

**Title I Schoolwide Planning
Components/Template**

Date: May 31, 2016	
School: Conemaugh Township Elementary School	
District: Conemaugh Township Area School District	
Principal: Mrs. Nicole Dull	
Email: Nicole.dull@ctasd.org	
Address: 1516 Tire Hill Rd	
City: Johnstown	ZIP: 15905
Phone: (814) 479-4080	Fax: (814) 479-7497
Federal Programs Coordinator: Thomas J. Kakabar	
Coordinator Email: Thomas.kakabar@ctasd.org	
If revision was requested, Date of Previous Submission:	
TITLE I School: Yes <input checked="" type="checkbox"/> No	

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 ***	52%
Ethnic/Racial Breakdown	
White	97%
Black	1%
Hispanic	1%
Asian/Pacific Islander	0%
Multi-Racial	1%
Highly Qualified Instructional Paraprofessionals	100%

School Grade Span:	K	to	5
School Enrollment		427	
IEP Students		19%	
ELL Students		0%	
Migratory Students		0%	
Homeless Students		0%	

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

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
Mr. Thomas J. Kakabar	Superintendent/Federal Programs Coordinator
Mrs. Nicole Dull	Elementary Principal
Mrs. Erin Stroz	Elementary Guidance Counselor
Mrs. Kelly McCall	Title I teacher
Mrs. Rebecca Conn	Parent
Mrs. Kelly Digon	Grade 3 teacher
Mrs. Tammy McNevin	Grade 2 teacher
Schoolwide Planning Period:	5 -Years <input type="checkbox"/> Less Than 1-Year**

**If less than one year, include a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.

Schoolwide Planning Summary

Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (√ all columns that apply)		
		Planning Team	All Staff	Parents
9/3/15	Open House		X	X
3/28/15	Kindergarten Parent Workshop			X
10/6/15	PTA Meeting	X		X
10/7/15	Faculty meeting	X	X	
3/11/16	Title I Committee Meeting & Behavior Parent Workshop	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.
2. Supply the dates of meetings, the type or topic of assistance and who provided the assistance.

Date	Provider	Type of Assistance
8/24/15	Federal Programs Coordinator	Template overview and available data resources
10/12/15	Reviewed plan	Provide input for plan revision
11/3/15	Committee & Special Programs/District Office Assistant	Updated the SWP to reflect changes discussed at the 10/12/15
4/5/16	Federal Programs Coordinator and Committee	Final review of SWP

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.**

- Conemaugh Township Elementary School is a grade K-5 building in the Conemaugh Township Area School District, that currently services 420 students.
- In November of 2010, the building was recognized as a National Blue Ribbon school.
- Grades K-2 are currently using the Wonders Reading Curriculum through Harcourt and Grade 3-5 are utilizing Reading Street through McGraw-Hill. Everyday Math is used as the core Math Curriculum in Grades K-5.
- The school utilizes a Response to Intervention and Instruction model for tiered support in reading in grades K-2. Materials for this program come from the 95% Group, Wonders Intervention materials and other supplemental resources. Tutoring is offered to student in Grades K-5 both before and after school. One AmeriCorp worker serves our students in grades 4 and 5. The school currently utilizes four types of assessments; Diagnostic, Benchmark, Summative and Formative.
- Various programs have been developed to provide additional support to staff and students. That support is offered through SAP, IST, Parent workshops, and Behavior Support trainings.
- Professional Development has been set up to provide training for professional and support staff. An instructional Coach works with the teachers on a bi-weekly basis to extend their teaching skills and provide feedback regarding newly implemented programs.
- Our character education program includes a caught being good program, weekly classroom meetings, and Olweus practices.
- Parent workshops are provided at our school throughout the school year. These events include; family reading night, PTA movie night, Kindergarten Parent workshop, and frequent presentations at PTA meetings. In addition, a district Facebook page, newsletter, Automated Message System, and District Website are utilized to communicate with the community.

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

Student Achievement Data	Teacher Data
Reading Series Assessments	Title I Teacher Needs Assessment
DIBELS	Walkthrough Data
IST	Formal Observations
PSSA Data	Staff Engagement Survey
Everyday Math Data	Literacy Data
CDT Data	Leadership Data
Parent Involvement Data	Parent/Teacher Feedback
IEP Meetings/Progress Monitoring	Student Achievement Data
Parent Education Workshops	TMT (Ten Minute Take-aways)
Behavior Data - PowerSchool	

Attendance Data	
Discipline Data	
RTII Screeners	
Parent Involvement Data	Leadership Data
Title I Parent Involvement Survey	District Level Bi-weekly Admin Meetings
DIAL Parent Survey	Weekly Administrative meetings with building Principal
Parent/teacher Conferences Needs Assessment	Data meetings with grade levels one a month-review of student data in data collection binders
IST Surveys	
Parent Curriculum Review	

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 needs assessment began in September of 2015 with a review of the PSSA scores, DIBELS, CDT, and district assessments. PSSA data was shared with the Board of Directors in January, and with parents in February.

Teachers and administrators met at least monthly to review data collected and stored in data binders. We analyzed the data to determine our RTII program, IST participants, tutoring referrals, and etc. throughout the year.

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

Areas of Strength:

1. Math and reading curriculum
2. Math- Building level proficiency as per the 2015 Math PSSA

School	% Advanced	% Proficient	% Proficient and Advanced	% Basic	% Below Basic
CONEMAUGH TWP AREA EL SCH	23.3	44.2	67.5	23.3	9.2
ROCKWOOD AREA EL SCH	23.9	41.8	65.7	22.2	12.2
WINDBER EL SCH	25.6	36.8	62.4	24.4	13.2
WESTMONT HILLTOP EL	25.6	34.8	60.4	25.6	14.0
RICHLAND ELEM SCH	22.6	36.7	59.2	25.8	15
SALISBURY-ELK LICK EL	21.1	37.7	58.8	37.6	3.7
NORTH STAR CENTRAL E	20.6	36.2	56.8	31.7	11.6
BERLIN BROTHERSVALLE EL	20.0	36.5	56.5	29.3	14.3
CENTRAL CAMBRIA EL SCH	17.1	34.9	51.9	30.9	17.2
FOREST HILLS EL SCH	22.7	27.6	50.3	32.2	17.4
JACKSON EL SCH	18.2	31.4	49.5	33.8	16.7
PENN CAMBRIA INTER	15.1	33.5	48.6	35.0	16.5
PORTAGE AREA EL SCHOOL	12.1	36.4	48.5	32.5	18.9
EAGLE VIEW EL SCH	14.7	33.3	48.0	30.9	21.1
MEYERSDALE AREA EL	15.0	32.9	47.9	35.4	16.8
CONEMAUGH VALLEY EL	15.9	32.0	47.8	34.2	18.0

WEST SIDE EL SCH	5.1	42.7	47.8	91.2	161.1
CAMBRIA HEIGHTS EL S	16.3	31.5	47.8	34.6	17.7
FERNDALE EL SCH	11.8	35.7	47.6	29.9	22.5
TURKEYFOOT VALLEY AR EL	14.0	32.7	46.8	33.3	19.9
SHANKSVILLE-STNYCRK EL	6.3	38.4	44.8	39.3	15.9
SHADE EL SCH	11.3	28.6	39.9	37.1	23.0
BLACKLICK VALLEY EL	7.3	24.5	31.8	32.6	35.6
EAST SIDE EL SCH	8.1	18.1	26.2	29.9	43.9
NORTHERN CAMBRIA	3.2	19.5	22.8	46.6	30.5

3. ELA Building Level Proficiency as per the 2015 PSSA

School	% Advanced	% Proficient	% Proficient and Advanced	% Basic	% Below Basic
SALISBURY-ELK LICK EL	18.9	58.1	77.0	23.0	0.0
SHANKSVILLE-STNYCRK EL	17.0	59.5	76.5	17.7	5.8
CONEMAUGH TWP AREA EL SCH	20.7	53.9	74.6	19.9	5.5
ROCKWOOD AREA EL SCH	19.8	53.5	73.3	22.7	4.0
NORTH STAR CENTRAL E	27.0	46.7	73.0	19.3	6.9
WESTMONT HILLTOP EL	20.0	52.2	72.2	22.3	5.5
PENN CAMBRIA INTER	19.9	51.6	71.4	22.0	6.5
RICHLAND ELEM SCH	18.8	51.3	70.2	21.7	8.2
JACKSON EL SCH	15.8	54.3	70.1	25.2	4.7
WINDBER EL SCH	20.0	48.9	68.9	25.0	6.1
CAMBRIA HEIGHTS EL S	14.8	53.6	68.4	23.7	7.8
CONEMAUGH VALLEY EL	22.4	44.3	66.7	25.1	8.1
FOREST HILLS EL SCH	20.6	44.8	65.4	26.1	8.4
CENTRAL CAMBRIA EL SCH	17.2	46.5	63.7	27.7	8.7
PORTAGE AREA EL SCHOOL	21.3	42.4	63.6	27.1	9.3
BERLIN BROTHERSVALLE EL	19.4	43.3	62.6	28.7	8.7
FERNDALE EL SCH	7.7	53.0	60.8	24.9	14.3
EAGLE VIEW EL SCH	18.4	41.2	59.6	27.5	12.8
MEYERSDALE AREA EL	13.0	45.9	58.9	32.6	8.5
SHADE EL SCH	8.7	43.8	52.6	34.5	12.9
BLACKLICK VALLEY EL	7.4	42.1	49.5	33.0	17.6
NORTHERN CAMBRIA	4.6	42.9	47.5	34.7	17.7
TURKEYFOOT VALLEY AR EL	14.0	33.5	47.5	38.0	14.5
EAST SIDE EL SCH	3.8	32.2	36.0	38.1	25.9
WEST SIDE EL SCH	4.0	26.2	30.2	40.8	29.0

Areas of Weakness

1. Instructional coaching practices to support the teachers.
2. Title 1 services for our K-3 students that allow for small group intervention instruction to take place.
3. Support services for our grade 4-5 students that did not perform well on state and district assessments.

d. Of the needs identified, which will be focused on during the first year of the Title I schoolwide program? If more than 3-4 areas of need were identified, it is recommended that you only focus on the 3-4 highest priority goals in year 1.

Area of Need to Be Addressed	Data Source #1	Data Source #2	Data Source #3
1. Instructional Coaching	Teacher Surveys	Curriculum Meetings	Admin. Meetings
2. Grade K-3 Programming	Teacher Surveys	Curriculum Meetings	
3. Grade 4-5 Programming	Teacher Surveys	Curriculum Meetings	
4.			
5.			

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: Continue implementation of an Instructional Coach at the elementary level.

Goal for Need #2 above: Provide Title 1 teacher and classroom teachers with additional support personnel to conduct smaller guided reading groups.

Goal for Need #3 above: Provide tutoring and in-class support services to students in grades 4 and 5 that scored basic or below basic on the PSSA.

Goal for Need #4 above:

Goal for Need #5 above:

Scientifically-Based Solutions

Provide details about the scientifically based programs, strategies and interventions (solutions) the schoolwide team has selected to address the goals identified in the previous step. Explain how these solutions will strengthen the core reading, mathematics and science programs of the school and provide for the identification of and assistance to students failing to meet achievement standards.

Goal #1 – Solution(s): Professional development for our staff members will take place through the use of an Instructional Coach at the Elementary School. Bi-weekly workshops (called Ten Minute Takeaways) will be utilized to share instructional strategies with teachers that they can easily take back a plan in under ten minutes, and utilize with their classes. The coach will also provide support by modeling strategies, co-teaching, and observing the teachers upon request. This professional development will have a positive effect on all of the students in the building.

Goal #2 – Solution(s): To reach our goal of providing additional support to students in grades K-2, additional teachers and aides will be utilized to conduct guided reading groups and RTII groups. These

groups will be smaller in size than in the past so that students will receive more individualized instruction based on their needs. The Title 1 teacher and aide will also provide push in and pull out services for our students at risk of not achieving proficiency on the ELA, science and math PSSA given by PDE.

Goal #3 – Solution(s): We will provide in after school tutoring, push in and pull out services for our students in grades 4 and 5 that did not meet proficiency on the PSSA. Through the use of our Americorps worker, district assessments, and PSSA results, we will formulate an intervention plan to address areas that they are not proficient in.

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
K-3	ELA	DIBELS	Three times per year	Staff in-service days	Monthly grade level data review meetings to guide instruction
3-5	Math and ELA	Link It	Three times per year	Staff in-service days	Monthly grade level data review meetings to guide instruction
3-5	Math and ELA	PSSA-Summative Assessment	One time per year	Staff in-service days	Monthly grade level data review meetings and curriculum meetings to guide instruction

4	Science	PSSA-Summative Assessment	One time per year	Staff in-service days	Monthly grade level data review meetings and curriculum meetings to guide instruction
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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.

Grade level and curriculum meetings are conducted to see where students need help and adjust instruction to meet the students' needs.

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:

Extended School Day/Tutoring Programs

Reading

Math

Science

Before School

After School

Lunch/Study Periods

Summer School Program

Reading

Math

Science

In-Class Instructional Support

Pull Out Instructional Support

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.

When students are found to be in need of assistance, they are referred to our tutoring program. If that is not effective, we then make a referral to our Instructional Support Team program.

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

Through monthly IST meetings, a list of strengths and weaknesses is identified. We work together with the parents, teachers, guidance counselor and Title 1 teacher to formulate a list of interventions and supports to help them reach their goals.

3. Describe services for the following special populations:

- **How services will be provided for your special education students;** There are referrals for testing and IEP are created, if necessary.
- **How services will be provided for your English Language Learners;** We support of our ELL teacher in the content areas.
- **How services will be provided for your migrant students;** N/A
- **How services will be provided for your homeless students;** We follow the guidelines as provided in The McKinney-Vento Homeless Assistance Act and use Title I funding that is set-aside for homeless students, if needed.

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?** Formal and informal walk-throughs and observations will be utilized to collect data relating to instructional practices.
- 2. What types of milestones and timelines have been established for year one to help building-level administrators gauge progress toward year one goals?** All teachers are required to keep a data binder, which is reviewed throughout the year to track student progress in relation to the year one goals.
- 3. What measures/data will be reviewed throughout year one to inform building-level administrators of progress toward goals?** All teachers are required to keep a data binder, which is reviewed throughout the year to track student progress in relation to the year one goals.

Formative Assessments	Benchmark Assessments
ELA Curriculum Formative Assessments	DIBELS
Math Curriculum Formative Assessments	PSI Screener from 95% Group
Summative Assessments	Other Assessments
PSSA Test	

- 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?** Data that we gather will be shared at our monthly curriculum meetings and RTII grouping meetings.

TEACHERS

- 1. How were teachers informed of the development of the schoolwide plan?**
Faculty meeting and monthly curriculum meetings
- 2. How will teachers be involved in the implementation of the plan?**
Teacher surveys and teacher meetings will allow them to be involved in the implementation of the plan.
- 3. How will feedback from teachers be obtained throughout the year?**
Teacher surveys and teacher meetings will allow them to give feedback throughout the year.

PARENTS

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

Parents are invited to our Title 1 Family Night and the information is shared through social media, the school's website, our Elementary newsletter and PTA meetings.

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

Parents will be given surveys to identify needs for continuous improvement throughout the plan. In addition, parents will be included in our schoolwide plan meetings to provide ideas and support.

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

Surveys will be given to parents to provide feedback on our educational design and planned goals. Parent input will be shared among the schoolwide planning team members to develop and create goals that are focused on improving the school.

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.

- Assessment scope and sequence
- Data Review
- Teacher survey
- Writing curriculum implementation

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.

Assessment scope and sequence - identify the assessments we would like to administer and the timeline for administration

Data Review - review 2016 PSSA data related directly to math, ELA and science

Teacher Surveys - administer the teacher surveys at the second day of in-service to identify need areas

Writing curriculum implementation - Collins Writing Workshop on October 18th to guide our writing curriculum changes

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.

- Support of the Instructional Coach
- Formal and informal observations and walk-throughs
- Teacher surveys
- Curriculum department meetings and discussions

Parent Involvement Activities

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.)

- 24/7 access to child's grades and attendance on PowerSchool
- Progress Reports at the middle of each marking period
- Report card distribution at the end of each marking period
- Parent/Teacher conferences in November

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, if we need to translate parent notifications into another language, we will use TransAct to do this.

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.**

We conduct tours for area preschools so that the students will have an easier transition to the elementary school.

- 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.**

Fifth grade students that are transitioning to the middle school receive a sixth grade buddy in May that they can connect with the following year. Sixth grade orientation is held two weeks before school starts to help with acclimating them to the building.

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

Head Start classrooms come to our building for a tour and we meet with the teachers to gain background information on the children and their strengths/needs.

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.

The team will meet yearly to evaluate the effectiveness of the plan. The school team will hold meetings to analyze data, create a needs assessment and develop goals for the Schoolwide plan.

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

School employees including the building principal, guidance counselor, reading and math facilitator and parents will included in the planning process. The school team members will be selected based upon their level of involvement in the reading and mathematics. Parents will be selected to participate based upon their involvement and availability to attend planning sessions.

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 elementary school will monitor the plan and align it with the district’s educational design. The schoolwide plan will be revisited at the annual PTA/Title I parent meeting held in April. Revisions to the plan will be updated per the schools needs assessment. The Special Programs/District Office Assistant will modify the schoolwide plan and redistribute copies to the team. Once the plan is approved by the team, we will put the revised plan on our website and in our elementary newsletter for parents.

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

Teachers, staff, and parents will be updated at least annually to review and revisit any changes to the plan.