



(DRAFT)

Title I School-wide Program Plan for Abbot-Downing School

- This school-wide 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: Abbot-Downing School

School Year: 2017-2018

Current Poverty Rate: Based on the New Hampshire Department of Education 10/01/2017 enrollment data, the Abbot-Downing School had a total school enrollment of 385 students. For school year 2017-2018, the number of students eligible for Free and Reduced meals totaled 131 out of the 327 students which represents a 40.06% eligibility rate.

On March 23, 2018, a Letter of Intent was submitted to apply for New Hampshire Department of Education (NHDOE) Title I School-wide School. The Abbot-Downing School has a poverty rate of at least 40% according to NHDOE so Abbot-Downing School is eligible to apply and secure NHDOE Title I School-wide status during the school year 2017-2018.

In 2017-2018, the Abbot-Downing School School-wide Leadership Team/Planning Team was comprised of Abbot-Downing School Principal, educational staff from kindergarten through grade 5, reading specialists, coordinator of special education, educational assistants, and parents of Abbot-Downing School. Our Leadership/Planning Team meet monthly to discuss school-wide goals and the process of moving forward to draft an application to move to a school wide Title I school.

Abbot-Downing 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 skills of all Abbot-Downing School students, with particular attention to improving the achievement of low performing students.

Goal #2: Student Achievement – Improve math skills of all Abbot-Downing School students, with particular attention to improving the achievement of low performing students

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

Please check the appropriate option:

Initial Plan

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

1. Decision to become a school-wide school:

What was it that prompted your interest in becoming a school-wide school? In 2017-2018, Abbot-Downing 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 in literacy, 2.) improving student achievement in mathematics and 3.) improving our Abbot-Downing School parent & community partnership. Moving forward with the school wide status will provide all students with opportunities for personalized learning and increase parent engagement. It will also give our school the flexibility to use all available resources to meet the specifically identified needs of our students.

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

Abbot-Downing School, with a poverty percentage of over 40 percent, is focused on improving the achievement of our lowest – achieving Abbot-Downing 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 Abbot-Downing School. Staff will be able to increase differentiated small group lessons to students based on common formative assessments and using progress monitoring tools. Abbot-Downing School has developed a shared vision and mission and the transition from moving from targeted to schoolwide Title I are embedded in both our vision and mission of our school and being able to educate the whole child.

Side-by-side description of our intended changes:

2017 – 2018 Current targeted assistance programming	2018 – 2019 School-wide Title I programming
<ul style="list-style-type: none"> Students receive Title I interventions in a pull-out model with other Title 1 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 or pull-out model.
<ul style="list-style-type: none"> Groups are based on 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 Abbot-Downing School has identified three goals in becoming a schoolwide school. The three goals focus on:

- student achievement for literacy,
- student achievement for mathematics and
- parent and community partnership.

The impact of this transition for students is anticipated to:

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

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

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

2. A comprehensive needs assessment of the whole school:

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

Based on the October 1, 2017 NHDOE enrollment data, the Abbot-Downing School has a total student enrollment of 383 students which is detailed by:

- Kindergarten student enrollment = 56
- Grade 1 student enrollment = 53
- Grade 2 student enrollment = 74
- Grade 3 student enrollment = 60
- Grade 4 student enrollment = 74
- Grade 5 student enrollment = 66

Our needs assessments were based on the following surveys and data collected throughout the 2017 – 2018 school year. In the fall of 2016, the staff completed a climate survey that assessed the school's current culture and climate. Our District Leadership Team analyzed the results and created a pre/post climate needs assessment.

Abbot-Downing School has also developed and completed a PBIS universal assessment on internalizing/externalizing behaviors of our students. With this data teachers completed the concerns/needs/stressors assessment. All the data collected assisted the team in identifying students that would benefit from Tier II interventions in social/emotional programs. All parents of students that were selected to participate in either Zones of Regulation, Check in/Check out, Mentoring Program, 2x10 Program, Morning Motor Group 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 meetings, teams reviewed data protocols and analyzed students' work/assessments to make instructional decisions for re-teaching skills in ELA and math. Data from progress monitoring in AIMsWeb and in Lexia were reviewed monthly for grades K-2, and every 6 weeks for grades 3-5. Professional development needs were identified. Staff meetings and curriculum times were focused on topics that were identified at meetings and in our surveys. Parents and teachers were surveyed on our current Title I model and provided feedback ways we can increase opportunities for parent engagement and improve our services.

Literacy 2017 includes:

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

Measure	Grade	A-DS SES	A-DS non-SES	A-DS SPED	A-DS Boys	A-DS Girls
Fountas & Pinnell	1	33 %	55%	8%	49 %	40%
	2	47%	76%	0%	61%	71%
	3	36 %	44%	30%	39%	43%
	4	33%	69%	18%	49%	67%
	5	60%	79%	0%	65%	81%
AIMSweb	K	29%	45%	29 %	43%	37%
	1	21%	42%	9%	30%	35%
	2	26%	68%	0%	47%	57%
	3	21%	41%	11%	31%	35%
	4	35%	67%	33%	51%	61%
	5	54%	67%	33%	55%	68%

2016 – 2017 District Measures in Smarter Balanced and PACE: (Percent of students scoring levels 3 and 4)

Measure	Grade	A-DS SES	A-DS non-SES	A-DS SPED	A-DS Boys	A-DS Girls
ELA SBAC	3	26 %	59%	40%	42%	51 %
Math SBAC	4	36%	56%	0%	52%	47%
Math PACE Task	3	36%	54%	44%	50%	45%
ELA PACE Task	4	41%	66%	13%	47%	66%
Science PACE Task	4	24%	43%	6%	26%	45%
Math PACE Task	5	47%	70%	50%	57%	65%
ELA PACE Task	5	55%	65%	31%	60%	61%

Scores from our district 3rd grade ELA Smarter Balanced for 2017. Abbot-Downing School students show substantial growth in their scores during the period of 2015 through 2017 school years.

	2015 % Proficient or Above	2016 % Proficient or Above	2017 % Proficient or Above
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: Annual Updates to this component will be based on the results from annual 2018-2019 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.

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

Based on 2017-2018 October 1, 2017 enrollment data, there were 383 students in kindergarten through fifth grade. Abbot-Downing School has a most diverse student population, with the following demographics:

- Kindergarten student enrollment = 56
- Grade 1 student enrollment = 53
- Grade 2 student enrollment = 74
- Grade 3 student enrollment = 60
- Grade 4 student enrollment = 74
- Grade 5 student enrollment = 66

As for enrollment by race/gender:

Male students = 210 at 54.8%

Female students = 173 at 45.2%

Asian or Pacific Islander students = 11 at 2.9%

Hispanic students = 14 at 3.7%
Black students = 22 at 5.7%
White students = 334 at 87.2%
American Indian/Alaskan Native=2 at 0.5%

Selected Populations:

Limited English Proficient = 16 at 4.2%
Free/Reduced Lunch = 331 at 40.1%

Annual Update to this component: Annual Updates to this component will be based on the results from annual Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

(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 2017-2018 school year Abbot-Downing 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 Abbot-Downing 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 on IEPs.

By March of 2018, the Abbot-Downing School was ready to engage in the school wide Title 1 process. Abbot-Downing 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 Abbot-Downing School students and families when school energies and resources were focused on student achievement. For 2017 -2018 and beyond, the Abbot-Downing School continues its work in educating Abbot-Downing School students based on this collaborative approach embedded in data driven decision-making and a climate of shared ownership.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

When the Abbot-Downing School started its Title I school-wide reform work in March of 2018, the Abbot-Downing School was a neighborhood public school serving 383 students in kindergarten through grade 5. Abbot-Downing School had a diverse student population, with the following demographics: 385% K – grade 5 students, 40.01 free and reduced lunch, 12.8% minority, 4.2% English Language Learners, and 13.2% students on IEPs in special education. The Abbot-Downing 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, parents who are incarcerated, students who have experienced significant trauma 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: Abbot-Downing School uses researched based programs in both literacy and mathematics, a reading specialist and a district 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. Abbot-Downing School's vertical leadership team meets monthly to review our school's action steps towards our goals of student achievement, school climate and parent and community partnership. Over the past 4 years, Abbot-Downing School has implemented a PBIS model that focused on student achievement in social-emotional –behavior and shared ownership of instruction of social skills. This has allowed the staff to effectively monitor struggling student's progress –and implement interventions at each grade level. They have also implemented mindfulness training and zones of regulation training for all students. Our collaborative approach has increased the number of students who are receiving tier 2 interventions.

There have been educational programming activities to address the needs including:

As a school we have monitored our action steps and have provided the staff with numerous opportunities to collaborate and respond to student data, surveyed the staff on our climate and developed goals that support the growth of our school culture, planned events that connect parents both literacy and math standards at every grade level. Activities for families have been invited to attend math nights, literacy night, book fairs, spaghetti dinner, principal coffee talks, Mindfulness training for parents, and our welcome back event. These events were well attended and feedback was overwhelmingly positive

Based on our universal assessment data, our current educational program needs include: Abbot-Downing 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 are needed to increase the staff's capacity to understand current research and implement effective instructional practices.

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.

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Date: Spring 2019

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

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

Goal #1: Student Achievement – Improve the literacy skills of all Abbot-Downing School students, with particular attention to improving the achievement of low performing students .

Goal #2: Student Achievement – Improve the mathematics skills of all Abbot-Downing School students, with particular attention to improving the achievement of low performing students .

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

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

3. Implementation of schoolwide reform strategies that:

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

The Abbot-Downing 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 staff received professional development in Foundations and will implement it as a Tier 1. Other students will receive Foundations as Tier 2 flexible groupings based on student achievement data/educational gaps.

- Teachers will continue to work collaboratively during their Professional Development time to discuss student learning objectives, common assessments, and respond to progress monitoring of interventions and extensions.
- Abbot Downing 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: Lexia Core 5 Reading System and Dreambox.
- A new standards based report card was developed and utilized last school year with opportunities for professional dialogue 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.
- Personalized learning instruction utilizing Lexia Core 5 Reading System and DreamBox Mathematics Intervention.
- Programming for Homework support for student who participate in 21C.

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Date: Spring 2019

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 Abbot-Downing 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, Foundations, Word Journeys, Lucy Calkins Writing Workshop, OGAP and Leveled Literacy Interventions.

Ongoing professional development opportunities have included: Lexia Core 5, OGAP, Fountas and Pinnell Benchmark, Eureka Math, Lucy Calkins Writing, Leveled Literacy Interventions, DreamBox, Mindfulness, Ross Greene's CPS Model, Karen Hess's Depth of Knowledge Model, PBIS Programming, Closer Reading Strategies, Trauma Sensitive Schools Training.

Our Kindergarten teachers and Tier 2 staff 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

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Date: Spring 2019

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

The Abbot-Downing School increased the amount of learning time during the Abbot-Downing School Day in the following way: The new master schedule allows for a 60 minute intervention/enrichment block of time in grades one through five. There was also a six day rotation which added a 45 minute team level professional development block. All grade levels have been given a block schedule to allow for specific amounts of instructional time for each educational area throughout the day. This schedule support a push in or pull out model, which decreases the amount of transitional time resulting in increased instructional time. The management team at Abbot Downing school developed an Extended Learning Center (ELC) for the purpose of providing sensory regulation, discrete trial, functional skills instruction, and small group intervention. The school has also increased the amount of learning time through outside programming that includes: Monday – Friday 21st Century programming, and Title I extended school year programming.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

The Abbot-Downing 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 Abbot-Downing 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 EL teachers and EL tutor. The Abbot-Downing 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: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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 Abbot-Downing School has developed a Child Assistance Team using an RTI model to collect data, and implement interventions that are monitored for success. 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: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

The Abbot-Downing 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 Abbot-Downing 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 Abbot-Downing School Principal and 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.

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Date: Spring 2019

vii. Action Plan and Timeline

In order to consistently focus on school needs especially students who are low-achieving, the Abbot-Downing School Principal and School Leadership Team schedule and hold grade level team meetings in the following manner. Abbot -Downing also does the following:

- Grade Level Team Meetings, ,
- Periodic Data Reviews
- 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 Abbot-Downing 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.

Abbot-Downing 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 Abbot-Downing School are selected based on their ability and capacity to best enhance the Abbot-Downing School Title I program. The staff will be provided professional development opportunities to continuously build their capacity to support interventions and the social and emotional skills of our students. Our Riverbend therapist will continue to strengthen our staff's skills in Mindfulness, Social Thinking, Zones of Regulation, and Motor Groups. The 2017-2018 Abbot-Downing School staff include:

- 1 principal,
- 1 guidance counselor
- .7 reading specialist
- .5 special education coordinator
- 18 general education teachers
- 3 special education teachers
- 15 instructional support
- 4 specialists,
- 1.5 administrative support
- 2 all other support.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

(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 Abbot-Downing 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 Abbot-Downing School level. The Abbot-Downing School administration, reading specialist, special education coordinator, and professional teaching staff supervise on a regular basis and within close proximity all Abbot-Downing School paraprofessional staff.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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 Abbot-Downing School principal, teacher, paraprofessionals and others as appropriate in this Title I schoolwide program occurs at the Abbot-Downing 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. This data was used to support school goals and professional development for our instructional assistants throughout the year.

As a staff, we participated in a book exploration in *Lost at School* by Ross Greene, *Brain Based Learning* by Eric Jensen, and *Visible Learning* by John Hattie, *Relationships that Work* by Adam Saenz and Jeremy Dew.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

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

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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, Abbot-Downing 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: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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 Abbot-Downing School Administration and Faculty routinely involve stakeholders (school, family, and the Abbot-Downing 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, Abbot-Downing School Leadership Team meetings, staff surveys, parent surveys, meetings with families of New Americans, EL students, and students deemed homeless. The above data is collected and factored into

the design, implementation and evaluation for the Abbot-Downing School-wide Plan. Data is collected on PTO family attendance, Back to School Night, Dances, Summer Send Off, parent conferences, math night, Entering Kindergarten Orientation.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

For the school year 2017-2018, the Abbot-Downing School Administration and Faculty routinely involve stakeholders routinely involved stakeholders (school, family, and the Abbot-Downing 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, Abbot-Downing 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 Abbot-Downing School-wide Plan. A draft of the plan was shared with all community stake-holders, 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.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

(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 Abbot-Downing Title I program including curriculum, assessments and the proficiency levels that students are expected to meet from the Abbot-Downing 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 Abbot-Downing School on curriculum, assessment, and proficiency levels all students are expected to meet. The Abbot-Downing School Principal and Faculty 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 scheduled conferences with Title I staff and classroom teachers.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

(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 Abbot-Downing School Principal and faculty 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, Ready for Kindergarten Orientation Meeting/s, teacher-parent conferences, newsletters, home visits, Principal Coffee Talks, email, telephone calls and transporting parents to the Abbot-Downing 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: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

During school year 2017-2018 Abbot-Downing 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 in March 2018

Monthly PTO meetings

Meetings with Abbot-Downing School Principal

Parent training nights – Math Curriculum Nights

Ready for Kindergarten Orientation Nights

During the 2018 – 2019 school year Abbot-Downing School plans to provide Abbot-Downing School families with the following opportunities:

- Math nights
- Literacy events
- Monthly PTO meetings
- Coffee and muffins with the principal
- Mindfulness Training for Parents

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

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

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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 Abbot-Downing School works to maintain a highly successful transition process at the entering Kindergarten level, Kindergarten to grade 1, grade 1 to 2, grade 2 to 3, grade 3 to 4, grade 4 to 5 and grade 5 to grade 6 at Rundlett Middle School. The Abbot-Downing School Principal and faculty, guidance counselor, coordinator of special education and staff strategically plan and implement developmentally appropriate transitional activities and events so that the change from entering kindergarten, kindergarten to grade 1 to grade 2 to grade 3 to grade 4 to grade 5 to grade 6 at Rundlett Middle School occurs smoothly for both the student and his/her parent/family. On the last day of the school year, students experience a “move up” day when they spend thirty minutes with their 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. Kindergarten families are invited to participate in a Kindergarten Orientation and information night. Over the summer months selected incoming kindergarten students attend our kindergarten academy which is held at Abbot-Downing 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. Prior to the end of the

school year, the guidance counselor will facilitate tours of the middle school and meet new teachers for at-risk students. This past year the guidance counselor from the middle school came to Abbot-Downing School to answer students questions and offer advice to make the transition smooth and successful.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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 Abbot-Downing School teachers meet with the Abbot-Downing School Principal and faculty on a regular basis. Each meeting naturally includes all teachers and specialists, utilizes current student academic assessments and social/emotional/behavioral assessments to inform and drive the improvement of all student achievement. It is the expectation of the Abbot-Downing 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: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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 Abbot-Downing 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 Abbot-Downing School day Intervention Block(s), 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 Collaboratives and Project SEE time for planning skill based intervention groups. Our CHAT 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: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

The Abbot-Downing School appropriately utilizes its funds from the Federal, State and local sources as a school-wide program to address its needs by providing supplies and resources that support supplemental instruction for all students. The federal funds include: Title I, Title III – ESOL, McKinney Vento Homeless Act, and Special Education Part B.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

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

The programs that are under the Abbot-Downing School school-wide plan include: Title I, Title III – ESOL, McKinney Vento Homeless Act, Special Education, 21st Century, food and nutrition, and transportation.

Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations.

Date: Spring 2019

12. Program Evaluation:

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

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

- As a direct result of concerns discussed during data driven decision-making meetings,
- Abbot-Downing 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,
- Abbot-Downing School Principal meeting with Abbot-Downing School ChAT team, Tier 2 Teams and grade level teams to regularly evaluate and document program successes as well as problems, feedback and adjustments,
- Abbot-Downing School Principal, Reading Specialist, Title I staff holding annual Parent Involvement Meeting and surveying parents,

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Date: Spring 2019

Abbot-Downing School 2016-2017 Title I End of Year Evaluation	
Evaluation completed by: Principal Kathleen Riordan and Reading Specialist Heather Santitto	
Title I School Day Program provided in reading in Grade 1 – 5	
Title I Extended Day Program provided in Grades	
Title I Summer Program provided in reading and math in Grade 1 – 5	
Title I School Day Program enrollment = 74 students	
2015 Title I Summer Program enrollment = 33 students in Grades 1 - 5	
Title I School Day # of students no longer eligible – exit program = 5=7%	
Title I Summer Program # of students no longer eligible – exit program = 0	
Scientific research-based interventions used to close the gap in learning: LLI (Leveled Literacy Interventions, Foundations, Lexia, Dreambox)	
What criteria does the school’s Title I staff use to identify when a student in Title I is no longer eligible? Title I Reading uses F & P Benchmark and Title I Mathematics uses Eureka End of Module Assessment and Teacher Recommendation	
How does Title I communicate student progress for a Title I student to the Title I student, student’s general education teacher and parent/legal guardian? Student – shared reading goal and shared formative assessment Teacher – shared in collaborative meetings Parent – Progress Reports sent to parent/legal guardian	
Did all Title I students in the school receive a Title I Progress Report? Yes, in the Title I school day for reading.	
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.	

<p>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 August – The program may have eliminated regression.</p>	
<p>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.</p>	
<p>Based on the 2016-2017 Title I Parent Involvement Survey, how would you implement the 2017-2018 Title I Parent Involvement Program? Breakfast and Books</p>	
<p>Annual Update to this component: Annual Updates to this component will be based on the results from annual 2018-2019 Abbot-Downing School Leadership Meetings, Data Retreats, Parent Involvement Meetings, Parent Involvement Surveys, Staff Surveys, and End of Year Title I Evaluations. Date: Spring 2019</p>	
<p>13. Letter of Intent:</p>	
<p>Letter of intent is attached to the Title IA Grant Date: Sent to New Hampshire Department of Education (NHDOE) for Abbot-Downing School on March 23, 2018</p>	

Appendices

Abbot-Downing School Instructional Para Professionals:

By school year 2018-2019, all Abbot Downing School Instructional Para Professionals will be NHDOE Para Professional Level II status. The NHDOE Para Professional Level II status is demonstrated by:

- attaining an Associate’s Degree, or
- completing two years of college courses, or

- passing the Para Professional Test offered by ETS in Claremont, NH or
- completing a NHDOE Bureau of Credentialing (BOC) Para Professional Competency Level II Portfolio.

Summary of Abbot-Downing School Staff Reviews of the Plan and Revisions Made:

The Abbot-Downing School Title I School-wide “Draft” Plan was presented to the Abbot-Downing School staff for review, comments and any proposed revisions. As for the Abbot-Downing School staff, the Abbot-Downing School staff reviewed the “draft” Abbot-Downing School School-wide Plan.

As for Abbot-Downing School staff comments about the Abbot-Downing School Title I School “Draft” Plan, the comments included that they were pleased with the application focusing on student achievement and parent engagement since the goals of student achievement and parent engagement are aligned with work the Abbot-Downing School has been and will be focused on.

As for the Abbot-Downing School I staff proposing revisions, the staff were very complimentary about the “draft” plan. They are very positive about the increased opportunities for all Abbot-Downing School students as well as engaging parents and families.

As for Abbot-Downing School staff proposing any revisions, the Abbot-Downing School staff did not provide any revisions to the “draft” Abbot-Downing School School-wide plan.

Summary of Abbot-Downing School Parent Reviews of the Plan and Revisions Made:

The Abbot-Downing School Title I School-wide “Draft” Plan was presented to the Abbot-Downing School parents including the Abbot-Downing P.T.O. for review, comments and any proposed revisions. The Abbot-Downing School parents reviewed the “draft” Abbot-Downing School School-wide Plan..

As for the Abbot-Downing School parents including the P.T.O. comments on the Abbot-Downing School Title I School “Draft” Plan, the comments included that many parents were pleased about the opportunities for their children and families.

As for Abbot-Downing School parents including the P.T.A. proposing any revisions, the parents did not provide any revisions to the “draft” Abbot-Downing School School-wide Plan.