

**Title I Schoolwide Planning
Components/Template**

Date: November 11, 2014	
School: Edgewood Elementary School	
District: Woodland Hills	
Principal: Ms. Janet Wilson Carter	
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Federal Programs Coordinator: Mr. Norman Catalano	
Coordinator Email: Catano@whsd.net	
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 ***	73.51
Ethnic/Racial Breakdown	
White	23.44
Black	68.33
Hispanic	2%
Asian/Pacific Islander	.25%
Native American	0
Highly Qualified Instructional Paraprofessionals	100%

School Grade Span:	PreK	to	6
School Enrollment	401		
IEP Students: Learning Support Speech and Language Support Gifted Support	62 (ES/LS/ AUT)		
ELL Students	5		
Migratory Students	0		
Homeless Students	13		

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
J. Wilson Carter	Principal
Charmayne Gather	Assistant Principal
Celeste Covington	Instructional Coach
Lauren Weisser	Sixth Grade Teacher
Stephanie Dorgan	Parent

School Wide 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
8/2014	Together We Achieve More (T.E.A.M.) theme was determined by all staff members.		All teachers	
7/8 2014	Collaborative Meet/Greet *School-Wide Goals / Focus discussed with PTO members *PTO provided goals / focus with principal		Principal	PTO President / PTO members
7/2014	National and regional service themes and events were added to the school calendar along with district wide curricular highlights and engagement events. School Wide Title I School Compact was also developed.		Principal	
Ongoing	Revision of school wide webpage so that parents would be able to utilize it as a functional resource. Teachers also revised their webpage to ensure that parents used the cite to support the holistic growth of their children. The PTO also worked to revise their webpage to extend efforts to maintain a strong connection between the home and the school.		Principal; Assistant Principal; Tech Coach All teachers	Edgewood PTO
9/24/14	Open House and Title I Parent Meeting <ul style="list-style-type: none"> • Described district and statewide curricular initiatives • Reminded parents to utilize the school calendar resource • Reviewed educational supports and school safety plans • Explained the significance of Good school attendance • Identified the ways parents can become involved at school 		Principal; Assistant Principal; Home School Visitor; School Nurse; RtII Interventionist	PTO President; Edgewood Parents
Monthly	Faculty Meeting: A professional		Principal; Assistant	

	development area is accentuated		Instructional Coach, Technology Coach, WHSD Admin staff Principal; All Teachers	
Monthly	Grade Level, Special Education, and Special Area Meeting		All Teachers; Building Administration as needed	
Monthly (as needed)	Data Meeting		Principal; Assistant Principal; Data Coach All Teachers	
Monthly	PLC (<i>Professional Learning Community</i>) Meeting		All Teachers	
Quarterly	Individual Teacher Conferences		Principal All Teachers	
11/14	Planning Meeting	Principal; Assistant Principal; Ms. Covington		
11/11/14	Final Review of School Wide Plan (<i>Before Submission</i>)	Principal; Assistant Principal; Ms. Dorgan		

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.

The district wide Literacy and Data Liaison has provided technical assistance related to accessing, analyzing, interpreting, and using student data so that differentiated supports could be provided. The building wide Technology Coach has provided technical assistance with the continuous integration of instructional technology.

2. Supply the dates of meetings, the type or topic of assistance and who provided the assistance.

Date	Provider	Type of Assistance
9/17/14 10/2014 11/2014	Mr. Jim Clawson, Woodland Hills School District Literacy and Data Liaison	Facilitated a professional development session relevant to the utilization of various student performance data sets for instructional development for the Shaffer Teaching Staff
On-Going	Mr. Martin Sharp, Building Technology Coach	Continuously provided the following on-line/technology supports to teachers and building administration: testing resources; diagnostic tools; classroom management programs; and instructional resources.

		<p>These include the following:</p> <ul style="list-style-type: none">• Classroom Diagnostic Tools (CDT Testing)• Reading Assistant• Think Through Math• Easy CBM• Discovery Education• Espresso Elementary• PA SAS Website• SchoolPoint Classroom Management System• Safari Montage• A Plus• Intel Education• Google Apps for Education• Newsela• Spelling City
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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.**

Edgewood Elementary School is located in Edgewood, Pennsylvania servicing the students in the Woodland Hills School District, providing education for 420 students. Two administrators and 31 teachers along with a Technology Coach, Home School Visitor, RtII Interventionist, Reading Specialist, Instructional Coach, and School Nurse deliver instructional as well as other specified services. Additionally, Edgewood houses two A.I.U. programs -- a full time speech class servicing Woodland Hills and several other school districts and, a D.A.R.T. classroom. There is also an E.S.L. program run by the A.I.U. as well. Professionals working in those programs are A.I.U. employees.

All faculty members are either highly qualified or are working to obtain that classification. These professional staff members participate in continuous professional development activities. Five paraprofessionals work within the school environment. Other support staff includes four cafeteria workers, three custodians, and one secretary.

The students who attend Edgewood Elementary School are enrolled in pre-kindergarten through grade six. The following special Education programs support the children who have Individualized Educational programs: Emotional Support; Learning Support; Gifted Support; and Speech and Language Support. English as a Second Language and Occupational Therapy Services are also provided for the small number of children who require these. Edgewood Elementary School enjoys a highly engaged parent base. The expansive parental engagement opportunities provided at the school affirms this.

All instruction is aligned to the PA Core Standards and a uniform instructional framework is implemented. Systems of formative, summative, and diagnostic assessments are routinely utilized. Various student performance data sets are analyzed and interpreted so that the needs of students are being met as teachers designate one period each day to instructional inventions.

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

Student Achievement Data	Teacher Data
G-RADE (<i>Group Reading Assessment and Diagnostic Evaluation</i>)	Various Classroom Generated Assessments
DIBELS (<i>Dynamic Indicators of Basic Early Literacy Skills</i>)Next	EdInsight
PVAAS (<i>Pennsylvania Value Added Assessment System</i>)	Formative Assessments
Internal Mathematics Assessment	CDT(<i>Classroom Diagnostic Tools</i>)
Reading, Writing, Mathematics, and Science PSSA	Storytown Tests

Parent Involvement Data	Leadership Data
Parental sign-in forms were monitored as a result of school based parent and community engagement activities held during the previous school year.	Building Wide Walkthrough Data: H.E.A.T. Informal Observation completed once each semester; Weekly Administrative Anecdotal Informal Observation; <i>occasional</i> On-Hands Informal Observation
Parents provided their written feedback regarding the quality of the parent workshop	Quarterly individual teacher conferences
Parents provided informal feedback regarding programs; the PTO was the designated forum to engage in such discussions; parents also spoke to building administration privately	Differentiated Supervision Data obtained from Tier I, II, and III activities
District wide events such as: Open House; Parent Teacher Conferences; and the Millionaire Book Club	

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.

Student performance data sets were analyzed. As a result, targeted content areas were identified. They include the following:

- those content areas in which students showed weakness in
- areas in which the achievement gap failed to narrow among historically under performing students and all students
- content areas in which the students failed to meet annual academic growth expectations
- areas in which annual growth expectations were met

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

Areas of strength include:

Edgewood Elementary School’s S.P.P. score is the highest in the district for the 2nd year running.

- 75% of students met annual academic growth in mathematics

- 71% of students met annual academic growth in reading.
- 75% of students met annual academic growth in science.
- 100% of students met annual academic growth in writing.
- Student yearly attendance rate was 92.06%.
- Student promotion rate was 99.04%.

Areas of weakness include:

- In grade three, there was a failure to narrow the achievement gap among historically under performing students and all students in the area of reading.
- In grade three, there were significant academic performance declines in the areas of reading and mathematics.
- Overall there was a decline experienced in math and reading.

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. In grade 3, the achievement gap must be narrowed in Science among historically under performing students and all students	2014 Science PSSA	School Performance Profile, 2014 -2015 School Year	
2. In grade 3, student achievement must improve in Reading	2014 Reading PSSA		
3. In grade 3, student achievement must improve in Mathematics	2014 PSSA		
4. Students must demonstrate proficiency/achievement in reading/math in grades three, four, five, and, six	2014 PSSA		

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: The overall academic performance of all students enrolled in 3rd grade must improve in the area of reading to show growth

Goal for Need #2 above: Student achievement must improve in the area of Reading/ELA for students enrolled in grade three to evidence student growth

Goal for Need #3 above: The overall student achievement must improve for students enrolled in grade three in the area of Mathematics to document student growth

Goal for Need #4 above: Student must demonstrate proficiency/achievement in the area of Writing for student enrolled in all grades three, four, five, and six

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):

- Science instruction will be aligned to the PA Core Standards
- Teachers will monitor student performance data and will provide interventions to support student growth
- Teachers will participate in relevant/designated school and district wide professional development opportunities relevant to science
- Teachers will receive individualized as needed supports implementing the instructional strategies relevant to meeting this goal
- Teachers will utilize an instructional framework that accentuates: the integration of technology into instruction; active levels of student engagement; authentic learning experiences; collaborative learning experiences during guided and independent practice activities; high order student thinking; the student participation in performance tasks; formative assessments; differentiation through the implementation of interventions; explicit instruction during the mini lesson; and the implementation of the ASSET Science Modules
- Teachers will engage in Progress Monitoring

Goal #2 – Solution(s):

- ELA instruction will be aligned to the PA Core Standards
- Teachers will monitor student performance data and will provide interventions to support student growth
- Teachers will participate in relevant/designated school and district wide professional development opportunities relevant to science reading/ELA
- Teachers will receive individualized as needed supports implementing the instructional strategies relevant to meeting this goal
- Teachers will utilize an instructional framework that accentuates: the integration of technology into instruction; active levels of student engagement; authentic learning experiences; collaborative learning experiences during guided and independent practice activities; high order student thinking; the student participation in performance tasks; formative

assessments; differentiation through the implementation of interventions; explicit instruction during the mini lesson; and the implementation of the ELA modules
-Teachers will engage in Progress Monitoring

Goal #3 – Solution(s):

- Mathematics will be aligned to the PA Core Standards
-Teachers will monitor student performance data and will provide interventions to support student growth
-Teachers will participate in relevant/designated school and district wide professional development opportunities relevant to mathematics
-Teachers will receive individualized as needed supports implementing the instructional strategies relevant to meeting this goal
-Teachers will utilize an instructional framework that accentuates: the integration of technology into instruction; active levels of student engagement; authentic learning experiences; collaborative learning experiences during guided and independent practice activities; high order student thinking; the student participation in performance tasks; formative assessments; differentiation through the implementation of interventions; explicit instruction during the mini lesson; and the implementation of the Mathematics Modules
-Teachers will engage in Progress Monitoring

Goal #4 – Solution(s):

-ELA instruction will be aligned to the PA Core Standards
-Teachers will monitor student performance data and will provide interventions to support student growth
-Teachers will participate in relevant/designated school and district wide professional development opportunities relevant to writing/ELA
-Teachers will receive individualized as needed supports implementing the instructional strategies relevant to meeting this goal
-Teachers will utilize an instructional framework that accentuates: the integration of technology into instruction; active levels of student engagement; authentic learning experiences; collaborative learning experiences during guided and independent practice activities; high order student thinking; the student participation in performance tasks; formative assessments; differentiation through the implementation of interventions; explicit instruction during the mini lesson; continuous writing in all classrooms everyday; and the implementation of the ELA Modules
-Teachers will engage in Progress Monitoring

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
4	Science	<ol style="list-style-type: none"> 1. Science PSSA 2. Classroom generated assessments 3. Formative Assessments 4. Performance Tasks 	<ol style="list-style-type: none"> 1. Annually 2. As required 3. Daily 4. Daily/Weekly 	<ol style="list-style-type: none"> 1. Building and district wide 2. N/A 3. Previously trained 4. Building Administration and Instructional Coach, as needed 	<ol style="list-style-type: none"> 1. Continuously 2. Continuously 3. Continuously 4. Continuously
3-6	Reading/ ELA	<ol style="list-style-type: none"> 1. G-RADE 2. Classroom Generated Assessments 3. Formative Assessments 4. Classroom Diagnostic Test 5. Performance Tasks and Writing Prompts aligned to Core Rubrics 6. Reading Assistant 7. ELA (<i>formerly Reading</i>) PSSA 	<ol style="list-style-type: none"> 1. Fall, winter, and spring 2. End of module 3. Daily 4. Every six weeks 5. Daily/Weekly 6. Twice weekly 7. Annually 	<ol style="list-style-type: none"> 1. Previously trained 2. District and building wide 3. Previously trained 4. Technology Coach 5. Building Administration and Instructional Coach, as needed 6. Assistant Principal; Instructional Coach; Technology Coach 7. Building and district wide 	<ol style="list-style-type: none"> 1. Continuously 2. End of module and continuously 3. Continuously 4. Continuously 5. Daily; Intervention Planning 6. Continuously 7. Annually

3-6	Math	<ol style="list-style-type: none"> 1. Internal assessments 2. Classroom Generated Assessments 3. Classroom Diagnostics Test 4. Formative Assessments 5. Performance Tasks 6. Math PSSA 	<ol style="list-style-type: none"> 1. Fall, winter, and spring 2. End of Module 3. Every six weeks 4. Daily 5. Daily 6. Annually 	<ol style="list-style-type: none"> 1. Building wide 2. District and building wide 3. Technology Coach 4. Previously trained 5. Previously trained 6. District and building wide 	<ol style="list-style-type: none"> 1. Continuously 2. End of module and continuously 3. Continuously 4. Continuously 5. Continuously 6. Continuously
5	Writing/ELA	<ol style="list-style-type: none"> 1. Classroom Generated Assessments 2. Performance Tasks and Writing Prompts aligned to Core Rubrics 3. Formative Assessments 4. ELA (<i>formerly Writing</i>) PSSA 	<ol style="list-style-type: none"> 1. End of module 2. Daily/weekly 3. Daily 4. Annually 	<ol style="list-style-type: none"> 1. District and building wide 2. Building Administration and Instructional Coach, as needed 3. Previously trained 4. District and building wide 	<ol style="list-style-type: none"> 1. Continuously 2. Continuously 3. Continuously 4. Continuously

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.

Teachers were prescribed the specific assessments that are to be utilized with fidelity across the entire school district.

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:

Yes **Extended School Day/Tutoring Programs**

Yes **Reading**

Yes **Math**

Yes **Science (Tech Gyrls program – twice a week)**

Yes **Before School (After school Y program)**

Yes **After School (After school Y program, F.R.O.G.S. program)**

No **Lunch/Study Periods**

No **Summer School Program**

No **Reading**

No **Math**

No **Science**

Yes **In-Class Instructional Support** - Classroom teachers will use student performance data to differentiate the type of support students receive within the classroom, within the grade level, or within another grade level through small instructional groups, in flexible groups, or individually.

Yes **Pull-Out Instructional Support** – Designated students will receive relevant services outside of the classroom. This includes: students in kindergarten through grade three who require *some* instructional time with the Reading Specialist. However, *it must be noted that the Reading Specialist will also push into the classroom to support student needs.* Additionally, children who receive Special Education Services will be pulled-out according to the percentage

mandates of each Individualized Education Program. Again, *it must be noted that Special Education Teachers push into the regular education classroom on occasion to provide services to students.*

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.

The school wide RtII (*Response to Intervention and Instruction*) Map will be followed as it relates providing differentiated supports for all students. Students who require timely assistance will receive Tier II supports.

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

As noted above, students who require more supports than the assistance provided for all students will receive some of the following Tier II supports:

- Student Assistance referral; the development of an individualized Intervention Plan
- Differentiated instruction in the form of small group instruction, flexible grouping, and intervention groups work; this will be based on student performance data generated in the classroom
- Title I reading supports
- Student participation in PSSA After School Tutorial Program
- The Development of a Service Agreement
- Participation in the Oasis Intergenerational Tutorial Program

The following Tier III supports will be provided for students who require an extra assistance:

- An evaluation for Special Education Services
- The development of an Individualized Education Program along with Specially Designed Instruction for qualifying students
- Extended school-year programs, again, for qualifying students

3. Describe services for the following special populations:

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

SDI (*Specially Designed Instruction*) as well as an IEP (*Individualized Educational Program*) will be provided for children who receive special education services

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

Students receive an English Language Proficiency Evaluation to determine if they require ESL (*English as a Second Language*) Services. Qualifying English learners receive services for a specified number of hours according to need. In addition to receiving the services, English language acquisition is monitored annually through an assessment called the English Language Proficiency Evaluation.

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

These students will have this designation will receive all of the educational services provided for all students enrolled in the school.

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

Transportation to and from school will be provided for the students who have the designation of homeless. Such students will continue to receive all of the educational services and supports available to the entire school population.

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?**
 - Monitor weekly lesson plans
 - Participate in quarterly teacher conferences
 - Conduct weekly Walkthrough's and provide teachers with immediate feedback
 - Conduct H.E.A.T. Walkthrough's each semester
 - Conduct formal observations using the Clinical Supervisory Process
 - Develop building wide professional development programs

2. **What types of milestones and timelines have been established for year one to help building-level administrators gauge progress toward year one goals?**
 - Weekly informal observations
 - Formal observations completed once each semester
 - SLO's (*Student Learning Outcomes*)
 - Quarterly teacher conferences

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

Formative Assessments	Benchmark Assessments
Review of student work samples	G-RADE
Various Walkthrough's Informal Observations	CDT
	DIBELS Next
Summative Assessments	Other Assessments
ELA, Science, and Mathematics PSSA	SLO (<i>Student Learning Objective</i>)
Tier I Formal Clinical Observations	Classroom Generated Data
SLO (<i>Student Learning Objective</i>)	Reading Assistant (<i>Intervention</i>)
	Easy CBM (<i>Intervention</i>)

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?**
 - Teachers will submit Data Reports as requested to the Assistant Principal and Instructional Coach. These data will be shared with the Principal. This group of professionals will provide teachers with instructional suggestions, supports, and so on so that more academic rigor will be incorporated.
 - Each teacher will attend a monthly Data Meeting as necessary
 - All teachers will participate in quarterly individualized Teacher Conferences

TEACHERS

- 1. How were teachers informed of the development of the schoolwide plan?**
Teachers were informed during a Faculty Meeting and provided an electronic copy.
- 2. How will teachers be involved in the implementation of the plan?**
Teachers are aware of all of their accountabilities associated with the plan. Each year-end evaluation will be deeply connected to components of this plan.
- 3. How will feedback from teachers be obtained throughout the year?**
Teachers will receive feedback in the following ways:
 - All of the classroom generated student performance data that they gather and monitor will be reflective of their professional efforts as it relates to the plan
 - Grade level student performance data sets will provide them with information about student growth
 - Feedback will be communicated during teacher conferences

PARENTS

- 1. How were parents informed of the development of the schoolwide plan?**
 - Information relevant to the plan was presented during a the September, 2014 Title I Parent Meeting during the Open House event.
 - Parents will also receive information during the following events PTO Meetings and on PTO webpage.
- 2. How will parents be involved in the implementation of the plan?**
Parents will provide their overall input and will offer suggestions.
- 3. How will feedback from parents be obtained throughout the year?**
Feedback will be obtained during PTO Meetings, informal as well as formal Parent Conferences, and during the Principal's/Title I Parent Meeting.

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.**

The Professional Development Topics include:

- Aligning PACS (*PA Core Standards*) Modules Through Implementation
- The Instructional Framework: Do Now; The Mini Lesson; Guided Practice; Independent Practice; Summations; and reflections and Feedback
- Student Engagement With Authentic Connections
- The Professional Learning Community
- Various School Wide and Classroom Student Performance Data Interpretation, Analysis, and Use
- Collins Writing and PLN
- Differentiated Tier II and Tier III professional activities
- Developing a Common Language and Common Intervention Procedures

The Professional Development Activities will be implemented:

- During district and school wide in-service activities
- At the monthly Faculty Meeting and other designated morning meetings
- In a differentiated manner according to teacher need
- Beginning October 24, 2014, each teacher will receive one weekly Walkthrough report to help facilitate their professional growth and development
- At the start of each semester, teacher will receive at least one Walkthrough and electronic report based on the H.E.A.T. Model/Keystones to Opportunity Grant
- During quarterly individual teacher conferences

- 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.**

It has been administratively concluded that the most current Reading, Mathematics, Science, and Writing PSSA and PVASS data suggest the following:

- Instruction must become more rigorous to meet the individualized needs of each learner
- Writing must be deeply accentuated in all curricular areas
- Instructional activities connected to the Depth of Knowledge/deep student thinking must be embedded across all curricular areas

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.

As noted the Walkthrough process will be vital to providing follow-up and support relevant to the effective implementation of instructional techniques. Additionally, teachers placed on Tier I will participate in the Clinical Supervisory Process and will receive as needed differentiated supports. Most significantly, such teachers will be able to participate in professional growth opportunities.

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.

District wide procedures are used to post teacher vacancies, review credential packets, interview potential candidates, and hire the most qualified candidate(s).

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

All of the teachers employed at the school are either highly qualified or currently earning those credentials. Additionally, in order to be retained in employment, all of the teachers must be certified by PA standards. Finally, teachers are mandated to participate in Continuing Professional Education outlined by the Pennsylvania Department of Education Act 48 of 1999.

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.)

The Parent Involvement Activities promoted for *all parents* at Shaffer Elementary School include:

- Kindergarten Orientation
- The District Wide Back To School Community Day
- Monthly PTO (*Parent Teacher Organization*) Meeting (*September, 2014 – May, 2015*)
- Open House: Title I Parent Meeting and Book Fair Family Night
- Cultural Awareness Evening
- Girl's Night Out
- Boy's Night Out
- Annual African American History Program
- Annual Edgewood Talent Show
- Bi Annual Parent Teacher Conferences
- Scholastic Book Fairs and Fund Raisers
- The Student Holiday Shop
- Winter, Spring, and Beginner's Music Concerts (*Band, Strings, and Chorus*)
- Holiday Sing-Along
- Principal's Coffee: Title I Parent Meeting
- Monthly eMVP assemblies
- Career Day

- Science Olympiad
- Jump For Jill
- Electrify Strings Program and Concert
- PreK Graduation
- Sixth Grade Promotion Exercises

The effectiveness of the events is measured by the number of parents who attend the events and participate. Additionally, feedback forms are provided at the workshop so that written data are collected and reviewed. Informal parent feedback is provided when parents communicate to building administration, teachers, and parent leaders/PTO officers in person, by way of electronic mail as well as text, letter, or on the telephone.

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.)

The communication methods to keep parents informed about academic information pertaining to their child which are utilized building wide follow:

- An administrative newsletter is sent to all parents prior to the start of the school year for students. This communication contains relevant information connected to parental and student expectations and academic data as well.
- Students receive a packet of designated information on the/their first day of school that is hand-carried home to parents. This includes:
 - the Elementary School Student Handbook released by the school district; this document contains the Title I Compact, the Student Conduct of Conduct, and other significant information
 - the building wide Homework and Communication Folder (*one segment of the folder is designated for homework while the other is designated for communications from school*)
 - for students enrolled in kindergarten through grades two, the designated daily progress and homework tool that is used; for students in grades three through six, the Daily Planner which serves as an organizational tool for students and a communication tool between the home and the school
 - the uniquely designed school calendar filled with school and district related as well as relevant date, event, reminders, and procedural information
 - consent forms for student pictures and the Internet Policy
 - district wide school calendar is distributed to students to take home
- Teachers develop and send a welcome communication to parent by way of students filed with procedural information, expectations, and so on during the first week of school
- Daily, weekly, or periodic Progress and Behavior Sheets for designated students
- Building wide quarterly Progress Sheet are developed and given to parents by way of standard mail or electronic mail.
- Quarterly report cards
- As required letters, brochures, and flyers are either mailed home or given to students to take home to their parents. Additionally, automated messages are sent to all or designated parents as needed.
- As needed parent conferences are conducted with parents. Such conferences are held at the school or by way of telephone. As required home visits are also made to the homes of designated students.

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.

The school varies the manner in which communications are delivered to parents. These include:

- Monthly newsletters written in an easy to read format and one distributed at the start of the school year that is more technical
- Flyers and brochures
- Electronic mail
- Telephone messages

The school does not send communication in more than one language because less than one percent of the student population receives ESL services. In the case of these students, the school has utilized the as needed supports of a Chinese interpreter during parent meetings.

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.

- Kindergarten student screenings will be held during Kindergarten Registration
- Kindergarten Orientation will be held with the children enrolled in kindergarten as well as their parents, building administration and designated staff members including the School Nurse, Home School Visitor, and RtII Interventionist

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.

The following transition opportunities have been established:

- Fifth and sixth grade teachers provide core instruction to two groups of students in an effort to prepare the young people for having more than one core teacher in the future/at the junior high school level
- Opportunities have been created for sixth graders to assume various school wide leadership activities
- Sixth graders will participate in a preliminary transition activity at the Woodland Hills Junior High School by attending a student performance of the school wide play
- Sixth graders will participate in an annual Transition Day at the Woodland Hills Junior High School
- Designated sixth graders and their parents will participate in the course selection process

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

The community programs and agencies that support student transitions at the school include the following:

- Allegheny County Children, Youth, and Families, as required
- Allegheny County Mental Health, as required
- Oasis Intergeneration Tutorial Program
- The Human Service After School Tutorial and Summer Program(s)
- The Truancy Prevention Program
- Glade Run Lutheran Services site based mental health provider
- Naomi's House site based mental health provider
- Collaborating with Early Intervention Providers

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 X 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
KtO (<i>Keystone to Opportunity</i>)	All funding is budgeted using the school wide template. All federal monies supplement and do not supplant local funding.		

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 school will evaluate the plan on a quarterly basis to assess the effectiveness of the document. The school district (*superintendent or designee, curriculum director or designee, and literacy and data liaison*) will participate in this overall process as well and will provide as required technical assistance and feedback.

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

The following individuals will be involved in the aforementioned process:

- Building administration because they serve as the instructional leaders in the school
- The Instruction Coach was asked to participate in the process because of their service in the area of instructional leadership
- While all teachers were asked to volunteer to service on the School Leadership Team, the one who did served as a member
- The PTO President is a highly engaged parent who volunteered to participate in the school planning efforts

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 building Principal will maintain all documentation related to plan revisions in two separate binders. One binder will contain professional development and meeting documentation connected to the plan. The second binder will contain evidence relative to the level of parental engagement at the school.

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

Building administration and the Instructional Coach will maintain open lines of communications with the district (*superintendent or designee, curriculum director or designee, and literacy and data liaison*) relevant to the progress of the school as well as changes in the plan.

NOTE:

- Missing or incomplete information will delay the approval of your schoolwide plan.
- This template is provided as a Microsoft Word document. Please take as much space as you need to answer all questions adequately and fully.
- Please contact your Regional Coordinator in the Division of Federal Programs at the Department of Education with any questions you may have as you complete this plan.