



**X 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?

Calkins Units of Study in Writing and the Fountas and Pinnell word study units. In math, teachers will be utilizing the Eureka math program as a core resource to support their instruction of the standards. Manipulatives, including Cuisenaire rods and cluster cards, are utilized to differentiate and support the learning of all students. Professional development and support is provided on an ongoing basis to support this work. Teachers have been guided on how to dig deeper into their data for math and reading in order to determine students not making adequate progress towards grade level standards. Based on this data, teachers provide additional targeted small group lessons utilizing reteaching lessons from the core programs to support struggling learners. In addition, three interventionist teachers work with students below grade level in math and reading for 40 minutes daily to support their learning. Fountas & Pinnell Leveled Literacy Intervention (LLI) is utilized for many students struggling with reading. Wilson FUNdations is utilized for students struggling with phonetic concepts. Elements of i-Ready intervention materials, as well as Number Worlds and Connecting Math Concepts are utilized for math intervention.

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

Amherst Street School is already a schoolwide school.

## **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.

A needs assessment was conducted by our Curriculum & Instruction team, as well as our school Data Team. Number of homeless students was included as was a discussion of their particular needs. Our data reviews continue to show students requiring additional support in basic literacy and numeracy skills. Gaps continue to be seen across grade levels in mastering higher level skills such as explaining answers and integrating information from multiple sources. Beyond and about the text comprehension in both Literary and Informational texts and Tier 2 vocabulary was a need for all subgroups. Students in transition continue to need support with basic needs such as school supplies, and also frequently require social-emotional supports. Also, we need support for Tier 2 and 3 behaviors.

Annual Update to this component:

[Team agrees that plan stays as is. Last](#)

Annual Update to this



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.

Professional development and team collaboration times focus on delivering high quality programming for all students. The Nashua School District is examining the Science of Reading research and materials in hopes of shifting curriculum to meet all student needs. Currently, students receive daily instruction in the CCSS in language arts and math. Teachers have and will continue to receive support in implementing a high quality readers and writers' workshop model which includes differentiated instruction in phonics and spelling skills. Supporting











Strategy	Time Line	Responsible Parties	Resources Required	Success Measures
<p>Teachers will use Eureka II as a primary resource to ensure students have common models and language as they progress across the continuum from Kindergarten to grade 5. (concrete and pictorial models (tape diagrams, number bonds, area model, number line)</p>	<p>September 2023-June 2024</p>	<p>Administration Classroom Teachers DW Math Coach</p>	<p>District expectations &amp; pacing charts</p>	<p>Teachers plan using Eureka, implement lessons and share results during collaboration time (data from meeting notes &amp; lesson plans) Teachers use DW Math Coach as an additional resource Administrators observe lessons showing fidelity 100% of the time in the use of Eureka materials, Cuisenaire rods and common strategies (data from mini observations)</p>
<p>Students experience research driven best intervention practices as needed. All teachers including regular educators, Special Educators, ELL and intervention teachers use researched intervention practices and tools including concrete manipulatives (Cuisenaire Rods, Cluster Cards) and pictorial representations (number bond, tape diagram, area model and number line) along with Eureka resources.</p>	<p>September 2023-June 2024</p>	<p>Administration All teachers DW Math Coach PLC's</p>		<p>Special Education staff use concrete manipulatives and pictorial representations with abstract algorithms during instruction. (Data from mini observations) DW Math Coach helps teachers differentiate for the students</p>
<p>Common formative and summative assessments are used to determine next steps in teaching (exit tickets) and student mastery (mid and end of module assessments). The measure is the same across the district, ensuring equity of math education.</p>	<p>September 2023-June 2024</p>	<p>Administration Math Teachers Math Steering Committee Math Curriculum specialists PLC's</p>	<p>Exit tickets &amp; module assessments</p>	<p>Teachers administer common district-wide grade level assessments and report the data on spreadsheets. K-2 (additive), 3-5 (fractions). Teachers use Eureka mid and end of module assessments as evidence of mastery and exit tickets formative assessment - (principal and teachers look work in collaboration time and discuss strategies and next steps)</p>
<p><b>4. Highly qualified teachers in all core content area classes:</b></p>				
<p>(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.</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 4(a) in appendix.

All Staff meet the highly qualified requirements.

Annual Update to this components:

[All staff meet the NH DOE highly qualified requirements.](#)

Date: 5/31/2023

(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 meet the qualified requirements.

Annual Update to this component:

[All paraprofessionals meet the qualified requirements.](#)

Date: 5/31/2023

### **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.

Professional development is based on observation data, testing data, building and district initiatives, teacher survey data, and school and district goals. We provide professional development based on research best practices and current program implementation. This professional development is followed up by grade-level and vertical collaborations, individual coaching and administration observations.

Annual Update to this component:

[Team agrees that plan stays as is. Last four school years \(2019-20, 2020-21, 2021-2022, 2022-](#)

Our professional development activities for the coming year will have four main foci:

1. Assessment of students' reading progress and appropriate use of this data for instructional design – any teachers who are in need will participate in training on the use of the new reading program benchmark assessment and how to analyze students' reading behaviors to guide small group instruction in reading. This will be evaluated by teacher surveys as well as administrative observation of teachers doing this work with their students. Student growth in reading will be measured.
2. Use of technology to enhance student engagement and learning – teachers will receive instruction in how to maximize the benefit of a 1:1 technology environment so that computers (touch screen Chrome Books) are utilized in the correct ways and for appropriate learning tasks. Teachers will learn how to use technology for new instruction, for student practice, for student presentation, and for assessment. This PD will be evaluated by teacher surveys and ongoing needs assessments.
3. Increased depth of instruction in math – ongoing professional development and coaching will be offered at the school level on differentiating instruction in math and appropriately incorporating number sense strategies into instruction. Teacher survey and administrator evaluation will assess the effectiveness of this professional development.
4. Social-Emotional concern with implementation of Choose Love to assist with well-being of students to help academic achievement.

Annual Update to this component:

Team agrees that plan stays as is. Last four school years (2019-20, 2020-21, 2021-2022, 2022-2023) have been affected by COVID-19.

Date: 5/31/2023

## 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.

We have a job fair every Spring in Nashua that attracts highly qualified staff to our school. Although in recent years, numbers have dropped in regards to available candidates. We provide a new teacher mentor program that lasts two years which includes a cohort for professional development, individual coaching and collaboration meetings. Administration provides frequent feedback through formal and informal observations providing supports when needed. Amherst Street provides frequent team collaboration, planning and professional development. Our school has committees that promote shared leadership and give staff a voice in the decision-making process.

Annual Update to this component: No changes at this time.

Date: 5/31/2023

## 7. Strategies to increase family and stakeholder engagement



School Narrative – Use this space to summarize this component.











## 12. Program Evaluation:

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

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(a) in appendix.

Administrator observations/walk-throughs, monitoring