



Title I School-wide Program Plan

Please complete the following details:

Name of School: Mill Brook School

School Year: 2016-2017

Current Poverty Rate: Based on the New Hampshire Department of Education 10/01/2015 enrollment data, the Mill Brook School had a total school enrollment of 257 students. The number of students eligible for Free and Reduced meals totaled 124 out of the 257 students which represents a 48.25% eligibility rate.

A letter of Intent to apply for New Hampshire Department of Education (NHDOE) Title I School-wide School was submitted in 2001 by Dame School, now Mill Brook School. The Dame School worked on securing NHDOE Title I School-wide status during the school year 2001-2002. By school year 2002-2003, New Hampshire Department of Education (NHDOE) awarded Dame School Title I School-wide Status. Combined, the Dame School and Mill Brook School have had Title I School-wide Status for 14 years.

In 2001-2002, the Dame School School-wide Planning Team was comprised of Dame School administration, educational staff from kindergarten through grade 2, specialists, educational assistants, and parents of Dame School. Since 2002 and beyond, the former Dame School – now Mill Brook School, has a mission to educate, challenge, and inspire all individuals to succeed as active, responsible members of their family, school and community with three school goals: **Goal #1: Student Achievement** – Improve the literacy skills of all Mill Brook School students, with particular attention to improving the achievement of low performing groups of individuals.

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

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

Please check the appropriate option:

Initial Plan

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

1. Decision to become a school-wide school:

What was it that prompted your interest in becoming a school-wide school? The Dame School applied and received Title I School-wide Status in school year 2002-2013. In 2002-2005, the Dame School undertook a comprehensive school reform effort in order to educate, challenge, and inspire all individuals to succeed as active, responsible members of their family, school and community based on the three goals of 1.) improving student achievement, 2.) improving school climate and 3.) improving our Mill Brook School parent & community partnership.

(b) How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners? Mill Brook is a Title I school-wide program which is based on a comprehensive reform strategy designed to upgrade the entire educational program in our Mill Brook Title I school. Mill Brook School, with a poverty percentage of over 40 percent, is focused on improving the achievement of our lowest – achieving students (ESEA section 1114(a)(1)). The Title I School-wide Program is designed to enhance the entire educational program of Mill Brook School.

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

The Mill Brook School now has three school-wide goals that focus on student achievement, school climate, and parent and community Partnership. The three goals are:

Goal #1: Student Achievement – Improve the literacy skills of all Mill Brook School students, with particular attention to improving the achievement of low performing groups of individuals.

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

Goal #2: Parent & Community Partnerships – Enhance early interventions, family literacy programs, and home/school community partnerships to help all children come to Mill Brook School ready to learn and achieve at high levels.

The impact of being a Title I School-wide Program on Mill Brook School's students is that the school is benefiting from:

- Serving all students. Mill Brook School is operating a school-wide Title I program that does not need to identify particular students as eligible to participate in Title I programming.

2. A comprehensive needs assessment of the whole school:

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

Based on the October 1, 2015 NHDOE enrollment data, the Mill Brook School has a total student enrollment of 417 students which is detailed by:

- Preschool student enrollment = 61
- Kindergarten student enrollment = 99
- Grade 1 student enrollment = 134
- Grade 2 student enrollment = 124

The subgroups of low-income, special education, EL, and homeless students remain a primary focus to supplemental services beyond general education instruction. Local data located in Performance Plus is collected on each of the subgroups to assess each group's advancement to closing the gap on learning. The data is located in the Mill Brook School Triannual Report.

**Annual Update to this component: Will result from annual 2016 Mill Brook School Leadership Meetings & Parent Involvement Meeting
Date: 2016-2017**

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

Mill Brook School is a neighborhood school serving the young school age population of Concord Heights. Based on 2015-2016 October 1, 2015 enrollment data, there were 417 students in preschool through second grade. Mill Brook School has a most diverse student population, with the following demographics:

Preschool student enrollment = 61
Kindergarten student enrollment = 99
Grade 1 student enrollment = 134
Grade 2 student enrollment = 124

As for enrollment by race/gender:

Male students = 220 at 52.8%
Female students = 197 at 47.2%
Asian or Pacific Islander students = 60 @ 14.4%
Hispanic students = 9 @ 2.2%
Black students = 56 @ 13.4%
White students = 292 @ 70%

Selected Populations:

Limited English Proficient = 57 @ 13.7%
Free/Reduced Lunch = 124 @ 48.2%

Annual Update to this component: Will result from annual 2016 Mill Brook School Leadership Meetings & Parent Involvement 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 2001 Dame 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 Dame School families and members of the community (including general education, special education, talented and gifted, Limited English Proficient as well as low-achieving students. The comprehensive needs assessment paid particular attention to the needs of educationally disadvantaged children.

By 2002-2015, the Dame School was ready and undertook a comprehensive school reform effort. From 2005-2016, the Dame School now Mill Brook School has identified the school needs and student needs, focused on goals and activities for directly address school needs and student needs, and obtained staff commitment for school-wide reform. Moreover, the school has demonstrated the capacity to achieve better results for Dame school students and families when school energies and resources were focused on school improvement. For 2015-2016 and beyond, the Mill Brook School continues its work in educating Mill Brook School students based on this inclusive manner.

Annual Update to this component: Will result from annual 2016 Mill Brook School Leadership Meetings & Parent Involvement Date: 2016-2017

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

When the Dame School started its Title I school-wide reform work in 2001, the Dame School was a neighborhood public school serving 338 students in preschool thru grade 2 from Concord Heights. Dame School had the district's most diverse student population, with the following demographics: 45 preschool students, 293 K-grade students, 58% free and reduced lunch, 13% minority, 5% English for Speakers of Other Languages, and 14.7% students on IEPs in special education. The Concord Heights neighborhood is a diverse, caring community, but its families face many challenges of living in low income housing, living with a single parent, 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: high quality staff, strong commitment to students and families, data collection on individual student growth, collaboration amongst general education staff, Title I, Title III – EL, and special education staff, Collaboration Meetings, connection of school day to extended kindergarten, extended day to summer programming, progress monitoring, high level of scientific research based interventions, professional development at the building and district level, Mill Brook School Family Center.

The current educational program needs include: increased support of programming at the Kindergarten Level, and increased programming for EL students.

The results of 2015-2016 educational programming activities to address the needs include: review of current staffing patterns and budgetary support.

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Date: 2016-2017**

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

Based on the 2015-2016 comprehensive needs assessment, the specific need areas are listed in priority include reviewing Kindergarten programming and budget support for five days a week.

The school-wide plan objectives to be addressed in 2016-2017 are underdevelopment.

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Date: 2016-2017**

3. Implementation of schoolwide reform strategies that:

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

The Mill Brook School provides opportunities for all children to meet proficient and advanced levels of student academic achievement in the following ways: deploying staff to the high need areas with a challenge of not having enough staff for students at near grade level.

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Date: 2016-2017**

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

i. Strengthens the academic program;

In order to strengthen the academic program of Mill Brook School, the staff uses effective methods and instructional strategies that are based on scientific based research that include: LLI, Great Leaps, Foundations, Lexia, RAVO, Dreambox

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

The Mill Brook School has increased the amount of learning time during the Mill Brook School Day in the following way: The school has also increased the amount of learning time thru outside programming that includes: Monday – Friday 21st Century programming, Title I extended day programming, Title I extended kindergarten programming, and Title I extended school year programming.

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

The Mill Brook School has programming and strategies for serving the historically underserved populations of New Americans, EL students, homeless and migrant students. As for New American students, the Mill Brook School administration, EL teaching staff, and guidance counselor work with Ascentria Care Alliance to successfully transition in and educate New American students. EL students are provided direct instruction in English, reading, mathematics and writing from NHDOE licensed ESOL teachers and tutors. The Mill Brook School guidance counselor provides direct services and support under the McKinney Vento Homeless Act and local school funds to students deemed homeless or migrant. The

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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 Mill Brook 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 in order to assess his/her learning growth in order to close the student's gap in learning.

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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 Mill Brook School staff routinely meet as student learning data teams to collect student learning data and determine if the needs of low-achieving students have been met. The Data Teams use multiple sources of student learning data and progress monitoring data to make student specific data driven decisions for programming for each low-achieving student to close the gap on learning.

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

The Mill Brook School administration and staff are provided supervision and technical assistance from both the NHDOE Title I Office as well as the Concord School District Office of the Superintendent Title I Project Manager to insure that the Mill Brook School's School-wide Plan is consistent with and are refined in design with implementation standards for state/local improvement plans. The Concord School District Title I Project Manager meets with the Mill Brook School administration and Leadership Team in order to insure consistency with state and local planning.

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vii. Action Plan and Timeline

In order to consistently focus on school needs especially students who are low-achieving, the Mill Brook School Administration and Leadership Team schedule and hold student Data Team meetings in the following manner:

- Data Team meetings,
- Grade level Data Team meetings,
- Fall Title I compliance meeting,
- Spring Title I compliance meeting, and
- Title I End of Year Evaluation to assess from a summative assessment perspective the Mill Brook 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.

Mill Brook 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 Mill Brook School are selected based on their ability and capacity to best enhance the Mill Brook School Title I school-wide plan. The 2015-2016 Mill Brook School staff include:

- 28 teachers,
- 29 instructional support,
- 1 librarian,
- 10 specialists,
- 1 administrative support, and
- 8 all other support.

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(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 Mill Brook School meet all qualifications 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 Mill Brook School level. The Mill Brook School administration, reading specialist, special education coordinator, and professional teaching staff supervise on a regular basis and within close proximity all Mill Brook School paraprofessional staff.

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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 school-wide program.

The process of determining the professional development needs of the Mill Brook School Principal, teacher, paraprofessionals and others as appropriate in this Title I school-wide program occurs at the Mill Brook School level and the Office of the Superintendent district level. Given the open and trusting climate and culture of the Mill Brook School, when administration and staff request a professional development training funding is provided to insure that the professional development is provided in a timely manner. From the district level, the Mill Brook 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.

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

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

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Date: 2016-2017

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, Mill Brook 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.

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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 Mill Brook School Administration and Leadership Team routinely involve stakeholders (school, family, and the Mill Brook School community) in the design, implementation and evaluation of the school-wide plan thru: "Back to School Night" data collection, PTO meetings, parent monthly meetings with the Principal, monthly staff meetings, Mill Brook School Leadership Team meetings, staff surveys, parent surveys, monthly meetings with families of New Americans, EL students, and students deemed homeless. The curriculum nights for families include: Family Literacy Night, Parent Math Academy, Family Math Night, Celebration of Breakfast and Books for Families to Read with their Child. The above data is collected and factored into the design, implementation and evaluation for the Mill Brook School-wide Plan. Given that a large number of families have English as their Second Language, interpreting services are provided to insure linguistic equity to each school activity. Parent – teacher conferences feature language interpreting and transportation to all Mill Brook School parent activities.

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

For school year 2015-2016, the Mill Brook School Administration and Leadership Team routinely involved stakeholders (school, family, and the Mill Brook School community) in the design, implementation and evaluation of the school-wide plan thru: "Back to School Night" data collection, PTO meetings, parent monthly meetings with the Principal, monthly staff meetings, Mill Brook School Leadership Team meetings, staff surveys, parent surveys, meetings with families of New Americans, EL students, and students deemed homeless. The above data was collected and factored into the design, implementation and evaluation for the Mill Brook School-wide Plan.

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(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 Mill Brook Title I program including curriculum, assessments and the proficiency levels that students are expected to meet from the Mill Brook 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 Mill Brooks School on curriculum, assessment, and proficiency levels all students are expected to meet.

The Mill Brook School Principal, Leadership Team, and staff provide timely information about the Title I program including the curriculum, assessments, and proficiency levels students are expected to meet thru NHDOE student reporting, local assessments, parent curriculum nights, PTO meetings, website postings, email, Principal messages including newsletters and calendars, newspaper articles, and Concord School District school committee meetings posted in the local cable TV.

Annual Update to this component: Will result from annual 2016 Mill Brook School Leadership Meetings & Parent Involvement
Date: 2016-2017

(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 Mill Brook School Principal, Leadership Team and staff aggressively seek to increase family and community involvement in decision making opportunities about school programs and their child's education by hosting school-wide events such as "Back to School Nights", "Break and Books Parent Involvement Meetings", Math Curriculum Nights, Mill Brook School Family Center, teacher-parent conferences, home visits, email, telephone calls, language services including language line and transporting parents to the Mill Brook School who do not have transportation to attend a meetings on their child's education.

Annual Update to this component: Will result from annual 2016 Mill Brook School Leadership Meetings & Parent Involvement
Date: 2016-2017

(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 2015-2016 Mill Brook School provided the following training activities and decision making opportunities for parents that include:

Annual District parent/guardian involvement policy – parent/guardian compact and school plan on,

Parent/guardian outreach involvement e.g. Mill Brook Family Center Meetings

PTO meetings

Meetings with Mill Brook School Principal

Parent training nights – Math Curriculum Night, Family Literacy Night, Internet Safety, Healthy Food Choices, Trauma and its Affects Brain Development, Parent Math Academy, Homework Night, Author Night

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

The Mill Brook School Principal, Leadership Team, and Reading Specialist uses and infuses the parental and staff evaluations of the Mill Brook School school-wide program into the improvement of the plan. The improve plan for 2015-2016 include programming improvement for school day programming, extended kindergarten programming, extended day programming, parent involvement activities, and support for students deemed homeless.

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Date: 2016-2017**

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 Mill Brook School works to maintain a highly successful transition process at the entering preschool level, Kindergarten to grade 1, grade 1 to 2 and grade 2 at Mill Brook School to grade 3 at Broken Ground School. Given that comprehensive preschool programming is located at Mill Brook School, the preschool students and parents/caregivers are naturally included in all Mill Brook School activities. The Mill Brook School Principal, Leadership Team, guidance counselor, and staff strategically plan and implement developmentally appropriate transition activities and events so that the change from preschool to Kindergarten to grade 1 to grade 2 to grade 3 at Broken Ground School occurs smoothly for both the student and his/her parent/family.



**Annual Update to this component: Will result from annual 2016 Mill Brook School Leadership Meetings & Parent Involvement
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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 Mill Brook School teachers meet with the Mill Brook School Principal and Leadership Team on a regular basis as a Data Team. The Data Team, which naturally includes all teachers, 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 Mill Brook 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 student Kindergarten through grade 2.

**Annual Update to this component: Will result from annual 2016 Mill Brook School Leadership Meetings & Parent Involvement
Date: 2016-2017**

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 Mill Brook 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 Mill Brook School day Intervention Block, 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.

**Annual Update to this component: Will result from annual 2016 Mill Brook School Leadership Meetings & Parent Involvement
Date: 2016-2017**

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 Mill Brook School Principal and Leadership Team coordinates and integrates its federal, state and local services and programs. The programs that the Mill Brook School coordinate include: Title I, Title III – EL, McKinney Vento Homeless Act, Special Education, 21st Century programming, and food and nutrition programming.

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

No

**Annual Update to this component: Will result from annual 2016 Mill Brook School Leadership Meetings & Parent Involvement
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(c) A list of programs that will be consolidated under the schoolwide plan (if applicable).

No

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Date: 2016-2017**

12. Program Evaluation:

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

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

- Mill Brook 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,
- Mill Brook School Principal meeting with Mill Brook School Leadership Team to regularly evaluate and document program successes as well as problems, feedback and adjustments,
- Mill Brook School Principal, Reading Specialist, Title I staff holding annual Parent Involvement Meeting and surveying parents,
- Mill Brook School Principal and Leadership Team conducting routine PTO meetings, monthly meetings with Principal to provide observations and survey data to continually monitor the implementation of the program for successes, problems, feedback and adjustments.

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Date: 2016-2017**

For 2015-2016, the Mill Brook School has conducted its Annual Program Evaluation involving school staff, families and community members, and with using performance, non-performance, process, and perception data, the following is presented:

Mill Brook School 2015-2016 Title I End of Year Evaluation
Evaluation completed by: Principal Phil Callanan and Reading Specialist Nancy Siff
Title I School Day Program provided in reading in K – Grade 2
Title I Extended Day Program provided in mathematics in K - Grades 2
Title I Summer Program provided in reading and math in K – Grade 2
Title I School Day Program enrollment = 128 students
Title I Extended K Program enrollment = 8 students
Title I Extended Day enrollment = 25 students
2015 Title I Summer Program enrollment = 66 students in Grades K - 2
Title I School Day # of students no longer eligible – exit program = Not applicable
Title I Extended K # of students no longer eligible – exit program = Not applicable
Title I Extended Day # of students no longer eligible – exit program = Not applicable
Title I Summer Program # of students no longer eligible – exit program = Not applicable

Scientific research-based interventions used to close the gap in learning: LLI (Leveled Literacy Interventions, Foundations, Great Leaps)	
Recommendations to purchase Lexia Core 5 Reading Systems for 2016-2017 = Yes, due to Title I students making individual progress based on each student's math deficiencies.	
Recommendations to purchase Dreambox for 2016-2017 = Yes, due to Title I students making individual progress based on each student's individual areas of deficiencies in reading.	
What criteria does the school's Title I staff use to identify when a student in Title I is no longer eligible? Title I Reading uses Guided reading grade level, Title I Math uses Eureka Module Assessments	
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 – conversations with students with progress monitoring charts Teacher – in collaborative meetings Parent – Progress Reports and conferences	
Did all Title I students in the school receive a Title I Progress Report? Yes, in the Title I school day for reading and math. Yes, for Title I extended K. Yes, in the Title I extended day program and summer for reading and mathematics.	
Did you find the Title I school day program make a significant difference in closing the learning gap in reading and math for the Title I students? For reading and math some students, yes.	
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, the Title school day students received extra intervention time using Lexia to improve their reading skills.	
Did you find the Title I summer program make a significant difference in closing the learning gap in reading? Less backsliding though.	
Did you find the Title I summer program make a significant difference in closing the learning gap in mathematics? Less backsliding though.	
Based on the 2015-2016 Title I Parent Involvement Survey, how would you implement the 2016-2017 Title I Parent Involvement Program? We saw great parent involvement with many new initiatives.	
13. Letter of Intent:	
Letter of intent is attached to the Title IA Grant Date: Sent to New Hampshire Department of Education (NHDOE) for Dame School in 2001 – Approved by NHDOE for 2002	

