Title I Schoolwide Planning Components/Template

pennsylvania
DEPARTMENT OF EDUCATION

Date: May 12, 2016	

School: Port Allegany Jr./Sr. High School
District: Port Allegany School District
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If revision was requested, Date of Previous Submission:
TITLE I School: Yes ☒   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 ***	41.5 %
Ethnic/Racial Breakdown	
White	96.10 %
Black	.98 %
Hispanic	1.95 %
Asian/Pacific Islander	.49 %
Native American	0 %
Highly Qualified Instructional Paraprofessionals	100 %

School Grade Span:	7th	to	12th

School Enrollment	410
IEP Students	15.85%
ELL Students	0 %
Migratory Students	0 %
Homeless Students	2.68%

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:

Name of Team Member	Position/Representation
Michelene Horning	Title One Reading Teacher
Matt Lawton	English Teacher
Gary Buchsen	Federal Programs Coordinator / Superintendent
Marc Budd	Principal
Stephanie McNeil	Parent
Carrie Russell	Parent

School Wide Planning Period:	**X 1-Year**	☐ **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
3/31/16	Title I Planning Meeting / ATM	x		
6/2/2016	Title I Planning Meeting / Review of Parent Involvement and Parent Compact.	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
4/30/12	Division of Federal Programs	Over view of requirements of school wide program
11/14/12	IU9	SAS/Keystone overview for parents

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.**

    Port Allegany students have extensive educational opportunities available to them; College Preparatory classes, College Preparatory/Business, College Preparatory/Vocational, Vocational and High School. Integrated into the district's regular course offerings are Honors Classes, AP Courses and Dual Enrollment Courses (students can earn 48 college credits while in high school) . Our students also have the opportunity to take online courses to enrich the academic experience while attending Port Allegany Jr/Sr High School.

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

Student Achievement Data	Teacher Data
PSSA	PVAAS
GRADE	Professional Development Survey

CDT	PATTI Survey
Keystone	E Metric
	SLOs
Parent Involvement Data	Leadership Data
Parent Involvement Survey	HEAT Walk Through
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.

Beginning in December 2011, Port Allegany School District completed a needs assessment that was a keystone to the creation of the Port Allegany School District Comprehensive Literacy Plan. The needs assessment required the district stakeholders to analyze the following needs areas: Standards and Curriculum, Assessment, Instruction, Professional Learning and Practice, Literacy Leadership, Goals, and Sustainability, Transition, and Partnerships. Each area was assessed and determined if areas were considered "in place" or "not in place." Furthermore the needs assessment looked at each area in the following statutory areas: Birth-5yrs, K-5th grade, 6th-8th grades, and 9th-12th grades.

District administration selected the stake holders to complete this needs assessment. Stake holders included:

- Birth-5years--IU Early Intervention Supervisor, elementary principal, and elementary reading specialist
- K-5th grade--elementary principal, elementary reading specialist, an elementary teacher, Title I reading specialist, and a parent
- 6th-8th grades—assistant principal, high school librarian, Title I reading specialist, social studies department head, mathematics department head, ELA department head, and science department head
- 9th-12th grades—high school principal, instructional coach, technology coordinator, social studies department head, mathematics department head, ELA department head, and science department head

Over the course of 4 weeks these teams would meet and assess the various areas and compiled totals to determine the greatest needs in the district. The needs areas were then ranked from top priority to lowest priority.

The needs assessment and priorities are reviewed annually as a measure of implementation of the district comprehensive literacy plan.

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

Strengths
Students are demonstrating Achievement in
-Reading/Literature   76.54 %
-Industry Standards-Based Competency Assessments   88.89 %

Students are demonstrating Academic Growth in
-Mathematics/Algebra 1-Meeting Annual Academic Growth Expectations   75.67 %
-Reading/Literature-Meeting Annual Academic Growth Expectations   74.67 %

-Science/Biology-Meeting Annual Academic Growth Expectations 93.00 %
-Writing-Meeting Annual Academic Growth Expectations 71.00 %

Other Academic Indicators
-Cohort Graduation Rate 94.74 %
-Attendance Rate 94.96 %
-Teachers meet quarterly to review student data
-Teachers are performing peer observations
-Monthly attendance review meetings

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. Improved growth for E.D students	PSSA	CDT	GRADE
2. Improved growth in Reading	PSSA	CDT	GRADE
3. Improved growth for IEP students.	PSSA	CDT	GRADE
4.			
5.			

-Each of the above listed needs will be focused on in year 1.

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: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Goal for Need #2 above: Review content area curriculum to ensure eligible content is addressed.

Goal for Need #3 above: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

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): Data will be used to further identify students for additional interventions.

Goal #2 – Solution(s): Data will be part of an ongoing cycle of instructional improvement. Protocols will be established that will prescribe how data will be collected, analyzed and reported. Teacher teams will be expected to meet and use the analysis to inform instructional practice.
Goal #3 – Solution(s): Data will be used to further identify students for additional interventions.

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
7-8 8-12	Reading/Math	PSSA and Keystone Algebra	Annually Annually	Annual in house staff development	Quarterly data meetings both by grade level and individually
9-12	Science/Reading	Keystone Bio and Lit	Annually		
7-12 7-12	Reading Reading/Math	Grade CDT	Three times Three times		

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.**

   -Data meetings are used to improve overall student achievement in Reading.

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
   _____   Reading
   _____   Math
   _____   Science
   _____   Before School
   _____   After School
   _____   Lunch/Study Periods

<u>No</u> **Summer School Program**
  Reading
  Math
  Science

<u>Yes</u> **In-Class Instructional Support**

<u>Yes</u> **Pull Out Instructional Support**

<u>Student Assistance</u>

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.**

   Students will be identified through RTII Model during their monthly meetings. The school will use Keystone Data, PSSA Data, GRADE Data as well as CDT Data to identify students who are having difficulty mastering standards and skills.

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

   Once struggling learners have been identified, their daily schedules will be modified so that they will be placed in an additional Reading class. The Reading class will provided targeted instruction driven by student data focusing on raising the Reading level of each individual student.

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

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

     Title One Reading Support

   - **How services will be provided for your English Language Learners;**

     Title One Reading Support

   - **How services will be provided for your migrant students; and**

     Title One Reading Support

   - **How services will be provided for your homeless students.**

     Title One Reading Support

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 Observations
    -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 (updated after each CDT)
    -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
	CDT
	GRADE
Summative Assessments	Other Assessments
PSSA	Classroom Assessments
Keystone	

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
    -Grade Level Data Meetings
    -Individual Subject Data Meetings

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 review and interact with DATA to DRIVEN INSTRUCTION. All teachers are
    Title I teachers.

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 1 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
   -Parent Meetings

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.**

   KTO : Module 1-Data-Data Driven Instruction
           Module 2-UDL-Universal Design for Learning
           Module 3-Building Blocks for Literacy
           Module 4-Transitions in Literacy
           Module 5-LDC-Learning Design Collaborative

Module 6-RA-Reading Apprenticeship
Module 7-Family Engagement
Module 8-English Language Learners
Module 9-Special Needs-Supporting Learners with Special Needs

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.**

   All of these professional development activities have a positive impact on direct instruction. The staff will walk away with working hands on knowledge that can be applied in data driven instructions, designing better lessons, implementing literacy across the curriculum, engagement students, parents and the community, teaching strategies for English Learners as well as tailoring instruction for special needs students.

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
   -The districts instructional coach will meet with teachers in an effort to help them design their lessons
     with a stronger literacy content all while reinforcing Reading across the content areas.

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
   -Encourage student teaching placements in the district

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.)

-7th Grade Parent Orientation
-7th, 8th and 9th grade meet the teacher night
-Parent Teacher Conferences
-Secondary Boosters
    Reading Under the Lights
    Academic Fair
    Soup Supper for P/T Conferences

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

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.

No we do not, 99% of our student population is English Language Speaking. We have one family that has limited English. We have made attempts to involve the family in order to make accommodations for them such as home visits, phone calls and letters.

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.**

    -6th to 7th grade transition meetings
    -Each 7th grade students is assigned a Peer Helper to help them with the transition.
    -7th grade student orientation

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.**

    -6th to 7th grade transition meetings
    -Each 7th grade students is assigned a Peer Helper to help them with the transition.

-7th grade student orientation

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

-Big Brothers Big Sisters
-Port Allegany Community Service (food bank, meals on wheels)
-National Honor Society

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 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 Teacher
   -Principal
   -Federal Programs Coordinator
   -RTII
   -Instructional Coach
   -Parents

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.