



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: 2020-2021

Current Poverty Rate: 37.04%

(Link to current poverty rates: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/lunch-school19-20.pdf>

Schoolwide Planning Team (members and their affiliation): Kathie Morrocco, Principal/Title I Project Manager; Jennifer Sutton, Grade 3 Classroom Teacher; Valerie Germain, Grade 4 Teacher; Suzanne Schoel, Community Member; Stephanie Fowle, Parent Representative; Theresa Healey, Community/PTO Representative/Parent; Robin Gregg, School Counselor, Ashlynn Wing, Special Educator, Robin Lamothe, Administrative Assistant

Original Letter of Intent submitted on: March 24, 2016
Planning process began on: November 9, 2015
Original Plan submitted on: October 17, 2016

Please check the appropriate option:

Initial Plan

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

1. Decision to become a schoolwide school:

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

- While we have experienced success at times with some of our students. There remains a seemingly entrenched gap in performance between the 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 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.

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 gradelevel expectations and exiting the Title I program during the school year.	After analysis of district assessments, additional diagnostic, pre/post tests will be administered for each student. Data from multiple assessments will be reviewed regularly by classrooms teachers and the Instructional Support Team/Targeted Team to determine which students need additional support. Continual progress monitoring will allow for entry/exit from the support system as needed.
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 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 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 decisionmaking 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.
(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:		

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).

- Strengthen areas of identified need by creating a collaborative and comprehensive school improvement action plan.
- Increase overall student proficiency in our school as measured by the Smarter Balanced, NWEA, AIMSweb, and behavior assessments.
- 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

2. A comprehensive needs assessment of the whole school:

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

Analyzing data from [Pierce School's FIA and FIT](#) 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](#). 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.

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 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. Below please see the data results this new work will be based upon.

Annual Update to this component: Date: *PLAN COMPONENT UPDATE: JUNE 2020*

Background Information: Pierce School was designated a School-wide Title I School in October 2016. The information in this document represents the original plan created from a year-long needs assessment (SY 2015-2016), revised yearly and includes the following component updates for the current school year 2020-2021. Component areas of the newly revised school plan will consistently be monitored for student growth with specific support considerations for students that are homeless, in foster care, migrant, students of low-income households and/or are students with disabilities.

Data analyzed from the 2019-2020 revealed strengths in the following areas:

- **Multi-tiered System of Support (MTSS)**
 - Inclusive Behavior Instruction
 - Universal system for behavior monitoring with additional behavior coaching for staff
- **Family & Community Engagement**
 - Trusting Community Partnerships
 - Partnerships with Families and continued communication
 - Consistent involvement of students in behavior modeling and setting expected behaviors
 - Working with Scholastic to target and support family engagement work throughout school & community

Data items that present opportunities for growth:

- **Family & Community Engagement**
 - Trusting Community Partnerships
 - Continued work to reach out to families through surveys, student leadership, use of data and SEL consultants
 - Continued work with Responsive Classroom and Zones of Regulation training
 - Social-emotional targeted support for families (e.g., creating structure, self-regulation training/resources, etc)

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

The Contocook 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.

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: *PLAN COMPONENT UPDATE: JUNE 2020*

Demographic data: Data is analyzed and updated each year as student and school data become available. For the 2018-2019 school year, Pierce School's enrollment was a total of 77 students with 57.1% male students and 42.9% female students. From this total student population, 94.8% were White, with the remaining 10% of the student population as a combination of Black, Hispanic, and Multi-Race. Based on October 1, 2019 DOE data, students receiving free and reduced meals 37.04% with no students determined as Limited English Proficient. The steps we use to keep this information updated include consistent review of changing enrollment data, analysis of our comprehensive needs assessment, consistent communication with our district student liaison and assuring we coordinate across district departments to meet all students' needs.

- **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. 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. 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. 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:

(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.
 - 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](#), 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](#) for identifying students who need more than the universal curriculum and (b) implemented [tier two](#) and three behavior interventions. We believe these efforts results in the lowest number of office referrals over the last three years (see [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](#). This plan continues to build upon and further strengthen the areas mentioned above (i.e., multi-tiered systems of support for behavior and academics).

Annual Update to this component: Date:

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 specialists, and math specialists trained in specific teaching methods, strategies and 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: *PLAN COMPONENT UPDATE JUNE 2020*

- Through utilization of our district literacy coach, we will coordinate assessments from the newly adopted *Letterland* curriculum with current district and Title I resources to better align instruction to support targeted interventions. This will strengthen coordination planning between the classroom teacher, the specialist and special educator.
- Working in collaboration with the classroom teacher, the special educator and Title I teacher will co-plan on a regular basis to optimize opportunities for inclusion, analyze data to better target instruction, support a student's IEP goals and increase non-categorical service delivery to our students.
- Provide families with increased opportunities more consistently throughout the year for trainings to support student learning and achievement. This will be accomplished through working more closely with our leadership and universal teams to continue removing barriers for family/community participation. Data will be compiled from leadership and universal team meetings, ConVal 2025 Committee work, surveys, feedback from training and family events, Open House, PTO events and our Title I Annual meeting(s).
- Through our Multi-tiered System of Support (MTSS) Model, analyze specific data from our Universal Design for Learning (UDL) Team and Social-Emotional Learning (SEL) Team meetings for opportunities to meet needs that support students and increase learning engagement.

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

Strengthens the academic program;

- Provide specific, intense re-teaching of concepts not mastered by students through research-based strategy instruction.
- Use common, teacher-created assessments to evaluate and plan for student growth. ➤ Pre/post testing data to drive instructional decisions to better meet student needs.
- Use reading and math interventions such as Early Intervention Kit, My Sidewalks, Quick Reads, Seeing Stars, Visualizing and Verbalizing, Reciprocal Teaching, Wilson, Orton-Gillingham, EnVision, and Ongoing Assessment Project (OGAP).
- Address early intervention through use of a research-based strategy program focused on peer support titled, *Peer Assisted Learning Strategies (PALS)*.
- Use of technology student response systems as with IPADS and laptops to individualize independent practice through the use of apps/programs such as Lexia, RAZ Kids, and Xtra math

Annual Update to this component:

Date:

i. 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:

ii. 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:

iii. 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:

iv. 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:

v. 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:

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. During this year we will 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 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.

4. Highly qualified teachers in all core content area classes:

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 HQT by the New Hampshire Department of Education.
- District-wide, over 60% of our teaching staff has Masters degrees and/or are Highly Qualified in their teaching content area

Annual Update to this component:

Date:

(a) 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 high quality teaching.
- Future paraprofessionals will be hired as highly qualified and have appropriate experience if in a specialist role.

Annual Update to this component:

Date:

5. High quality and ongoing professional development for teachers, principals, and paraprofessionals:

(a) Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.

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:

(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:

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 PD in-house opportunities
 - Summit review and participation in our schoolwide plan
 - District PD that aligns with the State Standards
 - Self- chosen opportunities relating to further interest area exploration and training
 - Funding for college courses
 - Study groups – both on-site and district driven
 - PLC work - grade level as well as vertical PLC work

Annual Update to this component:

Date:

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 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.

Annual Update to this component:

Date: *PLAN COMPONENT UPDATE JUNE 2020*

- Continue working on creating a solid foundation for Tier I in our Multi-Tiered System of Support (MTSS) model through our work with Responsive Classroom, Social-Emotional Learning (SEL) curriculum and implementation of the Zones of Regulation. This work occurs at both the school and district levels through our ConVal 2025 Committee work.
- Analyze and use data from the family and community surveys, work closely with our PTO, Universal Team and Leadership Teams to implement school-wide trainings and events that strengthen partnerships between school and community.
- Create additional and a variety of resources for families (e.g., ConVal Title I Family newsletter, student learning packets, online resource list, on-site resource library) to encourage and promote ways for families to connect school and home.

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

- 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.

Annual Update to this component:

Date:

(c) Describe how stakeholders will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.

- 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.

Annual Update to this component:

Date:

(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.

Annual Update to this component:

Date:

(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).

- Collaborative educational evenings will be planned along with school staff 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 collaborative process 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.
- We will 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.
- Parents will be involved in program evaluation through surveys and Title I meetings to provide input on the Parent/Guardian Involvement Policy, Parent-School Compact and School Plan.

Annual Update to this component:

Date:

(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.

Annual Update to this component:

Date:

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 but we do however have student 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.

Annual Update to this component:

Date:

9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement:

Describe the opportunities and expectations for teacher involvement in using academic assessment data to improve student academic achievement.

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

Annual Update to this component:

Date:

10. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance:

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.
- 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.

Annual Update to this component:

Date:

11. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs):

- (a) Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement.**

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.

Annual Update to this component:

Date:

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

➤ 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:

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

➤

Annual Update to this component:

Date:

12. Program Evaluation:

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

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 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 and review of the FIA and the FIT

Annual Update to this component: Date:

13. Letter of Intent:

Letter of intent is attached to the Title IA Grant Date:

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.

McCart, A., McSheehan, M., Sailor, W., Mitchiner, M., & Quirk, C. (2016). SWIFT Differentiated Technical Assistance. (White paper). Lawrence, KS: SWIFT Center.

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

Appendices

Separate document