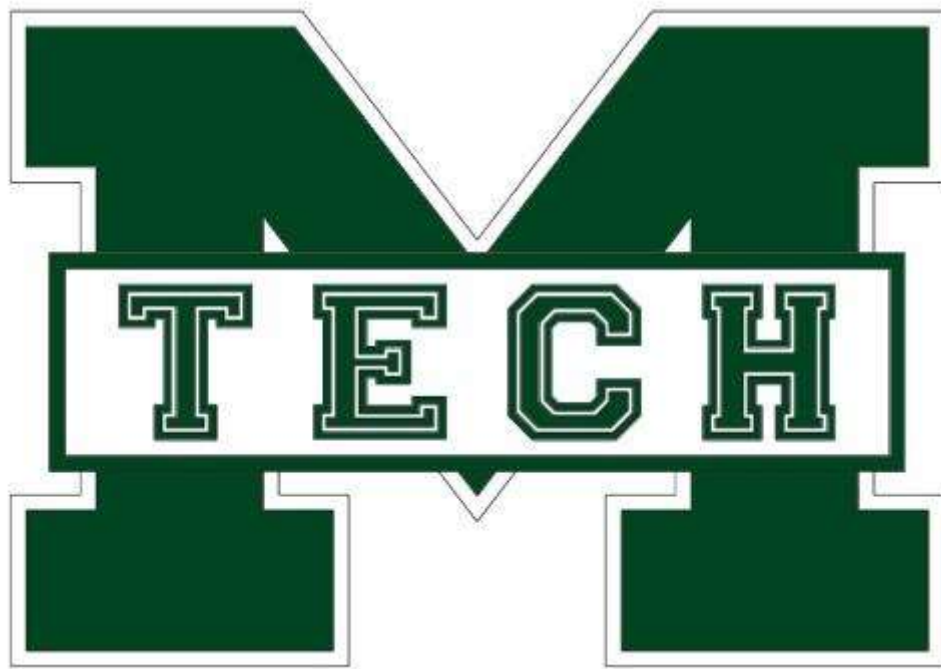


Northern Berkshire Vocational Regional School District

McCann Technical School



**Title I Program Plan
2025-2026**

MISSION

The mission of McCann Technical School is to graduate technically skilled, academically prepared, and socially responsible individuals ready to meet the demands of the 21st century.

VISION

McCann Technical School is committed to being the leader of quality technical education and academic achievement in the Commonwealth of Massachusetts.

EDUCATIONAL PHILOSOPHY

The school community will create a learning environment that motivates and actively engages all students in mastering rigorous academic and technical curricula. Our educational philosophy is sustained by faculty, staff, and administrators dedicated to a student-centered focus through continuous improvement. Student growth and development are promoted by instilling the following core values in our students:

Respect- for self, others, and the learning environment promotes a positive learning experience for all students.

Effort- is demonstrated through an applied work ethic that includes punctuality, improvement, and a determination to succeed.

Accountability- develops personal responsibility for both behavior and learning.

Communication- facilitates collaboration, promotes self-advocacy, and develops positive relationships.

Honor- requires students to act with integrity, honesty, positivity, and empathy for others.

GOALS

- To increase the percentage of students performing at the proficient and advanced levels.
- To increase the utilization of data to improve student performance.
- To engage students through dynamic and technologically integrated teaching strategies.
- To implement a rigorous and relevant curriculum that is aligned to the academic and technical Massachusetts Curriculum Frameworks and Common Core standards.
- To align technical programs to national standards and accreditation requirements, allowing students to obtain relevant licensure/certifications.
- Utilizing SkillsUSA as a platform, develop career-ready students with the skills and professionalism to succeed in the workplace.
- To develop recruiting strategies to expand community awareness.

TITLE I PROGRAM PLAN INTRODUCTION

The 2025-2026 Title I, Part A grant application was written to be in alignment with district strategies included in the 2025-2026 School Improvement Plan. Title I Program activities that will also be funded by the grant were included in the application that focus on strengthening the current core programming of the school. This Title I Program Plan summarizes those district strategies and planned activities and also outlines how the Title I Program will be structured during the 2025-2026 school year.

TITLE I ACTIVITIES RELATED TO DISTRICT STRATEGIES

- Reduce Achievement Gaps
 - Our goal is to reduce the achievement gap for sub groups such as economically disadvantaged, students with disabilities, students experiencing educational instability, etc., through an extended day "homework help" program and by providing paraprofessionals to assist in classrooms, work with small groups, or individual students that have been identified as being at-risk for making progress in their academic classes or vocational programs. The Director of Student Services will coordinate a student success team to analyze student data and plan school-wide improvement activities and individualized supports.
 - An after school homework help (Study Swarm) program will be offered to students three times a week. The program will be staffed by highly qualified licensed teachers and held in the library where students will have access to educational technology.
 - The district employs six paraprofessionals whose salaries and fringe benefits will be funded in part with Title I, Part A funds. The paraprofessionals work with students in classrooms to provide support and assistance with instructional activities. Paraprofessionals also work with small groups of students, or individual students, that have been identified as being at-risk for making progress in their academic classes or vocational-technical programs. In these situations paraprofessionals provide supplemental instruction in literacy and math skills, reteach concepts, assist students with completing missing assignments, and support students in improving their organizational and study skills.
 - The director of student services will work with a group of teachers that will make up the student success team to identify areas of needed improvement in curriculum, instruction, and support as indicated by various data sources from recent school years. The student support team will also review teacher referrals for student support and develop individualized plans for various supports to be provided to students to assist them with making progress and finding success in school.
- Increased Family Engagement
 - Allow us to provide high-quality professional development activities, including SEI training, that will improve the content knowledge and instructional practices of teachers, principals, and where appropriate, paraprofessionals.
 - In October an interactive open house event for all students and families to hear more about academic, technical, student support, and extracurricular programming available to students, as well as opportunities for future family engagement, will be held. A session during this event will provide an overview of the Title I program and give families an opportunity to complete a survey and provide feedback about the Title I program.
 - A station will also be set up at the annual community open house and parent conferences in November to further introduce families to the Title I program and give them an opportunity to also complete the survey.
 - A virtual meeting will be held in the Spring for all families that again provides an overview of the Title I program and will give an additional opportunity for families to complete the survey and provide feedback. The main focus of this meeting will be to invite community support partners to share the services available to families in the district.

TITLE I ACTIVITIES RELATED TO STRENGTHENING THE SCHOOL'S CORE PROGRAM

- Supplies, Materials, and Other Expenses
 - Supplies may be purchased to carry out and support Title I activities, including: progress monitoring software to measure the effectiveness of Title I services, assistive technology subscriptions that allow students greater access to the curriculum, basic classroom supplies, items that may be needed for students that show an identified financial need, providing transportation for students in foster care, and family and community engagement activities.

HOMEWORK HELP (STUDY SWARM) PLAN

The director of student services will post a stipend position for teachers to assist with the Homework Help (Study Swarm) program in August 2025. Study Swarm will take place on Tuesdays, Wednesdays, and Thursdays from 3-4pm in the library. Each Study Swarm session will be staffed by two teachers. Through the position posting, the director of student services will identify a group of about 4-6 teachers to staff the Study Swarm sessions on a rotating basis. The director of student services will coordinate this schedule with the Study Swarm teachers and these teachers will complete monthly time-effort certifications to verify the hours they have worked for the stipend funds from the Title I grant. The director of student services, and all other faculty and staff, will communicate the availability of Study Swarm to students and families on a regular basis to make them aware of this support service that is available for all students. The job description for the Study Swarm position has been updated for the 2025-2026 school year to focus on these teachers having a more direct role with the Student Success Team, requiring greater collaboration and communication with the various support programs offered by the district (Study Swarm, Student Success Team, and the credit recovery programs of on time remediation and summer school). The Study Swarm staff will work with the director of student services and the SST throughout the school year to update the Study Swarm processes so they are more efficient and effective for tracking and communicating student progress.

STUDENT SUCCESS TEAM PLAN

The director of student services and Student Success Team (SST) will continue improving the school's multi-tiered systems of support (MTSS) framework throughout the school year. Teacher referrals for students requiring support will be reviewed and individualized support plans for various interventions will be implemented and monitored. Communication and consultation between the SST and teachers will continue to plan appropriate supports for students to find success. Increased collaboration and communication with the various support programs offered by the district (Study Swarm, SST, and the credit recovery programs of on time remediation and summer school) will be a focus throughout the school year as well. The SST will begin to identify specific tier 2 and tier 3 interventions that could be beneficial for the school, and will begin to plan methods to identify students that would benefit from the implementation of these interventions. SST members and Student Success Coaches will complete a semi-annual time-effort certification to verify the time they worked for the stipend funds from the Title I grant.

SUPPORT STAFF PLAN

In July and August 2025 the director of student services will utilize the master schedule to place paraprofessionals in academic and/or technical classrooms that have students that would benefit from the extra support provided by paraprofessionals. These decisions are made based on reviewing the past educational histories of students and from information shared from the incoming ninth graders' sending districts. Paraprofessionals will begin the 2025-2026 school year in the placements determined by the director of student services, but changes will be made throughout the year as various support needs arise. Throughout the school year paraprofessionals will work alongside the teachers they are placed with and receive direction from these teachers on how to best support the needs of the students in their classrooms.

In previous school years, a more formalized method for identifying students that need the small group/individual supplemental instruction by paraprofessionals was utilized, but during the 2024-2025 school year the paraprofessionals, teachers, and school counselors, worked together more independently to ensure all students

were receiving the supports they needed to be on track with the Massachusetts Curriculum Frameworks. The director of student services was consulted in most cases when the supplemental instruction was going to be initiated to ensure she was aware of how the paraprofessionals were being utilized and that specific students were requiring additional assistance. This informal method seemed to work effectively for that school year since such a low number of students required summer school to recover credits from not making expected progress during the school year. For the 2025-2026 school year, the administration team will monitor this again closely to see if implementing a more formalized process is more appropriate. Since utilizing paraprofessionals to provide group/individual supplemental instruction to support students requiring additional assistance has been in place for many prior school years, many of the paraprofessionals, teachers, and school counselors are experienced with how to effectively utilize this support structure for the students.

Any paraprofessionals that have salaries and fringe benefits funded in part with Title I, Part A funds will complete monthly time-effort certifications to verify the percentage of their time that included work activities funded from the Title I grant.

SUPPLIES, MATERIALS, AND OTHER EXPENSES PLAN

As the need arises throughout the 2025-2026 school year, the director of student services will approve the use of funds from the Title I, Part A grant to purchase any needed supplies or support materials for the school and family and community engagement activities, as well as for students that show an identified financial need and may need supplies to successfully engage with their school day. The director of student services also serves as the district's foster care point of contact and will coordinate the use of Title I, Part A grant funds to provide transportation for students in foster care should the need arise.

Title I, Part A funds are used for the assistive technology (AT) subscriptions, and for a teacher to serve as the assistive technology facilitator, ensuring students are able to access the AT platforms on their school issued Chromebooks, and providing training to students, teachers, and families on the use of the AT platforms. The teacher serving as the assistive technology facilitator will complete a semi-annual time-effort certification to verify the time worked for the stipend funds from the Title I grant.

FAMILY ENGAGEMENT AND COMMUNICATIONS PLAN

The director of student services will continue to formalize the Title I Program's family engagement and communication procedures. This will include plans for organizing an interactive annual Title I meeting, continuing to include Title I Program information as part of the annual parent-teacher conferences and open houses, reviewing the Title I family-school compact, and developing a survey to share with families in order for them to provide feedback on the Title I Program.

The director of student services and a group of teachers plan to put on an interactive open house as a family engagement activity in October to share information with families about the Title I Program. The event will coincide with Massachusetts STEM Week, and the evening will culminate with the students and families in attendance participating in cross-curricular STEM activities facilitated by academic and vocational educators. With this being held early on in the school year, it will allow families and students to receive an overview of the various programs available in the district once they have a few weeks to settle into the new school year. The plan will be for the director of student services to give an overview of the Title I Program to attendees before academic, technical, and student support educators present on a variety of topics in 15 minute sessions that will run concurrently throughout the evening. Attendees will participate in a STEM activity of their choosing for the final session of the event. Families will be given the opportunity to provide input on the Title I program, and the event, through surveys offered at the event. Teachers that participate in the planning and execution of this family engagement event will complete a semi-annual time-effort certification to verify the time they worked for the stipend funds from the Title I grant.

Stations will continue to be set up at the annual community open house and parent conferences to introduce families to the Title I program as part of the district's family engagement opportunities. This year families will be given the opportunity to complete a survey to provide input after visiting the station as well.

The director of student services plans to hold a virtual meeting in the Spring that will give community support partners an opportunity to share their programming and resources available to families in the district. This meeting will be held virtually to give an alternate method for families to engage with the school. This session will also include an overview of the Title I program and give families another opportunity to complete a survey to provide their input.

Each of the family engagement events will be communicated to families through the district's all-call notification system, and through postings on the district website. The all-call notification system allows the principal to send important messages to all families through their preferred method of contact (phone, email, and/or text message). At each event, information will be shared with families about the next event so that they are made aware of the additional engagement opportunities available. The surveys that will be offered at the events will include questions for families to provide ideas and suggestions for engagement events they would like to see offered in the future.

TITLE I PROGRAM EVALUATION PLAN

The director of student services will begin the evaluation process for the Title I Program for the 2026-2027 school year in May 2026. A survey will be shared with families in order for them to provide feedback on the Title I Program. The director of student services will also survey students, paraprofessionals, and teachers that were directly involved with the program to obtain their feedback. The director of student services and the district administration team will review the feedback surveys, as well as other information gathered as a result of the Title I Program throughout the school year, to finish the evaluation process in June 2026. The findings from the Title I Program evaluation from this school year will inform how best to utilize the funds for the 2026-2027 Title I, Part A grant application.