

Components/Template

Date: 2016-2017	
School: Strodes Mills Elementary	
District: Mifflin County School District	
Principal: Mr. Frank Miller	
Email: fwm28@mcsdk12.org	
Address: 185 Chestnut Ridge Road	
City: Lewistown, PA	ZIP: 17044
Phone: (717) 248-7154	Fax: (717) 242-5839
Federal Programs Coordinator: Mr. Frank Miller	
Coordinator Email: fwm28@mcsdk12.org	
If revision was requested, Date of Previous Submission:	
TITLE I School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

School/Charter Designation:

- Reward
- Undesignated

Note:

Schools, including Charter Schools, identified as “priority” and “focus” complete school level plans and those plans serve as their schoolwide plan.

School Demographics

Low Income Percentage ***	43.41%
Ethnic/Racial Breakdown	
White	97.2%
Black	1.4 %
Hispanic	.9%
Asian/Pacific Islander	0%
Native American	.4%
Highly Qualified Instructional Paraprofessionals	100%

School Grade Span:	K	to	3
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School Enrollment	215
IEP Students	14.4%
ELL Students	0%
Migratory Students	0%
Homeless Students	0%

Note: All teachers and instructional paraprofessionals in a schoolwide school must be highly qualified.

*** If Low

----- PDE / DFP USE ONLY -----

Date Rec'd:	Date Approved:
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Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. No Child Left Behind (NCLB) requires a yearlong planning period prior to the implementation of a Title I schoolwide plan, unless the local education agency (LEA) can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the Title I law requires that the plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.

Planning Team:

Name of Team Member	Position/Representation
Frank Miller	Principal
Amy Banks	Parent
Corby Lancaster	Classroom Teacher
Casey Drake	Classroom Teacher
Sylvia Franklin	Reading/Math Specialist
Zachary Sigler	Classroom Teacher

Schoolwide Planning Period:	<input checked="" type="checkbox"/> 1-Year	<input type="checkbox"/> Less Than 1-Year**
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**If less than one year, include a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.

Schoolwide Planning Summary

Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (√ all columns that apply)		
		Planning Team	All Staff	Parents
5/25/2015	Review current plan and set date for next meeting.	X	X	
8/17/2016	Planning of goals/data review of schoolwide plan	X	X	
8/24/2016	Presented schoolwide plan to staff at Back to School Faculty meeting to review and solicitation of feedback.		X	
9/19/2016	Review of schoolwide plan with parents at Back to School Night			X
10/13/16	Schoolwide plan available for review with parents at Open House			X

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements

1. Describe the technical assistance provided. Explain why it was considered high-quality technical assistance.
2. Supply the dates of meetings, the type or topic of assistance and who provided the assistance.

Date	Provider	Type of Assistance

Needs Assessment

The basis of a solid schoolwide plan must be the results of a comprehensive needs assessment. The needs assessment should consider the needs of all members of the school community: teachers, students, parents, principals and administrators. Use the guiding questions below to describe the comprehensive needs assessment administered for the school.

- 1. Briefly describe the current educational program and offerings in the school. Include information on core curriculum, supplemental programs, assessments, interventions, professional development and parent involvement. This description should not go into great detail, but should capture the salient information needed to provide a snapshot of the school's programs.**

Strodes Mills Elementary Schoolwide plan is written with the full intention of supporting the following Mifflin County School District elementary focus statements. These focus statements will help provide guidance and direction to our ongoing efforts to improve teaching and thus continuously improve student achievement.

I can use running records to drive instruction.

I can deliver high quality shared reading.

I can deliver high quality guided reading.

I can understand and implement engaging CRA Mathematics strategies. (Concrete Representational Abstract)

I can deliver high quality writer's workshop lessons including conferring with students.

The core reading instructional resource used at Strodes Mills Elementary is Benchmark Literacy. These instructional resources focus on systematic, explicit, direct instruction as well as metacognitive and comprehension strategies. In addition, through the use of leveled readers, Readers Theater, and assessments, the reading series encourages student-centered, differentiated instruction. Our reading curriculum follows the scaffolding philosophy; consequently, our instruction follows the "I do, we do, you do" approach, focusing on the gradual release model. The core curriculum provides beginning of the year benchmark assessments, running records passages, and various formative assessments to guarantee that each student is being challenged at his or her ability level. Centers, a key component of the reading program, actively engages students in multisensory explorations of activities that allow practice of skills on an independent level. RAZ-Kids, and Reading A-Z are also used as supplemental online programs to Benchmark Literacy. Guided Reading, Writers Workshop and Lucy Calkin's kits will also be utilized in classrooms this year. Strodes Mills Elementary School has a leveled library along with benchmark leveling kits to support this endeavor. Schoolwide funds will continue to be used to purchase supplemental literacy resources to help teachers differentiate instruction to meet the needs of students during the 2016-2017 school year.

The core math instructional resource used at Strodes Mills is enVisionmath2.0 enVision $math2.0$ Common Core is a comprehensive mathematics curriculum for Grades K-5. It offers the flexibility of print, digital, or blended instruction. enVision $math2.0$ provides the focus, coherence, and rigor of the PA Core State Standards. Project-based learning, visual learning strategies, and extensive customization options empower every teacher and student. Strodes Mills will add a .5 Title 1 math teacher for the 2016-2017 school year to help support the implementation of enVisionmath2.0 and to help students become proficient on the rigorous PA Core Math Standards. Schoolwide funds will also continue to be used to purchase supplemental mathematics resources to help teachers differentiate math instruction to meet the needs of students during the 2016-2017 school year.

At Strodes Mills Elementary, instructional decisions are based upon data from standardized, scientifically-researched assessments. We currently use PSSA, GRADE, Scholastic Running Records and DIBELS Next assessments. There is a beginning, middle, and end of year assessment for the GRADE, DIBELS, Scholastic Running Records and Benchmark assessments. Data interpretation is also incorporated into regularly scheduled group and individual data meetings following benchmark assessments (BOY and MOY) to discuss

student specific information, data meetings on an individual basis will occur at least three times during the school year.

Interventions are a critical part of the instructional plan at Strodes Mills, for it is imperative to meet the academic needs of all students. There is a daily, thirty minute, common intervention time for each grade level. During this time the Reading Specialist, Title 1 teacher and Special Education teacher, as well as the classroom teachers provide direct, explicit instruction to target specific educational needs, as determined by ongoing assessments. During this time, scientifically-based Tiered intervention such as Foundations, Rave-O, 95% Group, LLI, and Reading A-Z. The team meets monthly or as needed to discuss student progress and move students between the flexible groups, as determined by student assessment data. Schoolwide funds will continue to be used to purchase supplemental literacy and mathematics Tiered intervention resources to help teachers differentiate instruction to meet the needs of students during the 2016-2017 school year.

Strodes Mills also utilizes an integration program whereby we use Special Area teachers to provide tutorial and enrichment support to students throughout the day during any open block of a specialist schedule. Integration teachers provide yet another Tier of support to students at Strodes Mills Elementary.

The Mifflin County School District inclusive of Strodes Mills Elementary has invented a significant amount of time, effort and fiscal resources into the alignment of curriculum to core standards, development of grade level pacing guides, common assessment and standards based report cards for grades K-3. Schoolwide funds will continue to be used to support these priorities that we believe will have a significant impact on student achievement once fully implemented.

During the 2016-2017 school year Title 1 funds will support the creation of a Title I Coordinator of School Wide Curriculum, Instruction, and Professional Development. The Coordinator will utilize school data to assist the eligible Title 1 schoolwide buildings in developing a system for continual school improvement by facilitating and planning the development of School Wide plans that ensure use of aligned curriculum, assessments, and ongoing professional development.

The school also recognizes that academically at-risk students need to feel safe and secure in their school to learn and partners with Big Brothers/Big Sisters and the Second Step program to encourage problem solving, resiliency, and academic success. The school is also implementing the PBIS model to ensure that all students are working towards the same goals for respectfulness, responsibility, readiness, and safety.

Parent involvement is critical for building a strong connection between the school and community. Through the use of monthly newsletters, information is shared with parents. During Back to School Night and Open House, parents are informed of Strodes Mills Elementary School's annual goals and expectations. Technology is utilized through Skyward to keep parents informed of students' grades and attendance. Our school also has a Parent Involvement Coordinator which plans numerous opportunities for parent engagement activities.

a. What types of assessments/tools were utilized during the needs assessment to gather data about the school?

Student Achievement Data	Teacher Data
PSSA- Grade 3	Professional Development Participation
DIBELS Next- Grades K-3	Leadership Data
GRADE- Grades K-3	Teacher Walkthroughs
Guided Reading Levels	Teacher Evaluations
Student Demographic Data	Perceptual Data

PIMS Data	Parent/Teacher Contact Logs
Parent Involvement Data	Title IIA Professional Development Needs Survey
CST Meeting Data	Annual Title I Parent Survey
IEP Data	Parent Involvement Activity Feedback Form
School Process Data	
Data Analysis Procedures	
School Planning and Revision Data	
Annual EOY Outcome Data	

b. Provide a general summary of the steps taken to conduct the school’s needs assessment. Include areas of school/community included, date needs assessment began, numbers of meetings, types of analysis that occurred, etc.

The first data analysis meeting were held on September 13 and 14, 2016. At this meeting, grade-level teams, as well as the Title 1 and Special Education teachers met to analyze the beginning of the year benchmark data. Flexible groups were formed and goals for the middle and end of the year were determined.

On September 19, 2016, we held a Schoolwide Beginning of the Year meeting for parents at our Back to School Night that included

- Review of the Schoolwide document
- Review of Focus Statements
- Review of DIBELS, GRADE, and PSSA data to determine student needs
- Schoolwide goals
- Review building Title Parental Engagement Policy and Home School Compact

c. Based on the data gathered and the analysis done, discuss the areas of strength and the weakness that were identified.

The data shows that students are making progress in beginning literacy skills.

75% of all Kindergarten students have either met or exceeded their end of the year Scholastic Running Records grade level recommend reading level or have met or exceeded the district ‘s recommended grade level growth.

100% of all Grade 1 students have either met or exceeded their end of the year Scholastic Running Records grade level recommend reading level or have met or exceeded the district ‘s recommended grade level growth.

100% of all Grade 2 students have either met or exceeded their end of the year Scholastic Running Records grade level recommend reading level or have met or exceeded the district ‘s recommended grade level growth.

88.52% of all Grade 3 students have either met or exceeded their end of the year Scholastic Running Records grade level recommend reading level or have met or exceeded the district ‘s recommended grade level growth.

Oral Reading Fluency is a concern in first, second, and third grades. The end of the year data showed that only 75% of first graders met the benchmark goal for oral reading fluency. The end of the year benchmark in second grade showed that 58% of students met the benchmark goal on the oral reading fluency probe. In third grade, 52% of students met the benchmark goal at the end of the year.

Overall proficiency on the English Language Arts PSSA will be targeted throughout the year. Based upon 2016 PSSA results released by PDE, 47.6% of our grade 3 students scored at the advanced/proficient level.

Overall, Strodes Mills had a **Building Level Academic Score of 84.1**, for the 2013-2014 school year. No SPP score was received from the Department of Education for the 2014-2015 school year

d. Of the needs identified, which will be focused on during the first year of the Title I schoolwide program? If more than 3-4 areas of need were identified, it is recommended that you only focus on the 3-4 highest priority goals in year 1.

Area of Need to Be Addressed	Data Source #1	Data Source #2	Data Source #3
1. Oral Reading Fluency	DIBELS Next	Scholastic Running Records	
2. Reading Comprehension	Scholastic Running Records	Benchmark Assessments	
3. Core Standard Proficiency	ELA PSSA	Common Assessments	

e. Describe the goals for year one that the schoolwide planning team agreed upon for each of the areas of need listed above.

Goal for Need #1 above:

Current data: 97 out of 160 (61%) of grade 1-3 students scored At or Above Benchmark (Likely to Need Core Support) on the End of Year DIBELS Oral Reading Fluency Score.

Goal: 70% of grade 1-3 students will score At or Above Benchmark (Likely to Need Core Support) on the End of Year DIBELS Oral Reading Fluency Score.

Goal for Need #2 above:

Current data: 90.88% of all K-3 students have either met or exceeded their end of the year Scholastic Running Records grade level recommend reading level or have met or exceeded the district 's recommended grade level growth.

Goal: 93% of all K-3 students will either met or exceeded their end of the year Scholastic Running Records grade level recommend reading level or will meet or exceed the district 's recommended grade level growth.

Goal for Need #3 above:

Current data: English Language Arts Preliminary Data from 15-16 Grade 3 PSSA

Based upon 2016 PSSA results released by PDE, 47.6% of our grade 3 students scored at the advanced/proficient level.

Goal: At least 58% of all grade 3 students will score advanced or proficient on the 2016-2017 ELA PSSA.

Scientifically-Based Solutions

Provide details about the scientifically based programs, strategies and interventions (solutions) the schoolwide team has selected to address the goals identified in the previous step. Explain how these solutions will strengthen the core reading, mathematics and science programs of the school and provide for the identification of and assistance to students failing to meet achievement standards.

Goal #1 – Solution(s):

The Benchmark literacy reading series, will be used to address Core standards and provide rigor to lessons while using a balanced literacy instructional approach. The series provides systematic, explicit and direct instruction as well as small group guided reading to assist our students in meeting the fluency goal. Students and teachers can use

checklists provided in Benchmark literacy to assess fluency. Step by Step and 95% group kits provide materials for practicing reading fluency. The Florida Center for Reading Research provides numerous activities to improve fluency at various academic levels. Additional programs that may be used to support Tier II and Tier II students in fluency are Six Minute Solutions (a program by Gail Adams and Sheron Brown), Texas Reading First fluency passages, Rave-O, Foundations and LLI.

Goal #2 – Solution(s)

Utilization of the Benchmark reading series will continue. Additional professional development from Benchmark literacy will be utilized. Professional development on how to conduct a running record assessment will be provided. Data meetings will be held after each benchmark to analyze the results and develop a plan for intervention based on need. Teachers will continue to receive professional development and support in employing effective guided reading instruction in their classrooms. To support the balanced literacy approach, leveled literacy intervention systems will continue to be utilized to coherently tie the tiers of instruction together to provide support to struggling readers.

Goal #3 – Solution(s):

We will continue to invest a significant amount of time, effort and fiscal resources into the alignment of curriculum to core standards, development of grade level pacing guides, common assessment and standards based report cards for grades K-3. Strodes Mills Elementary will also have the support of a Title I Coordinator of School Wide Curriculum, Instruction, and Professional Development. The Coordinator will utilize school data to assist the eligible Title 1 schoolwide buildings in developing a system for continual school improvement by facilitating and planning the development of School Wide plans that ensure use of aligned curriculum, assessments, and ongoing professional development.

Student Assessment of Progress

Frequent and ongoing assessments to determine student progress help determine how the schoolwide plan is meeting the student needs. The assessments that will be used need to be determined with the teachers involved in decision making and the implementation of the assessments.

- 1. Use the following chart to describe the student assessments which will give staff on-going data regarding student progress:**
 - a. Give the grade level to be assessed**
 - b. Give the appropriate content area**
 - c. Give the full name of the assessment**
 - d. When will it be given**
 - e. How will staff be trained to give it**
 - f. How and when will staff use the information to guide instruction**

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
K	Language Arts	DIBELS Next- Assessments include: Letter naming, first sound fluency, phoneme segmentation, nonsense word correct letter sounds, nonsense words whole	Three times a year	New teachers will be trained by title staff and Title I Coordinator of	Staff will meet at data analysis meetings after each benchmark period (three times a year) to review

		<p>words read</p> <p>GRADE- Assessments include- Sound Matching, rhyming, print awareness, letter recognition, Phoneme Grapheme, word reading and listening comprehension</p> <p>Scholastic Running Records- Assessment completed to find students' instructional reading levels. Includes vocabulary, fluency, accuracy, and comprehension.</p>		School Wide Curriculum, Instruction, and Professional Development.	assessment data.
1 st Grade	Language Arts	<p>DIBELS Next- Assessments include: Letter naming, first sound fluency, phoneme segmentation, nonsense word correct letter sounds, nonsense words whole words read, and oral reading fluency</p> <p>GRADE- Assessment include: word reading, word meaning, sentence, passage comprehension, and listening comprehension</p> <p>Scholastic Running Records- Assessment completed to find students' instructional reading levels. Includes vocabulary, fluency, accuracy, and comprehension.</p>	Three times a year	New teachers will be trained by title staff and Title I Coordinator of School Wide Curriculum, Instruction, and Professional Development.	Staff will meet at data analysis meetings after each benchmark period (three times a year) to review assessment data.
2 nd Grade	Language Arts	<p>DIBELS Next- Assessments include: nonsense word correct letter sounds, nonsense words whole words read, and oral reading fluency</p> <p>GRADE- Assessment include: word reading, word meaning, sentence, passage comprehension, and listening comprehension</p> <p>Scholastic Running Records- Assessment completed to find students' instructional reading levels. Includes vocabulary, fluency, accuracy, and comprehension.</p>	Three times a year	New teachers will be trained by title staff and Title I Coordinator of School Wide Curriculum, Instruction, and Professional Development.	Staff will meet at data analysis meetings after each benchmark period (three times a year) to review assessment data.
3 rd Grade	Language Arts	<p>DIBELS Next- oral reading fluency and DAZE</p> <p>GRADE- Assessment include: word reading, word meaning, sentence, passage comprehension, and</p>	Three times a year	New teachers will be trained by title staff and Title I Coordinator of School Wide	Staff will meet at data analysis meetings after each benchmark period (three times a year) to review

		listening comprehension Scholastic Running Records- Assessment completed to find students' instructional reading levels. Includes vocabulary, fluency, accuracy, and comprehension. English Language Arts PSSA- State mandated assessment to determine student's mastery of PA Core Standards.		Curriculum, Instruction, and Professional Development.	assessment data.
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2. Describe the strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased instructional time that students will have access to if identified as at-risk of failing or failing to meet achievement standards:

Extended School Day/Tutoring Programs

Reading

Math

Science

Before School

After School

Lunch/Study Periods

Summer School Program

Reading

Math

Science

In-Class Instructional Support

Pull Out Instructional Support

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.

Classroom teachers will meet with grade level teams at the beginning of the year to discuss grade level data. In addition, at least three times during the year, classroom teachers will review individual student data with the building administration to focus on specific student needs. Teams will determine what students need and will design their interventions and supports accordingly. Students found to have a greater need will be referred to

the child study process. Throughout the year, the data will be used to realign teaching resources and adjust schedules as needed.

2. Describe how timely assistance and services will be provided for your struggling learners.

Data meetings will be used to identify and support struggling readers. Students will be identified based on the level of instructional need. Students will receive differentiated instruction in the core, tier I instruction. Students identified with tier II and III needs will be given additional time for instruction and placed in flexible learning groups. The groups will be organized based on student learning needs. Highly qualified teachers, reading specialists, and special education teachers will provide instructional support among the tiers.

3. Describe services for the following special populations:

• How services will be provided for your special education students;

Student Individualized Education Plans will guide services for special education students. The plans will be implemented by special education and regular education staff. The services for students will be provided in the least restrictive environment. The education will be provided in the regular education classroom and when possible via a co-teaching model.

• How services will be provided for your English Language Learners;

The needs of ELL students will be met through differentiation of tier I instruction by the regular education teacher in cooperation with the ELL instructor. Additional Tier II or III services will be provided by a qualified ELL teacher based on the assessed level of needs.

• How services will be provided for your migrant students; and

The school will help to remove barriers to instruction by following school ESAP protocol as well as McKinney Vento Homeless/Migrant Guidelines. The school will identify migrant students and will use student's assessment data to match the student to the appropriate academic services.

• How services will be provided for your homeless students. McKinney Vento Homeless / Migrant guidelines

The school will help to remove barriers to instruction by following school ESAP protocol as well as McKinney Vento Homeless/Migrant Guidelines. The school will identify homeless students and will use student's assessment data to match the student to the appropriate academic services.

Plan Implementation

Once the goals of year one of the schoolwide plan have been determined and the solutions selected, the planning team must determine how to effectively implement the plan in order to ensure success for students, teachers and parents. Implementation plans must include administrators, teachers and parents.

ADMINISTRATORS

1. What steps will building-level administrators take to ensure that implementation is occurring effectively?

In order to ensure that implementation is occurring effectively, the principal will conduct frequent walk-through observations. In addition, the principal will attend monthly PLC meetings where vertical grade level teams will focus on professional development that will aide in meeting our school goals. (Running Records, Shared Reading and CRA math). Schoolwide data analysis meetings will also be held three times a year to monitor student progress.

2. What types of milestones and timelines have been established for year one to help building-level administrators gauge progress toward year one goals?

The schoolwide team will meet after the benchmark periods in September, January, and May to gauge progress toward the first year goals.

3. What measures/data will be reviewed throughout year one to inform building-level administrators of progress toward goals?

Formative Assessments	Benchmark Assessments
DIBELS	
Benchmark Literacy Assessments	DIBELS
Scholastic Running Records	GRADE
Summative Assessments	Other Assessments
PSSA	Phonological Assessments
	Quick Phonics Screener
	Parent Surveys

4. How will administrators ensure that data gathered from the above sources throughout the year is shared with classroom teachers, reviewed, analyzed and used to make changes to instruction?

Walkthrough observations will be based upon the schoolwide goals. The documentation from observations will be shared with teachers during their post-observation meeting and then filed in PAETEP of progress toward goals. The principal/assistant will attend monthly vertical meetings to discuss strategies that correlate with the Danielson Framework. Data from the above sources will be shared with teachers at faculty meetings, monthly PLC meetings, individual data meetings, in-service and Act 80 day meetings, as evidenced by faculty meeting agendas, in-service and Act 80 agendas, and grade level meeting notes.



TEACHERS

1. How were teachers informed of the development of the schoolwide plan?

A committee of teachers, reading specialist, Title I staff, and parents were involved in writing the plan and developing the school-wide goals prior to the start of the school year. The plan was shared with teachers at a faculty meeting and will be used as the main discussion point at meetings; progress toward the stated goals will be discussed and used as a guide for implementing interventions. A copy of the plan will be emailed to all of the teachers and a copy will also be posted on the school and district website.

2. How will teachers be involved in the implementation of the plan?

The stated goals will be shared with the teachers at a faculty meeting. Teachers will then have an opportunity to share their professional development needs as they relate to the schoolwide goals. Professional development will be tailored to meet teachers’ needs as they work toward the schoolwide goals. Teachers will also be involved in the implementation of the plan through data analysis, conducting assessments, setting applicable grade level goals, strengthening core instructional techniques, providing interventions, choosing appropriate professional development, and meeting as a grade level team to discuss grade level progress, strategies, and concerns.

3. How will feedback from teachers be obtained throughout the year?

Feedback from teachers will be obtained throughout the year by attendance at grade level meetings, faculty meetings, school-wide planning meetings, data meetings and observation conferences as well as annual surveys.

PARENTS

1. How were parents informed of the development of the schoolwide plan?

Parents were invited to an annual Back to School night where the building principal and Title 1 staff solicited feedback for revising and strengthening the schoolwide plan. The Back to School night meeting dates and times were posted on the school's website and a flyer was backpacked home with all students in the building.

2. How will parents be involved in the implementation of the plan?

Parent involvement activities will center on helping parents understand the assessments, the schoolwide goals, and how to support their child's learning. In addition to the quarterly standards based report cards, parents will be made aware of their child's progress. The DIBELS Next and GRADE student assessment results will be sent home after each administration. A copy of the finalized plan will be posted on the school's website.

3. How will feedback from parents be obtained throughout the year?

The Parent Involvement Coordinator will hold an informational meeting at the beginning of the year to determine parental needs and concerns. At each of the parent involvement activities, parents are asked to complete a survey regarding the activity and their child's progress. At the end of the year, an evaluation meeting will be held to determine the effectiveness of the program and additional areas of concern that will need to be addressed in the future. Parents will complete a beginning and end of year survey to provide feedback on their needs and if/how they were met.

The school will also promote open communication with parents. The faculty's email addresses and phone numbers are posted online as well as provided in writing to the families. Skyward promotes communication between the school and the home, by allowing parents to send online messages regarding assignments and student progress to teachers.

Professional Development

Professional development must be of high quality, on-going, and sustained for all staff, principals and paraprofessionals. Teachers must receive professional development on an annual basis on the multiple types of assessments. Professional development must include ways to disaggregate data in order for teachers to understand how to change instruction to meet the needs identified by the data. Teachers must have input on the types of assessments being used at the schoolwide school.

1. List the professional development activities the school will engage in to implement the schoolwide plan. If the team has created a professional development calendar include the calendar in the back of your plan.

Monthly PLC meetings on Running Records, Shared Reading, Concrete Representational Abstract (CRA) Math Strategies and Vertical Grade Level discussion on student assessment data and common assessments. (16-17 school year)

Monthly Act 80 ½ day Release for Elementary Staff (16-17 school year)

Writing Academy (Summer 2017)

Common Assessment (Ongoing 2016-2017)

Curriculum Alignment (Ongoing 2016-2017)

Leveled Literacy Intervention (Ongoing 2016-2017)

Foundations (Ongoing 2016-2017)

Kindergarten Conference (Winter 2017)

Revised September 2016

Principal Trainings (such as Principal Effectiveness Tool and other IU trainings)
Assessment & Data Analysis Trainings (Ongoing & at Benchmark periods)
Improving Schools Conference (February 2017)
PAFPC Annual Conference
School-wide Positive Behavioral Support Conference
Title I Coordinator of School Wide Curriculum, Instruction, and Professional Development. (Ongoing 2016-2017)

2. Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement. Discussions using data from various resources will provide opportunities for staff learn strategies to meet the needs of all students.

Monthly Professional Learning Communities Meetings (16-17 school year)

Monthly PLC meetings on Running Records, Shared Reading, Concrete Representational Abstract (CRA)
Math Strategies and Vertical Grade Level discussion on student assessment data and common assessments.

Monthly Act 80 ½ day Release for Elementary Staff (15-16 school year)

Collaborative district-wide grade level meeting to support ongoing grade level discussions and curriculum alignment to PA Core Standards.

Writers Workshop Academy (Summer 2017)

An on-site professional development writing academy will be hosted by the district to provide all elementary teachers with the knowledge and strategies to align their daily writing instruction to the PA English Language Arts Standards.

Common Assessment (Ongoing 2016-2017)

On-site professional development to help classroom teachers develop, revise and implement grade level common assessments that are aligned to PA Core Standards.

Curriculum Alignment (Ongoing 2016-2017)

Committees of grade level and vertically aligned teachers will continue to meet throughout the 2016-2017 school year to rewrite MCSD curriculum to fully align to PA Core Standards.

Leveled Literacy Intervention (Ongoing 2016-2017)

On-site professional development will be provided by Heinemann trained consultants. LLI is a small group supplemental literacy intervention designed to provide powerful, daily small group lessons for the lowest achieving students at their grade level. Through systematically designed lessons and engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

Foundations (Ongoing 2016-2017)

On-site professional development will be offered to teams of teachers in Foundations. Foundations serves as a prevention program to help reduce reading and spelling failures. It is integral to a Multi-tiered System of Support (MTSS) or Response to Intervention (RTI) framework, providing researched based instruction in Tier 1 as well early intervention as Tier 2 for students at risk for reading difficulties.

Kindergarten Conference (Winter 2017)

A team of Kindergarten teachers will learn strategies to build strong learning foundations in ELA and Math, proven ways to foster social/emotional, cognitive and physical development in students, engaging hands-on activities for maintaining a child centered classroom focused on creativity, tips for identifying learning gaps in at risk and

struggling students, interactive strategies to reach all learners, and time management techniques to maximize every minute of the school day.

Principal Trainings (such as Principal Effectiveness Tool and other IU trainings)

Principals will receive ongoing professional development on the PA's Principal Evaluation System and Danielson's Framework for Leadership.

Assessment & Data Analysis Trainings (Ongoing & at Benchmark periods)

Training and development for teachers in the use of Multiple Measures (Bernhardt, 1998) and specific assessment protocol and analysis to better identify the needs and strengths of students to plan for instruction. Examples of trainings offered may be: Bernhardt's Multiple Measures, DIBELS Next, Guided Reading Next Step, GRADE, PSSA and PVAAS etc.)

Improving Schools Conference (February 2017)

Teacher teams will attend the Improving Schools Conference to gain an understanding of effective instructional practices in math, and reading as well as to learn more about parent involvement, teacher effectiveness, and school reform. The purpose of this conference is to help school staffs to learn from one another specific strategies that can help them improve the achievement of their students and meet the targets of the PA Accountability System. To achieve its purpose, this conference brings together school and district staffs who have improved and are continuing to improve the learning and achievement of their students, and school and district staffs who are seeking information about strategies and methods that can be used to improve student learning and achievement.

PAFPC Annual Conference (May 2017)

PAFPC conference provides the training required by the law, regulations and waivers which focus on program implementation and monitoring.

School-wide Positive Behavioral Support Conference/Onsite trainings

Teams of teachers will attend conferences and ongoing on-site follow up training on PBIS. PBIS develops the capacity of schools to prevent problem behaviors, promote positive school culture, and to evaluate the impact of both social and academic success to all youth, including those with the highest level of need.

Title I Coordinator of School Wide Curriculum, Instruction, and Professional Development.

(Ongoing 2016-2017)

The Coordinator will utilize school data to assist the eligible Title 1 schoolwide buildings in developing a system for continual school improvement by facilitating and planning the development of School Wide plans that ensure use of aligned curriculum, assessments, and ongoing professional development.

3. Describe the on-going and embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

Additional ongoing support is provided through instructional coaching, principal walkthroughs and observations, peer collaboration, data analysis meetings, and grade level meetings. The Title I Coordinator of School Wide Curriculum, Instruction, and Professional Development. will utilize school data to assist the eligible Title 1 schoolwide buildings in developing a system for continual school improvement by facilitating and planning the development of School Wide plans that ensure use of aligned curriculum, assessments, and ongoing professional development.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be highly qualified. In addition, a schoolwide plan must describe how it will recruit and retain highly qualified staff.

1. Describe strategies the school is using or going to use to recruit high-quality, highly qualified teachers to high-needs schools.

Our district has instituted a new hiring process that includes screening, standardized interview protocol, and additional opportunities for prospective teachers to demonstrate their teaching skills. Positions are posted on the web-site as well as on various high traffic employment seeking web pages. Only those teachers that a highly qualified are considered for positions within our school/district. The district and school provide mentor and induction training and intensified feedback for new employees to help retain highly qualified staff.

2. Describe strategies the school is using or going to use to retain high-quality, highly qualified teachers to high-needs schools.

A comprehensive induction and mentoring program supports novice teachers as they become acclimated to the school and district's procedures and climate. Grade-level team meetings promote collaboration and help to reduce the isolation that teachers experience. Act 80 days, as well as in-service days, provide opportunities for teachers to engage in professional development and analyze data as a team.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during year one of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

A Parent Involvement Coordinator will be appointed for the building. In the fall, a survey will be sent and an informational meeting will be held to determine parental needs and ideas for activities to be held during the year. At least two parent involvement training programs designed to teach parents how to help their children will be held throughout the year. All parents will be invited to participate in the parent involvement trainings. Parent involvement activities will include kindergarten readiness activities, reading and understanding DIBELS, MAP and GRADE score reports, and the use of online applications to support reading and mathematics achievement. At each event, parents will be asked to complete a survey to determine the usefulness and effectiveness of the activity. At the end of the year, a survey and an evaluation meeting will be held to determine the effectiveness of the program.

Describe the methods to be used to keep individual parents informed of their child's academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

Parents will be kept informed of their child's academic achievement through quarterly standards based report cards, progress reports, reading levels, DIBELS score reports sent home at benchmark periods, and continuous access to students' attendance and grades through Skyward. Monthly newsletters are sent home to inform parents of testing windows and school expectations. Teachers are encouraged to make regular parent as well as met with parents during parent-teacher conferences. Contact follow-up methods may include contact logs, letters, and thank you notes.

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain. Yes.

Transition Strategies for Students

Schoolwide plans include assisting students in successful transitions from early childhood through any other grade or school level.

1. Describe how the schoolwide program will coordinate transitions for preschool children into primary school, where appropriate.

Pre-kindergarten students visit a kindergarten classroom in the spring.

Strodes Mills Elementary School supports the transition of preschool children into Kindergarten through the following ongoing partnerships and programs:

- 1) **Read and Succeed:** Students and families are identified at birth and provided transition information, local services and resources and early learning educational programming through the District's Keystones to Opportunity Read and Succeed program. The KtO Read and Succeed Program also brings together early childhood partners, school district staff and community partners to evaluate and plan for birth-age 5 literacy and transition needs.
- 2) **Kindergarten Transition Team:** The kindergarten transition team, comprised of Kindergarten teachers, district administrators, early childhood directors and teachers and community agencies meets four times annually to examine transition services, instructional practices and plan common professional development activities.
- 3) **Kindergarten Readiness Workshops:** Families can attend four two-hour transition workshops to learn about how to assist their child with skills for their child's transition to Kindergarten. Workshop themes include: Oral Vocabulary, Phonemic Awareness, Numeracy and Letter/Sound Relationships. Workshops include time for a snack and to meet teachers and other parents, workshop times for parents, activity times for children as well as time for parents and children to practice new skills together.
- 4) **Kindergarten Registration:** All students entering Kindergarten in the upcoming year can be registered for kindergarten in early spring. This is done so that PreK partners and families can assist in developing necessary transition skills over the course of the year
- 5) **Getting Ready for Kindergarten Nights:** Parent and Families of four-year-olds can attend spring Getting Ready for Kindergarten Nights to learn about Kindergarten routines and transition information.
- 6) **Kindergarten Readiness Packets:** Families that register their child for kindergarten may sign up to receive three informational packets that include readiness activities, books and information from the nurse, school office and principal to help them make a successful transition to Kindergarten.
- 7) **Kindergarten Orientation:** Kindergarten teachers host a summer Kindergarten Orientation day where students and families can meet their teachers, tour the school and classroom and ask questions.

2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school and high school to postsecondary.

Students transitioning from third grade to fourth grade are given the name of their next year's teacher. Students are also provided with a tour of the intermediate school. Teachers collaborate with each other on the best placement for each student. Parents and students are invited to an orientation where students are able to visit classrooms and walk through the building.

3. Describe on-going coordination with other community programs and agencies that support transitions for students.

Strodes Mills Elementary School works as a collaborative team as part of the District's Local Advisory Council which helps to coordinate and inform members on available community services. In addition to the school's internal transition services, the school participates in the Elementary Student Assistance Program (ESAP) to match students in need in a timely way with appropriate community programs and agencies to reduce learning barriers.

Coordination and Integration of Services and Programs

The purpose of a Title I Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the schoolwide plan, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- Any federal education program administered by the United States Department of Education, except Reading First.
 - Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application **MUST** be carried out.
- All state and local resources available to the school (if state and local funds are consolidated within the schoolwide plan, the school must ensure that any state and/or local requirements regarding the use of funds are met).
- Is your school consolidating funds? If yes, please complete chart below.

Yes _____ No X

Please indicate below the funds to be integrated within this schoolwide plan:

Federal Grant Program	Amount of Grant		State/Local Grant Program	Amount of Grant

On-going Plan to Monitor the Effectiveness of the Schoolwide Plan

Title I-A schools must annually evaluate the implementation of and results achieved by the schoolwide Plan.

1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.

Data will be reviewed to compare beginning and end of year growth to determine the effectiveness of plan.

2. Describe who will be involved in the evaluation/review and how they were selected.

Volunteers for the schoolwide committee will review data.

3. Describe what process will be in place to ensure that revisions are completed and that staff and district have been informed of any changes.

Meetings will take place throughout the years to evaluate the plans effectiveness. Updated plans will be shared with staff and placed on school website.

4. Describe how the district will be informed of the school's progress and changes in the plan.

School progress towards building goals and current data will be reviewed by all elementary principals at monthly Elementary Principal meetings with the Superintendent.

Any changes to the plan will be shared with the Federal Programs Coordinator.

NOTE:

- Missing or incomplete information will delay the approval of your schoolwide plan.
- This template is provided as a Microsoft Word document. Please take as much space as you need to answer all questions adequately and fully.
- Please contact your Regional Coordinator in the Division of Federal Programs at the Department of Education with any questions you may have as you complete this plan.