

**Title I Schoolwide Planning
Components/Template**

Date: May 12, 2016	
School: Port Allegany Elementary School	
District: Port Allegany School District	
Principal: Mr. Tracy L. Kio	
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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 ***	48.8%	School Grade Span:	K	to	6
Ethnic/Racial Breakdown		School Enrollment			
White	97.13%	IEP Students		488	
Black	1.02%	ELL Students		0.145%	
Hispanic	0.61%	Migratory Students		0%	
Asian/Pacific Islander	0.4%	Homeless Students		0.3%	
Native American	0%	Highly Qualified Instructional Paraprofessionals			
Highly Qualified Instructional Paraprofessionals	100%				

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

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

----- PDE / DFP USE ONLY -----

Date Rec'd:	Date Approved:
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Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. No Child Left Behind (NCLB) requires a yearlong planning period prior to the implementation of a Title I schoolwide plan, unless the local education agency (LEA) can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the Title I law requires that the plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.

Planning Team:

Name of Team Member	Position/Representation
Tracy Kio	Elementary Principal
Cheryl Nasto	RTII
Denise Dibble	Title I Reading/Math Teacher
Jason Luther	6 th Grade Teacher
Mary DeGolier	Title I Reading/Math Teacher
Carrie Madison	Parent

Schoolwide Planning Period:	<input checked="" type="checkbox"/> 1-Year	<input type="checkbox"/> Less Than 1-Year**
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**If less than one year, include a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.

Schoolwide Planning Summary

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

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (√ all columns that apply)		
		Planning Team	All Staff	Parents
09/06/15	Meet the Teacher Night	X	X	X
08/22/15	Kindergarten Orientation		X	X
05/12/16	Title School Wide Update	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
09/10/15	IU9	Technical Assistance

Needs Assessment

The basis of a solid schoolwide plan must be the results of a comprehensive needs assessment. The needs assessment should consider the needs of all members of the school community: teachers, students, parents, principals and administrators. Use the guiding questions below to describe the comprehensive needs assessment administered for the school.

1. Briefly describe the current educational program and offerings in the school. Include information on core curriculum, supplemental programs, assessments, interventions, professional development and parent involvement. This description should not go into great detail, but should capture the salient information needed to provide a snapshot of the school's programs.

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

Student Achievement Data	Teacher Data
PSSA	Professional Development Survey
DIBELS Next	PATTI Survey
G.R.A.D.E	
CDT	
AIMS Probes	
Parent Involvement Data	Leadership Data
Parent Involvement Survey	H.E.A.T Walk-Throughs
Parent Conference Data	Teacher 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.
Data is collected using On Hands Data Warehouse and needs are determined at grade level meetings. Monthly meetings are held to maintain specific instructional focus. Teacher and parent data is collected using surveys. All data is reviewed regularly. Principal conducts teacher evaluations and walk-throughs frequently to determine need.
- c. Based on the data gathered and the analysis done, discuss the areas of strength and the weakness that were identified. Areas of strengths are data collection and analysis. Daily collaboration occurs between staff in each grade level. Weekly collaboration continues across grade levels. Elementary science program is also a strength. Areas of focus continue to be ELA and Math.
- 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. Areas of focus are ELA and Math.

Area of Need to Be Addressed	Data Source #1	Data Source #2	Data Source #3
1. ELA	PSSA	DIBELS Next	G.R.A.D.E
2. Math	PSSA	AIMS Probes	Early Numeracy
3.			
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:

- 80% of students in grades 3-6 will show one year's growth and/or score proficient /advanced on ELA PSSA.
- 80% of students in grades K-3 will meet the benchmark as indicated on DIBELS Next.

Goal for Need #2 above:

- 80% of students in grades 3-6 will show one year's growth and/or score proficient /advanced on Math PSSA
- 80% of students in grades K-1 will meet the benchmark as indicated on Early Numeracy Probes.
- 80% of students in grades 2-6 will meet the benchmark as indicated on AIMS Probes Math.

Goal for Need #3 above:

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): Talking to the Text, Word Sort, Cornell Notes, 4 Square Vocabulary, Word Wall, Study Island, and Lexia (K-5): All strategies above are scientific research based and have been proven to improve student achievement. ELA Curriculum is aligned to PA Core Standards.

Goal #2 – Solution(s): Study Island, Test Savvy Math Strategies, piloting three math programs which are aligned to core standards and Math Curriculum is aligned to PA Core Standards.

Goal #3 – Solution(s):

Goal #4 – Solution(s):

Goal #5 – Solution(s):

Student Assessment of Progress

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

1. Use the following chart to describe the student assessments which will give staff on-going data regarding student progress:
 - a. Give the grade level to be assessed
 - b. Give the appropriate content area
 - c. Give the full name of the assessment
 - d. When will it be given
 - e. How will staff be trained to give it
 - f. How and when will staff use the information to guide instruction

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction

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. State and programs mandate specific types of assessments at each grade level. RTII team and teachers evaluate assessment programs to determine which best meet the needs of our students.

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. Based on data, staff forms instruction groups targeting specific skill areas. Data is collected monthly and quarterly, depending on assessment.**
- 2. Describe how timely assistance and services will be provided for your struggling learners. Learning support, Title I teachers and instructional paraprofessionals provide instructional support using differentiated instruction.**
- 3. Describe services for the following special populations:**
 - How services will be provided for your special education students: Services provided using push in and pull out model.**
 - How services will be provided for your English Language Learners; Services provided using push in and pull out model.**
 - How services will be provided for your migrant students: Services provided using push in and pull out model.**
 - How services will be provided for your homeless students: Services provided using push in and pull out model.**

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?
 - H.E.A.T Walks
 - Formal/Informal Observation
 - Staff Meetings
 - Lesson plans
 - Teacher Web Site

2. What types of milestones and timelines have been established for year one to help building-level administrators gauge progress toward year one goals?
 - Eligible content charts maintained consistently
 - H.E.A.T strategies implemented
 - Teacher effectiveness model

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

Formative Assessments	Benchmark Assessments
CDT	Study Island
	DIBELS Next
	Early Numeracy
Summative Assessments	Other Assessments
PSSA	AIMS Probes

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?
 - Staff Meetings
 - 2:50 Collaboration Meetings
 - RTII Team

TEACHERS

1. How were teachers informed of the development of the schoolwide plan?
 - Faculty Meetings
 - Individual Team Meetings
 - School Wide Title I Meetings

2. How will teachers be involved in the implementation of the plan?
 - All teachers are Title I teachers and integral part of the plan.
3. How will feedback from teachers be obtained throughout the year?
 - Surveys
 - Faculty Meetings
 - Team Meetings

PARENTS

1. How were parents informed of the development of the schoolwide plan?
 - School wide Title I meetings
 - School Website
 - Social Media
 - Direct mailing
2. How will parents be involved in the implementation of the plan?
 - Invitation to participate in planning/annual meeting
3. How will feedback from parents be obtained throughout the year?
 - Title I Survey

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 school wide 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.
 - See attached plan
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.
 - See attached plan
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.
 - Teacher observation
 - H.E.A.T Walks
 - Eligible Content Charts
 - Formal/Informal Walk throughs
 - Staff Meetings
 - Lesson Plans

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.
 - Use of local college/universities
 - Anticipating hiring needs
2. Describe strategies the school is using or going to use to retain high-quality, highly qualified teachers to high-needs schools.
 - Provide high quality professional development
 - Induction program
 - Mentor program
 - Administrative support

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.)

- **Orientation program**
- **Elementary booster program**
 - **Reading Under the Lights**
 - **Academic Fair**
 - **Family Literacy Night**
 - **Santa's Secret Shop**
 - **Soup Supper for P/T Conferences**
 - **Book Fair**
- **AIC – Academic Improvement Committee**

These are all opportunities to provide information to parents and receive feedback.

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.)

- **Report Cards**
- **Power School**
- **P/T Conferences**
- **Teacher Website**
- **Student Handbook**
- **Social Media**
- **Early Numeracy Report (K-1)**

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.
We have capability to notify in more than one language.

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.
 - Transition meetings with early intervention
 - Head Start (Location in building)
 - Kindergarten Registration
 - Kindergarten visitations
 - Home visits

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.
 - Transition meetings
 - Peer Helpers
 - Career Technical Center
 - Preseason coach inductions

3. Describe on-going coordination with other community programs and agencies that support transitions for students.
 - WIFI Club
 - Boy Scouts
 - Girl Scouts
 - C.A.R.E for Children
 - Big Brothers Big Sisters

Coordination and Integration of Services and Programs

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

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

Yes _____ No _____

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

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

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

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

1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.
 - Annual September committee meeting to update plan and determine effectiveness of plan based on data.

2. Describe who will be involved in the evaluation/review and how they were selected.
 - Classroom Teachers
 - Title I Teachers
 - Principal
 - Federal Programs Coordinator
 - RTII
 - Instructional Coach
 - Parents

Committee selections are based on the responsibilities of the individuals who will implement the plan.

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.
 - Staff meetings

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

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.