

**Title I Schoolwide Planning
Components/Template**

Date: 2014-2015	
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: Dawn Hayes	
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 ***	43.8%	School Grade Span:	K	to	3
Ethnic/Racial Breakdown		School Enrollment	391		
White	95.47%	IEP Students	13.5%		
Black	0.25%	ELL Students	0%		
Hispanic	2.02%	Migratory Students	0%		
Asian/Pacific Islander	0.25%	Homeless Students	.0025%		
Native American	0.25%				
Highly Qualified Instructional Paraprofessionals	100%				

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

*** If **Low Income Percentage** is between **30% and 39%**, an **Ed-Flex Waiver** must be

----- 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
Kevin O'Donnell, Jr.	Principal
Diane Stewart	Assistant Principal
Lisa Hackenberg	Title I Teacher
Kevin Loht	Building Leader/Teacher
Dawn Hayes	Director of Federal Programs
Jannah Laughlin	Teacher
Cheryl Himes	Parent
Amy Yohn	Parent

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
2/20/15	Discuss, Review, and Edit School Wide Plan	X		
3/2/15	Discussion on School Wide Plan to Home and School Organization during monthly meeting	X		X
3/12/15	Discussion on School Wide Plan to Faculty at Faculty Meeting		X	
3/19/15	Meeting to review changes to School Wide Plan to reflect the addition of Tier I materials alignment and exploration of LLI kits.	X	X	X
3/20/15	Updated version of School Wide Plan will be posted on-line.	X	X	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.
 - a. Intermediate Unit consultation through Intermediate Unit 11- Plan review and consultation.
 - b. Step by Step learning consultation- Data analysis and student growth.
 - c. Dawn E. Hayes- Federal Programs Coordinator- Technical Support
2. Supply the dates of meetings, the type or topic of assistance and who provided the assistance.

Date	Provider	Type of Assistance
May 2014	TIU 11	Plan Review and Consultation
May 2014	Step by Step Learning	Data Analysis and Student Growth review
Dec. 16 2014	Dawn E. Hayes	Technical Planning Support

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.**

The core reading curriculum used at Indian Valley 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. Indian Valley Elementary has a new leveled library along with benchmark leveling kits to support this endeavor.

Indian Valley Elementary core math curriculum is published by Harcourt (2006). Like our reading program, our core math curriculum is systematic, explicit, and student-centered.

At Indian Valley Elementary instructional decisions are based upon data from standardized, scientifically-researched assessments. We currently use PSSA, MAP, GRADE, and DIBELS Next 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. 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 3 times during the school year. Also one group data meeting will be held at the start of the school year to examine student performance and allow for accurate planning.

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 RTII Tier I instruction all students are provided with a daily, thirty minute, intervention time for each grade level. 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 Voyager Passport, 95% Group materials, Step-by-Step learning kits, Treasure Chest, Triumphs, and Ticket to Read. Intervention instruction primarily 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. Teams of teachers meet as needed to discuss student progress and move students between the flexible groups, as determined by student progress, this is recommended once every two weeks.

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 MAP, GRADE, 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 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. In addition to attending conferences and workshops (PaFPC Improving Schools and 95% Group), the school supports instructional coaching (PIIC model) to ensure teachers have access to research-based, ongoing, embedded professional development and has also implemented grade-level Professional Learning Communities. (Writer's Workshop PLC)

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.

- 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
MAP- Grade 3	Teacher Walkthroughs
GRADE- Grades K-3	Teacher Evaluations
Guided Reading Levels	

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

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

The first data analysis meeting was held on September 22, 2014. At this meeting, grade-level teams, as well as Federal Programs and Special Education teachers met to analyze the beginning of the year benchmark data. In addition, all teachers participated in individual data meetings which were conducted during the beginning of October, 2014. These specific dates vary by teacher and grade level.

On Monday September 8, 2014, we held a Schoolwide Beginning of the Year meeting for parents that included:

- Review of the Schoolwide document and information from the 2013-2014 school year
- Discussion of Parent Compact
- Review of DIBELS, GRADE, MAP and PSSA data to determine student needs
- Focus areas
- Schoolwide goals
- Discuss parental concerns and suggestions for Parent Involvement activities.

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

DIBELS Next EOY 2013 BOY 2014		Composite			DORF			RTF			DORF-A			RTF-Q			PSF			Daze			NWF-CLS			NWF-WWR			
		Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above	
K	District Summary B3 2013-2014	2%	8%	90%													2%	4%	95%					12%	88%				
	Indian Valley Elementary School B3 2013-2014	1%	7%	91%														4%	96%					10%	90%				
	Indian Valley Elementary School B1 2014-2015	35%	12%	53%																									
1	District Summary B3 2013-2014	18%	16%	66%	17%	19%	64%		32%	68%	18%	16%	63%											14%	13%	74%	6%	12%	82%
	Indian Valley Elementary School B3 2013-2014	12%	13%	76%	13%	17%	71%		27%	73%	13%	10%	77%											16%	11%	74%	4%	11%	85%
	Indian Valley Elementary School B1 2014-2015	10%	13%	77%																									

Area of Need to Be Addressed	Data Source #1	Data Source #2	Data Source #3
1. Non-Fictional Texts	GRADE	MAP	PSSA/Emetric
2. Writing	Rubrics	Student Work	Reader Responses
3.Measurement and Assessment	MAP Math	PSSA/Emetric	Student Assessment
4. Passage Comprehension	MAP Reading	GRADE	Running records and Reading behaviors

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: Implement a systematic writing program that increases student writing stamina and writing instructional time.

Goal for Need #3 above: Focus on measurement as a growth area in PSSA testing. Examine and strengthen foundational skills for these concepts across all grade levels.

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 and direct instruction in consuming instructional texts and formats. Through interventions, core instruction, and core subject areas. Students who are below grade level according to 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 which is rich in non-fictional texts. An exploration of a new literacy series will be held by a district team to seek out the effectiveness of our current core series and how it is impacting our Tier I students.

A pilot program for Leveled Literacy Interventions will be explored in grade 2. This will help gage the success of the program in moving struggling readers and may, depending on success, lead to the implementation of this resource in other grade levels. Higher highly qualified reading intervention teachers.

Goal #2 – Solution(s): Teachers will implement thirty minutes of writer’s workshop time into their daily schedule. Further, Lucy Calkins grade appropriate materials will be purchased to facilitate consistent instruction that is vertically aligned for our school.

Goal #3 – Solution(s): Since measurement is an area of focus our school will use the First in Math program to facilitate growth in this specific area. In addition our special area teachers (Art, Gym, Music, and Computer) will focus on this area as a way of showing students real world application on Math Concepts. Hire qualified Title I math instructor.

Goal #4 – Solution(s):

Goal #5 – Solution(s):

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 Instructional Coaches, Administration and KTO Data liaison.	Teachers will meet after Beginning of the year and Middle of the year Assessments. RTII 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			
		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 instructional coaching model.	
First	Language Arts	DIBELS Next Phonics, Phonological Awareness, Letter Naming, Letter Sounds	Three Times per Year	Ongoing Professional Development through Instructional Coaches, Administration and	Teachers will meet after Beginning of the year and Middle of the year Assessments. RTII

		<p>GRADE- Tested areas include: Word Reading, Word Meaning, Sentence Comprehension, 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>KTO Data liaison.</p> <p>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 instructional coaching model.</p>	<p>meetings held at least three times per year</p>
Second	Language Arts	<p>DIBELS Next Oral Reading Fluency, Retelling, Cloze passages.</p> <p>GRADE- Tested areas include: Word Reading, Word Meaning, Sentence Comprehension, 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 Instructional Coaches, Administration and KTO Data liaison.</p> <p>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 instructional coaching model.</p>	<p>Teachers will meet after Beginning of the year and Middle of the year Assessments. RTII meetings held at least three times per year</p>
Third	Language Arts	<p>DIBELS Next Oral Reading Fluency, Retelling, Cloze passages.</p> <p>GRADE- Tested areas include: Word Reading, Sentence Comprehension, Passage Comprehension, and Listening Comprehension</p>	Three Times per Year	<p>Ongoing Professional Development through Instructional Coaches, Administration and KTO Data liaison.</p>	<p>Teachers will meet after Beginning of the year and Middle of the year Assessments. RTII meetings held at least three times per year</p>

		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 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		Ongoing Professional Development through Instructional Coaches, Administration and KTO	

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 the beginning of the year 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. Child Study Team meetings will be offered as a way of ensuring the supports of our school go to those students that are in need. Further district and school administrators will review MOY data and reassign schedules to ensure that the areas of biggest need are being identified.
- 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-thoughts and observations, compile meeting notes and school data and will meet with the District team members. In addition, the principal will develop 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
MAP	MAP
DIBELS	GRADE
Scholastic Benchmarking Data	DIBELS
Summative Assessments	Other Assessments
PSSA	Parent Surveys/Feedback
E-Metric	Phonological Assesments

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.

TEACHERS

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

Teachers will be made aware of the school wide plans development during a faculty meeting. 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 RTII meetings. A PLC group about writer's workshop will be held by each grade level for the first half of the school year to ensure that the theory and processes behind Writer's Workshop is understood by teaching staff.

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

During PLC meetings teachers will be encouraged to log and submit their feedback/ideas/topics discussed. These logs can be used as a feedback forum. In addition teacher feedback will be solicited at data meetings, RTII meetings, and faculty meetings. After the November teacher in-service, teachers will be asked to complete a survey on guided reading and writer's workshop. The principal may solicit additional information from teachers through surveys throughout the year.

PARENTS

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

All parents and families were invited to a schoolwide meeting to learn about the plan and contribute to revisions.

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 schoolwide 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.

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.**

Instructional Coaching (ongoing)

Guided Reading Training (June & August 2014)

Balanced Literacy Training (November 11, 2014)

Lucy Calkins Units of Study- Writer's Workshop (August & November)

Writer's Workshop PLC (Biweekly 2014-2015)

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

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

Improving Schools Conference (Jan 2015)

Text Dependent Analysis

Math Talks

Talk with Tracey about para trainings

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.**

Instructional Coaching- Ongoing, research-based coaching using the PIIC Model which includes PIIC advocates one-on-one and small group support for teachers, coaches, and school leaders, focuses on collecting and analyzing data to identify student needs, assess changes in classroom instructional practice and measure student progress, emphasizes the use of evidence-based literacy practices and research-based instructional techniques and supports reflective and non-evaluative practices to help the school adopt and ensure consistent and pervasive research-based effective instructional strategies that support student achievement.(PLN, 2010)

Guided Reading Training (June & August 2014) Introduce guided reading materials and teaching strategies to the staff so that teachers may better differentiate reading instruction. Guided reading is small-group reading instruction designed to provide differentiated instruction that supports students in developing reading proficiency. Teacher's use a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996). After systematic assessment to determine their strengths and needs, students are grouped for efficient reading instruction. While individuals always vary, the students in the group are alike enough that they can be effectively taught in a group. Texts are selected from a collection arranged along a gradient of difficulty. The teacher selects a text that students will be able to process successfully with instruction. This approach is being used to transition from a basal reading series to assist our school in improving student achievement.

Balanced Literacy Training (November 11, 2014)- Provide an overview for teachers of how literacy elements work in relationship to one another and how to set up classrooms that reflect balanced literacy learning environments to better meet the needs of students. Balanced Literacy, is a framework designed to help all students to read and write effectively. The Balanced Literacy Program, as developed by the Ewing Marion Kauffman Foundation of Kansas City, Mo., is designed to "Accelerate the literacy practices in selected elementary schools, ultimately leading to higher achievement." A comprehensive approach to BL rests on three pillars: Reading, Writing and Word Work. Our Balanced Literacy Program is designed to: Improve students' access to books, create school-wide and classroom-based literary environments, support ongoing

professional development and strengthen family and community partnerships through: read alouds, shared reading, guided reading, independent reading, modelled writing, interactive writing, and independent writing

Lucy Calkins Units of Study- Writer’s Workshop (August & November) Provide teachers with professional development on a systematic writing program that aligns with Common Core Standards to boost student writing achievement. This series includes additional on-going professional development, curriculum and assessment guides, units of study, and a guide to CCSS changes.

Writer’s Workshop PLC (Biweekly 2014-2015) Talk about effectiveness of PLCs and the book(s) you are using.

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

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.)

Improving Schools Conference (Jan 2015) 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.

Text Dependent Analysis (IU and PLC)- Building teachers will attend an IU training on Text Dependent Analysis. After this training building level staff will lead a group training notifying teachers of the TDA components. Primary teachers will focus in on Close Reading as a way of starting the TDA process for grades 4 and 5.

Math Talks- Will be offered as a way for teachers to understand how students think about solving math problems. These talks will be offered in the beginning portion of the year so that teachers can begin implementing this strategy on an as needed basis.

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.

Highly Qualified Staff

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

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

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

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

A comprehensive induction and mentoring program supports novice teachers as they become acclimated to the school and district's procedures and climate. 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 Involvement 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 writing fun night for parents to learn about fun ways to incorporate writing with their students. Next we plan on offering a data night so that parents can come in and review data from the BOY and MOY with staff members. We also plan on offering a training for parents on how to choose the correct book for their child. Finally, a math night will be offered for parents and students to work together to create a fun math game for students to improve math skills.

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 , and MAP score reports sent home at benchmark periods, and continuous access to students' attendance and grades 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 2015-2016.

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 from Indian Valley Elementary School to Indian Valley Intermediate school, students and parents will be notified of a child's placement in the next grade level at the end of the year third grade 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.
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 students 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 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 superintendent

Parents and family members- Self selected

Principal- appointed by superintendent

Teachers-appointed by principal

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.

NOTE:

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