



## Title I Schoolwide Planning Components/Template

Date: September 30, 2015	
School: D. Ferd Swaney Elementary	
District: Albert Gallatin School District	
Principal: Krista Baker	
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If revision was requested, Date of Previous Submission:	
TITLE I School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Please indicate your school's most recent NCLB/AYP status:

☐ No Designation

### School Demographics

Low Income Percentage ***	41%
Ethnic/Racial Breakdown	
White	95.3%
Black/Multi-Racial	4.28%
Hispanic	.42%
Asian/Pacific Islander	0%
Native American	0%

Highly Qualified Teachers	100 %
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*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.*

Non-Distinguished				
Graduation N/A		Attendance 94.9%		
Reading:				
All	IEP	ELL	ECD	Racial/Ethnic*:

School Grade Span:	2015	to	2016
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School Enrollment	238
IEP Students	14.28%
ELL Students	0%
Migratory Students	0%
Homeless Students	1.6%

PSSA Data	Below Basic	Basic	Prof	Adv
Reading	15%	33%	46%	7%
Math	32%	38%	20%	11%
Science	13%	7%	43%	37%
Writing	7%	50%	43%	0%

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

\*\*\* If Low Income Percentage is between 30% and 39%, an

**----- 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. 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.*

*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
Krista Baker	Principal
Amy Lewis	ELA teacher
Stacey Peton	Math teacher/Head Teacher
Marcia Pukl	Math teacher
Tricia Torrey	Teacher (2 <sup>nd</sup> grade)
Amanda Martin	ELA teacher
Sheri Ardabell	Special Education Teacher
Alma Maceiko	Parent

SW Planning Period:	<input checked="" type="checkbox"/> 1 Year Planning Period	<input type="checkbox"/> Less Than 1 Year Planning Period**
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**\*\*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.**

## School-wide 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
August 17-21, 2015	Common Core, Waiver, Needed curriculum changes, Go Math, SLO's.	X	X	
Sept. 3, 2015	Knowledge is Power... Parent informational session.	X		X
Sept. 10, 2015	PA Core, PA Waiver, Curriculum Changes, PSSA results, instructional gaps, supplemental programs	X		X
Sept. 8 – October 14, 2015	District-wide Comprehensive Strategic Planning meetings	X	X	X
Sept. 10, 2015	DFS BOY PAC Meeting	X		X
Mid School year	DFS MOY PAC Meeting	X		X
End of School Year	DFS EOY PAC Meeting	X		X

## Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing school wide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a school wide program and requirements

1. Describe the technical assistance provided. Explain why it was considered high quality technical assistance. This year ELA technical assistance will be provided through a contracted professional reading consultant. On-Hands learning provided assistance with curriculum alignment, explicit instruction professional development and the use of daily formative assessments to drive instructional changes. Intermediate Unit 1 provided pvaas support. Webinars through SAS continue to support identified teachers' and students'

needs. Information provided from all sources have been substantiated as up-to-date researched based best practice.

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

Date	Provider	Type of Assistance
8-18-15	District Administrators	Reading/writing PD
8-19-15	IU 1	SLO's
8-20-15	IU 1	Information on new teacher evaluation
8-17-15	Dr. Velasquez	Diversity Today
August 17-21, 2015	Central office/Curriculum Coordinator/SAS Training	PVAAS Training
Sept. 25, 2015	TAMS Webinar	PSSA Modification and Monitoring/PDE

## **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. The district/school transitioned to the newly adopted PA Core standards. Our Storytown reading curriculum is supplemented by Accelerated Reader, Study Island and Coach. ELA is also supported by our "Kid Writing" program. This is the first year of the newly adopted series of Go Math. There is a collaboration through the Math and Science Partnership, along with Science Matters, Otter Creek Math, Study Island, IXL (Math and ELA) and Coach which provide additional support for math and science. Interventions are additionally provided through RtII. Curricular summative assessments and daily formative assessments are conducted in addition to our 4Sight, GoMath assessments and DIBELS Next local assessments to assess student achievement and academic growth.

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

Student Achievement Data	Teacher Data
RtII progress monitoring, DIBELS Next, G-Made, 4-Sight, PSSA, Study Island, Accelerated Reader, Formative & Summative Assessments	Teacher surveys were conducted to identify areas of strengths, needs and instructional gaps.
IU 1	Professional Development Courses and Workshops
IU 1	Reading/Writing PD, Explicit Instruction PVAAS Training
Parent Involvement Data	Leadership Data
Parent Survey, Parent Advisory Board Meeting, PTO Meeting	Principal is responsible for development and distribution of needs assessments to parents and teachers. Conducting improvement meetings with all involved and locating resources to close the achievement gap.

- 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.) A needs assessment is distributed annually at the end of the year to all parents and teachers. Information from surveys are reviewed and discussions during our initial Parent Advisory Board and PTO meeting in September to gather additional data and to identify areas of concerns. Parents help review results to identify needs, as well as existing strengths. Information gathered, as well as academic performance data obtained from the 2014-15 PSSA, 2015 & 2016 baseline 4-Sights, Go Math Assessment, classroom Summative assessment results, DIBELS-Next, weekly progress monitoring and daily formative assessments is used to address identified needs and update D. Ferd Swaney's yearly school improvement plan. Meetings are held continually throughout the year.
- c. Based on the data gathered and the analysis done, discuss the areas of strength and the weakness that were identified. Attendance, test participation and science continue to appear to be D. Ferd Swaney's strengths. Unfortunately, our reading and math and writing scores have declined. DIBELS Next scores indicate that the majority of our students are becoming proficient readers in K-2 but this data is not maintained when students are required to apply higher-order thinking. Based on the analysis of scores, the application of higher-order thinking skills is difficult for our students. We will continue to use summative and formative assessments to indicate areas of need for individual and groups of students.
- 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.Improve reading comprehension skills of all students	PSSA	4-Sight	Progress monitoring, Accelerated reader, formative-summative assessments
2.Increase the academic growth for all students in reading and math	PVAAS/PSSA	4-Sight Data	Summative assessments
3.Improve writing ability of all students	PVAAS/PSSA	District Writing Prompts	Formative/summative Assessments
4.Close achievement gap	PVAAS/PSSA	DIBELS Next, Go Math EOY Assessment, 4Sight	Summative assessments

e. 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:** Teachers will explicitly teach reading comprehension, vocabulary and non-fiction text strategies to improve the overall comprehension skills of all students. Teachers will successfully align their instruction to the Common Core Standards.

**Goal for Need #2 above:** Teachers will be explicit in their instruction and continually progress monitor to adjust instruction to meet the individual needs of all students, through formative assessments, to help increase the overall academic growth of all students in reading and math.

**Goal for Need #3 above:** Teachers will implement the newly written writing curriculum. The following of this curriculum will give teachers a guide for consistent instructions for writing. Writing prompts will be written and reviewed at the beginning, middle and end of the year to help increase the overall academic performance of all students in writing.

**Goal for Need #4 above:** Teachers will differentiate instruction to meet the individual needs of all students, based on the review and analysis of student data from a variety of sources/assessments, including identified sub-groups to successfully close the existing achievement gap.

## **Scientifically-Based Solutions**

Provide details about the scientifically based programs, strategies and interventions (solutions) the school-wide 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):** A reading consultant has been contracted to provide teachers with researched based reading strategies. An emphasis will be placed on increasing the reading of non-fiction text and teaching students non-fiction text strategies. Cold reads will be implemented at all grade levels. Teachers will explicitly teach comprehension strategies and use daily formative assessments to drive instruction. Differentiated instruction to meet the individual needs of students is a must. Study Island will supplement our current

reading program and facilitate the home school connection. Fourth and fifth grade will also utilize the IXL programs in reading and math to increase student achievement. This program will also help to supplement teacher instruction and facilitate the home to school connection. Higher level thinking will be continually modeled and questions will be implemented to address the required depths of knowledge required at every grade level.

**Goal #2 – Solution(s):** An emphasis will be placed on increasing the amount of time spent reading and writing. The newly implemented writing curriculum will provide a guide for teacher instruction. Writing will be conducted in all content areas. Study Island and IXL will be used to improve the overall academic performance of all students and progress monitoring results will drive instructional decisions. Differentiated instruction will be used to facilitate mastery of identified skill deficiencies.

**Goal #3 – Solution(s):** Teachers will increase the amount of non-fiction text read and teach non-fiction text reading strategies. Hands-on scientific investigation will be stressed at all grade levels to address the differing learning needs of students. Higher order teacher questions will be used to spark classroom discussions and student projects.

**Goal #5 – Solution(s):** Teachers will identify the individual needs of all students and differentiate instruction to meet these individual needs. Progress will be closely monitored and instruction will be immediately adjusted to meet individual needs. All groups of students will be monitored for improvement with special attention paid to our learning support and high achieving students as well. Instruction will be explicit and curriculum taught with fidelity. Daily formative assessments will continually identify gap areas and be used to inform instructional decisions both whole class and for individual students.

## **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 teachers involved in decision making and the implementation of the assessments.*

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

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
K-2	Reading	DIBELS Next	3 times per year and weekly progress	TOT have been trained and a district trainer is	Staff will use this information

K-2	Math	Go Math EOY assessment	monitoring 3 times per year	available District Trainer  Teachers	on a daily basis.  Data will be used to drive instruction throughout the year
3-4-5	Reading/Math	4-Sight	3 times per year	District Trainer	Data will be used to drive instruction throughout the year
K-5	ELA Writing	District Writing Prompts	4 Times a year	Grade Level Teachers/ Administrator	Data will be used to drive instruction throughout the year
K-5	Reading/Math	Formative Assessments	Daily		Data will be used to change instruction to meet individual needs
3-4-5	Reading/Math	Study Island	Weekly	Computer teacher	
K-2	Math	Otter Creek	Daily	Grade level teacher	Data will be used to drive instruction throughout the year
1-2-3	Math	First in Math	At a min. bi-weekly	Grade level teacher	Data will be used to drive instruction throughout the year



4-5	Math/ELA	IXL	At a min. bi-weekly	Grade Level Teacher	Data will be used to drive instruction throughout the year
K-5	All Grades	Tutor	Daily	Classroom teacher	Data will be used to assist students of need.

2. **Describe 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 continually look for strategies, programs, and assessment tools to meet the individual needs of students. A general consensus is used when purchasing such items.*

**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**  
         No   **Reading**  
         No   **Math**  
         No   **Science**  
         No   **Before School/Computer programs**  
         YES   **PSSA After School (Approximately 3 weeks)**  
         No   **Lunch/Study Periods**

  No   **Summer School Program**  
       \_\_\_\_\_ **Reading**  
       \_\_\_\_\_ **Math**  
       \_\_\_\_\_ **Science**

  Yes   **In-class Instructional Support**

  Yes   **Pull Out Instructional Support**

## **Student Assistance**

***The school-wide 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.** Daily formative assessments will be used to identify students experiencing difficulty. Summative assessments, PSSA results, Study Island, Otter Creek and Accelerated Reader exams will provide data on individual student performance as well. Analysis of all data will be used to make instructional changes to meet the individual needs of students.
2. **Describe how timely assistance and services will be provided for your struggling learners.** K-3 has RtII time built into their daily schedule to provide additional instructional time based on identified needs. Students in 3, 4 and 5 received individualized instruction during class as well as during the extra computer time schedule.
3. **Describe services for the following special populations:**
  - **how services will be provided for your special education students;** Special education students' individual needs are met according to their IEP goals. Individualized instruction is provided by the learning support teacher and through RtII.
  - **how services will be provided for your English Language Learners;** IU1 ESL teacher on a daily basis, modified and adapted instruction and classroom work within the regular classroom, audio recordings of reading, social studies and science books.
  - **how services will be provided for your migrant students; and** N/A at this time (No students)
  - **how services will be provided for your homeless students** Homeless students received appropriate interventions and support based on their individual identified needs.

## Plan Implementation

*Once the goals of year 1 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?** Lesson plans will be examined to ensure that strategies are being implemented. Walk-throughs and formal evaluations will be conducted to see that all aspects of the plan are being carried out. Teacher meetings and periodic data sessions will be held to revisit this plan. Adjustments will be made based on identified areas of need.
- 2. What types of milestones and timelines have been established for year 1 to help building-level administrators gauge progress toward year 1 goals?** A district-wide assessment schedule has been established. Data results will be continually monitored and instructional decisions made based on analyzed results.
- 3. What measures/data will be reviewed throughout year 1 to inform building-level administrators of progress toward goals?** DIBELS Next, G-Made, and 4-Sight assessments will be carefully analyzed. Progress monitoring data, and Study Island reports, as well as progress reports and report card data will be reviewed to ensure progress toward our stated goals.

Formative Assessments	Benchmark Assessments
Daily writing journals, Otter Creek, Study Island, IXL Math/ELA, Progress Monitoring results	DIBELS Next, Go Math EOY Assessment, 4-Sight, District Writing Prompts
Summative Assessments	Other Assessments
DIBELS Next, Go Math EOY Assessment, 4-Sight and District Writing Prompts	Attendance records and behavior reports

- 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?** Monthly meetings will be held, weekly extended teacher time will be used and periodic data days will be scheduled to review, analyze and make necessary changes for success.

### TEACHERS

- 1. How were teachers informed of the development of the schoolwide plan?** Teacher meetings are continually held. Individual committees met and information from a teacher survey and input form was used to include all teachers in the improvement planning process.

2. **How will teachers be involved in the implementation of the plan?** Teachers will continually monitor academic performance. Teachers and committee member meetings information will be shared with all individuals who have a vested interest. Collaborative changes will be made as needed.
3. **How will feedback from teachers be obtained throughout the year?** Feedback will be obtained through individual committee meetings and during teacher data session meetings held weekly.

## PARENTS

1. **How were parents informed of the development of the schoolwide plan?** Information with regard to this plan is shared via Wednesday folders, during PTO and Parent Advisory Board meetings, as well as during Curriculum Night and parent/teacher conferences. Information is also posted on the school webpage and can be found in monthly newsletters and weekly information letters.
2. **How will parents be involved in the implementation of the plan?** Parent workshops, a monthly newsletter, PTO and Parent Advisory Board meetings, and weekly teacher communication will be used to keep parents involved and informed about the implementation of the improvement plan. Tips on how parents can help their child succeed will also be distributed to parents.
3. **How will feedback from parents be obtained throughout the year?** Parent /teacher conferences, a parent survey, PTO and Parent Advisory Board meetings and parent events will be used to obtain feedback and support from parents.

## **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.** A newly written writing curriculum will be implemented with fidelity for the 2015-2016 school year. Teachers have received and will receive Common Core Math professional development throughout the 2015-2016 school year. Continual professional development activities will be sought to meet the needs of teachers and students. Science Matters training will provide science professional development as needed.
- 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.** Reading and writing goals will be addressed through the developed curriculum. SAS webinars, training information from the Go Math will help facilitate our math goal. Professional development to improve technology integration will be sought. Teachers will continue to attend IUI workshops with regard to PVAAS and school improvement needs throughout the year. The search for effective researched based strategies to meet our needs will be continually sought and shared collaboratively by teachers.
- 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 input and student data results will drive professional development needs. Walk-throughs and evaluations will be used to ensure staff implementation of instructional skills and strategies that have been learned through professional development workshops. Walk-throughs and evaluations will also be used to identify areas of strengths and weaknesses in relation to future professional development.

## **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.** All teachers in the Albert Gallatin School district are currently all highly qualified. Newspaper and local university and college recruitment is conducted on a regular basis.
- 2. Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.** It is hoped that shared ownership, collaboration and a supportive community work environment will motivate those assigned to stay and share in the goals of the building.

## **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.)** The following parent activities will be conducted throughout the year. In September a Curriculum Night will be held to inform parents of the New Waiver and the newly adopted PA Core standards. Parents will learn of curriculum expectation, school-wide rules, and weekly parent communications. Grandparents Breakfast will also be held in September. In November we will hold the first nine weeks Awards Day celebrating the students' academic achievements in a ceremony with their parents in attendance. In December parent teacher conferences will be held and parents will be provided input on their child(ren) performance and provided ways of helping their child succeed. An evening parent event is being planned to inform parents of ways they may help their child at home and strategies to use in order for them to succeed. January and March will bring another Awards Day to celebrate academic achievements. PTO and Parent Advisory Board meetings will be conducted throughout the year to keep parents updated and to provide ways to help their child succeed. Additional activities may be added throughout the year.

**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.)** Parents are continually informed through Wednesday folders, monthly newsletters, weekly reminders, email, teacher newsletters, red light and green light reports, telephone calls, parent conferences, Parent Advisory Board meetings, PTO meetings, parent meetings and monthly parent activities.

**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.** Currently we do not provide information in other languages, as all parents and students attending the school have been identified as English as the primary language spoken in the home.

## **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, where appropriate.** D Ferd Swaney Elementary currently houses a pre-K program and serve as a feeder school. A partnership with Head Start and local Pre-schools helps with the transition process. Invitations to attend parent events and pre-k visits positively impact the transition process as well.
- 2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.** At each transition stage parents and students are invited to attend an open house. Students from upper grade level schools also visit all elementary schools to answer questions and ease apprehensions prior to the actual transition date.
- 3. Describe on-going coordination with other community programs and agencies that support transitions for students.** Partnerships with Head Start and the Private Industry Council also support these transitions.

## **Coordination and Integration of Services and Programs**

The purpose of a Title I School wide 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.)
- Is your school consolidating funds? If yes, please complete chart below.

Yes \_\_\_\_\_ No \_\_\_\_\_

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

<b>Federal Grant Program</b>	<b>Amount of Grant</b>		<b>State/Local Grant Program</b>	<b>Amount of Grant</b>





## **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.** Our school-wide plan is revisited semi-annually. Individual committees meet monthly and suggestions for instructional changes are discussed. Data driven decision are used to revise our current plan. Our plan is discussed and approved by the parent advisory board annually along with our parent/student/teacher compact and our parent involvement policy.
2. **Describe who will be involved in the evaluation/review and how they were selected.** Parent Advisory Board members and all teachers are actively involved in this process. This input is vital to our success. Vision realization requires the collaborative effort of all involved.
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.** Continual data analysis results will drive instruction changes and impact plan revisions. Initial and revised plans are distributed to all teachers. Curricular changes are shared with all parents. Original and revised plans are housed in the Title I Coordinators office.
4. **Describe how the district will be informed of the school's progress and changes in the plan.** All plans are housed at the Central Office and any revisions or updates are sent to the Elementary Supervisor and Title I coordinator. Plans are also posted on the school website. Plans are discussed continually throughout the year to make sure that implementation is effective.

### **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.