Title I Schoolwide Planning Components/Template

LEA Name: Cranberry Area School District   *School Year*: 2014-15

School Name: Cranberry Elementary School   *Principal*: Mr. Robert Horner

Contact Name (*if not the principal*): ___Shelly Buckholtz_____   *Contact Phone*: 814.676.5628 x1213

Contact Email Address: sbuckholtz@cranberrysd.org

School Demographics

Low Income Percentage	43%

Ethnic/Racial Breakdown	
White	526
Black	6
Hispanic	4
Asian/Pacific Islander	8
Native American	0

School Enrollment	
	545
IEP Students	95
ELL Students	2
Migratory Students	0%
Homeless Students	3

AYP Status (Circle One)				
Making AYP	SI I	SI II	CA I	CA II

Highly Qualified Teachers	100%

If not all teachers are highly qualified, funds must be set aside and used to ensure that all teachers become highly qualified. See Teacher Quality and Professional Development Section.

PSSA Data Grade 3	Below Basic	Basic	Prof	Adv
Reading	12.1%	5.2%	53.4%	29.3%
Math	8.6%	12.1%	36.2%	43.1%
Science (4)	4.0%	12.0%	46.7%	37.3%

If Not Making AYP Identify Group(s) Not Meeting Targets (Circle All That Apply)	
Graduation	Attendance

Reading:				
All	IEP	ELL	ECD	Racial/Ethnic**:

Math:				
All	IEP	ELL	ECD	Racial/Ethnic**:

Identify the Racial/Ethnic group(s) not meeting AYP targets using the following:

   W= White   B= Black   H= Hispanic   A= Asian   NA= Native American

Schoolwide Planning Information

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. NCLB requires a year long planning period prior to the implementation of a Title I schoolwide plan, unless the 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.

Planning Team: Administrators, Teachers, Parents	

Name of Team Member	Position/Representation
Shelly Buckholtz	Director of Federal Programs & Instruction
Robert Horner	Building Principal
Bill Vonada	Superintendent
Jodie Chittester	Instructional Support Teacher
Darcy Bell	Title I Reading Teacher
Kim Morrison	Title I Reading Teacher
Charlotte O'Brien	Parent
SW Planning Period: X 1 Year Planning Period	☐ Less Than 1 Year Planning Period*

*If less than one year, provide 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.

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, 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.**

Current Educational Programs are as follows:

Core Reading: Imagine It! (McGraw-Hill) Research Based Reading Program
Treasures (McGraw-Hill) Research Based Reading Program
Intervention to Core: Intervention Guide to support the Imagine It! Program
Supplemental:
Read Naturally
Reading Eggs
Leveled Literacy Intervention
Reading Mastery
Study Island
Road to the Code
Guided Reading

All students receive 90 minutes of uninterrupted reading instruction by the classroom teacher which includes whole group, small group and individual instruction using the gradual release of responsibility model.

Additional support is given to students based on need.

All students receive 30 minutes of workshop time in addition to their 90 minute block of reading instruction.

Assessments:
DIBELS Next
Fountas/Pinnell Benchmark Assessment Kits
Assessment in the basal reading
STAR Reader
SAT-10
Study Island
PSSA
Accelerated Reader

Professional Development:
*Principals attend district and building-level professional development as well as professional development opportunities offered through our Intermediate Unit.
*Teaching Staff are provided with professional development opportunities onsite and offsite. They are given opportunity to peer observe and collaborate for the purpose of instructional planning
*Professional Development is offered onsite, through the IU, and other requested offsite teacher conferences on the topic of literacy instruction and PA Core Standards.

Parent Involvement:
*Yearly Title I Parent Meetings
*Parent Advisory Council
*PTO sponsored events/field trips
*Parent workshops
*Open House
*Book Swap Night
*Family Night

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

Student Achievement Data	Teacher Data
PSSA	Teacher Survey
	Principal's Attestations of Highly Qualified Teachers
	Local Literacy Needs Assessment
DIBELS Next	Community Conversations
STAR Reader	
SAT-10	
Study Island	
Accelerated Reader	
Fountas/Pinnel Benchmark Assessments	
PVAAS	
Parent Involvement Data	
Title I Parent Survey	Needs Assessment Survey
End-of-Year Parent Evaluation Surveys	

3. **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.)**

Administrative Team and Professional Staff were involved in gathering information for our school's needs assessment. The community was involved in our series of community conversations. We held monthly planning meetings beginning in September with parents attending and ended with a spring meeting and family event. The monthly planning meeting with parents averaged 2-4 parents attending the meetings October through April, 2013-2014. We also had a district leadership team meeting in which members of the community attended in the month of April to look at our District and begin our goal setting.

During these meetings we looked at the results of staff, parent and district surveys and identified our literacy needs. The Parents have been very instrumental in goal setting to strengthen our parent involvement and the sharing of student progress with parents.

The administrative and professional staff evaluated our programs per building as well as a district as a whole through the avenue of our community conversations held in various locations throughout our district several times throughout the school year. Additional parent surveys were sent out to gather additional perceptual data as well as teacher surveys and a needs assessment survey.

Analysis of these surveys has identified the following areas of need:
*Professional Development Opportunities
*Team Planning
*Parent Workshops
*Curriculum Alignment

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

When analyzing the PSSA data for Cranberry Elementary School it reveals for reading that at the 3rd grade level 82.7% of students scored in the proficient/advanced range, 4th grade 56% students scored in the proficient/advanced range and at the 5th grade level for reading 62.7% of students scored proficient/advanced. Our K-3 program continues to show the same level of effectiveness as it has in past years with the area of need being our intermediate grade levels. The writing scores as reflected in the PSSA scores at the 5th grade level show our greatest area of need. There were 62.5% of students scoring in the proficient/advanced range.

As a district, we have followed the RTII model and have 3 tiers of differentiated instructional groups in reading. During this small group instructional time, the students receive instruction based on their individual needs.

The strengths continue to be our assessment process and data driven instruction. Based on the current data our area of need being writing and reading in the intermediate grades.

Parent request for parent workshop opportunities.

5. **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.Parent Workshops	Teacher Survey	Parent Survey	
2.Intermediate Literacy	Teacher Survey	PSSA	
3.District Writing	Teacher Survey	PSSA	
4.			
5.			

6. Describe the goals for year 1 that the schoolwide planning team agreed upon for each of the areas of need listed above.

Goal for Need #1 Above:

We will provide parent workshops to empower parents with strategies to help their children improve their reading skills.

Goal for Need #2 Above:

We will implement a new writing program with professional development.

Goal for Need #3 Above:

We will provide an additional 30 minutes of small group instruction to help meet the needs of our most needy students in reading fluency and comprehension.

Goal for Need #4 Above:

Professional development in reading and committee recommendations for revisions to our reading curriculum and instructional materials.

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) **Reading Specialist in partnership with Title I Parent Advisory Council will provide opportunities for parent informational workshops on how to support their child at home.**
Goal #2—Solution(s) **A new writing program will be implemented.**
Goal #3—Solution(s) **Based on established criteria, the neediest students will receive small group instruction from a reading specialist.**
Goal #4—Solution(s)

All staff will receive professional development for reading.
Goal #5—Solution(s)

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate 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
  - **X**   **Reading**
  - ☐   Math
  - ☐   Science
  - **X**   **Before School**
  - ☐   After School
  - ☐   Lunch/Study Periods

- ☐ Summer School Program
  - ☐   Reading
  - ☐   Math
  - ☐   Science

- ■ In-class Instructional Support

- ■ Pull out Instructional Support

Plan Implementation

Once the goals 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.

ADMINS >

1. **What steps will building-level administrators take to ensure that implementation is occurring effectively?**

   Local Building level data will be analyzed. Walk throughs and teacher observations will address implementation.

2. **What types of milestones and timelines have been established to help building-level administrators gauge progress toward goals?**

   Progress Monitoring. Assessment Calendar

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

Formative Assessments	Benchmark Assessments
Title I Local Assessments	4Sight
	Dibels Next
	Benchmark Assessment Kit
Summative Assessments	Other Assessments
PSSA	

4. **How will administrators ensure that data gathered from the above sources throughout the year is shared with classroom teachers, reviewed, analyzed and changes to instruction made?**

   Data will be shared during building staff meetings and during grade level team meetings.

> TEACHERS

1. **How were teachers informed of the development of the schoolwide plan?**

   Principal held building meeting at which time the schoolwide powerpoint was shared and discussion generated.

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

   They will do benchmark assessments and progress monitoring and will identify at-risk students in need of interventions.

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

   Monthly Data Chat Grade Level Meetings with Reading Specialists

> PARENTS

1. **How were parents informed of the development of the schoolwide plan?**
   Title I Parent Advisory Council meetings held monthly throughout the school year.

2. **How will parents be involved in the implementation of the plan?**
   All parents will sign Parent-Teacher-Student Compact
   Parents will be invited to participate in parent trainings and family events

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

   Parent surveys
   Parent program evaluation at the end of year
   Parent Advisory Meetings

> STUDENTS

(While this section is not a requirement, a student-results-centered plan should involve the student body. Please answer the following questions as they relate to your planning process.)

1. **Were students informed of the development of the schoolwide plan?**

2. **Were students involved in the implementation?**

3. **Will feedback from students be obtained?**

Teacher Quality & Professional Development

On Page 1 of the SWP Template, if you indicated that less than 100% of your current teaching staff is not highly-qualified, please describe the actions to be taken to help these teachers become highly qualified. Include the amount of funding to be set aside and used to support these efforts.

N/A

Professional Development opportunities and tuition reimbursement as per contract.

Based on the results of the needs assessment, describe the on-going, sustained professional-development activities to be conducted in Year 1. These activities should be in support of the goals identified earlier in the plan. (Please include the total number of PD days, topics covered, people included and methods of evaluating the use of strategies covered within the classroom.)

Formal and Information Professional Development opportunities will be offered through the school year.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 1 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.)

Monthly meetings will be held with TPAC…

Open House/Parent Compact Night

Book Swap Night

Parent Workshops…How can I help my child at home?

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.)

Progress Monitoring Reports will be sent home on a regular basis with all students served by the reading specialist in a small instructional group.

Benchmark assessment reports will be sent home in report cards

Parent/Teacher Conferences

Assignment books are sent home on a daily basis

If children remain at-risk a referral will be made to the instructional support teacher and a parent conference will be scheduled.

Open House/Parent Compact Night

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.

If needed, PATTAN provides special education forms in different languages.

Transition Services

If the school serves Kindergarten students, describe the transition services provided to both parents and students to assist in the effective transition from PreK to Kindergarten.

> Kindergarten orientation and kindergarten registration
>
> Transition meetings are held with parents and teachers from Head Start, IU6 Preschool and the Child Development Center.
>
> We host the preschool graduation as part of our transition plan
>
> Preschool and Head Start students spend time in our kindergarten classrooms during the regular school days and receive a school day.

Coordination and Integration of Funds

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 SWP, 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 SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)**

Please indicate below the funds to be integrated within this SWP:

Federal Grant Program	Amount of Grant	State/Local Grant Program	Amount of Grant
Title I 100%		0	0

~~If funds are consolidated within the SWP, the LEA MUST ensure that the intents and purposes of each of the included programs is met within the plan.~~