



(DRAFT)

Title I School-wide Program Plan for Broken Ground 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: Broken Ground School

School Year: 2017-2018

Current Poverty Rate: Based on the New Hampshire Department of Education 10/01/2017 enrollment data, the Broken Ground School had a total school enrollment of 360 students. For school year 2016-2017, the number of students eligible for Free and Reduced meals totaled 191 out of the 389 students which represents a 49.10% eligibility rate.

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

In 2017-2018, the Broken Ground School School-wide Leadership Team/Planning Team was comprised of Broken Ground School Principal, classroom teachers from grade 3 through grade 5, reading specialist, coordinator of special education, guidance counselor, English Language Learner teacher and parent of Broken Ground School. Our Leadership/Planning Team met bi-monthly to discuss schoolwide goals and the process of moving forward to draft an application to move to a school wide Title I school.

Broken Ground School has a mission of learning for all - aspiring for excellence so that all students will succeed as active, responsible members of their family, school and community with a focus on the following two school goals:

Goal #1: Student Achievement – Improve literacy and math skills across the school grades 3-5.

Goal #2: Parent & Community Engagement – Improving parent engagement and developing home-school connections across the entire school population.

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, Broken Ground 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 two goals of 1.) increasing student achievement, and 2.) improving our Broken Ground School parent & community engagement. Moving forward with the school-wide status will provide all students with opportunities for personalized learning and increased parent engagement. It will also give our school the flexibility to use all available resources to meet the specifically identified needs of all of our students and their families.

(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, Broken Ground School is a Title I targeted assistance school that can only provide Title I reading and mathematics programming to Title I eligible students. If Broken Ground School was approved to become a Title I school-wide program, Broken Ground School educational work could be based on a comprehensive reform strategy designed to upgrade the entire educational program at Broken Ground School. Components of the comprehensive reform strategy would include a master schedule that allows numerous staff members to support grade level intervention times in reading and math, research based explicit instruction with Lexia Core 5, Leveled Literacy Intervention, Great Leaps and Dreambox. It also would allow Broken Ground School to provide family engagement activities to support the learning of their children towards grade level standards.

Broken Ground School, with a poverty percentage of over 49 percent, is focused on improving the achievement of our lowest – achieving Broken Ground 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 Broken Ground School. Staff will be able to increase differentiated small group lessons to students based on common formative assessments and using progress monitoring tools like AIMSweb. Broken

Ground School has developed a shared vision and mission to transition from a targeted assistance school to becoming a schoolwide Title I building to address the needs of all learners and their families in supporting students' growth in academic and social/behavioral areas.

Side-by-side description of our intended changes:

2017 – 2018 Current Targeted Assistance Programing	2018 – 2019 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, ELL staff, classroom teacher, literacy specialist) during the push-in model for math and using a model that best fits the child (push-in or pull-out) for literacy.
<ul style="list-style-type: none"> Groups are based on IEPs and/or 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"> Title 1 Staff can only support students that are targeted to receive services and have signed permission slips Family supports also can only be provided to the same targeted group. 	<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. Family events and engagement activities to increase family skills in supporting their children's academic learning can be implemented for the school.
<ul style="list-style-type: none"> Resources/materials can only be used for the students targeted to receive services. 	<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 Broken Ground School has identified two goals in becoming a schoolwide school. The two goals focus on student achievement and parent and community partnership.

The impact of this transition for students is anticipated to:

- Improve student achievement in literacy and math for all grade 3 thru grade 5 Broken Ground School students.
- Advance staff proficiency in using a data informed model to make decisions regarding 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 Broken Ground School that provides all students and staff with a caring, inclusive, motivating and safe community responsive to individual student's 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.
- A focus of our family engagement activities would be to share cultural differences so that families could learn from each other and all feel connected to our school community.

- Enhance interventions, family literacy and math programs, and home/school community partnerships, social and emotional programs/resources to help all children at Broken Ground School achieve at high levels.

The impact of being a Title I School-wide Program at Broken Ground School 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. Broken Ground School would be able to operate as a school-wide Title I program that does not need to identify a subset of students as eligible to participate in Title I programming.
- Being able to identify services that would supplement our universal regular education tier. Interventions could be used for any student that needed the academic support/materials.
- All families would gain the opportunity to be involved in family engagement activities. This would allow a strength-based approach that raises our ability to impact learners and families in a positive way across the school and also reduces the barriers that can be created in the targeted assistance format. Families *all* benefit from sharing across the school and this will definitely strengthen the overall culture of the school community. and improve students learning.

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 Broken Ground School has a total student enrollment of 371 students which is detailed by:

- Grade 3 student enrollment = 127
- Grade 4 student enrollment = 122
- Grade 5 student enrollment= 122

Our needs assessments were based on the following surveys and data collected throughout the 2017 – 2018 school year. In the fall of 2017, the staff completed a climate survey that assessed the school’s current culture and climate based . Our Leadership Team analyzed the results and created a pre/post climate needs assessment. The results from this survey were embedded in our action steps and two goals of student achievement and parent & community partnership. In addition, our school is involved in the Family Engagement Grant through the NH DOE. Our families and staff have recently completed a needs assessment involving surveys, walk-throughs and document review activities. A summary of the needs assessment will be coming in the next month. (May 2018)

Broken Ground School has also developed and completed a Tiered universal social emotional assessment on internalizing/externalizing behaviors for our students Sept. 2017. Using this data teachers also completed the concerns/needs/stressors assessment. All this data was analyzed and assisted the team in identifying students that would benefit from tier II interventions in social/emotional programs. All parents of students that were selected to participate in either Coping Cat, Zones of Regulation, Check in/Check out, or Social Thinking were notified by the school 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 development and collaboration 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. 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 to 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	BGS SES	BGS non-SES	BGS SPED	BGS Boys	BGS Girls
Fountas & Pinnell	3	22%	48%	5 %	29%	49%
	4	37%	71%	13%	45%	58 %
	5	37%	61%	8%	54%	52%
AIMSweb						
	3	56%	64%	29%	55%	66%
	4	56%	81%	40%	72%	75%
	5	56%	80%	38%	71%	72%

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

Measure	Grade	BGS SES	BGS non-SES	BGS SPED	BGS Boys	BGS Girls
ELA SBAC	3	41%	59%	43%	54%	54%
Math SBAC	4	36%	61%	47%	64%	43%
Math PACE Task	3	42%	69%	53%	62%	59%
ELA PACE Task	4	32%	51%	21%	36%	53%
Science PACE Task	4	19%	31%	11 %	29%	26%
Math PACE Task	5	46%	54%	30%	53%	51%
ELA PACE Task	5	21%	31%	5%	19%	39%

Scores from our district 3rd grade ELA Smarter Balanced for 2017. Broken Ground 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: The results from annual 2018-2019 Broken Ground 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.

Broken Ground School is a neighborhood school serving the school age population of grade 3 thru grade 5. Broken Ground is known as a caring, inclusive, motivating and safe community. It is responsive to individual student’s academic, social, and emotional needs. There are open, honest, respectful relationships established and Broken Ground 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 371 students in third grade through fifth grade. Broken Ground School has a most diverse student population, with the following demographics:

- Grade 3 student enrollment = 127
- Grade 4 student enrollment = 122
- Grade 5 student enrollment = 122

As for enrollment by race/gender:

Male students = 177 at 47.7 %

Female students = 194 at 52.3 %

Asian or Pacific Islander students = 41 at 11.1 %

Hispanic students = 13 at 3.5 %

Black students = 59 at 15.9 %
White students = 254 at 68.5 %
American Indian or Alaska Native 4 at 1.1 %

Selected Populations:
Limited English Proficient = 57 at 15 %
Free/Reduced Lunch = 175 at 47.2 %

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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 2017-2018 Broken Ground 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 Broken Ground 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 December of 2017, the Broken Ground School was ready and undertook a comprehensive school reform effort. From December 2017, Broken Ground School has identified school and students' needs, focused on goals and activities that directly address school and students' needs, and obtained full staff commitment for schoolwide reform. Moreover, the school has demonstrated the capacity to achieve better results for Broken Ground School students and families when school energies and resources were focused on student achievement and parent and community engagement. For 2017 -2018 and beyond, the Broken Ground School continues its work on educating Broken Ground School students based on this collaborative approach embedded in data driven decision-making and a climate of shared ownership.

Annual Update to this component: The results from annual 2017-2018 Broken Ground 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 Broken Ground School started its Title I school-wide reform work in December of 2017, the Broken Ground School was a neighborhood public school serving 371 students in grade 3 thru grade 5. Broken Ground School had a diverse student population, with the following demographics: 371 grade 3 – grade 5 students, 49.10% free and reduced lunch, 31.6 % minority, 15 % English for Speakers of Other Languages, and 17 % students on IEPs in special education. The Broken Ground 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: Broken Ground 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 inform instructional decisions that support our school-wide response to interventions. Broken Ground School's vertical leadership team meets bi-monthly to review our school's action steps towards our goals of student achievement, school climate and parent and community partnership. Broken Ground School's school-wide discipline plan is based on a Responsive Classroom model that focuses on student learning academically as well as socially and emotionally. The plan emphasizes a shared ownership of instruction and developing social skills through direct teaching/modeling. This model has allowed the staff to effectively monitor struggling student's progress, develop shared instructional goals and implement interventions at each grade level during our monthly collaboration meetings. This collaborative approach has increased the effectiveness of tier 2 interventions.

Based on our universal assessment data, our current educational program needs include: Broken Ground School needs additional flexibility to service our most educationally disadvantaged children, so that we can increase student achievement at all levels. Increasing Family Engagement and Voice in decision making is a major goal for our school to strengthen the home-school partnership. Additionally, professional development opportunities to increase the staff's capacity to understand current research and implement effective instructional practices to address cultural diversity as well as mental health issues and trauma.

As a school we have monitored our action steps and have provided the staff with numerous opportunities to collaborate and respond to student data, surveyed the staff on our climate and developed goals that support the growth of our school culture, planned events that connect parents both literacy and math standards at every grade level. Families have been invited to attend Open House Events, two literacy nights, book fairs, Breakfast and Books/Technology events. These events were well attended and feedback was overwhelmingly positive

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

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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.

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

Goal #1: Student Achievement – Improve the literacy and math skills for all students across the school in grades 3-5.

Goal #2: Parent & Community Partnerships –Improving parent engagement and developing home-school connections across the entire school population.

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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 Broken Ground 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 in reading and math to occur and additional staff to support the small group instructional model for literacy and math.
- Provide on-going research-based professional development opportunities for staff to increase their skills in differentiating learning, implementing best practices in literacy and math instruction, and understand and implement best practices in addressing behavioral concerns/learning relative to trauma.
- Teachers will continue to work collaboratively during their Grade Level Professional Development time and collaboration meetings to discuss student learning objectives, common assessments, and respond to progress monitoring of interventions and extensions.
- Broken Ground 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 standard based report card has been developed and utilized since 2016-2017 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 grade three through grade five with after-school tutors for math instruction.
- Extended year programming for our students entering grades 3-5 in literacy and mathematics.
- Personalized learning instruction utilizing Lexia Core 5 Reading System and DreamBox Mathematics Intervention.

<p>Annual Update to this component: The results from annual 2018-2019 Broken Ground School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal: Date:</p>
<p>Use effective methods and instructional strategies that are based on scientifically based research that:</p>
<p>i. Strengthen the academic program; In order to strengthen the academic program of Broken Ground School, the staff used data to select effective methods and instructional strategies for each student, that are based on scientific based research that include: LexiaCore 5, Fountas and Pinnell, Eureka Math, DreamBox, Foundations, Word Journeys, Great Leaps, Lucy Calkins Writing Workshop, and Leveled Literacy Interventions.</p> <p>Analyzed data from LexiaCORE5 and staff used student-specific data to determine next instructional steps for each child. Professional development for staff on grade-level language standards, close-reading strategies, and application of foundational skills as part of literacy instruction.</p>
<p>Annual Update to this component: The results from annual 2018-2019 Broken Ground Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal: Date:</p>
<p>ii. Increases the amount of learning time during the school day as well as outside programming;</p> <p>Broken Ground School has increased the amount of learning time during the Broken Ground School Day in the following way: The master schedule has allowed for 2-thirty-minute intervention blocks of time for supplemental reading instruction in grades 3-5. In addition, a math push-in model to support students' need for small group re-teaching and differentiation has been implemented. The school has also increased the amount of learning time through outside programming that includes: Monday – Friday 21st Century programming, Title I extended day programming 3 days/week, English Academy for ELL students 3 days/week, and Title I extended school year programming in reading and math.</p>
<p>Annual Update to this component: The results from annual 2018-2019 Broken Ground School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal: Date:</p>
<p>iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant students;</p> <p>The Broken Ground School has programming and strategies for serving the historically underserved populations of New Americans, ELL students, homeless and migrant students. As for New American students, the Broken Ground School administration, ELL teaching staff, and guidance counselor works with Ascentria Care Alliance to successfully transition in and educate New American students. ELL students are</p>

<p>provided direct instruction in English, reading, mathematics and writing from NHDOE licensed ESOL teachers and ELL tutors. The Broken Ground 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.</p>
<p>Annual Update to this component: The results from annual 2018-2019 Broken Ground School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal: Date:</p>
<p>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 Broken Ground 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.</p>
<p>Annual Update to this component: The results from annual 2018-2019 Broken Ground School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal: Date:</p>
<p>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 Broken Ground School staff routinely meet every six weeks 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.</p>
<p>Annual Update to this component: The results from annual 2018-2019 Broken Ground School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal: Date:</p>
<p>vi. Are consistent with and are designed to implement state/ local improvement plans. The Broken Ground 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 Broken Ground School's School-wide Plan is consistent with and refined in design with implementation standards for state/local improvement plans. The Concord School District Title I Project Manager meets with the</p>

Broken Ground School Principal and Broken Ground 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 2018-2019 Broken Ground 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 Broken Ground School Principal and Broken Ground School Leadership Team schedule and hold student professional learning communities in the following manner:

- Grade Level Data/Collaboration Team Meetings, ,
- Data retreats twice year,,
- 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 Broken Ground 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.

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

- 1 principal
- 1 guidance counselor,
- 1 school psychologist - part time
- 1 reading specialist,
- 1 special education coordinator - part-time
- 18 general education teachers,
- 4 special education teachers,
- 1.5 ELL teachers
- 21 instructional assistants for support,

- 1 Title I Family Literacy Facilitator - part-time
- 4 specialists in art, music and PE/Health
- 4.5 Title 1 instructional tutors and 2 ELL tutors
- 1.5 administrative support

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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 Broken Ground 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 Broken Ground School level. The Broken Ground School administration, reading specialist, special education coordinator, and professional teaching staff supervise on a regular basis and within close proximity all Broken Ground School paraprofessional staff.

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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 Broken Ground School principal, teacher, paraprofessionals and others as appropriate in this Title I schoolwide program occurs at the Broken Ground 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.

From the district level, the Broken Ground 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 2018-2019 Broken Ground 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 after school sessions. The school year professional development time as well as summer professional development time allows the Broken Ground School to implement high quality and ongoing professional development that meets the Broken Ground School's identified needs relative to the Broken Ground School-wide Program.

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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, Broken Ground 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 2018-2019 Broken Ground 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 Broken Ground School Administration and Leadership Team including parents routinely involve stakeholders (school, family, and the Broken Ground School community) in the design, implementation and evaluation of the schoolwide plan thru: Open House events, data collection, PTA meetings, monthly staff meetings, Broken Ground School Leadership Team meetings, staff surveys, parent surveys, meetings with families of New Americans/ ELL students, and students deemed homeless. The above data is collected and factored into the design, implementation and evaluation for the Broken Ground School-wide Plan. Data is collected on PTA family attendance, Open House events, Parent- Teacher Conferences, ELL Family Nights and Title 1 Parent events.

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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 2017-2018, the Broken Ground School Administration and Leadership Team routinely involved stakeholders (school, family, and the Broken Ground School community) in the design, implementation and evaluation of the schoolwide plan thru: Open House Events, data collection, PTA meetings, monthly staff meetings, Broken Ground 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 Broken Ground School-wide Plan. A draft of the plan was shared with all community stakeholders, 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 will include a section about the Broken Ground School-wide draft application and make 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 2018-2019 Broken Ground 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 Broken Ground Title I program including curriculum, assessments and the proficiency levels that students are expected to meet from the Broken Ground 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 Broken Ground School on curriculum, assessment, and proficiency levels all students are expected to meet. The Broken Ground 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 events PTA 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 2018-2019 Broken Ground 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 Broken Ground 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 Open House,, "Breakfast and Books Parent Involvement Meetings", interpreting services, New American Family Orientation Nights, teacher-parent conferences, newsletters, home visits, email, telephone calls and transporting parents to the Broken Ground 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 2018-2019 Broken Ground 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 2017-2018 Broken Ground 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 September 14, 2017
Monthly PTA meetings
Breakfast and Books - Title 1
Literacy Night - Title 1
New American Family Orientation Nights

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

- Math events

- Literacy events (BINGO for Books, reader’s theatre, story time with the principal)
- Monthly PTA meetings
- Coffee and muffins with the principal during each trimester

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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 Broken Ground School Principal, Leadership Team, and Reading Specialist uses and infuses the parental and staff evaluations of the Broken Ground School school-wide program into the improvement of the plan. The Broken Ground School Title I plan for 2018-2019 includes programming improvement for school day programming, extended day programming, parent involvement/engagement activities, and support for students deemed homeless.

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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 Broken Ground School works to maintain a highly successful transition process at the Mill Brook School grade 2 to Broken Ground School grade 3, grade 3 to 4, grade 4 to 5 and grade 5 to grade 6 at Rundlett Middle School. The Broken Ground 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 departing 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. The BGS principal holds a second grade parent information night to explain the grade 3 program and allow families to tour the facility. On the last week of the school year, students experience a “move up” day when they spend forty minutes with their new teacher and classmates for the following year. Over the summer months selected incoming grade 3 students attend our Title I Summer Literacy Camp and Title I Math Academy which is held at Broken Ground School. Our fifth grade students go on a field trip to the middle school during the last months of the school year to meet staff and spend half the day getting acclimated. This past year the principal from Rundlett Middle School came to Broken Ground School to answer students questions and offer advice to make the transition smooth and successful.

Annual Update to this component: The results from annual 2018-2019 Broken Ground School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, Move Up Day, summer Reading Academy, summer Math 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 Broken Ground School teachers meet with the Broken Ground School Principal and Leadership Team on a regular basis. Each meeting, naturally includes all teachers and specialists, utilizes current student academic assessments and social/emotional/behavioral assessments to inform and drive the improvement of all student achievement. It is the expectation of the Broken Ground 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 grade 3 through grade 5.

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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 Broken Ground 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 Broken Ground 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 used with identified students who have gaps in their progression of skills and require additional tier 2 instruction. Teachers are reviewing student data at meetings and planning skill based intervention groups, which emphasize shared learning goals/targets. The tier 2 team and grade level collaborations meetings are held 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 goals / learning targets and make adjustments to instructional materials and or groupings.

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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 Broken Ground School Principal and Broken Ground School Leadership Team coordinates and integrates its federal, state and local services and programs. The programs that the Broken Ground 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, Grade Level Collaboration Teams or BGS Leadership Team.

Annual Update to this component: The results from annual 2018-2019 Broken Ground 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.

The Broken Ground 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: The results from annual 2018-2019 Broken Ground 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).

The programs that are under the Broken Ground 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: The results from annual 2018-2019 Broken Ground 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 Broken Ground School program evaluates on both a formative and summative evaluation level. The Broken Ground 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,
- Broken Ground 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,
- Broken Ground School Principal meeting with Broken Ground School Leadership Team to regularly evaluate and document program successes as well as problems, feedback and adjustments,
- Broken Ground School Principal, Reading Specialist, Title I staff holding annual Parent Involvement Meeting and surveying parents,
- Broken Ground School Principal and Leadership Team attending monthly PTA 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.

Annual Update to this component: The results from annual 2018-2019 Broken Ground School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Survey, and End of Year Title I Evaluation reveal:

Date:

Broken Ground School 2016-2017 Title I End of Year Evaluation

Evaluation completed by: Principal Susan Lauze and Reading Specialist Jane Dodson

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

Title I Extended Day Program provided in mathematics in Grades 3 -5	
Title I Summer Program provided in reading and math in Grade 3 – 5	
Title I School Day Program enrollment = 69 students in literacy 72 in math	
Title I Extended Day enrollment = 30 students (math) students (ELL)	
2015 Title I Summer Program enrollment = 57 students in Grades 3 - 5 (lit & math) ELL	
Title I School Day # of students no longer eligible – exit program = 10 students	
Title I Extended Day # of students no longer eligible – exit program = 1 student	
Title I Summer Program # of students no longer eligible – exit program = 0 students	
Scientific research-based interventions used to close the gap in learning: LLI (Leveled Literacy Intervention), 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 assessments Teacher – shared data in collaborative meetings Parent – Progress Reports sent to parent/legal guardian including AIMSweb Datayear	
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 year program for mathematics.1	
Did you find the Title I school day program make a significant difference in closing the learning gap in reading for the Title I students? Yes, but not for all.	
Did you find the Title I extended day program make a significant difference in closing the learning gap in mathematics for the Title I students? Yes, but not for all.	
Did you find the Title I summer program make a significant difference in closing the learning gap in reading? Why? Not enough time for program which was only three weeks in July – the program may have eliminated regression.	
Did you find the Title I summer program make a significant difference in closing the learning gap in mathematics? Why? No enough time for program which was only three weeks in July – the program may have eliminated regression.	
Based on the 2016-2017 Title I Parent Involvement Survey, how would you implement the 2017-2018 Title I Parent Involvement Program? Breakfast and Books	

Annual Update to this component: The results from annual 2017-2018 Broken Ground School Leadership Meetings, Data Retreats, Parent Involvement Meeting, Parent Involvement Survey, Staff Surveys, and End of Year Title I Evaluation reveal:

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 Broken Ground School on December 8, 2017

Appendices

Broken Ground School Instructional Para Professionals:

By school year 2018-2019, all Broken Ground 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 Broken Ground School Staff Reviews of the Plan and Revisions Made:

The Broken Ground School Title I School-wide "Draft" Plan was presented to the Broken Ground School staff for review, comments and any proposed revisions. As for the Broken Ground School staff they reviewed the "draft".

As for Broken Ground School staff comments on the Broken Ground School Title I School “Draft” Plan, the comments included they were pleased with goal # 2 focusing on family engagement since the goals is aligned with a NHDOE grant awarded to the Concord School District for 2018-2019. The NHDOE Grant awarded to the school is entitled the “Family Voice Grant”.

The staff engaged in a rich conversation about the school’s student performance data in the areas of reading and mathematics that is detailed in the “draft application”. The focus of the discussion was on students’ scoring proficient and above as well as below proficient.

As for Broken Ground School staff proposing revisions, the staff were very complimentary about the “draft” application. They are very positive about the increased opportunities for all Broken Ground School students as well as engaging families.

Summary of Broken Ground School Parent Reviews of the Plan and Revisions Made:

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

As for Broken Ground School parents including the P.T.A. comments on the Broken Ground School Title I School “Draft” Plan, the comments included that many parents were pleased about the opportunities for their children and families. With Broken Ground School becoming School-wide, they were glad that this would continue in grades 3-5 since Mill Brook School is a kindergarten through grade 2 School-wide program.

As for Broken Ground School parents including the P.T.A. proposing any revisions, the parents did not provide any revisions to the “draft application”.