individual progress based on each student’s areas of deficiencies in mathematics.	
Recommendations to purchase Dreambox for 2016-2017 = Yes, due to Title I students making individual progress based on each student’s individual areas of deficiencies in reading.	
What criteria does the school’s Title I staff use to identify when a student in Title I is no longer eligible? Title I Reading uses F & P Benchmark and Title I Mathematics uses Eureka End of Module Assessment and Teacher Recommendation	
How does Title I communicate student progress for a Title I student to the Title I student, student’s general education teacher and parent/legal guardian? Student – shared reading goal and shared formative assessment Teacher – shared in collaborative meetings Parent – Progress Reports sent to parent/legal guardian	
Did all Title I students in the school receive a Title I Progress Report? Yes, in the Title I school day for reading. Yes, in the Title I extended day program for mathematics.	
Did you find the Title I school day program make a significant difference in closing the learning gap in reading for the Title I students? Yes, but not for all.	
Did you find the Title I extended day program make a significant difference in closing the learning gap in mathematics for the Title I students? Yes, but not for all.	
Did you find the Title I summer program make a significant difference in closing the learning gap in reading? Why? Not enough time for program which was only three weeks in July – The program may have eliminated regression.	
Did you find the Title I summer program make a significant difference in closing the learning gap in mathematics? Why? No enough time for program which was only three weeks in July – The program may have eliminated regression.	

Based on the 2015-2016 Title I Parent Involvement Survey, how would you implement the 2016-2017 Title I Parent Involvement Program? Breakfast and Books

Annual Update to this component: The results from annual 2016-2017 Beaver Meadow School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Surveys, and End of Year Title I Evaluation reveal: that the Professional Learning Community (PLC) model was effective in allowing staff time to collaborate and share ownership of student achievement. This model increased trusting professional relationships and assisted in identifying areas for future professional development. Teams were able to celebrate student successes and reflect on ways to improve their pedagogy for continuous student growth. There was a sense of synergy at PLCs that ignited risk taking and growth mindsets. The PLCs will continue to drive data driven dialogues on student achievement and effective teaching strategies that will be put into action in the classrooms.

Date:

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant
Date: Sent to New Hampshire Department of Education (NHDOE) for Beaver Meadow School in March 2017

Appendices