



**Title I Schoolwide Planning
Components/Template**

Date: 2016 -2017	
School: Indian Valley Elementary School	
District: Mifflin County School District	
Principal: Kevin J. O'Donnell, Jr.	
Email: kjo47@mcsdk12.org	
Address: 125 Kish Road	
City: Reedsville	ZIP: 17084
Phone: 717-667-2123	Fax: 717-667-6608
Federal Programs Coordinator: Frank Miller	
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"/>	

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 ***	49.87%
Ethnic/Racial Breakdown	
White	98.2%
Black	.2%
Hispanic	1.5%
Asian/Pacific Islander	0%
Native American	0%
Highly Qualified Instructional Paraprofessionals	100%

School Grade Span:	K	to	3
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School Enrollment	391
IEP Students	11.2%
ELL Students	0%
Migratory Students	0%
Homeless Students	0%

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

PDE / DFP USE ONLY

----- PDE / DFP USE ONLY -----	
Date Rec'd:	Date Approved:

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
Kevin O'Donnell, Jr.	Principal
Diane Stewart	Assistant Principal
Kevin Loht	Classroom Teacher/Parent Engagement Coordinator
Frank Miller	Coordinator of Federal Programs
Jennifer Esh	Teacher/Building Leader
Kari Kenepp	Parent
Back to School Night Parent Solicitation	Parent

Schoolwide Planning Period:	<input checked="" type="checkbox"/> 1-Year	<input type="checkbox"/> Less Than 1-Year**

**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
5/5/16	Local Advisory Council	X		
5/26/16	Faculty Meeting invitation to join team		X	
7/11/16	E-mail communication to join planning team		X	
7/27/16	Planning of goals/data review	X		
8/18/16	Local Advisory Council	X		
9/7/16	Parent presentation; Back to School Night review of goals and solicitation of feedback			X
10/13/16	Review of goals for school wide plan 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.**

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.

Benchmark Literacy was adopted last year as the core part of the reading program. The curriculum focuses on systematic, explicit, direct instruction. In addition, through the use of leveled readers, 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 Lucy Calkin's kits will also be utilized in all classrooms this year. Indian Valley Elementary 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.

Indian Valley Elementary is implementing the revised math curriculum this year. The Tier I instruction will be using Pearson's Envision2.0 for the core. Like our reading program, our core math curriculum is systematic, explicit, and student-centered. During the 2015-2016 school year a year-long pilot of supplemental math resources that were fully aligned to the PA Core Mathematics Standards was undertaken by multiple teachers in the district. School-wide funds were then used to purchase supplemental mathematic resources based upon the recommendations of the math pilot committee at the end of the 2015-2016 school year. Envsion2.0 was the committee's recommendation.

At Indian Valley Elementary, instructional decisions are based upon data from standardized, scientifically-researched assessments. We currently use PSSA, GRADE, and DIBELS Next assessments. There is a beginning, middle, and end of year assessment for the GRADE, DIBELS and Benchmark assessments. We currently use PSSA, GRADE, and DIBELS 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.

To ensure that all students reach grade level expectations, timely interventions are a critical part of the instructional plan at Indian Valley Elementary. In addition to MTSS Tier I instruction, all Tier II and Tier III students are provided with additional daily intervention time. During this time, Reading Specialists, Title I teachers and Special Education teachers, work with classroom teachers to provide direct, explicit instruction to target specific educational needs, as determined by assessments. During this time, scientifically-based resources are used, such as 95% Group materials, Rave-O, Step-by-Step learning kits, LLI kits, and Ticket to Read. Intervention instruction takes place in the classroom setting as part of a push-in model. Both classroom teachers and intervention teachers work with academically needy students in small groups in a ratio 1:6 or smaller to accelerate students to grade level expectations as quickly as possible. Some Tier III instruction happens in small settings when appropriate. Teams of teachers meet once every month to discuss student progress and move students between the flexible groups, as determined by student progress. 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 school has identified a need to increase teacher understanding of assessment and provides ongoing assessment trainings in the use and interpretation of student assessment data such as GRADE, and DIBELS Next, as well as in Victoria Bernhardt’s Multiple Measure and data analysis procedures to support teachers when analyzing and interpreting data. The principal and district team also uses teacher performance, observations, walkthroughs, teacher surveys and student data to provide ongoing professional development in both language arts and mathematics. Some areas of need highlighted for the school’s team were: improved instructional delivery, co-teaching, multisensory instruction, implementation of guided reading, Writer’s Workshop, and developing an understanding of balanced literacy. Attending conferences and workshops is an on-going part of professional development. The school has also implemented vertical teams in a Professional Learning Communities. Seven Act 80 days have been built into the schedule to provide support for staff with the Benchmark Literacy series, the Envision2.0 math series, and common assessments used in the curriculum. Through trainings on co-teaching, multisensory instruction, and attendance at the Improving Schools Conference/Schools PLC’s, the school is working to enhance teachers' instructional delivery needs. 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 Indian Valley 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.

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
Guided Reading Levels	Teacher Walkthroughs
GRADE- Grades K-3	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 meetings will be held in September 2016. At these meetings, grade-level teams, as well as Federal Programs and Special Education teachers will meet to analyze the beginning of the year benchmark data. In addition, all teachers participate in individual data meetings which will be conducted during the beginning of October 2016. These specific dates vary by teacher and grade level.

- On July 27, 2016, we met with the team to determine the needs based on the data received through PSSA concerning areas of growth needed.
- On August 24, 2016, the school-wide plan was presented at the initial faculty meeting of the school year.
- On Wednesday, September 7, 2016, at 6:00 PM, we held a School-wide Beginning of the Year meeting for parents that included:
 - Review of the School-wide document and information from the 2015-2016 school year
 - Discussion of Parent Compact
 - Review of DIBELS, GRADE, and PSSA data to determine student needs
 - Focus areas
 - School-wide goals
 - Discuss parental concerns and suggestions for Parent Involvement activities.
- Continue use of screeners (Phonological Awareness, Quick Phonics Screener, 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 fluency and accuracy, comprehension will improve. Students need to be engaged 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. New Common Core Curriculum requires 50% of texts being nonfiction by the fourth grade, teachers at all grade levels should begin to use informational texts (text in book room/Benchmark) for instructional material. This will aid in increasing DIBELS, GRADE, and PSSA scores.

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

All school data is available on demand and includes DIBELS, Benchmark, and GRADE data. The highlights are listed below.

The End of Year data from DIBELS Next 2015-2016 shows that students are making progress in beginning early literacy skills. In kindergarten, 100% of students met the end of the year benchmark goal for Phoneme Segmentation Fluency. In addition, the data shows that first grade students have an understanding of letter names and sounds. On the Nonsense Word Fluency-Whole Words Read assessment, 83% of first grade students met the end of the year benchmark goal.

The End of Year data from DIBELS Next 2015-2016 concerning Reading Accuracy was a concern throughout the year in first, second, and third grades. The end of the year data showed that only 79% of first graders met the benchmark goal for accuracy. The end of the year benchmark in second grade showed that 77% of students met the benchmark goal on the oral reading probe (retell). In third grade, 74% of students met the benchmark goal at the end of the year for oral reading fluency.

The End of Year data from DIBELS Next 2015-2016 for Oral Reading Fluency is a concern in first, second, and third grades. The end of the year data showed that only 73% of first graders met the benchmark goal for oral reading fluency. The end of the year benchmark in second grade showed that 60% of students met the benchmark goal on the oral reading probe. In third grade, 61% of students met the benchmark goal at the end of the year.

The End of Year data from DIBELS Next 2015-2016 for Reading comprehension was a concern at different grade levels throughout the year, as identified by the DIBELS Next retell quality and Benchmark Literacy assessments. The DIBELS Next retell quality assessment data indicates that 88% of students in first grade met the end of the year benchmark while 100% of second grade students benchmarked, but 83% of third grade students met the end of year retell benchmark.

Strengths-

- 1) Kindergarten students demonstrate strong phoneme segmentation skills as measured by the PSF measure at the end of the year with 100% meeting benchmark.
- 2) Nonsense Word Fluency-Whole Words Read assessment, 83% of first grade students met the end of the year benchmark goal.

Weaknesses-

- 1) Students are experiencing difficulty in reading and understanding non-fictional texts as measured through GRADE and PSSA.
- 2) Students struggle with passage comprehension as measured by DIBELS Next RTQ and DAZE measures.

Students underperform in the areas of measurement, assessment, and multi-step problem solving as demonstrated by historical and 2015-2016 PSSA results and classroom assessments

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. Non-Fictional Texts	GRADE	Running Records	PSSA/Emetric
2. Fluency	DIBELS EOY – first grade – 73% met the goal	DIBELS EOY – second Grade – 60% met the goal.	DIBELS EOY – third grade – 61% met the goal.

3. Accuracy	DIBELS DORF-A EOY first grade 78% met the goal, however 90% benchmarked on grade level or above according to running records.	DIBELS DORF-A EOY- second grade 74% met the goal, however 85% benchmarked on grade level or above according to running records.	DIBELS DORF-A EOY- third grade 71% met the goal, however 85% benchmarked on grade level or above according to running records.
4. Math Curriculum	PSSA – grade 3 only 57.4% were advanced or proficient		

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: Our school will increase student knowledge of non-fictional text and provide developmentally appropriate materials for small group instruction. Results will be measured by examining the growth using the data sources listed above and compared with historical data trends for the district and the school.

Goal for Need #2 above: Increase EOY Benchmark numbers.

Goal for Need #3 above: DORF-A will align closely to the EOY reading levels as measured by running records

Goal for Need #4 above: Implement the revised math curriculum with fidelity and the use of Envision2.0 materials.

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): Increasing student knowledge of nonfictional texts is imperative to the development of a well-rounded student. Students who are below grade level according to diagnostic tests will be provided systematic, explicit, and direct instructional assistance. This will be provided by certified teachers in a small group intervention setting in either a Tier II or Tier III as determined by grade level teams of teachers in consultation with the intervention provider. Ipads will also be used to help provide non-fiction support through apps available. Additional instructional support will be used.

Goal #2 – Solution(s): Calculate Rate of Improvement (ROI) for students who score below grade level expectations at the BOY and MOY data meetings. Fluency passages will be used. Repeated readings will be used. Other research based intervention programs will be implemented. Progress monitor for all three tiers of instruction. Students will be made aware of goals and levels of achievement and become self-aware of those goals and expectations. Ipads will also be used to help provide support through apps available. Additional instructional support will be used.

Goal #3 – Solution(s): Scholastic benchmarking. Progress monitor for tiered instruction. Review fidelity of implementation through professional development. Students will be made aware of goals and levels of achievement and become self-aware of those goals and expectations. Ipads will also be used to help provide support through apps available. Additional instructional support will be used.

Goal #4 – Solution(s): Review math curriculum at ACT 80 days. District common assessments will be used and revised. Review effectiveness of the math resource (Envision2.0) for Tier I instruction. Ipads will also be used to help provide support through apps available. Additional instructional support will be used.

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	DIBELS Next Phonics, Phonological Awareness, Letter Naming, Letter Sounds, & Whole Words Read	Three Times per Year	Ongoing Professional Development through Administration, trained staff members, Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment, and KTO Data liaison.	Teachers will meet after Beginning of the year and Middle of the year Assessments. MTSS meetings held at least three times per year
		GRADE- Tested areas include: Sound matching, rhyming, print awareness, letter recognition, Phoneme Grapheme, word reading and Listening Comprehension		District sponsored PD will be offered prior to the school year on a voluntary basis. Formal PD will be offered twice during the school year. Ongoing development through 7 ACT 80 days.	
		Scholastic Benchmarking- Performed to check student guided reading levels. Passages include vocabulary, fluency, accuracy, and comprehension.			
First	Language Arts	DIBELS Next Phonics, Phonological Awareness, Letter Naming, Letter Sounds	Three Times per Year	Ongoing Professional Development through Administration, trained staff members, Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment, and KTO Data liaison.	Teachers will meet after Beginning of the year and Middle of the year Assessments. MTSS meetings held at least three times per year
		GRADE- Tested areas include: Word Reading, Word Meaning, Sentence Comprehension, Passage Comprehension, and Listening Comprehension		District sponsored PD will be offered prior to the school year on a	
		Scholastic Benchmarking- Performed to check student guided reading levels.			

		Passages include vocabulary, fluency, accuracy, and comprehension.		voluntary basis. Formal PD will be offered twice during the school year. Ongoing development through 7 ACT 80 days.	
Second	Language Arts	DIBELS Next Oral Reading Fluency, Retelling, Cloze passages.	Three Times per Year	Ongoing Professional Development through Administration, trained staff members, Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment, and KTO Data liaison.	Teachers will meet after Beginning of the year and Middle of the year Assessments. MTSS meetings held at least three times per year
		GRADE- Tested areas include: Word Reading, Word Meaning, Sentence Comprehension, 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. Formal PD will be offered twice during the school year. Ongoing development through 7 ACT 80 days.	
Third	Language Arts	DIBELS Next Oral Reading Fluency, Retelling, Cloze passages.	Three Times per Year	Ongoing Professional Development through Administration, trained staff members, Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment, and KTO Data liaison.	Teachers will meet after Beginning of the year and Middle of the year Assessments. MTSS meetings held at least three times per year
		GRADE- Tested areas include: Word Reading, Sentence Comprehension, Passage Comprehension, and Listening Comprehension		.	
		Scholastic Benchmarking- Performed to check student guided reading levels.		District sponsored PD will be offered prior to the school year on a	

		Passages include vocabulary, fluency, accuracy, and comprehension.		voluntary basis. Formal PD will be offered twice during the school year. Ongoing development through instructional coaching model.	
		Fiction and Nonfiction testing. Grammar, vocabulary, comprehension		Ongoing Professional Development through Instructional Coaches, Administration and KTO Data liaison.	
	Mathematics	Grade level appropriate math skills		District sponsored PD will be offered prior to the school year on a voluntary basis. Formal PD will be offered twice during the school year. Ongoing development through 7 ACT 80 days.	

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**
- Yes **Lunch/Study Periods**

- No **Summer School Program**
- No **Reading**
- No **Math**
- No **Science**

- Yes **In-Class Instructional Support**

- Yes **Pull Out Instructional Support**

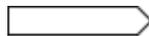
Student Assistance

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 team at least two times to discuss grade level data. In addition, at least three times during the year, classroom teachers will review individual data with building and/or district administrator(s) to focus on specific student needs. Teachers will also meet at monthly grade level meetings throughout the year to make sure student needs are being met through interventions and/or direct classroom instruction. Child Study Team meetings occur at least three times throughout the school year but can happen more frequently when requested by the teacher or parents.
2. **Describe how timely assistance and services will be provided for your struggling learners.**
For struggling students, as identified during data meetings, students will be placed in flexible instructional groups for core Guided Reading instruction. Students experiencing difficulty with Tier I instruction will have the opportunity to attend additional daily small group interventions. Guided reading instruction and interventions will be provided to these students will be through highly qualified and trained classroom teachers, reading specialists and special education teachers.
3. **Describe services for the following special populations:**
 - **How services will be provided for your special education students;**
 - A. Services for special education students will be provided in the general education setting. Co-taught when/where possible.
 - B. Student Individualized Educational Plans will be consulted and implemented in keeping with state and federal laws.
 - **How services will be provided for your English Language Learners;**
 - A. The needs of ELL and Low Language Learners will be met by differentiating Tier I instruction and providing additional Tier II support as needed.
 - B. Classroom teachers will use Universal Design for Learning principles to assist students with mastering content and increasing vocabulary.
 - **How services will be provided for your migrant students; and**
 - A. The school will help to remove barriers to instruction by following school ESAP protocol as well as McKinney Vento Homeless/Migrant Guidelines.
 - B. The school will identify migrant students and will use student's assessment data help seamlessly transition student and match them to the appropriate academic services.
 - **How services will be provided for your homeless students; and**
 - A. The school will help to remove barriers to instruction by following school ESAP protocol as well as McKinney Vento Homeless/Migrant Guidelines.
 - B. The school will identify homeless students and will use student's assessment data help seamlessly transition student and match them 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 school-wide implementation is occurring effectively, the principal will conduct walk-throughs and observations, compile meeting notes and school data and will meet with the District team members. In addition, the principal will incorporate a differentiated supervision model which will focus on teacher's strengths and areas of growth.

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

A building level goal of having 85% of students reading on or above grade level has been established. In addition, increasing student knowledge of non-fictional texts and the measurement sub category have been chosen.

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

Formative Assessments	Benchmark Assessments
DIBELS	GRADE
Scholastic Benchmarking Data	DIBELS
Summative Assessments	Other Assessments
PSSA	Parent Surveys/Feedback
E-Metric	Phonological Assesments
	Common Grade Level Assessments

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?**

Teachers will be made aware of walkthroughs and specific differentiated supervision model at the beginning of the year. The principal will keep walk-through information on PAETEP so that it can be used by the teacher as a reflective, growth piece throughout the year. Data will be shared with staff during BOY, MOY, and EOY data meetings as well as during individual data meetings held three times per year.

TEACHERS

1. **How were teachers informed of the development of the school-wide plan?**

Teachers will be made aware of the school wide plans development during a faculty meeting held on the Teacher Inservice Day – August 22, 2016. At this time they will be asked if they would like more information on this planning process or would like to be a part of it that they can contact the building level administrator.

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

Teachers will implement the plan by participating in data meetings and MTSS meetings. A vertical team PLC group concerning various topics will be held twice per month. Topics include the implementation and use of running records, technology, etc.

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

During PLC meetings administration will gather information from the staff. In addition, teacher feedback will be solicited at data meetings, MTSS meetings, and faculty meetings. Teacher surveys will be used throughout the year to gather additional information.

PARENTS

1. How were parents informed of the development of the school-wide plan?

All parents and families were invited to a school-wide meeting to learn about the plan and contribute to revisions. This meeting was in coordination with the Back to School Night and hosted prior to the Back to School event.

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

Parents and families will have the opportunity to participate in parent teacher conferences, will be invited to school-wide and parent involvement meetings, may attend Back to School nights, and will receive school newsletters that will highlight the implementation of the plan.

How will feedback from parents be obtained throughout the year?

The Parent Involvement Coordinator will hold informational meetings at the beginning and end of the school year to solicit feedback from parents and families. Additional feedback will be gathered through surveys, after parent involvement trainings, and the annual Title I parent survey. Teachers will also log parent contacts.

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 Act 80 ½ day Release for Elementary Staff (2016-2017 school year)
- Bi-monthly PLC meetings
- Guided Reading - Shared Reading - Running Records - Data Analysis
- Writing Academy (Summer 2017)
- Common Assessment (Ongoing 2016-2017)
- Leveled Literacy Intervention (Ongoing 2016-2017)
- 95% Group
- Rave-O
- 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.

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 math practices.

Bimonthly PLC Meetings

Biweekly Professional Learning Communities with vertically aligned teams to discuss the following monthly topics: Running records, data analysis, technology, etc.

Guided Reading - Shared Reading - Running Records - Data Analysis

On-going professional development delivered and coordinated by the District's Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment.

Writing Academy (Summer 2017)

A week long 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 Core ELA Standards.

Common Assessment

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

Leveled Literacy Intervention

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. On-going professional development delivered and coordinated by the District's Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment.

95% Group

On-site professional development will be offered to teams of teachers in 95% Group intervention materials. 95% Group resources provide phonological awareness instruction to students that is explicit, systematic and sequential. 95% Group resources promote strategies to help students use morphemes to uncover the meaning of unknown multisyllabic words in a fun and engaging manner. On-going professional development delivered and coordinated by the District's Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment.

Rave-O

On-site professional development will be offered to teams of teachers in Rave-O. Rave-O is a small group reading intervention that targets serious reading challenges. It's unique and cutting edge approach balances science and motivation to accelerate learning, close and prevent the achievement gap and promote fluency, comprehension and deep reading. On-going professional development delivered and coordinated by the District's Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment.

Foundations

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. On-going professional development delivered and coordinated by the District's Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment.

Kindergarten Conference (Winter 2016-2017)

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, MAP, GRADE, PSSA and PVAAS etc.) On-going professional development delivered and coordinated by the District's Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment.

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.

- **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.**

On-going professional development delivered and coordinated by the District's Coordinator of Title I Schoolwide Professional Development, Curriculum and Assessment. Additionally, principal walkthroughs and observations, peer collaboration, data analysis meetings, and grade level meetings will support staff implementation.

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 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 are 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. Monthly meetings are held with teacher leaders so they can share ideas, suggestions, and concerns. 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 Engagement Coordinator helps to provide parent and family trainings and activities. An informational meeting will be held to determine parental needs and to solicit ideas for trainings and 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. Parent involvement activities will be based off the feedback from parents. At each event, parents will be asked to complete a survey to determine the usefulness and effectiveness of the activity. The school plans to offer programs on how to prepare for the PSSA, “How to Pick the Right Book” for parents during the spring book fair, and offer assistance in how to read assessment data for parents.

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 informed of their child’s academic achievement through quarterly report cards, progress reports, updated guided reading levels, DIBELS Next, GRADE , reports sent home at benchmark periods, and continuous access to students’ attendance and standards met through Skyward. Teachers are encouraged to make parent contacts often as well as met with parents during parent-teacher conferences. The school principal will participate in assisting with the transition to a standards-based report card for 2016-2017 school year.

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.**

Indian Valley 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) **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.**

In order to help students transition, students and parents will be notified of a child's placement in the next grade level at the end of the year report card. 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. Additional academic transition information is provided for teachers at the next grade level.

In addition, all students moving from grades Kindergarten, first and second grades will have a Move-up Day on the last day of school. Students will spend time in their classroom for the next school year with their teacher and fellow students who will be joining them.

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

4. 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 students such as ESAP and Second Step. The Local Advisory Council meetings occurred on May 5, 2016 and August 18, 2016.

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

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 each July

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

District level administration (Superintendent, Director of Elementary Education and Director of Federal Programs) – appointed by the superintendent

Parents and family members- Self selected

Principal- appointed by superintendent

Assistant Principal – appointed by superintendent

Teachers-appointed by principal and/or volunteered

Intermediate unit representatives- appointed by superintendent

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 (TIU #11). The principal and planning team will update the plan annually and will post the plan online, will review the plan with all teachers and staff and will also offer meetings 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.