



New Hampshire | LIVE FREE AND LEARN
Department of Education

**New Hampshire Department of Education
Title I, Part A
School Site Plan Summary -
Schoolwide Program**

Bureau of Instructional Support
Office of ESEA Programs
25 Hall Street
Concord, NH 03301

Purpose

Title I, Part A of the Elementary and Secondary Education Act (ESEA), provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. As described in [Section 1114, Schoolwide Programs](#) (SWP) utilize Title I, Part A funds as part of a comprehensive school improvement effort to elevate the entire educational program of a Title I, Part A funded school.

This document serves as the school's annual summary and certification of the Schoolwide Plan and confirms that all required Schoolwide elements are in place. The local educational agency (LEA) must annually include this document to the LEA's ESEA Consolidated Application in the Grants Management System (GMS) to be considered eligible for Title I, Part A funding.

This document does not replace the full Schoolwide Plan, which shall be made available to the New Hampshire Department of Education (NHED) upon request.

Guidance

ESEA [Section 1112](#) indicates that a LEA may receive a Title I, Part A subgrant for any fiscal year only if such agency has on file with the state educational agency (SEA) a [LEA Title I, Part A Plan](#), approved by the SEA. The LEA Title I, Part A Plan shall be submitted for the first year for which the school is identified as a Title I, Part A school and shall remain in effect for the duration of the school's participation in Title I, Part A services. Each LEA is required to annually certify that the LEA has reviewed and, as necessary, revised its plan.

In addition to the LEA Title I, Part A Plan, ESEA [Section 1114\(b\)](#) requires an eligible school operating a schoolwide program to develop a comprehensive plan, such plan is a part of the LEAs Title I, Part A Plan. The Schoolwide Program plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised by the LEA as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The Schoolwide Program plan must also be made available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Title I, Part A School Site Plan Summary— Schoolwide Plan

The LEA must annually review, make any necessary revisions, and certify the Title I, Part A LEA Plans. To apply for Title I, Part A funds, the LEA must complete the following Title I, Part A School Site Plan Summary—Schoolwide Plan document annually and upload the document to the ESEA Consolidated Application to be considered for Title I, Part A funds. *For questions, please contact your federal program manager contact.*

LEA Information

School Year: 2026-2027
School Name: Pittsfield Elementary School
LEA Name: SAU 51 - Pittsfield School District

Confirmation of Compliance with Title I, Part A Schoolwide Programming Requirements

The school and LEA officials affirm that the school and LEA will comply with following the Title I, Part A Schoolwide Program requirements:

■ Schoolwide Program Plan

A comprehensive, written Schoolwide Program Plan is developed and annually reviewed, revised (if needed), and certified with input from stakeholders (parents, teachers, administrators, community members)(Section 1114(b)(1)-(3)).

■ Comprehensive Needs Assessment

A comprehensive needs assessment has been conducted within the last three years to identify strengths, challenges, and areas for improvement in student achievement (Section 1114(b)(6)).

■ Required Schoolwide Components

The Schoolwide Program Plan includes:

■ Strategies to strengthen the academic program, increase learning time, and provide enrichment (Section 1114(b)(7)(A)(ii)).

■ Evidence-based strategies to address the needs of all students, particularly those at risk of not meeting state standards (Section 1114(b)(7)(A)(i)-(iii)).

■ Teachers are all properly licensed, certified, and qualified and paraprofessionals are properly licensed and/or qualified (Section 1112(c)(6)).

■ Coordination of Services

Title I, Part A services and resources are coordinated with other federal, state, and local programs and funding streams (Section 1114(b)(5)).

■ Family Engagement

Parents and families are meaningfully involved in planning, implementing, and evaluating the Schoolwide Program, consistent with the Parent and Family Engagement Policy (Section 1116(a)(2)(A)-(F) and Section 1114(b)(2)).

■ **Professional Development**

Ongoing professional development is provided for teachers, principals, and other school staff to address the needs identified in the plan (Section 1114(b)(7)(A)(iii)(IV)).

■ **Evidence-Based Instructional Strategies**

The program uses evidence-based instructional methods and interventions to improve student achievement (Section 1114(b)(7)(A)(ii)).

■ **Transition Services**

Strategies are in place to assist students in transitions (e.g., preschool to elementary, elementary to middle school, etc.)(Section 1114(b)(7)(A)(iii)(II & V)).

■ **Program Evaluation**

The effectiveness of the Schoolwide Program is regularly monitored and evaluated, and revisions are made as needed (Section 1114(b)(3 & 6)).

■ **Documentation & Recordkeeping**

Records of the Schoolwide Plan, needs assessment, stakeholder input, professional development, family engagement, and program evaluation are maintained and available for review (Section 1114(b)(1 - 7)).

Title I, Part A Schoolwide Program Eligibility

- First Year the Title I, Part A school became a Schoolwide program: 2017
- At the time of becoming a Schoolwide program, the Title I, Part A school (select one)
 - Identified that at least 40 percent of the school’s enrollment were identified as low-income
 - Requested and received a state waiver of the 40 percent requirement
- Current Poverty Rate: 44%

Schoolwide Program Summary

1. Describe the rationale for the Schoolwide Program. Include the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s) annually. If the current poverty rate is below 40%, please provide a rationale for continuing a schoolwide program.

The Pittsfield School District operates a Title I schoolwide program based on a current poverty rate of approximately 43%, exceeding the eligibility threshold under the Elementary and Secondary Education Act. This level of poverty reflects a significant concentration of students at risk of not meeting State academic standards.

The schoolwide model allows the District to provide comprehensive, integrated supports to all students while prioritizing those with the greatest need. Key needs addressed include academic gaps in literacy and mathematics, foundational skill deficits, attendance challenges, and social-emotional barriers associated with poverty.

The District conducts an annual needs assessment using multiple data sources, including NH SAS, NWEA, DIBELS, competency-based performance data, MTSS progress monitoring, attendance, behavioral data, and poverty indicators (Free/Reduced-Price Lunch and Direct Certification), along with staff and stakeholder input. These data are reviewed regularly to guide instructional decisions, interventions, and resource allocation. With a poverty rate of 43%, the schoolwide program remains both eligible and necessary to ensure equitable access to high-quality instruction and supports for all students.

2. Describe the Schoolwide Program to improve the educational outcomes for eligible students.
Note: listing goals is insufficient; this description should include the actions taken to improve the educational program for all students.

The Pittsfield School District implements a comprehensive Title I schoolwide program designed to improve educational outcomes for all students by strengthening core instruction, providing targeted interventions, and addressing academic and non-academic barriers to learning.

The District uses a data-driven, multi-tiered system of supports (MTSS) to identify student needs and deliver timely interventions. Universal screening tools such as NH SAS, NWEA, and DIBELS are used to identify students at risk, and progress monitoring is conducted regularly to adjust instruction and supports.

At the elementary level students receive targeted instruction in reading and mathematics based on individual skill deficits. Title I teachers deliver support through both push-in and pull-out models, working alongside classroom teachers to reinforce core instruction and provide intensive small group or individualized support.

At the middle and high school levels, students are provided with dedicated time during the school day for academic support, as well as access to competency and credit recovery programs to ensure progress toward graduation. Additional academic assistance is available through after-school and summer programming, extending learning time and reinforcing key skills.

The District integrates academic, behavioral, and social-emotional supports by implementing restorative practices, Responsive Classroom strategies, and school-based counseling services. These supports help reduce barriers to learning, improve student engagement, and promote a positive school climate.

Instructional staff engage in ongoing collaboration and professional development focused on curriculum implementation, data use, and effective instructional practices. This ensures consistent, high-quality instruction across grade levels and content areas.

Through the coordination of Title I, IDEA, and other local resources, the District provides a cohesive and inclusive educational program that supports all learners, with particular attention to students most at risk of not meeting State academic standards.

3. Describe the intended goal(s) and outcome(s) of this year's Schoolwide Plan.

The Pittsfield School District's Schoolwide Plan is designed to improve overall student achievement and ensure that all students, particularly those most at risk, meet the State's challenging academic standards in alignment with the Elementary and Secondary Education Act.

Goals:

Increase student proficiency and growth in literacy and mathematics across all grade levels
Reduce the number of students performing below grade-level expectations
Improve student engagement and attendance, including reducing chronic absenteeism
Strengthen social-emotional skills and positive student behavior to support learning
Ensure equitable access to effective instruction and targeted interventions for all students

Intended Outcomes:

Measurable increases in student performance on NH SAS and local benchmark assessments (e.g., NWEA, DIBELS)
Increased percentage of students meeting or exceeding grade-level competencies
Demonstrated student growth through progress monitoring within MTSS interventions
Reduction in chronic absenteeism rates and improved daily attendance
Decrease in behavioral incidents requiring removal from instruction
Increased student participation in intervention, enrichment, and extended learning opportunities

Progress toward these outcomes will be monitored throughout the year using multiple data sources, and instructional practices and supports will be adjusted as needed to ensure continuous improvement.

4. Describe the plan to evaluate the Schoolwide Plan. Include the data to be collected and how the effectiveness of the plan will be determined.

The Pittsfield School District will evaluate the effectiveness of its Schoolwide Program through an ongoing, data-driven review process aligned with the requirements of the Elementary and Secondary Education Act. Evaluation will occur throughout the year and as part of the annual Title I needs assessment and plan review.

Data to be Collected:

State assessment data (NH SAS) to measure proficiency and growth
Local benchmark and diagnostic assessments, including NWEA and DIBELS
Competency-based performance data and course completion rates
MTSS progress monitoring data for students receiving interventions
Attendance and chronic absenteeism data
Behavioral data, including discipline incidents and intervention outcomes
Demographic and poverty data (Free/Reduced-Price Lunch and Direct Certification) Program participation data, including intervention, after-school, and summer programs
Stakeholder feedback from staff, families, and students

Evaluation Process:

District and school leadership teams meet regularly to review data, identify trends, and assess the effectiveness of instructional strategies, interventions, and supports. Data are disaggregated to ensure that the needs of all student subgroups are addressed. Progress monitoring occurs throughout the year within the MTSS framework to allow for timely adjustments to instruction and intervention.

Determining Effectiveness:

The Schoolwide Program will be considered effective based on:
Increased student proficiency and growth on state and local assessments
Improved competency attainment and course completion rates
Positive trends in attendance and reductions in chronic absenteeism
Decreases in behavioral incidents that remove students from instruction
Evidence of student growth for those receiving targeted interventions
Increased engagement and participation in academic supports

Findings from this evaluation process will be used to revise the Schoolwide Plan annually, ensuring continuous improvement and alignment with identified student needs.

School Leader Certification

The signatory affirms that they are the school leader responsible for the development, implementation, and annual evaluation of the Schoolwide Program that is summarized in this document, and they can produce upon request documentation to support the information included in this summary.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

School Leader Name Kristen White Signature 

LEA Leader Certification

The signatory affirms the school leader completed and signed this Schoolwide Program Summary, and this Schoolwide Program Summary accurately reflects the plan that is supported by the LEA.

I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812.

LEA Leader Name Sandie MacDonald Signature Sandie MacDonald Digitally signed by Sandie MacDonald

