



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.

Name of School: Peterborough Elementary School

School Year: 2020-2021

Current Poverty Rate: 29.21%

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): Larry Pimental, Principal; Shannon Castor, Special Education Teacher; Betsy Gordon, Grade 3 Teacher, Adine Aldrich, Reading Specialist; Janice Hughes, Grade 1 Teacher; Erin Chase, Grade K Teacher; Roberta Wilmot, Title I Teacher, Denise Zimmer, Parent Representative

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?

- Peterborough Elementary School has had a long history of implementing research-based instructional models with inconsistent, long-term student success. After further analyzing recent data, we see that there is a consistent gap in reading and mathematics proficiency between [the math and reading performance of](#) all our students and those in particular subgroups, specifically with our students from low-income households and those with disabilities. Although we consistently provide research-based, high quality instruction, we believe that a more integrated and flexible instructional model will maximize our resources to better serve our students.

(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	Peterborough Elementary 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.	Peterborough Elementary 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 bi-weekly Response to Intervention (RTI) Team meeting. This process will allow us to respond to

		identified student needs in a timely manner and promote 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 all families to participate.

	Targeted Assistance Criteria	
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.	PETERBOROUGH ELEMENTARY SCHOOL will establish multiple intervention cycles. Each will last between approximately 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 Response to Intervention, 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 identify a pre- and post-assessment, and a progress monitoring tool. Before the intervention begins, the intervention

		teacher, in collaboration with the RTI Team 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 state certified 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 Title I Targeted program was coordinated with all the goals, curriculum, and instructional strategies of Peterborough Elementary 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 Peterborough Elementary School in the interest of all students.
Parent Involvement	Our parents attended our annual Title I meeting.	In our Peterborough Elementary School Title I

	<p>They also were invited on numerous occasions to participate in community events and our literacy night which was a collaborative effort with the PTO.</p>	<p>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.</p> <p>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.</p> <p>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).</p>
--	--	--

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

Peterborough Elementary 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) as measured by Smarter Balanced, NWEA, AIMSweb and behavior assessments.
- 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.
- Create strong and supportive leadership that builds capacity and increases positive school culture.
- Continue to strengthen community and stakeholder engagement that focus specific efforts on overall student achievement.

Annual Update to this component

Date:

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.

- Analysis of the data from the Peterborough Elementary School's FIA and FIT, (see Appendix A) accompanied by the School Culture Study (see Appendix B) revealed the weakest domain areas were those of *Administrative Leadership* and *Inclusive Policy Structure and Practice*. Within these domains in the following areas were ones that need to be strengthened.
 - School personnel support non-categorical service delivery through language, policy, personnel, systems, and practices.
 - School personnel ensure strategies to promote collaborative instruction among all peers including English Language Learners and students with IEPs.
 - All students, including those with IEP's are considered members of grade-level classrooms and the school uses collaborative teaching at all grades.
 - School personnel employ effective culturally appropriate and responsive practices
 - My child's teacher helps him/her figure out how he/she learns best
 - My child is challenged to do more than he/she though he/she could in school

- PETERBOROUGH ELEMENTARY SCHOOL's comprehensive needs assessment also included an analysis of students' academic and behavior performance (see Appendix C). Significant gaps in proficiency exist for students with IEPs and students that come from economically disadvantaged families. 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 multiple 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.

Annual Update to this component: Date: *JUNE 2020*

In the winter of 2020 the Peterborough Elementary School SWIFT Team reviewed current data along with a parent survey to identify strengths and challenge areas within our schoolwide practices. The following review identifies where our strengths currently exist:

- **Family & Community Engagement**
 - Trusting Family Partnerships – Opportunities to Participate
 - Maintains strong and committed relationships with PTO and community centers such as the River Center
 - Provides support for families experiencing academic and social-emotional needs (could be more) due to remote learning model.

Our schoolwide data analysis revealed the following areas present opportunities for growth and include current challenges from the impact of COVID-19:

- **Multi-tiered System of Support (MTSS)**
 - Inclusive Academic and Behavior Instruction
 - Develop and implement a plan to respond to student learning gaps as a result of COVID-19, including supporting students who transition from remote learning to in-person learning
 - Continue to train and coach staff in positive behavior strategies that support student learning
- **Family & Community Engagement**
 - Trusting Family Partnerships – Opportunities to Participate
 - Increase family and community opportunities to participate, engage and create deeper governance

- 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 miles and incorporates 11 schools. All of our member towns host an elementary school, with the exception of Sharon. Peterborough Elementary is one of the of the district's community elementary schools, educating students in grades K-4. It also hosts a preschool.

- **Demographic Data:** For the 2015-2016 school year, Peterborough Elementary School had a total enrollment of 241 students. Enrollment was made up of 51% male and 49% female students. From this total enrollment, 236 of our students were 93% White, 1% Black, 3% Asian and approximately 3% Hispanic. There were 42.5% of students enrolled that received Free and Reduced Lunch Meals. There were 2.7% of students that were limited English proficient enrolled. (See Appendix D)
For the 2016-2017 school year, Peterborough Elementary School had a total enrollment of 269 students. Enrollment was comprised of 55% male and 45% female students. From this total enrollment of 269 students, 94% were White, 1% Black, 2% Hispanic and 3% Asian. There were 43% of our students enrolled receiving Free and Reduced Lunch Meals. Approximately 3% of our students were limited English proficient.

Annual Update to this component:

Date: June 2020

The PES Needs Assessment was completed through the winter of 2020. Data is analyzed and updated each year as school and student data become available. Most current data from the NHDOE indicates for the 2018-2019 school year, total student enrollment was 261 students, with >90% White, and the remaining 10% student population listed as Asian/Pacific Islander, Hispanic or Latino, Black/African American and/or Multi-Race. Free and Reduced Meals received by students were at 29.21% based on October 1, 2019 data. No students were determined as Limited English Proficient. The steps we will use to keep this 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. These steps will ensure we address and match funding appropriately to continually meet student needs.

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

Community Connection: PES continues to work and support community members. We have organized food drives and held a soup dinner to raise funds for the districts End 68 Hours of Hunger initiative. Students from South Meadow and ConVal High School return to PES to volunteer and participate in internships. Students from the ConVal Spanish club have offered after school foreign language club for PES students. PES has taken ConVal students participating in the high schools Career in Education program to offer experiences in the field of education. The goal for the students in the Schools Career in Education program is to give students experience in developing professional qualities, instructional skills, lesson design, and assessments. PES continues to maintain a positive relationship with Keene State College, Antioch University, and Franklin Pierce University, where students complete their practicum work and student teaching experiences. PES is very fortunate to have volunteers from America Reads Volunteers from Monadnock RSVP, come to the school to read to students who need additional support.

(c) Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all families and members of the community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children and historically underserved populations.

- Peterborough Elementary School (PES) in Peterborough 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, Peterborough Elementary School's Culture and Leadership Teams 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 PES Leadership Teams surveyed all PES School parents and about their ideal school. The Leadership Teams then worked with PES 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 Teams 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.
 - For the 2016-2017 year, this work has been continued through implementation in accordance with the Innovation Plan and SWIFT Framework model.

Annual Update to this component:

Date:

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

➤ Peterborough Elementary School's Strengths:

- The PES School staff has been working for the past year to further develop and strengthen our Response to Intervention for academics and behavior to better meet students' needs. This process was updated by members of the RTI Team in July 2017 to provide clearer expectations and alignment with the Title I Schoolwide Plan.
- 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 —strategicll (tier 2) and —intensivell (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.
- The focus for behavior has been on further strengthening the implementation of Positive Behavioral Interventions and Support (PBIS) by creating student behavior plans through use of the *Teacher Check Connect and Expect (TCCE)* program. The system provides increased positive reinforcement for students, closer and more frequent communication between the school and home about successes as well as challenges, early intervention before problem behavior becomes ingrained and efficient collection of data to measure progress.
- Historical data (summarized) 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. (See Appendix E and also C)

Annual Update to this

component: Date:

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

- Our 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 Policy Structure and Practice
 - Intentional Planning to Support Students and Teachers:
 - Create a school-wide system(s) to promote effective social behavior for all students
 - Embrace non-categorical service delivery to support diverse needs of students
 - All students, including those with IEPs in our school will have equal access to general education curriculum and extracurricular learning activities with appropriate supports
 - Our District actively and adequately supports our schools' implementation of SWIFT features
 - Our District will address and remove any policy and other barriers to success
 - Training for teachers in content instructional strategies and co-teaching models that supports collaboration as well as with assessment
 - Administrative Leadership
 - Encourage engaged and valued leadership that will implement and sustain system transformation that continuously improves teaching and learning
 - Motivate and engage all educators and families in our school to contribute to core school decisions with focused and empowered opportunities with the principal and the leadership team
 - Creating capacity through team collaboration and administrative support of teacher leaders and action plans
 - Support of teachers through consistent administrative attendance at PLC meetings
 - Modeling the vision created to strive for excellence
 - Continuous reach out to community and families to develop trusting relationships with our school

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 *RTI* 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 RTI 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, Reading Specialist and one grade level teaching representative.
- Utilize specialists such as Title I staff, reading specialists, and math specialists trained in specific teaching methods, strategies, programs that meet students' needs.
- Utilize literacy and math district coaches to provide support and model instructional strategies that increase learning.

<p>Annual Update to this component: Date:</p>
<p>Use effective methods and instructional strategies that are based on scientifically based research that:</p>
<p>i. Strengthens the academic program;</p> <ul style="list-style-type: none"> ➤ 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 current reading and math interventions such as the 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, <i>Peer Assisted Learning Strategies (PALS)</i>. ➤ 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, Xtra math and MobyMax
<p>Annual Update to this component: Date: June 2020</p> <ul style="list-style-type: none"> ➤ Support staff with continued training and resources on new ELA <i>Letterland</i> curriculum in Grades K-1 and provide district PD and in-school support for Grade 2 with first year implementation ➤ Continue to review staff needs for added training with the implementation of <i>Keys to Literacy</i> ➤ Continually train and support staff in updated district technology programs (e.g., LinkIt, LearnPlatform). ➤ Continually offer opportunities for staff to engage in remote learning training and activities that increase student engagement
<p>ii. Increases the amount of learning time during the school day as well as outside programming;</p> <ul style="list-style-type: none"> ➤ 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 intervention blocks and/or 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 ➤ Coordinated CLIF Literacy events ➤ 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
<p>Annual Update to this component: Date:</p>

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.

<p>Annual Update to this component: Date:</p> <p>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;</p> <ul style="list-style-type: none"> ➤ Our focus at PES will be about strengthening and integrating the model of 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 RTI 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
<p>Annual Update to this component: Date:</p> <p>v. Addresses how the school will determine if those needs of the children have been met: the impact of the program on the students;</p> <ul style="list-style-type: none"> ➤ Peterborough Elementary 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.
<p>Annual Update to this component: Date:</p> <p>vi. Are consistent with and are designed to implement state/ local improvement plans.</p> <ul style="list-style-type: none"> ➤ Peterborough Elementary 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 <i>Every Student Succeeds Act of 2015</i> by: <ul style="list-style-type: none"> • Building up sustainable engagement of leadership with staff, students and community • Creating a more inclusive and integrated model of education that supports both teaching and learning • Reducing the achievement gaps that exist between student groups • Expanding access to additional learning opportunities <p>Creating strong teaching and learning opportunities through providing professional development that includes meaningful feedback and discussion</p> • Increasing stakeholder engagement through partnering with our community

Annual Update to this component:

Date:

vii. Action Plan and Timeline

- In order to provide our students with the best possible learning environment, we have spent the past year by analyzing trends in the data, and from this information creating behavior support interventions and an RTI process that strengthens student/teacher relationships and engages family. Strategies and activities relating to identified needs and goals are listed below with a 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 Culture and RTI 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 of determined schoolwide goals.
 - Continue to engage in a visioning process to encourage input from all members of the school community and staff.
 - Using data for decision-making to create the continuous cycle of improvement.
 - Develop a meeting schedule for the year for the Culture Leadership and RTI Teams, 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 Title I Project Manager at the southwest meetings as well as quarterly review meetings.

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 Masters degrees and/or are state qualified in their specific content area

Annual Update to this component: Date:

(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 high quality teaching. Future paraprofessionals will be hired as highly qualified and have appropriate experience if in a specialist role.
- All documentation is kept on file for all teachers and paraprofessionals in the Human Resources Department at our district SAU.

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. Additionally, provide professional development specifically aligned to meet student needs (e.g.; selective mutism training)
 - 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.

- The ConVal School District 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 inclusive academics for all students. 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.

- 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. (see Appendix F)
- At PES, 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
- The ConVal School District consistently promotes teacher professional development through encouraging professional development in areas of interest, linking evaluations to teaching efforts and successes and financing graduate college credits and classes.
- To encourage and promote opportunities for teachers to partner together 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.

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 Peterborough Elementary School:

Our approach to Parent Involvement at Peterborough Elementary 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. Peterborough Elementary 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 Peterborough Elementary 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 and trainings 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 Peterborough Elementary School RTI Team 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: June 2020

For the 2020-2021 school year, reflect on our successes and strengthen family partnerships through the following steps:

- Consistent reflection by our schoolwide team(s) on our goals to maintain momentum and monitor progress
- Review historical and current data from family remote surveys to target areas of social-emotional needs and reach out to outside district consultants to provide family training in social and emotional learning; provide resources and support
- Work with our staff and community to engage families by providing multiple opportunities to learn about curriculum (e.g., conferencing, remote events/trainings, school and district online links and resources, sending home physical materials).
- Continual reach-out to our community partners to develop and deepen relationships (e.g., River Center, Town Library, etc...)
- Provide continual digital resource access for families to support students at home (Google Classroom support, class webpage links, summer packets, additional apps and online resources)
- Consider home visits when the safety of the climate shifts to strengthen our family partnerships

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

- After collecting data from our SWIFT FIA and FIT assessments and the School Culture study, the Culture and Leadership Teams 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. This will occur annually with revisions reflecting feedback and updated action planning.
- Stakeholders are identified as the following: PES staff and administration, parents, community members, and local business community leaders.

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.
- Parent surveys will be sent in the spring to ensure feedback is solicited from families to evaluate the Title I Schoolwide Program.

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).

- 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 yearll (see Appendix G).

Examples:

- Parents were invited to a Title I meeting on the evening of November 12, 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, enjoyable and informative parent information evening/workshop, general statements reflecting confident building with students' skills and activities.
- A collaborative educational evening was planned by school staff along with the Greenfield Elementary School Title I program and through collaboration with Title I parents, provided a storyteller for students and their families. This evening was held on March 30, 2016. Activities included a storyteller telling stories based on literature and folktales. She presented her puppets to the children afterward and shared information on how she made each one. We also served refreshments.
- 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.
- 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. There will be ongoing parent communication to allow for input on future workshop offerings and family information nights. 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. Specific activities are:
 - Family Literacy Evening
 - Read-A-Loud Month Celebration and activities
 - Book Fairs in collaboration with PTO
 - Parent Information workshops (homework strategies)
- The above activities represent the present offerings to our families. As a Schoolwide School, we plan to increase our parent involvement to support specific activities that will reflect trainings for parents in areas such as nutrition, social-emotional support and child brain development, etc...
- 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 and guardian feedback from surveys, in conferences, at the end of each school year and again after the summer program is completed. Parent/guardian, administrator and staff surveys will provide details about strengths and improvements necessary to strengthen our program.
- Schoolwide evaluation will occur through multiple meeting opportunities in various locations to solicit family and community input for our program and determine the following year's needs.
- The evaluation of the program will be on-going throughout the 2017-2018 school year. As a SWIFT School, Peterborough Elementary 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 Peterborough Elementary 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. ll

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.

- Peterborough Elementary School has offered preschool for the past few years, and it is a future district goal as well. At this time, we do not qualify for the Headstart Program but we do however have students in all grade levels participate in —step upll 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 each spring to transition students to their new class environment. Our preschool is located in the kindergarten wing and students are invited to participate in the transition process by meeting classroom teachers throughout the year and attending whole school events to become more familiar with these specific teachers.
new classroom teacher for the coming year. These meetings occur for 30 minutes to transition students to their new class environment.
- During the summer incoming kindergarten students receive a welcome letter from their teacher.
- In August before the school year has begun, Peterborough Elementary 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 transition from elementary school to middle school occurs through the efforts of both school staffs. The school counselor, classroom teacher and principal work together to make special days that are designated for visitation tours to the middle school and provide time to meet with teachers in their incoming grade levels and specialists. Students visit the middle school, interact with staff and school leaders and have to opportunity to revisit the school with families over the summer and have a tour of the school.
- 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.
- _Preschool students are invited to all school assemblies.

- Kindergarten Orientation in May 2017 for the new incoming students, gave opportunity for the introduction to the office staff and Kindergarten teachers gave an overview of the Kindergarten schedule/day to families. Afterward, all of the students and families go into the cafeteria for some activities and social time together to create connections with future peers and school.

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. Peterborough Elementary 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 RTI team occur weekly, bi-weekly and at designated intervals to ensure student success.
- As stated in Component II, reform strategies at PES 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 Peterborough Elementary 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 re-teaching 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 RTI framework that is grounded in Peterborough Elementary 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 RTI 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. These supplemental services will be planned after core instruction and after the student has received small group, differentiated instruction in the classroom that is designed to meet their needs from assessment analysis. This instructional session occurs during independent work time during their What I Need (WIN) time block or during the ELA block in the classroom. The instruction is based on individual needs and may be either in or out of class.
- Student data will be analyzed after the appropriate intervention time designated (which will be determined by the RTI 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.
- Opportunities for the 2017-2018 will be offered to develop further exploration and training of differentiated instruction to better support the model of intervention and student support models.
- *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 Peterborough Elementary 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.

<p>Annual Update to this component: Date:</p>
<p>(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.</p> <ul style="list-style-type: none"> ➤ 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.
<p>Annual Update to this component: Date:</p>
<p>(c) A list of programs that will be consolidated under the schoolwide plan (if applicable).</p>
<p>Annual Update to this component: Date:</p>
<p>12. Program Evaluation:</p>
<p>a. Steps included to continually monitor implementation for problems, feedback, and adjustments.</p> <ul style="list-style-type: none"> ➤ We will provide the documentation and evidence necessary throughout the year to show growth and progress as measured by: ➤ The process of monitoring the implementation of our Schoolwide Title I program will be guided by district policy <i>ILBA-Assessment of Educational Programs</i> (see also Appendix H), 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.ii ➤ Continual program evaluation will occur through our <i>FIT and FIA SWIFT Framework</i> for continual improvement as dictated in our improvement plan. ➤ We will continually review and reflect on Schoolwide data to look for inconsistencies in the program and look for where to make adjustments in the future to improve our program to better serve our students, staff and community.
<p>Annual Update to this component: Date:</p>
<p>b. Annual Program Evaluation Policy, involving school staff, families and community members, using performance, non-performance, process, and perception data.</p> <ul style="list-style-type: none"> ➤ 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, review, and analysis 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:

Appendices

Separate document