



Title I Schoolwide Program Plan

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 used with the Schoolwide Program Plan Rubric.

Please complete the following details:

Name of School: Henry Wilson Memorial School

School Year: **Update for 2017-18**

Current Poverty Rate: 50.61%

(Link to current poverty rates: http://education.nh.gov/data/attendance.htm#free_reduced_school)

Letter of Intent submitted on: NA – HWMS is already a School-wide school

People responsible for the creation of the plan: Cynthia Sparks, Jessica Richardson

Planning process began on: August 1, 2016

Plan submitted on: August 12, 2016 (Update submitted July 20, 2017)

Please check the appropriate option:

Initial Plan

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

1. Decision to become a schoolwide school:

(a) What was it that prompted your interest in becoming a schoolwide school?

- NA

(b) How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners?

- NA

(c) What are your goals in becoming a schoolwide school?

- NA

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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(a) in appendix.

- As indicated in our innovation plan from last year, we are working through the NEASC review process, as a thorough needs assessment for our school. The initial application review of the NEASC standards highlighted needs in the area of parent engagement, teachers working in regular PLC groups to review student work and data to make more fluid decisions for intervention support and instructional planning. Overall academic data from this past year's STAR assessments (see 2(a) in appendix), indicate that in reading ELA percentile scores increased 5 points to the 44th percentile for the whole school, while students in the main subgroup gap (IDEA) showed the same increase of 5 points. Math percentile scores increased 5 points to the 57th percentile, however students in our main subgroup gap (IDEA) showed an increase of only 2 points.

Annual Update to this component:

Date: **July 2017 – Teachers will work in regular PLC groups and data meetings to review student work and data to make more fluid decisions for intervention support and instructional planning. All teachers are working with our consultant on generating UBD units. Overall academic data from this past year's STAR assessments (see 2(a) in appendix), indicate that in reading ELA percentile scores increased 1.4 points to the 41st percentile for the whole school, while students in the main subgroup gap (IDEA) showed an increase of 3 points. Math percentile scores decreased 2.6 points to the 48th percentile, however students in our main subgroup gap (IDEA) showed a decrease of only 1 point.**

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(b) in appendix.

The town of Farmington, NH is a rural community located in Strafford County NH, along NH Route 11, between the city of Rochester and Lake Winnepesaukee. The town encompasses a variety of businesses from a TD Bank, to various locally owned and operated restaurants and stores. Several family owned and operated businesses are located within the town for Farmington. The Farmington Recreation Center offers afterschool and summer programs for elementary age children, as well activities for senior citizens. The 500 Club offers seasonal sports teams for boys and girls. The Goodwin Library has strong connections with the schools, especially at the elementary level.

Farmington has a population of just under 6800 people with little ethnic diversity (96.8% white according to the Apr. 1, 2010 census). The median household income is \$51,382, with just under 14% below the poverty level. 49% of the students in the Farmington schools meet federal requirements for free or reduced price breakfast and lunch. The majority of those employed hold jobs outside the community.

Three schools in Farmington educate students in grades PK-12. Most grades 1-12 have a total enrollment of approximately 100 students, with 5 regular education classroom teachers per grade level. PK has a limit of 60 spaces and is taught in 4 ½-day sessions. Up to this coming school year, Kindergarten takes place in 5 ½-day sessions. Beginning in Sept 2016, Kindergarten sessions will be full-day.

Valley View Community School serves grades PK-3. The school was first opened in 2002. Henry Wilson Memorial School serves grades 4-8. This building has a long history in the town. It was originally built in the 1950's, with at least 4 additions since and a systems renovation in 2002-2003. The gymnasium in the building is identified as a space co-owned by the town and the school district. The current Farmington High School serves students in grades 9-12. This school was first opened in 1996.



Annual Update to this component:

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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(c) in appendix.

- **All parts of the greater community in Farmington are being approached for input into our NEASC process. The initial outreach took place via e-mail and US mail to nearly 3000 families, homeowners and businesses within the town. This mailing sought input, via on-line or hard copy survey, on the Mission and core values for the school district. Information was also shared in person, and via handouts to families at the open house held at each school in the fall of 2015. As we move forward with the NEASC process we will be capturing input from school families and the greater community, for each aspect of our schools.**

Annual Update to this component:

Date: July 2017 - The staff at Henry Wilson Memorial School (HWMS) are working with our consultant from The Talent for Turnaround Leadership Academy, via the Northeast Comprehensive Center, on a specific vision and mission of HWMS.

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(d) in appendix.

- In the past 5 years, HWMS has had 5 changes in building administration. The most recent being last year, when for more than 75% of the year, they were without either a building principal, assistant principal, or both. While other district administrators filled in, this left a large gap in leadership, for a school that was already struggling for consistency in leadership.
- Intervention supports have been sporadic in some areas, as the time scheduled for students to receive support, and for teachers to review data and discuss student needs, is not in place.
- Parent and Community engagement is a historical need for the school. Parent conferences, especially in the fall, are well attended. We have started conversation around how best to share information, beyond student academic, progress during these conferences. The best attended events in the past several years, have been FAMEE (through our 21st Century program) dinner nights for families, where families will actually cook a meal together at the school, then leave with food items to prepare the same meal at home.

Annual Update to this component:

Date: July 2017 –

- **The current principal is set to begin her second full year with the school and a new, full-time, Assistant Principal is in the process of being hired.**
- **Intervention supports take place 4 days a week, for 30-40 minutes. The focus area during the 16-17 school year was ELA. Math interventions will be added for the 17-18 school-year. Regularly scheduled data meetings take place for each grade-level every 4-6 weeks.**

- **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.**

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 2(e) in appendix.

Priority/Area of Need 1: Provide strong leadership - Ensuring Strong Leaders

Objective: The principal keeps a focus on instructional improvement and student learning outcomes.

Activities: Southeastern Conference Principal Network Workshops

Provide PLC and Rtl training to all faculty and staff

Principal and Assistant Principal will facilitate PLC implementation and data meetings. Data meetings will occur every 3 weeks, and the year-long schedule will be presented to staff at the beginning of the year.

Priority/Area of Need 2: Ensuring that teachers are effective and able to improve instruction - Staff Evaluation and Professional Development

Objective: Professional development of individual teachers includes an emphasis on indicators of effective teaching.

Provide PD on an as needed basis, to be based on student need

Schedule 2 peer observations per year in order to facilitate peer-to-peer conversations pertaining to instructional delivery and student learning outcomes

IIIA01: All teachers are guided by a document that aligns standards, curriculum, instruction and assessment.

Schedule release time to review ATLAS work

Educators access ATLAS, and share this information with key stakeholders including students, parents, the school board, and community members

Priority/Area of Need 3: Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration. - Increased Learning Time

Objective: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others

RTI block for each grade level that includes a targeted intervention team

PLC model to be used initially during data meetings, as well team meetings

Priority/Area of Need 4: Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. - Defining challenging learning goals

Objective: The school participates in the RTI Multi-Tiered System of Support Network to align curriculum to the NH CCRS. (3397)

Develop and implement a schedule that includes a consistent RTI block for all students, which will include a targeted intervention team

PLC meetings will be held every three weeks, and will be facilitated by the building principal

Priority/Area of Need 5: Using data to inform instruction and for continuous improvement, including by providing time for

collaboration on the use of data. - Use of Data

Objective: The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (3061)

Activities: STAR and teacher-created universal assessments will be used to look at targeted student data. The bottom 5-10% of the student population that falls below benchmark will receive targeted interventions on a six week intervention schedule

Data/PLC meeting to be facilitated by the building level principal every three weeks

Quarterly failure rates (demographics of those failing)

Priority/Area of Need 6: Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. -

School and Classroom Culture

Objective: All teachers display classroom rules and procedures in the classroom and positively reinforce them. (3407)

Activities: Incorporate TIGERS core beliefs which directly tie in with mission statement. Identify areas of behavior concerns within common areas of the building across all grade levels, and create clear expectations and behavior interventions

Priority/Area of Need 7: Providing ongoing mechanisms for family and community engagement. - Defining the purpose, policies, and practices of a school community

Objective: The school provides parent (families) with practical guidance to model and encourage respectful and responsible behaviors.

Activities: Offer incentives to attend Open House, Curriculum Nights, and other evening events (ie: raffles from local businesses, Police and Fire involvement, and other community participation)

Create a more meaningful partnership with the PTA in order to provide community supports such as 68 Hours of Hunger and the Henry Wilson Memorial School Clothing Closet

Informational nights on topics that influence our population/community

Development of a Facebook page for Henry Wilson Memorial School to increase communication and parent/student/community involvement

Annual Update to this component:

Date: **July 2017 - Priority/Area of Need 4:**

PLC meetings will be held every three weeks, and will be facilitated by **teacher leaders.**

3. Implementation of schoolwide reform strategies that:

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3 in appendix.



All students in grades K-10 take a Benchmark STAR assessment each fall, winter and spring. This data is used, with teacher input and classroom data to determine student instruction and intervention support needs.

Annual Update to this component:

Date:

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

i. Strengthens the academic program;

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(i) in appendix.

- Instructional materials and methods used to teach in classroom and intervention groups are selected after having reviewed resourced to determine scientific research indicating positive impacts of student learning. Programs currently in use within the school are:
- **Reading Wonders, Everyday Math, Reading Wonders Wonderworks, and Number Worlds. Title 1 (and Special Education) staff are starting to do some co-teaching with classroom teachers.**

Annual Update to this component:

Date:

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(ii) in appendix.

- After school tutoring sessions are offered at the K-8 levels. Students in K-12 have the opportunity to attend a Homework Club via The FAMEE program (21st Century Community Learning Center grant program). Summer School sessions are offered to student in grade K-8.

Annual Update to this component: **July 2017 - Before school tutoring sessions are offered at the 4-8 grade levels.**

Date:
<p>iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant students;</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(iii) in appendix.</p> <ul style="list-style-type: none"> ➤ All students are assessed and considered when making decisions regarding intervention supports. Students identified as homeless are automatically included in support groups, after school and summer school offerings, unless parents decline, or student performance is meeting standards that would be above the level of the supports offered.
<p>Annual Update to this component:</p> <p>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;</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(iv) in appendix.</p> <p>All students are take a Benchmark STAR assessment each fall, winter and spring. This data is used, with teacher input and classroom data, to determine student instruction and intervention support needs. Those students with assessment scores below the 40th percentile are reviewed, with input on classroom performance, to determine intervention support to be provided. Those students receiving intervention supports are also given progress monitoring assessments to determine progress and continued or additional support needs. Students are also given opportunities for additional supports through after school tutoring and homework sessions.</p>
<p>Annual Update to this component:</p> <p>Date: <u>July 2017</u> - Students are also given opportunities for additional supports through after school tutoring and homework sessions, and specific, targeted interventions are given.</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;</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(v) in appendix.</p> <ul style="list-style-type: none"> ➤ Students receiving intervention supports are given progress monitoring assessments to determine progress and continued or additional support needs.
<p>Annual Update to this component:</p> <p>Date:</p>

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 3(vi) in appendix.

- **Increasing achievement of all students has been an integral parts of school Title 1, Focus, Priority, and SIG plans. See appendix 3(vi).**

Annual Update to this component:

Date:

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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 4(a) in appendix.

- **All teacher hold NH teacher certification, or have met Highly Qualified requirements in the areas they are teaching. This is confirmed by copies of NH teaching certificates and reviews of the NH DOE Educator Information System to check on HQT status.**

Annual Update to this component:

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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 4(b) in appendix.

- **All paraprofessionals hold Para II certification. Copies of NH certifications are kept on file, as well as through checks to NH DOE Educator Information system.**

Annual Update to this component:

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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 5(a) in appendix.

- All teachers, paraprofessionals and building administrators follow the district Professional Development plan. IN addition, the teacher evaluation plan specifies that end of year evaluation will be used to determine professional growth goals for the coming year. Teachers were given a survey last spring to evaluate a professional development day, and give suggestions regarding future offerings. See appendix 5(a).

Annual Update to this component:

Date: **July 2017** – Teachers completed a professional development survey during the fall of 2016. This was used as part of the planning for professional development offerings later in the school year.

(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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 5(b) in appendix.

- In addition to whole district professional development offerings, each school team determines the professional developments needs for their school. As new programs and materials are purchased, or requested in grants, any needed professional development is addressed. Teachers may choose to stay, and receive a stipend, for after school professional development, as scheduled by the school or district.

Annual Update to this component:

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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 6 in appendix.

- Each school has a mentoring program to support new teachers. New teachers meet on a monthly basis with in school supports, and are scheduled to meet quarterly as a district, to determine needs and gather suggestions to better support new staff. While not required after the first year in district, teachers may opt to join these meetings in their second year as well. (See sample recent handbook and agenda from a district meeting in appendix 6.)

Annual Update to this component:

Date: **July 2017** - HWMS is participating in the federal Talent for Turnaround Leadership Academy, with support from the Northeast Comprehensive Center and the NH Dept. of Education.

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.

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

- **School leadership members are integral in writing, and updating our innovation plans. Evaluation of the plan will occur via these leadership teams, as well.**
- **Parent and community involvement has been an area of high need for several years. We were not able to get a parent representative for our school teams at the most recent, and past, NH Educators Summer Summit. This is an element in each school’s 2015-16 and 2016-17 innovation plans. (See section 2d above.)**
- **While this has not occurred in the past, access to an on-line, or hard copy survey will be sent to all school families, seeking input regarding perceived school strengths, weaknesses and needs. This survey will be re-issued in the Spring to determine any growth or changes in needs to be addressed.**

Annual Update to this component:

Date:

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

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

- **School and district administration, as well as school teachers and staff were each members of the team writing the most recent innovation plan, which is the basis for this update to the school-wide plan.**

Annual Update to this component:

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.

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

- **Information about the Title 1 program is presented at the school’s Open House in the fall. The Title 1 director also holds a presentation at a PTA meeting during the fall. Information about curriculum, assessments and student proficiency levels are shared during parent conferences, end of term progress reports, and via parent reports for district (STAR) and state Smarter Balanced/SAT) testing.**

<p>Annual Update to this component: Date:</p>
<p>(d) What strategies will be implemented to increase family and community involvement in decision making opportunities about school programs and their child's education?</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(d) in appendix.</p> <ul style="list-style-type: none"> ➤ The school Leadership Team continues to seek parent members to the school leadership team. Information is also shared at PTA meetings and School Board meetings, which are televised.
<p>Annual Update to this component: Date: July 2017 – Guidance staff and building administration will be working to engage parents through improved communication, engagement nights and educational opportunities.</p>
<p>(e) List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the <u>district parent/guardian involvement policy</u>, the <u>school - parent/guardian compact and school plan</u>).</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(e) in appendix.</p> <ul style="list-style-type: none"> ➤ The District Parent Involvement Policy is attached in appendix 7(e). These documents are presented as a publicized part of a PTA meeting, where suggestions for changes and modifications are solicited. The most recent meeting, Feb. 11, 2016, did not result in any recommended changes to the documents.
<p>Annual Update to this component: Date:</p>
<p>(f) Describe the yearly parental and staff evaluation of the schoolwide program and how this information is used to improve the plan.</p> <p>School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 7(f) in appendix.</p> <ul style="list-style-type: none"> ➤ Information was collected from Title 1 staff regarding how the program functioned this year, and suggestions to be considered for the future. In addition, student assessment data was collected to determine overall student progress during the year. To date, parent input has been collected during the annual Title 1 meeting, which was held in conjunction with a PTA meeting. For this coming year, we plan to disseminate a survey to collect parent and staff input on the school's program.
<p>Annual Update to this component: Date:</p>

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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 8 in appendix.

- **Students in grade 3 visit their 4th grade teachers and classes, during a transition day visit near the end of the 3rd grade school year. Students identified as having difficulties with transitions are given a separate, small group tour of the school, before this transition day visit.**
- **Students in 8th grade, and their families, are invited to a transition evening during the spring of their 8th grade year. During this event, students and families have an opportunity to meet high school staff, tour the building and fill out class schedule forms for their freshman year of high school.**

Annual Update to this component:

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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 9 in appendix.

- **All teachers are expected to access and used all student data available in making instructional decisions for their students. Teachers meet for regularly scheduled data meetings to discuss overall grade level data and recommendations for interventions supports for students. Teachers have been given professional development on accessing student data through the NH DOE Performance Plus system, as well as the On-line Reporting System for Smarter Balanced, and the Renaissance Learning site for STAR assessment data. This professional development needs to be repeated and be on-going, as needed. Schoolwide data is used at the Leadership Team level to make decision for school goal setting, improvement and planning.**

Annual Update to this component:

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.

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 10 in appendix.

- **Students with assessment scores below the 40th percentile are reviewed, with input on classroom performance, to determine intervention support to be provided. Students are also given opportunities for additional supports through after school tutoring and homework sessions.**

Annual Update to this component:

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.**

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(a) in appendix.

- **Services and programs at the school are integrated. Where possible, Title 1 staff provide support in a co-teaching model. Students receiving support from special education, or any other program, are included in the supports provided through Title 1, except for items specific to their IEPs. Head Start and other local programming have coordinated with the school through local roundtable meetings.**

Annual Update to this component:

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.**

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(b) in appendix

- **Federal and State funding sources and utilized to supplement district budgets to fund school programs and innovation plans. All viable sources are considered and used in conjunction with each other to allow for the most optimal utilization of funds available.**

- **Federal and State funding sources are utilized to supplement district budgets to fund school programs and innovation plans. All viable sources are considered and used in conjunction with each other to allow for the most optimal utilization of funds available. Some recent examples include using both Title IIA and SIG funds to send a district-wide team to a conference on competency based education.**

Annual Update to this component:

Date:

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 11(c) in appendix

- **At this time there are no specific programs that will be consolidated under this plan.**

Annual Update to this component:

Date:

12. Annual Program Evaluation:

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

School Narrative – Use this space to summarize this component. Evidence can also be added here or in the appendices at the end of this document. Please reference as 12 in appendix

- **To date, parent input has been collected during the annual Title 1 meeting, which was held in conjunction with a PTA meeting. For this coming year, we plan to disseminate a survey to collect parent and staff input on the school’s program. While this has not occurred in the past, access to an on-line, or hard copy survey will be sent to all school families, seeking input regarding perceived school strengths, weaknesses and needs. This survey will be re-issued in the Spring to determine any growth or changes in needs to be addressed.**

Annual Update to this component:

Date:

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant – **NA** – as the school already holds school-wide designation.

Appendices

2(a) STAR data

3(vi) – recent School Innovation Plans

5(d) – Professional Development Survey

6 – New Teacher Mentor Handbooks and sample meeting agenda

7(e) – Home-School Compact, Title 1 Parent Involvement Policy and letter regarding Title 1 Annual Meeting

