



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 posted publicly on school websites and readily available to families and members of the community.
- Please use this plan in combination with the Schoolwide Program Plan Rubric.

Please complete the following details:

Name of School: Pierce School

School Year: 2016-2017

School Year: 2017-2018

Current Poverty Rate: 2015-2016 42.86%
2016-2017 38.89%

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

Letter of Intent submitted on: March 24, 2016

Schoolwide Planning Team (members and their affiliation): Ann Allwarden, Principal; Barbara Cannon, Kindergarten Teacher; Janice Tyler, 1st Grade Teacher; Jennifer Sutton, 3rd Grade Teacher; Val Germain, 4th Grade Teacher; Robin Gregg, School Counselor; and Katherine Morrocco, Title I Teacher/Project Manager; Jeannette Regis, Parent Representative

Schoolwide Planning Team 2017-2018 (members and their affiliation): Ann Forrest, Assistant Superintendent; Stephanie Syre-Hager, Principal; Barbara Cannon, Kindergarten Teacher; Janice Tyler, 1st Grade Teacher; Alexcina Smith, 2nd Grade Teacher; Jennifer Sutton, 3rd Grade Teacher; Val Germain, 4th Grade Teacher; Katherine Morrocco, Project Manager/Title I Teacher; Robin Gregg, School Counselor; Jeannette Regis, Parent Representative

Planning process began on: November 9, 2015

Plan submitted on: October 7, 2016

Please check the appropriate option:

Initial Plan **UPDATED PLAN** submitted August 10, 2017

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?

➤ While we have experienced success at times with some of our students. There remains a seemingly entrenched gap in achievement between the math and reading performance of all of our students and that of our students with disabilities and our students from low-income households. Our interest in becoming a schoolwide school stems from the flexibility it will provide us to use our Title I resources more effectively to implement research-based programs and instructional models that we believe will significantly improve all of our teachers' ability to deliver high quality instruction and interventions—i.e., co-teaching models (*One Lead Teacher, One Teacher "Teaching on Purpose"*; *Two Teachers Teach the Same Content to Mixed Ability Groups*; *Two Teachers Teach Different Content to Ability Grouped Students*; *Two Teachers Monitor Multiple Groups*; and *Two Teachers Teach One Group Together* (Vaughn & Bos, 2009).

(b) How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners? Provide side-by-side (TAS/SW) description which identifies the intended changes, before and after, included in your school's reform plan. We need to understand what will be different and how Title I funds will add value to the existing school curriculum and instruction.

	Targeted Assistance Criteria	Schoolwide Plan
Eligibility	Pierce School used AIMSweb and NWEA/MAPS assessments as a master ranking for all students in reading and mathematics. Qualifying students were considered for further testing if they met the criteria of 50 th percentile or less on the NWEA MAP assessment and/or fell below the criterion target scores for their grade level in AIMSweb. Further assessments were then administered as needed to further rank needs and determine student eligibility.	Pierce School may consider all students eligible for supplemental services if they fall below grade level proficiency in the area of reading, mathematics, or behavior. A number of assessments will be used to determine eligibility, including AIMSweb, NWEA/MAPS, grade-level common assessments, class-level formative assessments, and behavior screeners. Data from these assessments will be reviewed regularly during the school's weekly Instructional Support Team/Targeted Team meeting. This process will allow us to respond to identified student needs in a timely manner and support a more fluid system of support in which students receiving supplemental instruction and intervention will enter and exit as needed to achieve and maintain an appropriate level of performance for their grade-level.

Allowable Expenditures	All eligible students that met the Title I criteria received services so that they were better able to gain proficiency in the Common Core State Standards.	Title I funds will be applied with greater flexibility to support <i>all</i> students and the instructional programs that allow them to reach Common Core State Standard proficiencies. The flexibility in our funding will provide opportunities for workshops and trainings for parents and guardians of <i>all</i> students attending PIERCE SCHOOL.
	Targeted Assistance Criteria	Schoolwide Plan
Student Selection	District-wide assessments along with specific Title I criteria on Student Priority forms determined participation in the Title I support program. Student selection happened mainly at the beginning of the school year with few students actually meeting grade-level expectations and exiting the Title I program during the school year.	PIERCE SCHOOL will establish 4 to 5 intervention cycles. Each will last between 8 and 12 weeks. Placement into an intervention will be based on the analysis of district assessments (i.e., AIMSweb, NWEA, diagnostic assessments, classrooms assessments). The Instructional Support Team, in collaboration with classroom teachers, will determine which students are in need of an intervention. Each intervention group will be assigned the most qualified teacher(s). The Intervention Teacher will design/deliver lessons that target the students' specific area(s) of need. They will also identify a pre- and post-assessment, as well as a progress monitoring tool. Before the intervention begins, the intervention teacher will identify what the student will need to do in order to exit the intervention at the end. At the end of each intervention cycle, results from progress monitoring and the post-assessment will be used to determine how effective the intervention was for each student. If a student meets the established exit criteria, he or she will "graduate" from the intervention, and the student's classroom teacher will continue to monitor the student's growth to make sure that he or she continues to make good progress. If the student does not meet the exit criteria, the student will participate in the next intervention cycle. The students who remain for another cycle may remain in the same intervention or students may be

		re-grouped or the intervention further “tweaked” to better meet the students’ needs
Responsibility	Under the direction of the Title I Project Manager, all HQT teachers, materials, and resources were paid with Title I funds only.	Under the direction of the Title I Project Manager, all teachers and/or tutors will be paid with Title I funds, although there will be opportunities to braid or blend our district funding to better meet the needs of all students in our schoolwide plan.
Student Services <i>Supplement, Not Supplant</i>	Supplemental instruction was given to students after core instruction and during the students’ independent work times both in and out of the general education classroom.	Supplemental instruction will still be received after core instruction, although Title I teachers will become part of a more inclusive classroom framework which will allow for more student participation, less transition, and more transfer of skills for students to achieve success.
Annual Review	Each year, Title I teachers conduct an annual review of the Title I program. Feedback is received through parent, administrator, and classroom teacher surveys. Teachers hold an annual year-end meeting to review the data and address needs.	Use of the district assessment tools to analyze student success will determine our overall Title I Schoolwide Program success. Additionally, parent feedback will be essential for determining success. Participation in the State quarterly review will be an expectation to determine strengths and weaknesses and better meet student and teacher needs.
Program Coordination	The schoolwide program will be coordinated with all the goals, curriculum, and instructional strategies of PIERCE SCHOOL I in the interest of students who eligible for Title I services.	The schoolwide program will be coordinated with all the goals, curriculum, and instructional strategies of Pierce School in the interest of <i>all</i> students.
Parent Involvement	Our parents attended our annual Title I meeting. They also were invited on numerous occasions to participate in community events and our literacy night which was a collaborative effort with the PTO.	In our Pierce School Title I Schoolwide Plan, opportunities will be created for parents, families, and community members to participate in school decision-making as well as participate in school activities and events throughout the year. These opportunities will be available for all students, parents, and families to attend. At the beginning of each intervention cycle, the parents or guardians of participating students will receive a letter that explains the intervention, the students current performance, the growth the student would need to make to exit the intervention, and what they can do at home to support their child. Related opportunities for parent trainings will be offered. Idea for Parent Training – Watch a Read, Write, Think video on fluency. Debrief what they heard/saw—what did you learn, what surprised you, what questions were raised for you, etc. Following the

		discussion, parents have a make-and-take opportunity (e.g., FCRR Fluency Activity).
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(c) What are your goals in becoming a schoolwide school? What will the impact of this transition look like for your students?

Pierce School Schoolwide Plan Goals and Objectives:

- Increase overall student achievement and shrink the proficiency gaps that exist between the performance of all students and the performance specific student sub-groups (i.e., students with disabilities and students from low-income households) in our school as measured by the Smarter Balanced, NWEA, AIMSweb, and behavior assessments.
- Strengthen areas of identified need by creating a collaborative and comprehensive school improvement action plan.
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- Create more inclusive opportunities for our students to achieve success from an integrated instructional model.
- Continue to strengthen community and stakeholder engagement that focus specific efforts on overall student achievement.
- Create a menu of evidence-based programs and instructional strategies to be used in a multi-tiered system of response that supports staff in matching interventions to specific student needs.
- Develop protocols for evaluating and monitoring both the fidelity of implementation and the effectiveness of interventions.
- Further develop and clarify the role of the school's Instructional Support Team (IST) in identifying students in need of intervention, matching students to interventions, setting intervention cycles, monitoring and evaluating the effectiveness of interventions delivered, involving parents in the process, and reporting progress to parents.

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.

- Analyzing yearly data from [Pierce School's FIA and FIT](#) (see also Appendix A) revealed *Inclusive Academic Support* and *Trusting Family Partnerships* to be the domains of greatest need. Within these Domains the following areas were revealed as needing to be strengthened:
 - School personnel use strategic/group (Tier II) interventions that supplement Tier I instruction for all grade levels in math.
 - School personnel use intensive/individual (Tier III) interventions that supplement Tier I instruction in place for all grade levels in math.
 - School personnel plan for differentiation and flexible grouping to facilitate effective instruction for a range of learners.
 - School personnel use the Universal Design for Learning (UDL) framework to provide multiple means of representation, action, expression, and engagement.
 - Families of all children have opportunities to serve as school-leadership partners by serving on committee/teams that address school governance.
 - Families perceive that they have trusting partnerships with their child's educator(s) and other key personnel involved with their child characterized by communication, respect, commitment, and equality, advocacy, and competence.
- Although the Pierce School staff has had a consistent focus on improving instruction to deepen student learning and providing opportunities for families to be the heart of our school community, there is always room for growth. Through the creation of a school-wide

plan, Pierce School intends to better meet the needs of the students and community as stated in our district mission statement, “To provide opportunities and inspire our learners to explore interests, pursue new knowledge and skills, learn about self and others, and give of oneself to the greater community.”

- Pierce School’s comprehensive needs assessment also included an analysis of [students’ academic and behavior performance](#) from the 2015-2016 school year (see also Appendix B). Significant gaps in proficiency exist for students with IEPs and students from economically disadvantaged families. The data also showed that overall approximately 50-60% of our third and fourth grade students are reaching proficiency in the content areas of reading and mathematics. The team concluded that in order to create greater student achievement and close existing achievement gaps, we need to put more intensity on our inclusive educational practices and create teaching-learning opportunities across the classroom environments. This inclusive practice will allow low achieving students the opportunities to participate in all research-based educational practices and receive the incidental benefit of being involved in the classroom routines with increased peer-community involvement. This data is analyzed and updated each year as student and school data become available.
- Pierce School shows a need for us to create stronger our community partnerships. Although Pierce School offers a variety of activities to bring our community into our schools to create these important partnerships, the data revealed that there is more work to be done. Our intention is to develop more collaborative planning opportunities that remain in place throughout the year to strengthen our relationships with our community and to establish goals together for the benefit of all of our students.

Annual Update to this component:

Date: August 7, 2017

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

- The Contoocook Valley Regional School District (ConVal) is a large, complex public school organization comprised of the nine towns of Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Temple, and Sharon. Currently, the cooperative district covers over 250 square miles and incorporates 11 schools, including three PreK-4 elementary schools, five K-4 schools, two 5-8 middle schools, and one 9-12 regional high school. All of our member towns host an elementary school, with the exception of Sharon. Pierce School is one of the of the district’s community elementary schools, educating students in grades K-4.
- **Demographic Data:** In the 2015-2016 school year, Pierce School had a total enrollment of 66 students, of which 35 were male students and 31 were female students. Listed ethnicities of students were 62 White, one Asian, one Black, one Hispanic and two students were listed as being two or more ethnicities. Special services for students included ELL services and those for the Learning Disabled. The average class size was approximately 13 students. School staff was comprised of six teachers and one administrator who was shared between Pierce School and another elementary school in the district. Additional staff included a full-time Administrative Assistant, Shared Nurse, Shared School Counselor, Shared Title I Teacher, Shared Library Media Specialist, Shared Art/Music Teacher, Shared PE Teacher, Shared Health Teacher, Shared Technology, Shared Food Service, Shared Facilities, and Shared Student Services Support Staff.
 - For the 2016-2017 school year Pierce School’s enrollment was a total of 67 students with 52% male students and 48% female students. From this student total, 92% were White, 3% were Black, 3% were Hispanic and 1% was Asian. Free and Reduced Meals received by students were at 39% with no students determined as Limited English Proficient.
- **Community Connection:** Pierce School’s location supports walking fieldtrips to the GEP Dodge Library, the Bennington Fire Department, the Historical Society, and the Bruce Edes Forest. The school is fortunate to have a community that is very connected to the elementary school. For example, Pierce School’s Emergency Management Committee, which meets monthly, includes representatives from the Bennington Fire Department, the Bennington Police Department, the Bennington Emergency Management department, and the larger community of Bennington. The Pierce School building also serves as an important meeting place for town members. Pierce School’s multipurpose room regularly hosts town members as they gather to share a community supper, to take a class sponsored by the Recreation Department, or to cast their vote on election days.

Annual Update to this component:

Date: August 7, 2017

- **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.**

- Pierce School in Bennington, New Hampshire conducted a school-wide comprehensive needs assessment during the 2015-2016 school year as part of the *Schoolwide Integrated Framework for Transformation* (SWIFT) process. First, Pierce School's Leadership Team engaged in the visioning process. The SWIFT Visioning process "is a strengths-based practice that generates a collective agreement about an ideal future education system for all students in a community" (McCart, McSheehan, Sailor, Mitchiner, & Quirk, 2016, p.9). The Pierce School Leadership Team surveyed all Pierce School [parents](#) and [staff](#) about their ideal school (see also Appendix C). The Leadership Team then worked with the larger Pierce School staff to analyze results from the surveys and craft [vision statements](#) for each of the SWIFT Domains (see also Appendix D). After establishing vision statements that described their ideal school and district, the Leadership Team completed the *Fidelity Integrity Assessment* (FIA). The FIA is "a self-assessment used by School Leadership Teams to examine the current status of school-wide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community" (SWIFT Center, 2016, p. 1). After completing the FIA, the Fidelity of Implementation Tool (FIT) was administered. The FIT is administered by an outside evaluator, and it "provides a measure of the extent to which school personnel are using inclusive educational practices that align with SWIFT domains and features" (Algozzine, Morsbach, Choi, Horner, Sailo, McCart, Satter, & Lane, 2014, p. 2). The process of administering the FIT assessment included scheduling individual meeting times with the leadership team, principal, family partners, community partners, general educators, special educator, and support staff. The Leadership team also compiled information on [student demographics and student performance](#) in the areas of reading, math, and behavior (see also Appendix B). The Leadership Team then met with stakeholders to analyze the data gathered from the needs assessment, determine focus areas for improvement, identify problems of practice, and create an action plan for the 2016-2017 school year.

Annual Update to this component:

Date: August 7, 2017

- (b) Summarize strengths and needs of the school's current educational program. Provide historical evidence of results related to activity outcomes.**
- Pierce School Strengths
 - The Pierce School staff has been working for the past three years to further develop and strengthen our multi-tiered systems of support for reading and behavior.
 - The major focus for reading has been on providing instruction and interventions that address students' specific areas of need (as identified by assessments), as well as systematically documenting the interventions that "strategic" (tier 2) and "intensive" (tier 3) students receive during each intervention cycle in the AIMSweb database so that we can better evaluate the effectiveness of interventions provided. As a result, we have been able to make more-informed decisions

regarding how interventions are selected and implemented. Click [here](#) for an example of this system, which also serves as evidence of results (see also Appendix E).

- The focus for behavior has been on further strengthening the implementation of Positive Behavioral Interventions and Support (PBIS), enhancing the academic and social behavior outcomes for all students by using data to inform decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices. During his past school year, the school's Universal Team put into writing how we will [respond to student behavior](#) (see also Appendix F), classroom teachers used Morning Meeting time each day to teach a universal (tier one) social/emotional curriculum to all students, and the school's Targeted Team (a) further developed [criteria](#) (see also Appendix G) for identifying students who need more than the universal curriculum and (b) implemented [tier two](#) (see also Appendix H) and three behavior interventions. We believe these efforts resulted in the lowest number of office referrals over the last three years (click on the hyperlink or see Appendix I to view a [multi-year SWIS report](#) for average number of referrals per month).
- Recognizing the need to strengthen the math instruction and interventions offered to our students, Pierce School teachers have participated in (and will continue to participate in) math trainings facilitated by the On-going Assessment Project (OGAP). These trainings will support (a) teachers' use of math assessments to better inform their instruction and (b) teachers' implementation of research-based instructional strategies and practices.
- The Pierce School community is committed to engaging in on-going efforts aimed at improving the outcomes of *all* students. Evidence of this commitment can be found in our [Innovation Plan for the 2016-2017 school year](#) (see also Appendix J). This plan continues to build upon in the 2017-2018 school year to be further strengthened in the areas mentioned above (i.e., multi-tiered systems of support for behavior and academics).
- Historical Comparability data from the past three years reveals that the gaps in reading and math performance between all students and students from low-income homes and between all students and students with disabilities continue to exist and frequently get larger as students progress through the grades.

Annual Update to this component:

Date: August 7, 2017

(c) 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.

- Pierce School will address the following need areas based on analysis of the data from the comprehensive needs assessment. Actions for each priority area will be addressed simultaneously to benefit all students and support teaching staff:
 - Inclusive Academic Support
 - Intentional Planning to Support Students and Teachers:
 - Create a student-centered environment that is supported by teachers and administration
 - Training for teachers in content instructional strategies and co-teaching models that supports collaboration
 - Create necessary structural shifts in schedules and staffing in order to support a more inclusive model
 - Curricular support to address the interaction of teaching and learning and support individual student needs

- Using assessment to guide instruction and reflect on with data teams to better meet needs of students
- Trusting Family Partnerships
 - Discussion and planning with family and community that aligns with the instructional program and supports all
 - Transparency with programs, assessment and goal setting
 - Shared decision making for school planning efforts
 - Increased communication with families in ways that meet their needs and that of our community.

Annual Update to this component:

Date: August 7, 2017

3. Implementation of schoolwide reform strategies that:

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

- General education teachers in the grade-level classrooms will support all students through a differentiated instruction model and use of research-based instructional strategies.
- Through the use of our *Multi-tiered Systems of Support (MTSS)* model, analyze and use the data collected from classroom and schoolwide assessments to determine instructional shifts that need to happen as well as determine needed supplemental support or enrichment needs for students. This will be the responsibility of the classroom teacher working in collaboration with the Instructional Support and Targeted Team to consistently and regularly review academic and behavioral data in collaboration with the grade level PLC/teacher to better target student needs. This team is comprised of the principal, general education teacher, special educator, school counselor, Title I teacher and the school nurse.
- Utilize specialists such as Title I staff, reading and math specialists trained in specific research-based teaching methods, strategies, programs that meet students' needs.
- Utilize literacy and math district coaches to provide support and model instructional strategies that increase learning.

Annual Update to this component:

Date: August 7, 2017

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

i. Strengthens the academic core program;

Theory of Action: If the teachers of Pierce School design and deliver explicit instruction within a gradual release of responsibility framework, the achievement of all students will increase across all content areas, including the acceleration of achievement for students in underperforming subgroups

- Using currently available resources and tools (e.g., Reading Street, Math Program), teachers:
 - Set clear learning goals
 - Model targeted skills, strategies or tasks
 - Involve students in ways that increase student engagement and achievement
- Using currently available resources and tools (e.g., Reading Street, Eureka Math Program), teachers guide students as they work to acquire and apply new knowledge by providing:
 - Appropriate levels of scaffolding
 - Differentiated instruction

- Meaningful feedback
- Teachers provide students with opportunities to:
 - Collaborate with peers as they practice applying newly acquired knowledge
 - Independently apply newly acquired knowledge in unique contexts
- Teachers embed the use of formative and summative assessments throughout the gradual release model.
 - Teachers use formative assessment to make adjustments to their instruction based on evidence collected, and provide students with feedback that allows them to advance their learning.
- Students participate in the practice of formative assessment through self- and peer-assessment.

Annual Update to this component:

Date: August 7, 2017

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

- Provide supplemental support during the literacy and math blocks as a double dose of learning time for students.
- Support students in need by supplementing instruction during the WIN time block, specific to their needs.
- Offer students before and after school support groups such as in reading fluency, math strategies and behavior/social groups.
- Summer Program participation based on the neediest student populations as indicated by district assessments
- Provide families with resources, instruction and supplies to carry out and be part of their child's learning experience.
- Connect with the after school childcare staff to provide understanding for student goals and provide resources for support.
- PTO/Title I collaborative Literacy nights
- Special school visitors that promote interest in a variety of content areas such as with science, math, art and music
- Community events such as Children and the Arts Day

Annual Update to this component:

Date: August 7, 2017

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

- Ongoing communication with the district homeless liaison to provide resources and support
- District coaches and ELL specialists will be called upon to collaborate and plan appropriate remediation lessons that meet students' where their learning level is to scaffold instruction appropriately and increase achievement levels.
- Communicate with school counselor regarding individual student needs and family situations/culture to encourage a trusting school relationship and transfer achievement expectations to home
- Provide resources and materials for family engagement and support, including but not limited to providing teaching for parents.

Annual Update to this component:

Date: August 7, 2017

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;

- Our focus at Pierce School will be about teaching and learning. Students and staff will find support in a more integrated model of instruction that includes co-teaching.
- Students in these sub groups will receive instruction from High Quality teaching staff and be held to the same expectations as regular education students. If a gap exists within sub groups of students, teachers will work with the IST team to collaborate and implement research-based instructional strategies that meet their needs.

- Provide transportation and after school care for families in need to support/extend learning time and communicate student expectations and school support to achieve student success
- Support and encourage attendance of all our students

Annual Update to this component:

Date: August 7, 2017

v. . Addresses how the school will determine if those needs of the children have been met: the impact of the program on the students;

- Pierce School staff will determine student success through district, grade-level, and interventionist assessments to measure student growth. These assessments include but are not limited to AIMSweb (benchmark and progress monitoring tool), NWEA, Diagnostic Decoding Surveys, DRA assessment and classroom pre/post common assessments.

Annual Update to this component:

Date: August 7, 2017

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

- Pierce School’s implementation plan is based on meeting students’ needs so that they graduate high school and are college and career ready. Our goals are aligned with the *Every Student Succeeds Act of 2015* by:
 - Reducing the achievement gaps that exist between student groups
 - Expanding access to additional learning opportunities
 - Creating strong teaching and learning opportunities through providing professional development that includes meaningful feedback and discussion
 - Increasing stakeholder engagement through partnering with our community

Annual Update to this component:

Date: August 7, 2017

vii. Action Plan and Timeline

- In order to provide our students with the best possible learning environment, we have spent the past year in preparation for this endeavor by creating the following supports for both students and teachers. Strategies and activities relating to identified needs and goals are listed below with a total timeline of the 2016-2017 school year and updated annually. During this year we will re-evaluate effectiveness of reform efforts and adjust them where necessary through data analysis at each interval and level of support. At the end of the school year we will evaluate program effectiveness through student proficiency levels achieved, input from staff and administrators and parent surveys.
- Additionally, our timeline will extend into the summer where our Title I program where these efforts will continue. The 2017 Summer Summit opportunity will allow for our annual program review.
- Actions include:
 - Developing/maintaining Leadership and Universal Teams to provide a continuous cycle of school improvement. These teams include staff such as the principal, general educators, special educators, Title I teacher, guidance counselor, school nurse and parent(s).
 - Including community and stakeholders in the evaluation process to reflect on school data and analyze strengths and weaknesses.

- Continue to engage in a visioning process to encourage input from all members of the school community and staff.
- Use data for decision-making to create the continuous cycle of improvement.
- Develop a meeting schedule for the year for the Leadership Team, with an expectation of two times per month.
- Set clear communication protocols to promote continual communication.
- Collect baseline data and review the school “snapshot” that provides a current reality of where our school started, is presently and where we are headed.
- Attendance by the Leadership Team at the New Hampshire Innovative Quarterly meetings.
- Attendance by the Title I Project Manager at the southwest meetings as well as quarterly review meetings.
- Implementation of our [2016-2017 Innovation Plan](#) and yearly updates as necessary to assure a high quality learning environment for students.

Annual Update to this component:

Date: August 7, 2017

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.

- All staff is certified by the New Hampshire Department of Education.
- District-wide, over 60% of our teaching staff has a Masters degree and/or are certified in their teaching content area.

Annual Update to this component:

Date: August 7, 2017

(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.

- All paraprofessionals meet or exceed the necessary state qualifications for quality teaching.
- Future paraprofessionals will be hired as highly qualified and have appropriate experience if in a specialist role.
- All documentation that supports this area are located in our Human Resources Department.

Annual Update to this component:

Date: August 7, 2017

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.

- One of the basic principles of *ESSA* (2015) is that teacher quality is critical to student success. Our term of “highly-qualified” is determined by the following strategy approaches to support our staff:
 - Our district supports our teaching professionals by providing funding for tuition reimbursement.
 - District-wide use of the Danielson Evaluation model is used to determine areas of teaching strength and need that allow reflection.
 - Provide excellent professional development opportunities that are aligned to knowledge of the Common Core State Standards both in and out of district.

- Maintain ongoing coaching opportunities to model strategies and encourage trust through collaborative opportunities.
- Provide professional development for classroom management skills.
- Utilize the PLC model, vertically and grade level specific to encourage growth and support colleagues, build trust and create collaborative working relationships that promote student achievement.

Annual Update to this component:

Date: August 7, 2017

(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.

- Since Pierce School staff consistently strives to provide professional development that meets the needs of both our unique learners and teachers, we have determined to better meet student needs as identified by our school's needs assessment, we need to:
 - Provide a continual cycle of professional development related to academic inclusion. This includes providing professional development on the co-teaching models to ensure all students have access to the general educational environment.
 - Ensure that all Title I teachers are included in our district reading and math trainings related to the Reading Street instructional strategies and OGAP.
 - Provide teacher training on classroom behavior strategies such as Responsive Classroom with evidence-based programs.
 - Promote continual access to college credit education for staff to build capacity that is based off of self-evaluation from the Danielson Evaluation model.
 - Provide and support sustained, intensive, and classroom-focused activities.
 - Advance teacher knowledge of instructional strategies based on scientific research.

Annual Update to this component:

Date: August 7, 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.

- At Pierce School, our ongoing professional development opportunities align not only with our curriculum, but with every instructional program chosen that will best meet each student's needs. All Title I teachers are included in our professional development planning and trainings to ensure collaboration and transfer of skills by students into the general classroom. Talking the same language across classrooms and understanding expectations in a collaborative manner ensure student success throughout the school. Our professional development includes but is not limited to the following:
 - Innovative training
 - Ongoing in-house PD opportunities
 - Summit review and participation in schoolwide plan
 - District PD that aligns with the State Standards
 - Self-chosen opportunities relating to further interest area exploration and training
 - Funding for workshops, conferences, and college courses
 - Study groups
 - PLC work - grade level as well as vertical PLC work

- The ConVal School District Education Association (CVEA) maintains a collective bargaining agreement that supports competitive salaries and offers generous benefits packages.
- Each new hire will be assigned a mentor by their building principal or supervisor. Mentors will check in with their mentees at least once every two weeks. Once a quarter mentors will schedule a time to meet with their mentees for a Quarterly Reflection Meeting. Both the mentor and the mentee will keep an activity log in which they will record the activities they engage in related to mentor/mentee meetings (click [here](#) or see Appendix K for a more detailed description of ConVal’s Mentoring Program).
- Teachers are able to partner with instructional coaches as a way to strengthen their skills.
- The district is working to create teacher and leadership specializations through career pathways—e.g., the district partnered with Keene State College to offer 25 staff members an opportunity to pursue a master’s in education and a principal certification for a minimal cost.

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Date: August 7, 2017

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.

➤ **Strategies for Increasing Parent Involvement at Pierce School:**

Our approach to Parent Involvement at Pierce School is a focused effort originating from our ConVal District Title I Plan. We endeavor to promote parent involvement in each of our community schools, as well as collectively throughout our district. Pierce School consistently involves families in the planning and review of student activities focused on meeting the needs of our students. Based on recent data reflecting community perceptions of current partnerships with our school with respect to family and community engagement, we propose the following strategy focus areas to better meet the needs of our families and our community:

- Communication with families will begin with introducing our Schoolwide Plan at our Annual Parent Meeting in the beginning of the school year. The meeting will be hosted at various times to better accommodate parents’ needs and encourage greater participation in the creation of a strong school-community partnership. Information presented in the meeting will include feedback from the previous year, specifics about the Parent Involvement Policy, Parents’ Right to Know, Parent Compact, Parent Title I newsletter, all Title I requirements. An overall summary will be stated from the needs assessment to be assured all voices were heard and input was considered in creation of the plan. We will encourage parents to attend through a variety of communication methods, engage in discussion that strengthens the intended created plan and solicit additional input that promotes a collaborative decision making processes between school and our community families. We will offer many supports to encourage 100% attendance at our meetings such as childcare, providing a meal or transportation. Parents will be informed that they have an important part in our schoolwide plan, with a focus on partnership decision-making for the current school year.
- Our Parent Involvement Policy will be updated periodically at both the district and school levels. Specific to Pierce school, updated parent policy areas will include but will not be limited to program evaluation, technical and advisory assistance, coordination and integrations of school programs to solicit timely information and provide us with important feedback.
- Collaborative educational evenings will be planned together with school staff based on family feedback to offer information and resources that promote time to connect together as a larger school community. These activities may include community dinners, special events and provide activities and materials that support student learning. The process of collaboration over Schoolwide Title I planning will promote stronger connections with parent and community groups such as with support coordinators and community leaders. This plan will promote positive connections through reaching out to our community.
- Parent/Guardian surveys will be sent out annually by the Title I School Project Manager with additional requests for feedback emphasized throughout the school year in an effort to evaluate the program and be flexible and fluid enough to make changes in a

timely manner that positively affect families.

- Opportunities for meeting regularly with parents to support and encourage participation in their child's education will be encouraged. These meetings will focus on review of the data and staff will provide strategies that help support the student's current needs. Title I staff will be part of a schoolwide support system, and team with other support services in the school to address needs appropriately. A consistent joined effort between the parents and the school in this manner will help create stronger partnerships for student learning.
- Title I staff will actively participate in Pierce School Instructional Support Team (IST) meetings weekly or as required to support students' academic needs. Action planning as a result of these meetings will be a system of support for the teaching team and family participation in the child's educational experience.

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

- The following information from parent surveys was used to develop the schoolwide plan (click [here](#) or see Appendix L for complete survey responses). Examples of individual feedback from parents regarding Pierce School's strengths and areas in need of improvement that were used to develop the school wide plan included:
 - "The compassion, willingness to help students and families through any situation."
 - "This is a small school with a personal touch. Everyone knows your child and your family. There is a lot of individual attention and care."
 - "Small community school that stays involved in the community. Invites the community in for the functions."
 - "It is a school that strives to get families and community members into the school to celebrate the student achievement."
 - "I have concerns that some of my child's peers need and require extra emotional and educational assistance. My child is right on track which is fantastic, but I believe that her progress is hindered by peers that can monopolize teacher's time and assistance."
- Community members representing the town library and the town offices, as well as parents, were interviewed. The following information from parent and community members interviews was used to develop the schoolwide plan:
 - "I want students to feel comfortable and be engaged...want them to be invested...not because it is mandated or because they feel threatened...I want them to love it...I want them to have a passion for words and stories."
 - Area to Strengthen from Parent Interviews: The school ensures opportunities for families to participate in decision-making in their children's education.
 - Area to Strengthen from Community Member Interviews: The school collaborates with a variety of community partners to address issues important to stakeholders (e.g., school staff, students, and families) and connects these individuals to community partners' resources and services to help meet those needs.
- After collecting data from our SWIFT FIA and FIT assessments, the Leadership Team then met with stakeholders to analyze the data gathered, determine focus areas for improvement, identify problems of practice, and create an action plan for the 2016-2017 school year.

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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.

- District curriculum and assessment information is sent out to all families of enrolled students in the district at the beginning of the school year. It is also available upon request and on-line for families. Information regarding proficiency levels is included and will be provided in the same manner. Teachers will reinforce student expectations through parent meetings and conferences and as necessary to communicate student progress throughout the year.
- Our Parent Involvement Plan will be reviewed periodically made available throughout the school year. Formal and informal communications will be used to determine the success levels of family involvement and engagement in an effort to meet the changing needs of families. Throughout the year, parents will be informed and asked to provide feedback through a variety of ways such as through parent meetings, surveys, parent-teacher conferences or by telephone in an effort to maintain strong communications, listen to needs and provide additional and timely information about school programs and services.

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(d) What strategies will be implemented to increase family and community involvement in decision making opportunities about school programs and their child’s education?

- Parents will join in a beginning year meeting with school staff in reviewing the Parent Compact. This is an agreement between the school, students and parents and provides a written action plan for both parties to strengthen the program.
- Beginning year Title I meetings with families will be offered to review past year practices and get feedback for new ideas and action work together.
- We will assure that all families receive information about the plan in a timely, consistent and effective way throughout the school year to ensure effective communication from school to home.

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(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).

- The ConVal School District’s policy KB, entitled [Title I Parent Involvement in Education](#), guides our efforts to offer parents “opportunities to participate in the design, development, operation and evaluation of the program for the next school year” (see Appendix M).
Examples:
 - Parents were invited to a Title I meeting on the evening of October 7, 2015. During this meeting parents provided input on the Parent/Guardian Involvement Policy, Parent-School Compact, and School Plan. Input included positive statements of the support for the Title I program, excellent access to an abundance of resources, and support for students’ learning.
 - A collaborative educational evening was planned by school staff, Title I parents, and the Pierce School PTO. This evening was held on March 2, 2016. Activities included a family dinner and center activities that supported student learning engagement and coming together as a larger school community. As decided by parents and school staff and community, we plan to offer trainings related to the following areas of content in the future:
 - Family wellness and Nutrition
 - Child Development
 - Reading Skills trainings in Fluency
 - Math training in skill building

- Parents were involved in program evaluation through an end of year survey. Parent responses were analyzed for patterns and trends. Survey responses indicated families found great value in the additional resources, books, and activities sent home for skills practice as well as the positive relationship between teacher and students that built-up students' confidence. The opportunity of participation in the summer program was also seen as a positive benefit which impacted the following year's program by assuring these opportunities continue to be offered.
- During the 2017-2018 school year, we will continue to build the connection between classroom teachers and families by strengthening communications, promoting supportive team partnerships and encouraging meaningful two-way communications. Focusing on student achievement, we will provide instructional resources and activities to support the home/school connection.

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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.

- Program evaluation occurs through parent, administrator and staff surveys that provide details about strengths and improvements necessary to our program.
- The evaluation of the program will be on-going throughout the school year. As a SWIFT School, Pierce has established a Leadership Team that will meet monthly and includes both staff and parent representation. The focus of these meetings will be on (a) reviewing schoolwide data (academic, behavior, parent/staff survey, FIA, FIT, etc.) and (b) developing, fine-tuning, implementing, and monitoring plans—including the Schoolwide Title I Plan--that work toward meeting our vision of “The students, staff, and families of Pierce School commit to working together with genuine care and concern for one another as we endeavor to ensure the academic social, and emotional success of *all* students.”

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Date: August 7, 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.

- This past year, Pierce School has not offered preschool, although it is a future district goal. At this time, we do not qualify for the Headstart Program.
- During the summer incoming kindergarten students receive a welcome letter from their teacher and a copy of the book, *The Night Before Kindergarten*.
- In August before the school year has begun, Pierce School holds an Open House to welcome the incoming kindergarten students and their parents. Students and their family members are invited in to meet the teacher and see their classroom. The students also have a chance to take a short school bus ride around the neighborhood with their teacher.
- K-3 students participate in “step up” days at the end of the year for each grade to visit with their new classroom teacher for the coming year. These meetings occur for 30 minutes to transition students to their new class environment.
- The transition from elementary school to middle school occurs through the efforts of both school staffs. Student “ambassadors” and the principal from Great Brook Middle School visit fourth graders at Pierce School to share a short video that students made about middle school life and to answer any questions that the fourth grade students may have about middle school. On a different day students travel to the middle school for “Fly Up Day” which includes a tour of the building and an opportunity to meet with the fifth grade teachers as well as the specialists. A parent orientation night is also held every year in the spring.
- All students that have special needs have additional communications by the elementary school to the middle school to advocate for

services that were beneficial to student success at the elementary level. It is a proactive approach that has shown beneficial results, including those for the families. Fourth grade teachers complete “placement profiles.” Placement profile sheets include a photo of the student, academic information, and behavior information. Placement profiles also include information about students’ friends and their interests. Staff members from both the elementary and the middle school work to create heterogeneous groups that include students from each town, a balanced number of boys and girls, a mixture of interests and abilities, and an appropriate student-teacher match.

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Date: August 7, 2017

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.

- Beginning with the Common Core State Standards, teachers make decisions individually and collaboratively based on best practices and appropriate, research-based instruction for students. Pierce School teachers meet regularly to review and analyze data to make timely decisions regarding student growth. When necessary, changes in instructional approaches and strategies are made to meet ever-changing needs of students, whether it is emotionally, socially and/or academically. Meetings of the school staff and IST team occur weekly, bi-weekly and at designated intervals to ensure student success.
- As stated in Component II, reform strategies at Pierce will be based in teacher driven decision-making and use of assessments. The following efforts will provide further detail in the areas teachers use assessment to drive instructional decisions:
 - PLCs at the district and school level are analyzed to make create effective common assessments that highlight focus areas for student learning.
 - K-12 Plan across content areas will align standards and translate decision making to more effective instructional decisions
 - Professional Development aligning with instructional program(s) will provide expertise in content and strategy instruction
 - Curriculum mapping and PLCs with specialists will allow for rich conversations that guide instructional decisions based on data
 - Co-teaching and collaborative planning opportunities will tap into each teacher’s expertise and reflect more focused planning

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Date: August 7, 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:

- At Pierce School we want every student to find success and we feel that it is our obligation to exhaust every pathway necessary to ensure this happens for all.
 - Our first line of defense for students is found in our literacy block within the general classroom. Small group, differentiated instruction is provided by the general education teacher with lessons focused more intensely on reteaching content or introducing new strategies for students that need more or a different approach to access the content. This framework happens daily in every classroom, in every grade level. The classroom teacher will plan for an additional 15-20 minutes three to five days a week to address these needs.
 - Additional assistance will be timely for every student through the created IST framework that is grounded in Pierce School’s student monitoring process. Students that are not accessing the content or achieving mastery of specific skills will be discussed

at the regularly scheduled IST Team meetings to analyze data and provide support for teachers with additional expertise and information.

- Students may receive additional/supplemental support blocks of time if necessary from a specialist who also will work with the general education teacher to provide appropriate, research-based instruction to better meet the needs identified by the team. Supplemental intervention services will occur during the student's independent work time after the core and small group, differentiated instruction in the classroom.
 - Student data will be analyzed after the appropriate intervention time designated (which will be determined by the IST Team), usually in 6-8 week intervals to assess if the intervention is working or needs to be changed/adjusted.
 - Data on progress monitoring will consistently be collected and brought to the team for these evaluations.
- Parents are a part of this process and are consistently called upon to provide input and information to the team. It is a partnership decision so that both parties are invested, as well as the student being called upon to invest in his/her learning goals. This may occur in the form of a student interview with one teacher to provide support and allow for communication to be effective.

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Date: August 7, 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.

- Integration of services will be an opportunity for us to better use our funding to support all students at Pierce School in a more effective way. As noted previously in this schoolwide plan, our funds will work together to promote all students' success within a holistic approach and supportive student/teacher framework. Our RTI structure in the school enables us to integrate resources and staff to better meet needs for both students and teachers. Capitalizing on efforts and functions of our Leadership Team and RTI Team, we can utilize staff flexibly and timely to make student learning more focused and effective, schoolwide.
- The shifts we foresee will be that there will be no limitation of boundaries of our support. We will be looking at Title I from a schoolwide lens, one that will be extremely flexible and allow us to put our funding where students receive the most benefit. Our instructional and teaching efforts will be maximized and provide more of a systemic effect on student growth which will make it much more timely and effective. Leveraging resources and upgrading our program performance is what we feel will also be a natural consequence of blending our funds. Additional positive effects are reduction of costs overall to our school as well as allowing for a broader perspective of initiatives and staffing decisions.

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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.

- We intend to use Special education funding as necessary after meeting goals of individual student IEPs to collaborate over efforts toward higher student achievement. We intend to braid funds for our Schoolwide Title I Plan with district and school funds now and in

the future, where appropriate and approved by the state, to empower our school and meet students where they need to better serve them and to target our staff expertise. This also includes Title II funds were applicable to meet the professional development needs of our staff.

Annual Update to this component:

Date: August 7, 2017

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

Annual Update to this component:

Date: August 7, 2017

12. Program Evaluation:

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

- The process of monitoring the implementation of our Schoolwide Title I program will be guided by district policy [ILBA-Assessment of Educational Programs](#) (see also Appendix N), which focuses on ensuring that programs are aligned to the goals of the district and using data from assessments to measure “each student’s progress toward meeting the defined curriculum objectives.”

Annual Update to this component:

Date:

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

- We will provide the documentation and evidence necessary throughout the year to show growth and progress as measured by:
 - Staff and Parent Input and Feedback (e.g., survey, focus groups)
 - SWIFT Implementation Processes
 - Ongoing review of academic and behavior data following the fall, winter, and spring administration of academic and behavior screeners
 - Administration, review, and analysis of the FIA and the FIT.
 - Monitoring the progress towards meeting the goals outlined in our 2016-2017 Innovation Plan.
 - Parent input will be first and foremost in our efforts to guide program adjustments that are conducive to meeting needs of students and our community. Feedback from parents from our school year and summer programs will be brought to the Summer Summit for review by the Leadership Team to determine future program adjustments.

Annual Update to this component:

Date: August 7, 2017

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant

Date: N/A See original grant

References

Algozzine, B., Morsbach Sweeney, H., Choi, H., Horner, R., Sailor, S., McCart, A., Satter, A., & Lane, K. (2014). SWIFT Fidelity of Implementation Tool (SWIFT-FIT): Development and Preliminary Technical Adequacy. Lawrence, KS: National Center on Schoolwide Inclusive School Reform: The SWIFT Center.

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SWIFT Center. (2016). SWIFT Fidelity Integrity Assessment v1.3. Lawrence, KS: Author.