



# Stafford Public Schools Title I Schoolwide District Plan

## Instructions & Plan Purpose

The Title I Schoolwide Plan Template is designed to support schools in the development of Schoolwide Plans that meet all requirements under Section 1114 of the Elementary and Secondary Education Act. Each school that operates a Title I Schoolwide Program must develop and maintain a compliant Schoolwide Program Plan.

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Date created/Date last revised: **September 2022**

District SWP Contact: **Steven M. Autieri, Chief Academic Officer**

### 1. Parent and Stakeholder Involvement

**ESEA Requirement:** The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school (ESEA § 1114(b)(2)).

The district initiates its review of the data and planning of targeted interventions and research-based strategies with members of the district administrative team during its administrative retreat held over a three-day period in August prior to the start of the school year. This information is aggregated and prepared for presentation with the district Title I Committee. Meetings each school year are held over three meeting dates. Each meeting includes an agenda, recorded minutes with attendance and supporting documentation for planning and discussion. The committee has two seated parent representatives; however, agendas are sent to all families in the community with attendance encouraged through the School Messenger communication platform.

Stakeholder Name	Stakeholder Role/Title	Type of involvement
Steven Autieri	Title I Coordinator	Facilitator
Erin Grasso	K-5 Literacy Leader	Facilitator
Marcia Jacobs	K-5 Mathematics Leader	Facilitator
Beth Beaudoin	Mathematics Instructional Support, WSS/SES	Member
Mary Ellen Vigeant	Reading Instructional Support, WSS	Member
Jessica Cooley	Mathematics Instructional Support (Title I), SES	Member
Kim Evans	Reading Instructional Support, SES	Member
Heather Galotto	Reading Instructional Support, SES	Member
Michelle Hasel	Reading Instructional Support (Title I), WSS/SES	Member
Megan Perch	Mathematics Instructional Support, SES	Member
Kelley Pellegrini	Mathematics Instructional Support (Title I), SES	Member
Donna Bourque	Mathematics Instructional Support (Title I), SMS	Member
Marissa Grosso	Reading Instructional Support, SMS	Member
Kaylee Alberti	Mathematics Instructional Support, SHS	Member
Deidriene Knowlton	Reading Instructional Support, SHS	Member
Danielle Chenard	Parent	Member
Ann Puglisi	Parent	Member

If you would like to be added to the district's committee, please contact Steven M. Autieri ([autieris@stafford.k12.ct.us](mailto:autieris@stafford.k12.ct.us)).

## 2. Comprehensive Needs Assessment

**ESEA Requirement:** An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency (ESEA § 1114(b)(6)).

Each fall at its initial meeting of the school year, the District Title I Committee reviews data from summative assessments (SBAC, NGSS, PSAT, etc.) to note achievement and growth trends for students.

### [Fall 2022 District Data Presentation](#)

The district utilizes this information to synthesize an action plan draft focused on providing analyses of Smarter Balanced Achievement Data (Grades 3-8) in literacy and numeracy, Growth Data & Average Percent of the Target Achieved on Smarter Balanced and Next Generation Science Achievement. Each targeted assessment aligns to indicators one and two of the Connecticut Next Generation Accountability Index reported annually. Data pertaining to student disciplinary trends and school stakeholder survey data administered annually provide the context of classroom behavior, suspension, and expulsion data. Multi-year trends are generated to determine potential areas for social emotional learning to combat student trauma. School Stakeholder Survey data assists the district in planning family engagement programming (parent academies, curriculum nights, etc.) to strengthen partnerships with all families across the district.

Furthermore, the District Title I Committee examined the breakdown of performance in English Language Arts and Mathematics by sub-group for students identified as high needs. The district utilizes LAS Links assessment data to analyze multi-year trends for the vertical scale scores for each student. Growth targets are generated to accompany an intervention model customized for each student to support language support in either a push-in or pull-out support model. A full district CNA is performed annually and is posted [here](#).

### 3. Schoolwide Plan Strategies

**ESEA Requirement:** The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESEA § 1114(b)(7)(A)(iii)).

**Priority #1: Literacy & Numeracy Program Supports:** The district continues to refine its comprehensive needs assessment performed post-COVID in collaboration with the Title I Committee. This plan is designed to determine the areas of need in order to meet the performance targets for literacy and numeracy for the Common Core Standards, Next Generation Science Framework, and the newly implemented and district wide Social Emotional Supports Committee. Each school in the district utilizes this data as a baseline to create its local School Improvement Plan aligned to the District Strategic Educational Framework. Reading achievement results on the State Assessments (Smarter Balanced- SB) for elementary students (grades 3- 5) continue to remain similar to performance across the state. Grade 4 continues to lag behind the state average in reading performance. Stafford performs near the middle of District Reference Group-F (DRG-F) with regards to performance on summative assessments. Currently, Stafford ranks eighth in literacy and seventh in mathematics out of the seventeen districts in the reference group. Students continue to demonstrate increasing levels of need for support and academic intervention during the school day to support reading comprehension. The district seeks to continue to provide access to decodable student text sets to prioritize student reading development. The district began to acquire GEODES decodable texts through its previous grant application. The district will seek to continue to build the resources for this research-based program as well as staff capacity for implementation through this grant cycle.

**Priority #2: Support Engaging Curriculum with Educational Technology:** The District will continue to strengthen the technology integration program within classroom instruction and among curriculum documents. Our three-year district technology action plan highlights the use of technology in the classroom to develop and/or implement various formative and summative assessments that provide students with opportunities for varied choice and goal setting. Teachers gained confidence and expertise in the use of several programs during COVID distance

learning to promote reading comprehension skills and math competencies. The District employs a Technology Integration Specialist whose primary responsibility is to work with teachers to develop technology rich lessons to improve achievement. One of the assigned focal points for the position is to work with classroom educators to develop capacity on the use of interactive technologies to enhance reading, math, and science instruction. With the newly acquired district curriculum in mathematics and science during the 2019-20 school year, students are engaging in technology-based mathematics programs that promote interaction with content material. Funds from the Title I grant application will continue to provide these supports to classroom educators and students. The Technology Integration Specialist will work in collaboration with the district Library Resource and Information Technology (LR/IT) committee to develop a technology scope and sequence as well as Guaranteed Technology Experiences across all content areas. These technology based tools/materials greatly support the district's efforts to strengthen Tier I instruction and Tier 2 remediation, and provide progress monitoring elements. The expansion of the use of Freckle Literacy and Accelerated Reader at SES will expand programs already funded by the district to support virtual tools tailored to student progress monitoring on individualized needs and goals.

**Priority #3 Parent & Community Engagement:** It will be the responsibility of the Title I committee to facilitate the development of the program to increase parent involvement at our schools based upon the Title I Parent School Compact Model. The Title I Committee representations include three parents that serve as regular members and offer perspectives on the programs and resources offered to support our struggling learners. All Title I Committee meetings are open to all families in the community for input, planning, and suggestions. The Title I Committee reviews, revises, and communicates an SRBI Compacts to communicate curriculum and program support to all families. The compacts are made available in each school office and are shared through the new Title I page from the Office of Curriculum & Instruction on the district website. A new district Curriculum & Instruction Web Page provides links to resources to support at home instruction and interpretation of testing data. We will again join the local public library and the Stafford Childhood Collaborative to support literacy-based activities. Summer reading programs at every school at every level and celebratory events during the school year ( Reading Across America, One School, One Book, the Governor's Reading Challenge, etc.) will be utilized to motivate students and families to include reading as part of their daily lives outside of the school building. In the previous year, Title grant funds were utilized to offer family book clubs virtually with members of the school community. We will offer family academic outreach programs this year to support learning in the home environment through literacy nights at West Stafford and Stafford Elementary School. The K-5 Mathematics Instructional Specialist will offer a "Morning Math" initiative at the start of the school day to review our newly adopted mathematics program (Bridges, 2019) as part of a Parent University to provide workshops and speakers to support school-family partnerships. The District will utilize the Title I Self-Assessment Tool and local measures during Title I Committee meetings to guide our efforts to improve parent's capacity to understand grade level expectations and "at home" strategies.

#### 4. Evaluation and Revision

**ESEA/CFR Requirement:** A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program (34 CFR § 200.26(c), ESEA § 1114(b)(3)).

Student outcome data will be collected, disaggregated, and reviewed annually to determine progress toward outcomes specified within the plan. In 2022-2023, each school site has delineated a section of the school improvement plan documents to define key outcomes and measures. Schools will showcase data for the various metrics included within the areas of organizational health, curriculum, instruction and assessment, and continuous professional learning. These school improvement plans will be shared through a presentation to the District Title I Committee, Board of Education, and posted for community review and access by August 2023.

The action item progress for the short-term goal areas will be revised and utilized to develop second year goals for the 2023-2024 school year.

This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on **[09/23/2022]**.

## 5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESEA § 1114(b)(4)).
- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESEA § 1114(b)(5)).
- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards (ESEA § 1114(b)(3)).

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact **Margaret Maynard** ([maynardm@stafford.k12.ct.us](mailto:maynardm@stafford.k12.ct.us)).

This plan is developed in coordination with other Federal, State and local services, resources and programs such as Title II part A, Title III, or Title IV part A, McKinney Vento, and Early Head Start (if applicable).

This plan is in effect for the 2022-2023 School Year. This plan will be monitored **at District Title I Committee meetings held on** and revised annually in September of each school year to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards,