



Title I Schoolwide Planning Components/Template

Date:	
School: Lewistown Elementary School	
District: Mifflin County School District	
Principal: Mrs. Julie L. Lohr	
Email: jll14@mcsdk12.org	
Address: 1 Manor Drive	
City: Lewistown, PA	ZIP: 17044
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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 ***	77.92%	School Grade Span:	K	to	3
Ethnic/Racial Breakdown		School Enrollment			
White	89.6%	IEP Students		537	
Black	2.2%	ELL Students		16.9%	
Hispanic	8.0%	Migratory Students		0%	
Asian/Pacific Islander	0%	Homeless Students		1.6%	
Native American	.1%				
Highly Qualified Instructional Paraprofessionals	100%				

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

*** If Low Income Percentage is

----- 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
Julie L. Lohr	Principal
Andrea Baker	Parent
Beka Yoder	Classroom Teacher
Leslie Sweeney	Classroom Teacher
Crystal Fabina	Classroom Teacher
Susan Garner	Reading Teacher
Kelly Strausburg	Reading Teacher
Stephanie O'Donnell	Math Teacher
Kimberly Kauffman	Parent Involvement Coordinator
Jackie Shinskie	Assistant Principal

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
8/9/16	Discuss Data, Review and Edit Plan	X		
8/24/16	Discuss, Review and Edit Plan	X	X	
9/8/16	Parent discussion of Plan and Review Mission, Vision, and goals for year at Back To School Night			X
9/20/16 & 9/21/16	Grade Level Data Meetings comparing data to goals set for the year		X	
10/31/16 & 11/1/16	Individual Teacher Data Meetings continue to compare progress to goals set for year at the class and individual student level		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
8/1/16	Jennifer Mitchell, Director of Curriculum & Prof. Dev	Review of Title I expectations and staffing
8/1/16	Jennifer Mitchell, Director of Curriculum & Prof. Dev	Title I Budget Support

	Frank Miller, Federal Programs Director	
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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.

Lewistown 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 Lewistown 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 resource 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. **Lewistown Elementary School has a leveled library along with benchmark leveling kits to support this endeavor. Lewistown will add a Title 1 reading teacher for the 2016-2017 school year to help support the implementation of our interventions and support. 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 Lewistown Elementary is enVision math2.0 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. Lewistown will add a 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 Lewistown 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 Lewistown Elementary, for it is imperative to meet the academic needs of all students. There is a daily, forty-five minute, intervention time for each grade level. During this time the Title 1 teacher, Special Education teacher, and the classroom teacher provide direct,

explicit instruction to target specific educational needs, as determined by ongoing assessments. During this time, scientifically-based Tiered interventions such as Foundations, Rave-O, 95% Group, and LLI are utilized. 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.**

The Mifflin County School District inclusive of Lewistown Elementary has invested 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 Lewistown 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.

To prepare for the 2016-2017 school year the district accomplished several tasks:

- The development of common assessments grades K-5 in ELA, Math, and Science

- The development of Standards-Based Report Cards for K-3
- The purchase of Envision Math resources
- Professional development in the use of CRA math strategies and Envision resource
- Continued Professional development in the use of balance literacy approaches including the Benchmark materials
- Identified key intervention resources that were needed for student success
- Continued purchasing and organizing professional development for intervention
- Started year number three with the positive schoolwide approach to behavior to include improving tier I practices and beginning to offer tier II and develop tier III services.
- Piloting one math fluency resource to determine the best options for the 2017-2018 school year.
- Piloting the Benchmark Writing resource at the third grade level to determine the best options for the 2017-2018 school year.

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

Student Achievement Data		Teacher Data	
PSSA		SLO	
Guided Reading Levels		Grade Level Meeting Notes	
DIBELS Next		Language Arts Placement Tests	
GRADE		Informal Diagnostics-Phonological and Phonics	
Parent Involvement Data		Leadership Data	
Survey Results		Walkthrough/Observation Data	
Participation in Parent Trainings		HEAT Observations	
Use of Parent Involvement Library		SLO	
		Principal Effectiveness	

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 staff met together with the principal to review the data from the beginning of the year to the end of the year progress

2015-2016 BOY Data

Grade	GRADE Assessment	DIBELS Composite	Benchmark Reading Levels
Kindergarten	Basic: 69% Proficient: 30% Advanced: 1%	Intensive: 29% Strategic: 16% Benchmark: 55%	NA
First	Basic: 43% Proficient: 47% Advanced: 10%	Intensive: 20% Strategic: 16% Benchmark: 63%	Below Grade Level: 55% On or Above Grade Level: 45%
Second	Basic: 35% Proficient: 47% Advanced: 18%	Intensive: 19% Strategic: 12% Benchmark: 69%	Below Grade Level: 59% On or Above Grade Level: 41%
Third	Basic: 37% Proficient: 43% Advanced: 20%	Intensive: 30% Strategic: 11% Benchmark: 58%	Below Grade Level: 48% On or Above Grade Level: 52%

Overall EOY Results

Grade Entering 2015-16 Year	Total # of students	Tier of Instruction II and III		
Kindergarten	143		36%	15%
First	159		31%	17%
Second	147		37%	5%
Third	121		42%	12%

All students showed improved reading levels from the previous year to increase the number of students reading at grade level or above.

The staff met together with the principal to continue their understanding and development of the goals for Lewistown Elementary. The goals that they felt needed to be continued were:

1. Improve the number of students who are proficient and advanced on the benchmark goals in DIBELs, GRADE, and Running Records to 70% of students in all grades.
2. Improve understanding of Math practice standards and begin to use higher order questioning strategies in mathematics.
3. Teachers will continue to employ and refine guided reading instruction and provide authentic literacy activities for students to be engaged in thinking, reading, and writing during independent work time that meets the different needs of all learners.
4. Teachers will meet in teams to discuss, learn about, and implement new instructional strategies.
5. All staff will participate in the positive schoolwide behavior support system working in committees to sustain a Tier I program and then begin to develop Tier II and Tier III interventions for behavior.

We reflected on the previous goals. Each staff person was provided with a one page summary of the goals and the ability to rate the progress on the goal (No Progress, Progressing, Met). Staff was presented with end of the year data to compare their perceptions with the actual results. The survey results determined the following:

- Goal #1: 64% felt we had some progress but not yet achieved the goal
- Goal #2: 91% felt we had some progress but not yet achieved the goal
- Goal #3: 70% felt we had some progress but not yet achieved the goal
- Goal #4: 36% felt we had some progress but not yet achieved the goal
- Goal #5: 64% felt we had some progress but not yet achieved the goal

Based on their perceptions, we will need to continue working on our previous goals, but adapt the goals to show progress in the focus area. Staff also indicated they would like to see the focus placed on math practices and development of all tiers in the RtII pyramid for both academic and behavior. The staff would like to continue to improve overall scores, differentiation, engagement, and questioning techniques. Additionally it is important to them to increase parent involvement. Professional development requests were for Tier II and Tier III interventions, running records, DOK questioning, and math interventions.

A parent survey was sent home with all families the first week of school. Completed survey results gave the following results:

301 respondents felt welcome at the school. 4 respondents did not feel welcome at LES.

273 respondents felt their child was making academic progress. 5 respondents felt their student was not making academic progress.

216 respondents felt the title I program had helped their child with reading skills. 8 respondents felt it did not.

209 respondents felt the title I program had helped their child with writing skills. 17 respondents felt it did not.

203 respondents felt the title I program had helped their child with math skills. 11 respondents felt it did not.

The respondents felt the best features of the program were extra support for reading (165), small group instruction (153), Individual instruction (137), working as a team (135), and participating in family nights (82).

The respondents reported that they had been informed of the Title I program by progress reports (99), in person (61), other written communication (91), Parent teacher meetings (61), and Phone conversations (45). 24 reported they were not informed.

The preferred family strategies were to receive books and support material into their homes (208), attend parent involvement activities (74), Observe Title I methods as a volunteer (38).

Families would be most likely to attend meetings early evening (118), beginning of the day (65), afternoon/end of day (74), Lunchtime (41), weekend (35).

Grade level goals and individual teacher Student Learning Objectives (SLO's) were set for instruction at Tier I and flexible groups were formed to provide intervention.

On October 6, 2016, we held a Schoolwide Beginning of the Year meeting for parents that included

- Review of the Schoolwide document
- Statement of Schoolwide goals
- Parent Involvement Meeting Schedule for the year
- A resource fair

Individual teacher data meetings will be held throughout the year. Grade Level data analysis meetings will be held following the middle of the year benchmark assessments and again at the conclusion of the year following end of the year benchmark assessments.

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

The building data for literacy is shown below:

BOY 2016-17	Well Below	Below	At or Above
Kindergarten	30%	18%	53%
First Grade	15%	14%	72%
Second Grade	30%	13%	57%
Third Grade	32%	8%	59%

2015-16

All Students showed improved reading levels from the previous year to increase the number of students reading at grade level or above.

- Kindergarten: 20% increase**
- First Grade: 5% increase**
- Second Grade: 21% increase**
- Third Grade: 15% increase**

	% Reading Below Grade Level	% Reading On or Above Grade Level
Kindergarten	25%	75%
First Grade	37%	63%
Second Grade	17%	83%
Third Grade	28%	72%

There is a continued need to provide interventions at all levels in order to help students to grow and achieve. The beginning of the year for first grade is an area of strength. This could be partly due to the use of Foundations during the 2015-16 school year. The use of the Foundations program at the Tier 1 level this year in Kindergarten will help to solidify those numbers in first grade and the continuation of it into first grade next year should help the second grade numbers in the 2017-18 school year. Some of the weaknesses were at the second and third grade level in the well below areas. It is a larger percentage than we would like to see, but have crafted our plan to provide solid interventions in order to decrease those numbers.

d. Of the needs identified, which will be focused on during the 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	Data Source #4
1. Tier I Literacy Instruction	DIBELS Next	Running Records	GRADE	PSSA
2. Higher order thinking skills in mathematics	Teacher Observation Data	Envision/Common Assessments	PSSA	
3. Instruction at grades K-3 will coherently include and integrate shared reading experiences, guided reading experiences, direct phonics instruction, and writing during the literacy block	DIBELS Next	Running Records	GRADE	District Curriculum Map
4. Work collaboratively as grade level teams to set goals and address the needs of students and function as professional learning communities.	Data Meeting Notes	Grade Level/PLC Meeting Agendas	Peer to Peer Supervision Model	
5. Expectations for student behavior and developing a positive culture.	Student Behavior referrals	Benchmark of quality PBIS		

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

Goal for Need #1 above: Solution(s): Continue to improve the percentage of students who are proficient and advanced on the benchmark goals in DIBELS, GRADE, and Running Records to 70% for Kindergarten, first, second, and third grades.

Goal for Need #2 above: Solution(s): Teacher will review and reflect on math practice standards and develop CRA strategies in mathematical instruction.

Goal for Need #3 above: Solution(s): Teachers will continue to employ and refine guided reading instruction and provide authentic literacy activities for students to be engaged in thinking, reading, and writing during independent work time that meets the different needs of all learners.

Goal for Need #4 above: Solution(s): Teachers will continue to meet at least biweekly in grade level teams to respond to student needs by discussing, reading about, and then implementing new instructional strategies with their students.

Goal for Need #5 above: Solution(s): All staff will participate in the Schoolwide Positive Behavior Support program working in committees to sustain a tier I program and then begin to develop tier II and tier III interventions for behavior.

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 – Utilization of the Benchmark reading series will continue. Additional professional development from Benchmark literacy will be utilized. Additional intervention tools will be investigated and obtained for students in Tier II and Tier III. Leveled Literacy Intervention Kits from Fountas & Pinnell will continue to 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.

Goal #2 – Teachers will be provided with professional development on math process standards and how to utilize the new resource to produce quality math instruction both in content and process. Math pilot teachers will share experiences and serve as educational supports for all teachers.

Goal #3 – Teachers will continue to receive professional development and support in employing effective guided reading instruction in their classrooms. Teachers will be provided professional development opportunities to learn new strategies to differentiate and engage students during independent work time. Resources such as the Daily 5 will be offered and utilized. Additionally, resources need to be obtained for teachers to effectively use independent work time such as center kits for kindergarten teachers. 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 #4 – A schedule will be created to allow time for teachers to meet at least bi-weekly as a team. Teachers will engage in reading and discussion of professional resources and then applying their learning to their classrooms. Professional conversations will produce sharing of ideas.

Goal #5 – The core committee of schoolwide team will meet regularly. Sub committees will continue to meet to ensure proper program implementation. Core team coaches will attend PBIS trainings and support days. The tier I program will be evaluated for success with the collection and analysis of behavior data. Development of additional Tier II and III interventions will begin.

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
Kindergarten	Language Arts	<p>DIBELS Next (phonological awareness, letter naming, letter sounds, whole words read)</p> <p>GRADE-Tested areas include: Sound Matching, rhyming, print awareness, letter recognition, Phoneme Grapheme, word reading and listening comprehension</p> <p>Scholastic Benchmarking- Performed to check student guided reading levels. Passages include vocabulary, fluency, accuracy, and comprehension.</p>	Three Times per Year	<p>Ongoing Professional Development through Professional Development Director, Administration, and KTO data Liaison</p> <p>District sponsored PD will be offered prior to the school year on a voluntary basis. Professional Development Director and Administration offered ongoing instructional support.</p>	Teacher will meet after beginning of the year and middle of the year assessments. MTSS meetings held at least three times per year.
First	Language Arts	<p>DIBELS Next (phonological awareness, letter naming, letter sounds, whole words read)</p> <p>GRADE-Tested areas include: word reading, word meaning,</p>	Three Times per Year	Ongoing Professional Development through Professional Development Director, Administration, and KTO data Liaison	Teacher will meet after beginning of the year and middle of the year assessments. MTSS meetings held at least three times per year.

		<p>sentence, passage comprehension, and listening comprehension</p> <p>Scholastic Benchmarking- Performed to check student guided reading levels. Passages include vocabulary, fluency, accuracy, and comprehension.</p>		<p>District sponsored PD will be offered prior to the school year on a voluntary basis. Professional Development Director and Administration offered ongoing instructional support.</p>	
Second	Language Arts	<p>DIBELS Next (phonological awareness, letter naming, letter sounds, whole words read)</p> <p>GRADE-Tested areas include: word reading, word meaning, sentence, passage comprehension, and listening comprehension</p> <p>Scholastic Benchmarking- Performed to check student guided reading levels. Passages include vocabulary, fluency, accuracy, and comprehension.</p>	Three Times per Year	<p>Ongoing Professional Development through Professional Development Director, Administration, and KTO data Liaison</p> <p>District sponsored PD will be offered prior to the school year on a voluntary basis. Professional Development Director and Administration offered ongoing instructional support.</p>	Teacher will meet after beginning of the year and middle of the year assessments. MTSS meetings held at least three times per year.
Third	Language Arts	<p>DIBELS Next (phonological awareness, letter naming, letter sounds, whole words read)</p> <p>GRADE-Tested areas include: word reading, word meaning,</p>	Three Times per Year	<p>Ongoing Professional Development through Professional Development Director, Administration, and KTO data Liaison</p>	Teacher will meet after beginning of the year and middle of the year assessments. MTSS meetings held at least three times per year.

		sentence, passage comprehension, and listening comprehension Scholastic Benchmarking- Performed to check student guided reading levels. Passages include vocabulary, fluency, accuracy, and comprehension.		District sponsored PD will be offered prior to the school year on a voluntary basis. Professional Development Director and Administration offered ongoing instructional support.	
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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:

No Extended School Day/Tutoring Programs

No Reading

No Math

No Science

No Before School

No After School

No Lunch/Study Periods

Yes Summer School Program

No Reading

No Math

No Science

Yes In-Class Instructional Support

Yes 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.**
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 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 walk-through observations. In addition, the principal will attend at least one grade-level meeting monthly. At this time, the discussion will focus on the progress made toward meeting our school-wide goals, as it applies to the specific grade-level. School-wide data analysis meetings will also be held three times a year to monitor student progress. The Intermediate Unit and Reach Associates will be conferred with if specific questions arise.
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. At the conclusion of the school year all staff will be provided with the opportunity to provide feedback on the plan.

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

Formative Assessments	Benchmark Assessments
DIBELS	DIBELS
Curriculum Assessments in Language Arts/Math	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 paperwork from observations will be shared with teachers during their post-observation meeting and then filed as documentation of progress toward goals. The principal will attend at least one grade-level meeting every month to discuss current data and instructional changes; the notes from the grade-level meetings will be saved. Data from the above sources will be shared with teachers at faculty meetings, grade-level 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.

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

Teachers, reading and math specialists, and parents were involved in writing the plan and developing the school-wide goals. The plan was shared with teachers and will be used as the main discussion point at grade-level meetings; progress toward the stated goals will be discussed by the grade-level team 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's 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, Educational Leadership 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 and attended the meeting. Meeting dates and times were distributed to the parents.

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 report cards, parents will be made aware of their child's progress. The DIBELS Next student report with the parent text will be sent home at each benchmark; the parent text explains each probe and why it is important for developing readers. 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.

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)

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.

A comprehensive induction and mentoring program supports novice teachers as they become acclimated to the school and district's procedures and climate. Monthly Faculty Advisory Committee and Educational Leadership meetings provide a venue for teachers to share concerns and discuss solutions. 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.

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. Monthly Faculty Advisory Committee meetings provide a venue for teachers to share concerns and discuss solutions. 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 differentiated professional development and analyze data as a team.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during 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 is appointed for the building. In the fall, an informational meeting will be held to determine parental needs and ideas for activities to be held during the year. At least three parent involvement training programs designed to teach parents how to help and support 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, introduction and support for the ELA and Math resources, and the new standards based report cards.

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, 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 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 parent contacts as needed. Teachers will also meet with parents during parent-teacher conferences.

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, as needed to the diverse population.

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.**
 - A. Read and Succeed: Students and families are identified at birth and are provided transition information, local services, and resources and early learning educational programming through the District's Keystones to Opportunity Ready to Succeed Program.
 - B. Kindergarten Transition Team: The kindergarten transition team, comprised of kindergarten teachers, district administrators, early childhood directors, teachers, and community agencies meets four times annually to examine transition services.
 - D. Spring Kindergarten Registration: All students entering Kindergarten in the upcoming year can be registered for kindergarten in the spring. This is done, so that PreK partners and families can assist in developing necessary transition skills over the course of the spring/summer. Parents and families are screened to measure strengths, and areas of need and growth.

E. Getting Ready for Kindergarten Night: Parents and Families of four-year-olds can attend spring Getting Ready for Kindergarten event to learn about Kindergarten routines and transition information.

F. Kindergarten Orientation-Kindergarten teachers host a summer Kindergarten Orientation day where student and families can meet their teachers, tour the school and classroom.

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.

In order to help students transition to school students and parents will be notified of a child's placement in the next grade level at the end of the year. This allows parents the opportunity to contact a child's teacher at the end of the school year and over the summer with specific concerns or needs. Additional academic transition information is provided for teacher at the next grade level.

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

The school participates as part of the District's Local Advisory Committee that helps to coordinate local agencies and service programs. Additional agencies help to provide transition support for student such as ESAP and Second Step.

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.**
Annual evaluation of the plan in May/June.
- 2. Describe who will be involved in the evaluation/review and how they were selected.**
District Level Administration
Parents and family
Principals
Teachers
Intermediate Unit representative
- 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.**
The annual evaluation of effectiveness will be reviewed by all stakeholders as well as an outside agency. The principal and leaning team will update the plan annually and will post the plan online, will review the plan with all teacher and staff and will also offer meeting for parents, families and community members to learn about the changes.
- 4. Describe how the district will be informed of the school's progress and changes in the plan.**
District staff will participate in the annual review of the school's schoolwide plan so that they will be able to be aware of the school's progress and approve changes to the plan.

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