

Strodes Mills El Sch

Schoolwide Plan

07/01/2019 - 06/30/2020

School Profile

Demographics

Strodes Mills El Sch

185 Chestnut Ridge Rd
 Mc Veytown, PA 17051
 (717)248-7154

Federal Accountability Designation: none
 Title I Status: Not Provided
 Schoolwide Status: Yes
 Principal: Frank Miller
 Superintendent: James Estep

Stakeholder Involvement

Name	Role
Jennifer Mitchell	Administrator : Schoolwide Plan
Frank Miller	Building Principal : Schoolwide Plan
Leah Noerr	Community Representative : Schoolwide Plan
Sylvia Franklin	Ed Specialist - Other : Schoolwide Plan
Julie Yoder	Elementary School Teacher - Regular Education : Schoolwide Plan
Heather Benfer	Elementary School Teacher - Special Education : Schoolwide Plan
Kim Kauffman	Parent : Schoolwide Plan
Natasha Wynn	Parent : Schoolwide Plan

Federal Programs

Coordination of Programs

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 schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Schoolwide Title I programs offered in our K-3 buildings offer comprehensive programming to assist all students in meeting grade level reading and math standards. Teachers, principals, parents, families, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development and the Federal Programs Coordinator work as a team at each school to review the needs of students at the school and annually update the Schoolwide plans so that the school can accomplish its mission of ensuring that all students meet grade level goals in reading and mathematics. All activities supported with Title I funds are included in updated Schoolwide plans.

Schoolwide plans will also be reviewed and feedback for revisions will be solicited at the Mifflin County School District Local Advisory Council meetings. The Local Advisory Council (LAC) committee is comprised of many local stakeholders (administrators, school board members, parents, community members, PSA representation, ministerium, local business representatives, local child development agencies, social and welfare agencies,) and meets on a quarterly basis.

Provider	Meeting Date	Type of Assistance
Frank Miller, Federal Programs Coordinator, Mifflin County School District	8/1/2019	Review of PDE Title I Comprehensive Schoolwide Planning template with Schoowide Building Principals
Frank Miller, Federal Programs Coordinator, Mifflin County School District	8/14/2019	Review of Title I building funds and Title I building budget
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	7/24/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	8/14/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning

Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	9/19/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	10/9/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	11/13/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	12/11/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	3/29/2019	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	5/14/2019	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	8/14/2019	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Principal, Strodes Mills Elementary	9/11/2018	Annual Schoolwide Plan Review with Parents prior to start of September PSA meeting
Frank Miller, Principal, Strodes Mills Elementary	10/2/2018	Annual Schoolwide Plan review with parents at Open House
Frank Miller, Principal, Strodes Mills Elementary	5/30/2019	Annual Schoolwide Plan review with SMES Faculty
MCSD Local Advisory Committee	8/30/2018	Stakeholder Collaboration and Feedback

MCSO Local Advisory Committee	11/1/2018	Stakeholder Collaboration and Feedback
MCSO Local Advisory Committee	2/7/2019	Stakeholder Collaboration and Feedback
MCSO Local Advisory Committee	5/2/2019	Stakeholder Collaboration and Feedback

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

Fountas and Pinnell Text Gradient Levels

May 2019 Data (End of Year)

25/30 83% Kindergarten students are reading at a level D

51/58 88% Grade 1 students reading at a level I or have grown 4 levels from BOY to EOY

46/47 98% Grade 2 students reading at a level M or have grown 3 levels from BOY to EOY

40/46 87% Grade 3 students reading at a level P or have grown 3 levels from BOY to EOY

162/181 90% SMES K-3 students at grade level benchmark level for EOY or have made the expected grade level growth from BOY to EOY

Accomplishment #2:

The Mifflin County School District/Strodes Mills Elementary School is developing a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-3 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

Over the past two years we have significantly increased the researched based interventions available to all K-3 teachers (Foundations, 95% Group, Leveled Literacy Interventions, Wilson Reading, Rave-O, Anita Archer Phonics)

School Concerns

Concern #1:

The Mifflin County School District will need to invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-5 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

Concern #2:

Mifflin County School District/Strodes Mills Elementary School needs to secure the fiscal resources to sustain and continue to deliver ongoing high quality professional development aligned to the Mifflin County School District elementary focus statements for all K-3 teachers.

These focus statements have helped to provide guidance and direction to our ongoing efforts to improve teaching and thus continuously improve student achievement.

I can use running records to drive instruction.

I can deliver high quality shared reading.

I can deliver high quality guided reading.

I can understand and implement engaging CRA Mathematics strategies. (Concrete Representational Abstract)

I can deliver high quality writer's workshop lessons including conferring with students.

I can developed and implement integrated units of study.

Concern #3:

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern.

Based upon 2016 PSSA results released by PDE, 47.46% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2016PSSA results released by PDE, 44.07% of our grade 3 students scored at the advanced/proficient level in Mathematics.

Based upon 2017 PSSA results released by PDE, 66.07% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2017PSSA results released by PDE, 53.45% of our grade 3 students scored at the advanced/proficient level in Mathematics.

Based upon 2018 PSSA results released by PDE, 61.1% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2018 PSSA results released by PDE, 57.4% of our grade 3 students scored at the advanced/proficient level in Mathematics.

Based upon 2019 Preliminary PSSA results released by PDE, 69% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2019 Preliminary PSSA results released by PDE, 67% of our grade 3 students scored at the advanced/proficient level in Mathematics.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern.

Based upon 2016 PSSA results released by PDE, 47.46% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

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Based upon 2019 Preliminary PSSA results released by PDE, 69% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2019 Preliminary PSSA results released by PDE, 67% of our grade 3 students scored at the advanced/proficient level in Mathematics.

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Mifflin County School District/Strodes Mills Elementary School needs to secure the fiscal resources to sustain and continue to deliver ongoing high quality professional development aligned to the Mifflin County School District elementary focus statements for all K-3 teachers.

These focus statements have helped to provide guidance and direction to our ongoing efforts to improve teaching and thus continuously improve student achievement.

I can use running records to drive instruction.

I can deliver high quality shared reading.

I can deliver high quality guided reading.

I can understand and implement engaging CRA Mathematics strategies. (Concrete Representational Abstract)

I can deliver high quality writer's workshop lessons including conferring with students.

I can developed and implement integrated units of study.

Systemic Challenge #3 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

The Mifflin County School District will need to invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-5 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
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6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Written, taught and test curriculum will continue to be aligned to PA Core Standards.

approved curriculum will be posted on Chalk.com

Specific Targets: Goal: At least 70% of all grade 3 students will score advanced or proficient on the 2019-2020 ELA PSSA.

Goal: At least 60% of all grade 3 students will score advanced or proficient on the 2019-2020 Math PSSA.

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Curriculum Mapping

Description:

Curriculum coordinators and recommended department heads to work with content area teams to develop PA Core or national standards- aligned maps to ensure all students have access to high-quality aligned curriculum.

Continue to establish a K-12 vertical alignment of curriculum.

Develop cross-curricular integration units across subject areas and ensure teachers know how to use inquiry based learning and integration for STEAM.

Curriculum Resource Planning Committee will help develop a rolling timeline to review and update curriculum to ensure that it is aligned to improving language and literacy acquisition.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Curriculum Mapping

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Benchmark Assessment System

Specific Targets: Tier II and Tier III interventions will be used to meet the individual academic and social emotional needs of students, ultimately increasing local achievement measure.

At minimum 90% of all K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System

Strategies:

Instructional Practices for an Effective Classroom

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Certain instructional practices are associated with increased task-appropriate behavior. Here's how you, the classroom teacher, can take advantage of this link to improve instruction and overall behavior. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004). *Instructional Classroom Management*. Canada: Pearson Prentice Hall. (Source: <http://effectivestrategies.wiki.caiu.org/file/view/InstrPrac.pdf/528265932/InstrPrac.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction, Standards, Assessment, Materials & Resources

Implementation Steps:

Professional Development

Description:

Monthly Problem Solving Team Meetings

Monthly PST meetings to verify that intervention targets are described in sufficient detail and that each intervention target has been matched to at least one probable cause that helps to explain why the academic or behavioral problem is happening.

Monthly Act 80 day Release for Elementary Staff

Act 80 days will provide provide opportunities for teachers to engage in a choice of district offered professional development and time to analyze data as a team.

Benchmark Assessment System

Lead Title I teachers will train all K-3 staff on the implementation of Benchmark Assessment System.

Math Professional Development with Dr. Riccomini

Contracted math professional development with Dr. Paul Riccomini on effective instructional approaches, strategies, and assessments for students with **dyscalculia** and students who are low achievers and/or students with learning disabilities in mathematics. Year 2 priority is to provide follow up to 2018-2019 school year through classroom visitation to ensure fidelity of instructional strategies previously learned.

Spring Math

Lead Title I math instructors will serve as internal coaches to help implement a universal screener for math to provide whole group and individual intervention to students.

Common Assessment

On-site professional development to help classroom teachers revise, refine, and implement grade level common assessments that are aligned to PA Core Standards.

Integrated Units of Study

Provide time for integrated units of study K-5 to be shared and PD provided to ensure all teachers know how to use inquiry based learning and integration of STEAM. Implement the Habits of the Mind within daily instruction.

Career Standards

On-site professional development delivered by guidance counselors to Implement Career Standards and Career Cruising

Curriculum Alignment

Committees of grade level and vertically aligned teachers will continue to meet throughout the school year to rewrite MCSD curriculum to fully align to PA Core Standards.

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

Building Level Team meets to systematically review student specific and school-wide data trends in performance and patterns across classrooms and grade levels. Grade Level Team meetings are held to review strategic monitoring data for students receiving support with a specific focus on Tier II and Tier III students. The purpose of the Grade Level Team is to review and discuss student response to intervention and to determine whether the interventions are appropriate and delivered with integrity. In evaluating student response to intervention, the staff at the Grade Level Team: (a) examine the development in skills over time, (b) examine

the rate of student response to the intervention(s), and (c) discuss the amount and intensity of resources necessary to create or sustain a positive response.

Improving Schools Conference

Teacher teams will attend the Improving Schools Conference to gain an understanding of effective instructional practices in math, and reading as well as to learn more about parent involvement, teacher effectiveness, and school reform. The purpose of this conference is to help school staffs to learn from one another specific strategies that can help them improve the achievement of their students and meet the targets of the PA Accountability System. To achieve its purpose, this conference brings together school and district staffs who have improved and are continuing to improve the learning and achievement of their students, and school and district staffs who are seeking information about strategies and methods that can be used to improve student learning and achievement.

PAFPC Annual Conference

PAFPC conference provides the training required by the law, regulations and waivers which focus on program implementation and monitoring.

New Teacher Academy

Running records, Shared Reading, Writer's Workshop, Envision Math Academy for all new teachers or a teacher who is looking to refresh their knowledge to support New Teacher Induction Plan and district priorities.

School-wide Positive Behavioral Support Conference/Onsite trainings

Teams of teachers will attend conferences and ongoing on-site follow up training on PBIS. PBIS develops the capacity of schools to prevent problem behaviors, promote positive school culture, and to evaluate the impact of both social and academic success to all youth, including those with the highest level of need.

Trauma Informed Practices

Staff will receive professional development on the effects of trauma and how to respond to the needs of students through trauma informed practices.

Title I Coordinator of School Wide Curriculum, Instruction, and Professional Development.

The Coordinator will utilize school data to assist the eligible Title 1 schoolwide buildings in developing a system for continual school improvement by facilitating and planning the development of School Wide plans that ensure use of aligned curriculum, assessments, and ongoing professional development.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Instructional Practices for an Effective Classroom

Goal #3: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: Student Data Sheets

Federal Programs Budget

Specific Targets: Teachers will meet monthly to make data informed decisions about tiers of instruction. Students in need of intervention or in need of exiting intervention will be identified.

School-wide planning team and district administration will ensure that funds are going to meet the needs of students that are in the most amount of need.

Strategies:

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source:

<https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Safe and Supportive Schools, Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

*Differentiated Instruction***Description:**

"Learning Styles: Concepts and Evidence

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf

Learning Styles

http://en.wikipedia.org/wiki/Learning_styles#cite_note-33

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices> "

SAS Alignment: Assessment, Instruction, Standards, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

*Early Childhood Transition***Description:**

Significant changes occur for all of us at different times in our lives. When children in preschool early intervention reach the age of 5 or 6, they will move on to a school-age program. Examples of school-age programs are public schools, charter schools, and home education programs. During this transition to a school-age program, it is important for families to have as much information as possible about the process. The Bureau of Special Education (BSE) and the Bureau of Early Intervention Services (BEIS) have developed this guide to help families learn more about transition from preschool early intervention to a school-age program.

(Sources: [Understanding Early Childhood Outcomes Family Tip Sheet](#), [The](#)

[Transition Process From Early Intervention to School-Age Programs: Guidelines to Support Parents](#))

SAS Alignment: Materials & Resources, Instruction, Safe and Supportive Schools

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#), [Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction](#), [Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction](#))

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

Implementation Steps:

Multi-Tiered Systems of Support (MTSS)

Description:

The Mifflin County School District has implemented a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-5 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions

6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

A comprehensive Multi-Tiered System of Support handbook will be developed and reviewed with all stakeholders.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- High Quality Professional Development for Teachers
- Differentiated Instruction

Pre-K to K Transition

Description:

- Snyder Union Mifflin Child Development Transition Plan and participation in kindergarten registration activities.
- Mifflin County School District administrators and kindergarten teachers participate in Terrific Transition meetings 3 times per year.
- Ongoing collaboration and partnership with Success by 6 Coordinator.
- Annual Special Education Transition Meetings
 - January/February
- Kindergarten Readiness Workshops
 - January/February
 - Attendees are offered three hours of workshops focused on literacy and math
- Kindergarten Registration Activities to screen all incoming kindergarten students.
- Camp on Your Way to K
 - All incoming kindergarten students are offered four days in June to learn important skills to help them be successful in kindergarten, meet the kindergarten teachers, ride the school bus, make friends and to have fun.
- Back to School/Kindergarten Orientation
 - Held approximately one week prior to start of school year for parents and incoming kindergarten students to meet their assigned kindergarten teacher and to visit their classroom.
- Open House scheduled on an annual basis approximately one month into the school year.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Early Childhood Transition

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

Teams of teachers will attend conferences and ongoing on-site follow up training on PBIS. PBIS develops the capacity of schools to prevent problem behaviors, promote positive school culture, and to evaluate the impact of both social and academic success to all youth, including those with the highest level of need.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Pennsylvania's Schoolwide Positive Behavior Support System

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Strodes Mills El Sch.

Assurance of Quality and Accountability

The Title I status for Strodes Mills El Sch is unknown.