

Title I Schoolwide Planning Components/Template

Schoolwide planning template Date:	
School: Strodes Mills Elementary School	
District: Mifflin County School District	
Principal: Mr. Paul J. Maidens	
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Address: 185 Chestnut Ridge Road	
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Coordinator Email: deh23@mcsdk12.org	
If revision was requested, Date of Previous Submission:	
TITLE I School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Please indicate your school's most recent NCLB/AYP status:

- | | | | |
|-------------------------------------|-----------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | Met AYP | <input type="checkbox"/> | Making Progress in School Improvement I |
| <input type="checkbox"/> | Warning | <input type="checkbox"/> | Corrective Action II (1 ST year) |
| <input type="checkbox"/> | School Improvement II | <input type="checkbox"/> | Making Progress in Corrective Action I |

School Demographics

Low Income Percentage	47.5%
Ethnic/Racial Breakdown	
White	96.35%
Black	.91%
Hispanic	1.8%
Asian/Pacific Islander	%
Native American	%

Highly Qualified Teachers	100%
<i>If not all teachers are highly qualified, funds must be set aside and used to ensure that all teachers become highly qualified. See Teacher Quality and Professional Development Section.</i>	

If Not Making AYP Identify Group(s) Not Meeting Targets (Circle All That Apply)				
Graduation	Attendance			
Reading:				
All	IEP	ELL	ECD	Racial/Ethnic*:

School Grade Span:		to	
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School Enrollment	219
IEP Students	%
ELL Students	%
Migratory Students	%
Homeless Students	%

PSSA Data	Below Basic	Basic	Prof	Adv
Reading	14%	13%	49%	24%
Math	41%	11%	44%	3%
Science				

Math:				
All	IEP	ELL	ECD	Racial/Ethnic*:

**Identify the Racial/Ethnic group(s) not meeting AYP targets using the following:*

W= White B= Black H= Hispanic A= Asian NA= Native American

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

Date Rec'd:	Date Approved:
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Schoolwide Planning Information

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. NCLB requires a year long planning period prior to the implementation of a Title I schoolwide plan, unless the 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
Paul Maidens	Principal
Tona Williams	Parent
Corby Lancaster	Classroom Teacher
Casey Drake	Classroom Teacher
Mandy Maxwell	Coach
Megan Shipe	Classroom Teacher
Jackie Shinskie	Classroom Teacher
Sylvia Franklin	Reading Specialist
Kari Steele	Math Teacher
SW Planning Period: X 1 Year Planning Period	<input type="checkbox"/> Less Than 1 Year Planning Period*

***If less than one year, provide 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.**

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, 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.

The core reading curriculum used at Strodes Mills Elementary is Treasures published by McMillan McGraw-Hill. The curriculum focuses on systematic, explicit, direct instruction. In addition, through the use of leveled readers, workbooks, and tests, as well as the supplemental Treasure Chest and Triumphs components, 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. 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 engage students in multisensory explorations of unit themes. The Daily 5 reading program has also been implemented in various classrooms in the school. Guided Reading, Writers Workshop and Calkin's kits will also be utilized in all classrooms this year. Strodes Mills Elementary School has a new leveled library along with benchmark leveling kits to support this endeavor.

Strodes Mills' core math curriculum is published by Harcourt (2006). Teachers supplement the math curriculum with PA Coach Books. Like our reading program, our core math curriculum is systematic, explicit, and student-centered.

At Strodes Mills instructional decisions are based upon data from standardized, scientifically-researched assessments. We currently use PSSA, MAP, GRADE, and DIBELS assessments. The assessment window for DIBELS is August 22, 2014-September 9, 2014, January 16, 2015-January 28, 2015, and May 4, 2015-May 20, 2015. The MAP Assessment will be given August 22, 2014-September 9, 2014, January 16, 2015-January 28, 2015, May 4, 2015-May 20, 2015. The PSSA will be given April 13, 2015 – May 1, 2015.

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 support and Special Education teacher, as well as the classroom teachers provide direct, explicit instruction to target specific educational needs, as determined by assessments. During this time, scientifically-based resources are used, such as Voyager Passport, 95%, Step-by-Step learning kits, Treasure Chest, Triumphs, and Ticket to Read. The team meets monthly or as needed to discuss student progress and move students between the flexible groups, as determined by student progress.

Strodes Mills also utilizes their own **PASS** program (**Program to Assist Student Success**) whereby we use Special Area teachers to provide tutorial and enrichment support to students throughout the day where their schedule will allow it.

Professional development is based upon teacher and student needs. The school is meeting the data analysis needs by offering training on, MAP, GRADE, DIBELS Next, and PVAAS. Teachers' language arts needs are being met through Language Essentials for Teachers of Reading and Spelling (LETRS). Through trainings on co-teaching, multisensory instruction, and attendance at the Improving Schools Conference, the school is working to enhance teachers' instructional delivery needs. In addition, professional development focused on student behavior includes positive behavior support, Project Yes, and the Student Assistance Program (SAP). The school also partners with Big Brothers/Big Sisters and the Second Step program to support at-risk students.

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 on AYP, DIBELS, MAP, and GRADE. During Open House activities parents are informed of the academic and social activities. Technology is utilized through Skyward to keep parents informed of students' grades and attendance. Our school also has a Parent Involvement Coordinator which plans the Federal Programs Parent Involvement Activities.

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

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

3. 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 was held on September 13, 2014. At this meeting, grade-level teams, as well as the Federal Programs 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 October 7, 2014, we held a Schoolwide Beginning of the Year meeting for parents that included

- Review of the Schoolwide document
- Review of DIBELS, GRADE, MAP and PSSA data to determine student needs
- Focus areas
- Schoolwide goals
- We need to increase the use of screeners (Phonological Awareness, Quick Phonics Screener, Spelling Inventory, etc.) in daily instructional decisions. Screeners need to be completed as needed and used as the basis for instructional decisions.

- Oral reading needs to increase. By increasing each child’s “miles on the page”, fluency and accuracy will improve. Students need to be engaging guided reading, in paired oral reading, repeated readings, and discussions with peers regarding their reading on a daily basis.
- There needs to be an emphasis on nonfiction and informational texts. With the move toward the Common Core Curriculum and its required 50% of texts being nonfiction by the fourth grade, teachers at all grade levels should begin to use informational texts (text in book room) for instructional material. This will aid in increasing DIBELS and PSSA scores.
 - The fluency goals for second and third grades cannot be met without a strong phonological foundation. Thus, each teacher must make it a priority to follow the language arts continuum and have their students prepared for the following year.

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 early literacy skills. In kindergarten, 89% of students met the end of the year benchmark goal for Phoneme Segmentation Fluency. In addition, the data shows that first grade students have a growing understanding of letter names and sounds. On the Nonsense Word Fluency-Whole Words Read assessment, 86.7% of first grade students met the end of the year benchmark goal.

Oral Reading Fluency is a concern in first, second, and third grades. The end of the year data showed that only 60.0% of first graders met the benchmark goal for oral reading fluency. The end of the year benchmark in second grade showed that 68.4% of students met the benchmark goal on the oral reading probe. In third grade, 64.9% of students met the benchmark goal at the end of the year.

Reading comprehension was a concern throughout the year, as identified by the DAZE and GRADE assessments. The DAZE assessment data indicates that 76.8% of students met the beginning of the year benchmark goal on the DIBELS Next assessment. However, the end of the year benchmark data showed that 73.7% of third graders met the goal for the DAZE probe.

Mathematics is a notable strength. According to the 2013 PSSA data, our students were 89% advanced/proficient in math.

The MAP data indicates that open-ended response questions in mathematics need additional attention. According to the MAP assessment, only 5% of third grade students earned a score of 4, which is the highest possible score in a 0-4 scale. Furthermore, only 11% of third grade students earned a score of 3.

Guided reading and small groups for math will allow for greater differentiated instruction. This will target all students at all abilities levels.

Overall, Strodes Mills had a **Building Level Academic Score of 84.1.**

4. 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	Data Source #4
1. Oral Reading Fluency	DIBELS Next	Running Records	Guided Reading	
2. Closed Passages	DIBELS Next	MAP	PSSA	
4. Open-ended responses in mathematics	MAP	Curriculum-based Assessments	PSSA	Guided Reading Behaviors Checklist

5. Describe the goals for year 1 that the schoolwide planning team agreed upon for each of the areas of need listed above.

Goal for Need #1 Above:
Improve the percentage of students who meet the benchmark goals on the Oral Reading Fluency probe to 75% for first, second, and third grades.
Goal for Need #2 Above:
Improve the percentage of students who meet the benchmark goals on the DAZE DIBELS Next probe to 80% by the end of the year. Show growth during GRADE data from BOY to EOY results.
Goal for Need #3 Above:
Goal for Need #4 Above:

Improve the percentage of students earning a score of 3 or 4 on math open-ended responses to 75% by the end of year. Improve on open-ended responses in Math K-3. Teachers will monitor responses using open-ended response rubrics.

Goal for Need #5 Above:

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 Treasures and Triumphs supplemental components of our reading series will enhance our core language arts program by providing systematic, explicit, and direct instructional assistance to struggling students. The Voyager Passport program, which can be used during intervention time, features a spiraling curriculum, which frequently reviews skills throughout the course of the program. In addition, the Ticket to Read technology component of the Voyager Passport provides direct assistance in improving oral reading fluency. The program has a benchmark assessment, which is used to determine the student's instructional level. In addition, the program offers performance reports for teachers and parents to monitor student progress. The Step By Step Learning Kits and 95% group kits provide specific activities and materials for reviewing phonics skills and practicing fluency; the Silly Sentence fluency component will be especially useful. The Six-Minute Solution: A Reading Fluency Program by Gail Adams and Sheron Brown will be used to improve fluency. Moreover, the Florida Center for Reading Research provides numerous activities to improve fluency at various academic levels. Finally, the school is implementing a Guided Reading program this year and a leveled library has been obtained. Teachers were provided with training on how to conduct running records, level their students, and use the leveled library.

Goal #2—Solution(s)

The Treasures and Triumphs supplemental components of our reading series will enhance our core language arts program by providing systematic, explicit, and direct instructional assistance to struggling students. The Ticket to Read program includes a Clozed procedure component. In addition, Reading A-Z, as well as the Florida Center for Reading Research centers will be used to support students. The school is implementing a Guided Reading program this year and a leveled library has been obtained. Teachers were provided with training on how to conduct running records, level their students, and use the leveled library.

Goal #3—Solution(s)

Goal #4—Solution(s)

Teachers will use open-ended responses daily.

Goal #5—Solution(s)

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate 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

Plan Implementation

Once the goals of year 1 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.



- 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 Step By Step Learning will be conferred with if specific questions arise.

2. What types of milestones and timelines have been established for year 1 to help building-level administrators gauge progress toward year 1 goals?

The schoolwide team will meet after the benchmark periods in September, January, and May to gauge progress toward the first year goals. The meetings will take place during the Act 80 days when data analysis will occur. The schoolwide team will also meet once a month following faculty meetings to discuss progress and concerns.

3. What measures/data will be reviewed throughout year 1 to inform building-level administrators of progress toward goals?

Formative Assessments	Benchmark Assessments
DIBELS	MAP
Curriculum Assessments in Language Arts/Math	DIBELS
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 changes to instruction made?

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 weekly 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.

TEACHERS

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

Teachers, reading specialist, literacy coach and parents were involved in writing the plan and developing the school-wide goals. The plan was shared with teachers at a faculty meeting 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, Faculty Advisory Committee 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 posted on the school's website.

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.

STUDENTS

(While this section is not a requirement, a student-results-centered plan should involve the student body. Please answer the following questions as they relate to your planning process.)

1. Were students informed of the development of the schoolwide plan?

No. Students are made aware of our various assessments and how we utilize them to plan instruction for the growth and development of their specific needs.

2. Were students involved in the implementation?

The benchmark goals for each assessment are shared with the students at the beginning of the year and prior to each benchmark. After each benchmark and following progress monitoring, the results are shared with students so they can monitor their progress. The PSSA goals and current scores will be shared with students.

3. Will feedback from students be obtained?

Teachers will collect feedback from students and will share the information at grade-level meetings.

Teacher Quality & Professional Development

On Page 1 of the SWP Template, if you indicated that less than 100% of your current teaching staff is not highly-qualified, please describe the actions to be taken to help these teachers become highly qualified. Include the amount of funding to be set aside and used to support these efforts.

All teachers are highly qualified.

Describe the methods and strategies the LEA will be implementing to attract and retain teachers who are high-quality, highly-qualified.

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 professional development and analyze data as a team.

Based on the results of the needs assessment, describe the ongoing, and sustained professional-development activities to be conducted in Year 1. These activities should be in support of the goals identified earlier in the plan. (Please include the total number of PD days, topics covered, people included and methods of evaluating the use of strategies covered within the classroom.)

In order to improve students' reading achievement, teachers will be trained in Language Essentials for Teachers of Reading and Spelling (LETRS), guided reading, writer's workshop, balanced literacy, math and instructional delivery offered by TIU11. The training includes large group lectures, small group discussions, and one-on-one observations and coaching in the classroom. These sessions will be offered throughout the school year and during the summer.

Technology courses will be offered monthly for teachers. The classes will be taught by the district's Technology Integration Coaches and will be held at various schools within the district. The trainings will cover topics as webpage design, curriculum integration using the SMART Board, online applications, such as BrainPop, and Discovery Education, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Skyward, flip videos, Wikis, Photo Story, Movie Maker, podcasts, Photo Draw, and Glogstar. These trainings are designed to help teachers support struggling students and also to challenge students who have reached the benchmark goals.

Other professional development opportunities include conference attendance and on-site summer courses. In-service and Act 80 days are designed to meet teachers' professional development needs, as determined by surveys completed by teachers. There are two in-service days a year and six Act 80 days a year.

The district also has four full-time k-3 instructional coaches that provide trainings, analyze data, and provide support for classroom teachers.

The effectiveness of professional development will be determined through surveys, walkthroughs, observations, and increase in test scores.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 1 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, 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 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 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, 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 twenty parent contacts a month as well as met with parents during parent-teacher conferences. Contact follow-up methods 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 Services

If the school serves Kindergarten students, describe the transition services provided to both parents and students to assist in the effective transition from Pre-K to Kindergarten.

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

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 time 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) **Fall Kindergarten Registration and DIBELS Circle:** All students entering Kindergarten in the upcoming year can be registered for kindergarten. This is done so that PreK partners and families can assist in developing necessary transition skills over the course of the year. Parents and families are screened with the DIBELS Circle tool and opportunities are provided for children to be reassessed over the course of the year to measure strengths, areas of need and growth.
- 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. 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 with 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.

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 SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)

Please indicate below the funds to be integrated within this SWP:

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

~~If funds are consolidated within the SWP, the LEA MUST ensure that the intents and purposes of each of the included programs are met within the plan.~~