

Title I Schoolwide District Plan [Stafford Public Schools]

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.

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 Involvement Chart

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
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If you would like to be added to the district's committee, please contact **Steven M. Autieri** (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)).

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

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](#)

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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)).
Instructions: Describe the comprehensive strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

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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)).
Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State’s annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

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 [MM/DD/YYYY].

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)).

Instructions: Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

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 [contact person here].

This plan is developed in coordination with other Federal, State and local services, resources and programs such as [X program, Y services, Z resources].

This plan is in effect for the [YYYY-YYYY] School Year. This plan will be monitored [when/at what regularity?] and revised [when/at what regularity?] to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.