



## Title I Schoolwide Planning Components/Template

Date:	
School: Lewistown Elementary School	
District: Mifflin County School District	
Principal: Mrs. Jennifer Mitchell	
Email: jm21@mcsdk12.org	
Address: 1 Manor Drive	
City: Lewistown, PA	ZIP: 17044
Phone:(717) 242-5823	Fax: (717) 242-5810
Federal Programs Coordinator: Ms. 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 ***	74.7%%	School Grade Span:	K	to	3
Ethnic/Racial Breakdown		School Enrollment			
White	88.05%	IEP Students		5%	
Black	2.9%	ELL Students		4%	
Hispanic	8.53%	Migratory Students		0%	
Asian/Pacific Islander	.34%	Homeless Students		.01%	
Native American	.17%				
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:

## **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:**

<b>Name of Team Member</b>	<b>Position/Representation</b>
Jennifer Mitchell	Principal
Shauna Gingrich	Parent
Beka Reeder	Classroom Teacher
Leslie Sweeney	Classroom Teacher
Sara O'Neal	Instructional Coach
Crystal Fabina	Classroom Teacher
Meagan Byler	Classroom Teacher
Tara Grimes	Reading Teacher
Meg Rupert	Math Teacher

<b>Schoolwide Planning Period:</b>	<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 Plan	X		
2/22/15	Discuss, Review and Edit Plan	X		
3/10/15	Parent discussion of Plan at Home and School Meeting			X
3/23/15	Staff discussion of Plan at Faculty Meeting		X	
3/24/15	Finalized Plan posted to district webpage	X	X	X
4/5/15	Shared Plan on Family Newsletter			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
5/2014	TIU #11	Review of Planning process and consultation
5/2014	Step by Step Learning	Data Analysis Review
12/16/14	Dawn E. Hayes	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 school has taken a balanced approach to literacy providing small and whole group instruction to students. The 2014-2015 school year is the second year of implementing Guided Reading instruction. Guided Reading is a key daily component to literacy time. The core reading series currently being used with Guided Reading is *Treasures* published by McMillan McGraw-Hill. The series focuses on systematic, explicit, direct instruction. The series does offer leveled readers, but more variety was needed in differentiating reading instruction. To address this need, a bookroom was developed to support guided reading. A bookroom was purchased through Scholastic. This offered more variety of book levels and has increased student experiences with non-fictional text. Benchmark leveling kits are also being utilized to obtain accurate reading levels on students to take into account their reading accuracy, fluency, and comprehension. These assessments help to guarantee that each student is being challenged at his or her ability level throughout the year. Independent work time is being supported with the use of centers and station work with instructional programs such as The Daily 5. Writing time has been established for each classroom by assigning a writing instructional time daily for at least thirty minutes in grades K-3. The Writer's Workshop model has been introduced to staff and has begun to be implemented daily. Lucy Calkin's Unit of Studies kits were purchased to support staff in developing consistent, daily writing instruction in all classrooms. The staff participated in a weekly study of the book, *Writer's Workshop, The Essential Guide* to further assist in the improving the quality of writing instruction to students.

Lewistown Elementary core math instruction has been mapped to the Pennsylvania Core Standards. The teachers also use a published math series by Harcourt (2006). Teachers supplement the math curriculum with PA Coach Books. Like our reading program, our core math curriculum is systematic, explicit, and student-centered. Instructional support is provided in the classrooms by title I math instructors in a co-teaching model and direct intervention support within the classroom.

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

13, 2015 – May 1, 2015. Grade level Data meetings are held at the beginning, middle, and end of the year to take a big picture look at grade level needs.

Interventions are a critical part of the instructional plan at Lewistown Elementary School, for it is imperative to meet the academic needs of all students. There is a daily intervention time for each grade level. During this time the Reading Specialist, Title Math support and Special Education teacher, as well as the classroom teachers provide direct, explicit instruction to target specific educational needs, as determined by assessments within the classroom. During this time, scientifically-based resources are used, such as Voyager Passport, 95%, Step-by-Step learning kits, Treasure Chest, Triumphs, and Ticket to Read. The team meets monthly or as needed in Rtii meetings to discuss student progress and move students between the flexible groups, as determined by student progress.

Professional development is offered to teachers through a variety of methods. Teachers attend organized training sessions on designated days, during grade level time, and by utilizing local offerings at the TIU #11 and PATTAN. A team of teachers attends the annual Improving Schools Conference annually to assist in bringing back to the school ideas and suggestions for school improvement. Teachers' language arts needs are being met through Language Essentials for Teachers of Reading and Spelling (LETRS), Guided Reading workshops, and use of the instructional coach. The kindergarten team will also utilize the state kindergarten conference to add in changing instructional practices. In addition, a team has been selected and has begun professional development focused on student behavior to develop a positive behavior support program. Project Yes is a cooperative that is used to provide instruction to students in developing character traits. The Student Assistance Team attends annual training to successfully run the SAP Program. The school also partners with Big Brothers/Big Sisters and the Second Step program to support at-risk students.

Parent involvement is critical for building a strong connection between the school and community. Through the use of monthly newsletters, information is shared with parents. During Open House activities parents are informed of the academic and social activities. Technology is utilized through Skyward to keep parents informed of students' grades and attendance. Our school also has a Parent Involvement Coordinator which plans the Federal Programs Parent Involvement Activities. Monthly parent meetings are held.

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

Student Achievement Data	Teacher Data
PSSA	SLO
MAP	Grade Level Meeting Notes
DIBELS Next	Language Arts Placement Tests
GRADE	Informal Diagnostics-Phonological and Phonics
Guided Reading Levels	Student Program Data from Vport and First in math

Parent Involvement Data	Leadership Data
Survey Results	Walkthrough/Observation Data
Participation in Parent Trainings	HEAT Observations
Use of Parent Involvement Library	SLO Principal Effectiveness

**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.**

During the summer a review of data began with the principal reviewing PSSA and building score information. The 2013-2014 building level score was 59.6. The current building level score is 66.2. During the 2013-2014 school year the third grade class scored 52% proficient or advanced in reading. Currently, 55% of the students were proficient or advanced in reading.

The first formal data analysis meeting held with teachers was in September of 2014 following the initial beginning of the year student assessments. At these meeting, grade-level teams, as well as the Federal Programs and Special Education teachers met to analyze the beginning of the year benchmark data. Staff plotted students into the three tiers of intervention. All grade levels experienced a larger percentage of children falling into tier II and Tier III rather than Tier I. Grade level goals and individual teacher Student Learning Objectives (SLO’s) were set for instruction at Tier I and flexible groups were formed to provide intervention.

On October 14, 2014, we held a Schoolwide Beginning of the Year meeting for parents that included

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

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

**c. Based on the data gathered and the analysis done, discuss the areas of strength and the weakness that were identified. The building data for literacy is shown below:**

<b>Grade</b>	<b>GRADE Assessment</b>	<b>DIBELS Composite</b>	<b>Benchmark Reading Levels</b>
<b>Kindergarten</b>	<b>Basic: 88%</b> <b>Proficient: 10%</b> <b>Advanced: 1%</b>	<b>Intensive: 33%</b> <b>Strategic: 17%</b> <b>Benchmark: 50%</b>	<b>NA</b>
<b>First</b>	<b>Basic: 53%</b> <b>Proficient: 25%</b> <b>Advanced: 22%</b>	<b>Intensive: 15%</b> <b>Strategic: 15%</b> <b>Benchmark: 70%</b>	<b>Below Grade Level: 73%</b> <b>On Grade Level: 28%</b> <b>Above Grade Level: 4%</b>
<b>Second</b>	<b>Basic: 46%</b> <b>Proficient: 34%</b> <b>Advanced: 20%</b>	<b>Intensive: 28%</b> <b>Strategic: 11%</b> <b>Benchmark: 61%</b>	<b>Below Grade Level: 48%</b> <b>On Grade Level: 25%</b> <b>Above Grade Level: 27%</b>
<b>Third</b>	<b>Basic: 48%</b> <b>Proficient: 39%</b> <b>Advanced: 13%</b>	<b>Intensive: 28%</b> <b>Strategic: 20%</b> <b>Benchmark: 52%</b>	<b>Below Grade Level: 28%</b> <b>On Grade Level: 46%</b> <b>Above Grade Level: 26%</b>

Kindergarten Review: The DIBELS assessment is used to screen students for essential skills predictive of reading performance. Students enter our school into kindergarten are demonstrating they are benchmarked on needed skills. The score demonstrates that the 50% of our kindergarten children are in need of explicit instruction on early reading skills in phonemic awareness, phonological awareness, and phonics. Application of literacy skills and vocabulary skills demonstrate that a large portion of our kindergarten children are lacking mastery of literacy skills as evidenced by GRADE (a diagnostic reading test that that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention).

First Grade Review: The DIBELS assessment is used to screen students for essential skills predictive of reading performance. Students enter our school into first grade are demonstrating they are 70 % benchmarked on needed skills. This score demonstrates that students are developing sub skills needed for reading. It appears that our first graders are not all making application of literacy skills evidenced by GRADE (a diagnostic reading test that that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention) and in the benchmarked reading levels. This can especially be seen in their reading level as 73% are not on grade level reading in text.

Second Grade Review: The DIBELS assessment is used to screen students for essential skills predictive of reading performance. Students enter our school into second grade are demonstrating they are 52 % benchmarked on needed skills. This score demonstrates that students are developing sub skills needed for reading but are not all continuing to develop oral reading fluency. A group of 48% will need intervention and support to improve. It appears that our third graders are not all making application of literacy skills evidenced by GRADE (a diagnostic reading test that that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention) and in the benchmark reading levels. Approximately 48% of our students are at the below grade level in reading.

Third Grade Review: The DIBELS assessment is used to screen students for essential skills predictive of reading performance. Students enter our school into third grade are demonstrating they are 61 % benchmarked on needed skills. This score demonstrates that students are developing sub skills needed for reading but are not all continuing to develop oral reading fluency. A group of 39% will need intervention and support to improve. It appears that our third graders are not all making application of literacy skills evidenced by GRADE (a diagnostic reading test that that determines what developmental skills PreK-12 students have mastered and where students need instruction or intervention) as 48% of students are basic. In the benchmarked reading levels, however the scores show better application. Approximately 72% of our students are reading on at least grade level.

The overall conclusion can be drawn that our tier I or core instruction is not meeting the needs of our students. The number of students demonstrating proficiency of any of the three assessment measures demonstrates ranges of 46-73% not meeting grade level expectancies. The highest performance has been in DIBELS. This would indicate that we are spending time teaching the early learning skills for reading, but then see a decrease starting in second grade with oral reading fluency. The Core instruction has been primarily large group instruction and not differentiated on student needs. The change to guided reading should assist with this need as full implementation of this instructional practice as started at the beginning of this year.

Mathematic data is drawn from formative assessments, curriculum based assessments, MAP, and 3<sup>rd</sup> Grade PSSA performance. According to the 2013-2014 PSSA data, our students were 50% advanced and proficient in math the remaining 50% were basic or below basic. A committee of teachers have been established to align curriculum and resources to the standards. Additional instructional ideas have been provided to the teachers and various professional development sessions have been done with the local intermediate unit on such topics as “Number Talks” to assist teachers in making improvements in instructional practices. Additionally, guided small groups for math are being encouraged and will allow for greater differentiated instruction. This will target all students at all abilities levels. Math title support also is utilized to assist in co-teaching and small group instructional opportunities within the classroom especially at the second and third grade level were based on the data shows the biggest need.

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.

<b>Area of Need to Be Addressed</b>	<b>Data Source #1</b>	<b>Data Source #2</b>	<b>Data Source #3</b>	<b>Data Source #4</b>
<b>1. Tier I Literacy Instruction</b>	<b>DIBELS Next</b>	<b>Running Records</b>	<b>GRADE</b>	<b>PSSA</b>
<b>2. Student Engagement</b>	<b>HEAT Observations</b>	<b>Teacher Observation Data</b>		
<b>3. Instruction at grades K-3 will coherently include and integrate shared reading experiences, guided reading experiences, direct phonics instruction, and writing during the literacy block</b>	<b>DIBELS Next</b>	<b>Running Records</b>	<b>GRADE</b>	<b>District Curriculum Map</b>
<b>4. Work collaboratively as grade level teams to set goals and address the needs of students and function as professional learning communities.</b>	<b>Data Meeting Notes</b>	<b>Grade Level Meeting Agendas</b>		
<b>5. Expectations for student behavior and developing a positive culture.</b>	<b>Student Behavior referrals</b>	<b>Benchmark of quality PBIS</b>		

**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: Solution(s):** Improve the percentage of students who are proficient and advanced on the benchmark goals in DIBELS, GRADE, and Running Records to 70% for Kindergarten, first, second, and third grades

**Goal for Need #2 above: Solution(s):** Teacher will employ differentiated instructional practices with a great depth of knowledge to ensure students are actively thinking and engaged in all areas of instruction. The goal will be to have at least 90% of the class fully engaged in learning activities.

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

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

**Goal for Need #5 above: Solution(s):** A committee of staff will be selected to form a Schoolwide Positive Behavior Support Team and will begin year number one of professional development and creation of a schoolwide plan.

### **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 –** The teachers are currently using a reading series with guided reading instruction. After reviewing the program and its ability to meet the needs of all students, it has been determined that the series does not address Core standards, provide enough rigor and fit into the balanced literacy instructional approach. The team will research new programs to find a better fit by the conclusion of the school year. In the meantime, staff will be provided with training on how to improve instructional

practices by utilizing guided reading and making professional decisions on what to teach from the core based on the standards and student needs. The series will provide a scope and sequence until a curriculum map and resources materials can be provided. Teachers will be encouraged to decrease the amount of time devoted to whole group instruction to allow for more small group instruction. Additional intervention tools will be explored and obtained for students in Tier II and Tier III and interventions. The Leveled Literacy Intervention Kit from Fountas & Pinnell will be obtained for 2<sup>nd</sup> grade to increase application of reading skills within authentic texts via a guided reading model.

**Goal #2 – Teachers will be provided with professional development on student engagement strategies and given opportunities to try out these new strategies within their classroom environments. Professional development opportunities will be obtained and utilized to increase teacher’s ability to effectively use new strategies.**

**Goal #3 – Teachers will continue to receive professional development and support in employing effective guided reading instruction in their classrooms. Teacher will be provided professional development opportunities to learn new strategies to differentiate and engage students during independent work time. Resources such as the Daily 5 will be obtained. Additionally resources need to be obtained for teachers to effectively use independent work time such as center kits for kindergarten teachers. The kindergarten team will send representation from the team to attend the state conference to gather ideas and instructional strategies to bring back to the school. To also support the balanced literacy approach leveled literacy intervention systems will be obtained to coherently tie the tiers of instruction together to provide support to struggling readers.**

**Goal #4 – A schedule will be created to allow for teachers time to meet at least weekly as a team. Teachers will learn what a professional learning community is and how to become a member of that team. Teams will be assisted in develop group meeting norms. Teams will be expected to maintain records of their meetings by creating an agenda and demonstrating what steps they are taking to action on new learning. Based on the grade level goals, resources such as books for book study purposes will be obtained to address areas of needs in reading and writing instruction.**

**Goal #5 – A team of teachers will be created that will represent all grade levels within the building. The team will also include other professional staff such as the guidance counselor, specialist, and special education teachers. The team will be provided support through securing training from the local intermediate unit. Dates will be provided and substitutes secured for the staff to attend training. Once the team has developed a positive schoolwide plan, the team will then provide at least one full day of training to their colleagues on what positive schoolwide behavior is all about and how Lewistown Elementary will roll out a new plan for the 2015-2016 school year to be used with students.**

**Student Assessment of Progress**

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

1. Use the following chart to describe the student assessments which will give staff on-going data regarding student progress:

- a. Give the grade level to be assessed
- b. Give the appropriate content area
- c. Give the full name of the assessment
- d. When will it be given
- e. How will staff be trained to give it
- f. How and when will staff use the information to guide instruction

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
Kindergarten	Language Arts	<p><b>DIBELS Next</b> (phonological awareness, letter naming, letter sounds, whole words read)  <b>GRADE-</b>Tested areas include: Sound Matching, rhyming, print awareness, letter recognition, Phoneme Grapheme, word reading and listening comprehension  <b>Scholastic Benchmarking-</b>                      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. Instructional coach offered sessions on administering benchmarks at least two times during the school year &amp; ongoing instructional support.</p>	Teacher will meet after beginning of the year and middle of the year assessments. Rtii meetings held at least three times per year.

First	Language Arts	<p><b>DIBELS Next</b> (phonological awareness, letter naming, letter sounds, whole words read)  <b>GRADE</b>-Tested areas include: word reading, word meaning, sentence, passage comprehension, and listening comprehension  <b>Scholastic Benchmarking</b>- 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. Instructional coach offered sessions on administering benchmarks at least two times during the school year &amp; ongoing instructional support.</p>	Teacher will meet after beginning of the year and middle of the year assessments. Rtii meetings held at least three times per year.
Second	Language Arts	<p><b>DIBELS Next</b> (phonological awareness, letter naming, letter sounds, whole words read)  <b>GRADE</b>-Tested areas include: word reading, word meaning, sentence, passage comprehension, and listening comprehension  <b>Scholastic Benchmarking</b>- 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. Instructional coach offered sessions on administering benchmarks at least two times during the school year &amp; ongoing instructional support.</p>	Teacher will meet after beginning of the year and middle of the year assessments. Rtii meetings held at least three times per year.

Third	Language Arts	<p><b>DIBELS Next</b> (phonological awareness, letter naming, letter sounds, whole words read)</p> <p><b>GRADE-Tested</b> areas include: word reading, word meaning, sentence, passage comprehension, and listening comprehension</p> <p><b>Scholastic Benchmarking-</b> 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. Instructional coach offered sessions on administering benchmarks at least two times during the school year &amp; ongoing instructional support.</p>	Teacher will meet after beginning of the year and middle of the year assessments. Rtii meetings held at least three times per year.
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**2. Describe the strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.**

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

**No Extended School Day/Tutoring Programs**

**No Reading**

**No Math**

**No Science**

**No Before School**

**No After School**

**No Lunch/Study Periods**

**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 teams at the beginning of the year to discuss grade level data. In addition, at least four times during the year, classroom teachers will review individual student data with the building administration to focus on specific student needs. Students found to have a greater need will be referred to the child study process. Throughout the year, the data will be used to realign teaching resources and adjust schedules as needed.

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

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

**3. Describe services for the following special populations:**

- **How services will be provided for your special education students;**

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

- **How services will be provided for your English Language Learners;**  
The needs of ELL students will be met through differentiation of tier I instruction by the regular education teacher in cooperation with the ELL instructor. Additional Tier II or III services will be provided by a qualified ELL teacher based on the the assessed level of needs.
- **How services will be provided for your migrant students; and**  
The school will help to remove barriers to instruction by following school ESAP protocol as well as McKinney Vento Homeless/Migrant Guidelines. The school will identify migrant students and will use student's assessment data to match the student to the appropriate academic services.
- **How services will be provided for your homeless students.**  
The school will help to remove barriers to instruction by following school ESAP protocol as well as McKinney Vento Homeless/Migrant Guidelines. The school will identify homeless students and will use student's assessment data to match the student to the appropriate academic services.

## Plan Implementation

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

### ADMINISTRATORS

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

In order to ensure that implementation is occurring effectively, the principal will conduct walk-through observations. In addition, the principal will attend at least one grade-level meeting monthly. At this time, the discussion will focus on the progress made toward meeting our school-wide goals, as it applies to the specific grade-level. School-wide data analysis meetings will also be held three times a year to monitor student progress. The Intermediate Unit and Reach Associates will be conferred with if specific questions arise.

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

The schoolwide team will meet after the benchmark periods in September, January, and May to gauge progress toward the first year goals. At the conclusion of the school year all staff will be provided with the opportunity to provide feedback on the plan.

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

<b>Formative Assessments</b>	<b>Benchmark Assessments</b>
<b>DIBELS</b>	<b>MAP</b>
<b>Curriculum Assessments in Language Arts/Math</b>	<b>DIBELS GRADE</b>
<b>Summative Assessments</b>	<b>Other Assessments</b>
<b>PSSA</b>	<b>Phonological Assessments</b>

	<b>Quick Phonics Screener</b>
	<b>Parent Surveys</b>

- 4. How will administrators ensure that data gathered from the above sources throughout the year is shared with classroom teachers, reviewed, analyzed and used to make changes to instruction?** Walkthrough observations will be based upon the schoolwide goals. The paperwork from observations will be shared with teachers during their post-observation meeting and then filed as documentation of progress toward goals. The principal will attend at least one weekly grade-level meeting every month to discuss current data and instructional changes; the notes from the grade-level meetings will be saved. Data from the above sources will be shared with teachers at faculty meetings, grade-level meetings, individual data meetings, in-service and Act 80 day meetings, as evidenced by faculty meeting agendas, in-service and Act 80 agendas, and grade level meeting notes.

**TEACHERS**

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

Teachers, reading specialist, literacy coach and parents were involved in writing the plan and developing the school-wide goals. The plan was shared with teachers at a faculty meeting and will be used as the main discussion point at grade-level meetings; progress toward the stated goals will be discussed by the grade-level team and used as a guide for implementing interventions. A copy of the plan will be emailed to all of the teachers and a copy will also be posted on the school's website.

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

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

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

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

## **PARENTS**

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

Parents were invited and attended the meeting. Meeting dates and times were posted on the school's website.

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

Parent involvement activities will center on helping parents understand the assessments, the schoolwide goals, and how to support their child's learning. In addition to the quarterly report cards, parents will be made aware of their child's progress. The DIBELS Next student report with the parent text will be sent home at each benchmark; the parent text explains each probe and why it is important for developing readers. A copy of the finalized plan will be posted on the school's website.

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

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

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

## **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 Support

Guided Reading Training-June & August 2014

Balanced Literacy Training-November 11, 2014

Lucy Calkin Units of Study & Writer's Workshop-August and November 2014

Assessment & Data Analysis Trainings-Ongoing at Data Meetings

Improving Schools Conference (Team attended)-January 2015

Math Talks after school sessions (Local IU Trainer)-October 2014

Principal Effectiveness Tool-November 2015

Writer's Workshop Book Study-September –November

Guided Reading Model Lesson Study-February 2015

Scheduled Visits to neighboring district for writing workshop-March 2015

- 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.**

A. Instructional Coaching-Ongoing, researched based coaching to support reflective and non-evaluative practices to adopt and ensure consistent and effective instructional strategies that support student achievement.

B. Guided Reading Training-During the summer of 2014 introduction to guided reading will be conducted. The staff will become familiar with guided reading materials and teaching strategies to differentiate reading instruction. A systematic assessment system was introduced and demonstrated for staff to be able to level children into an appropriate instructional reading level. The training will help facilitate a transition from a basal reading series to a balanced literacy approach.

C. Balanced Literacy Training-An overview for staff was completed on 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. The comprehensive approach will ensure that students are actively engaged with reading, writing, and word work daily.

D. Lucy Calkin's Units of Study-The resource will provide teachers with professional development on a systematic writing program that aligns with common core standards to boost student writing achievement. The series includes ongoing professional development, curriculum, and assessment guides, and units of study.

- E. Writer's Workshop Professional Learning Group- Weekly book study work will be conducted with grade level teams to effectively implement writer's workshop instruction.
- F. Improving Schools Conference-A teacher team will attend the conference to gain an understanding of effective instructional practices in math, language arts, and parent involvement. The purpose of the conference is to learn from other model schools to continually improve.
- G. Guided Reading Model Lessons-Kindergarten teachers will attend a one day training in which the instructional coach and principal will model effective guided reading planning and lesson delivery with groups of our own students. The goal will be to improve placing children in appropriate leveled texts, pacing, word work, and response writing. Additionally, the teachers will be introduced to center kits to assist them in developing differentiated activities for students during the literacy block.
- H. Writer's Workshop Model Visits-The first grade teams will visit a neighboring district to observe and learn from their instructional practices in writer's workshop.
- I. Math Talks-After school sessions will be offered at least two times during the year by the local IU to improve delivery of math Instruction.

**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 on-going support is provided through instructional coaching, principal walk-through 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.**

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

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

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

### **Parent Involvement Activities**

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

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

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

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

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

Yes.

## **Transition Strategies for Students**

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

- 1. Describe how the schoolwide program will coordinate transitions for preschool children into primary school, where appropriate.**
  - a. Read and Succeed: Students and families are identified at birth and are provided transition information, local services, and resources and early learning educational programming through the District's keystones to Opportunity Ready to Succeed Program.
  - b. Kindergarten Transition Team: The kindergarten transition team, comprised of kindergarten teachers, district administrators, early childhood directors, teachers, and community agencies meets four times annually to examine transition services.
  - c. Kindergarten Readiness Workshops: Families can attend four two-hour transition workshops to learn about how to assist their child with skills for transition to kindergarten. Workshop themes include: Oral Vocabulary, Phonemic Awareness, Numeracy and Letter/Sound relationship. Workshops include time for a snack and to meet teachers and other parents.
  - d. Fall Kindergarten Registration and DIBELS Circle: All students entering Kindergarten in the upcoming year can be registered for kindergarten in the fall. 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.
  - e. Getting Ready for Kindergarten Night: Parents and Families of four-year-olds can attend spring Getting Ready for Kindergarten Night to learn about Kindergarten routines and transition information.
  - f. Kindergarten Orientation-Kindergarten teachers host a summer Kindergarten Orientation day where student and families can meet their teachers, tour the school and classroom.
  
- 2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school and high school to postsecondary.**

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

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

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

**Coordination and Integration of Services and Programs**

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

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

Yes \_\_\_\_\_ No  X

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

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

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

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

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

Annual evaluation of the plan each July.

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

District Level Administration

Parents and family

Principals

Teachers

Intermediate Unit representative

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

The annual evaluation of effectiveness will be reviewed by all stakeholders as well as an outside agency. The principal and leaning team will update the plan annually and will post the plan online, will review the plan with all teacher and staff and will also offer meeting for parents, families and community members to learn about the changes.

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

District staff will participate in the annual review of the school's schoolwide plan so that they will be able to be aware of the school's progress and approve changes to the plan.

**NOTE:**

- Missing or incomplete information will delay the approval of your schoolwide plan.
- This template is provided as a Microsoft Word document. Please take as much space as you need to answer all 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.