

**Title I Schoolwide Planning
Components/Template**

Date: 6-24-16	
School: Sylvan Heights Science Charter School	
District: Sylvan Heights Science Charter School	
Principal: Timothy Hess	
Email: thess@shscs.org	
Address: 915 S. 13 th Street	
City: Harrisburg	ZIP: 17104
Phone: PA	Fax: 717-232-9221
Federal Programs Coordinator: Timothy Hess	
Coordinator Email: thess@shscs.org	
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 Improvement Plans and those plans serve as their Schoolwide Plan.

School Demographics

Low Income Percentage ***	95%
Ethnic/Racial Breakdown	
White	1%
Black	74%
Hispanic	19%
Asian/Pacific Islander	0%
Native American	0%
Highly Qualified Instructional Paraprofessionals	100%

School Grade Span:	K	to	4
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School Enrollment	219
IEP Students	17%
ELL Students	0%
Migratory Students	0%
Homeless Students	2%

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

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Date Rec'd:	Date Approved:
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Planning:

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

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

Planning Team:

Name of Team Member	Position/Representation
Timothy Hess	Principal/CAO
Lori Lauver	STEM Coordinator
Mary Anderson	Regular Education Teacher
Jessica Nordai	Special Education Teacher
Asheiah Long	Regular Education Teacher/Parent
Carmen Dones	Parent

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

Schoolwide Planning Summary

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

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (√ all columns that apply)		
		Planning Team	All Staff	Parents
6-24-16	Review/Update School Wide Plan	X		X

Technical Assistance

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

1. Describe the technical assistance provided. Explain why it was considered high-quality technical assistance.
2. Supply the dates of meetings, the type or topic of assistance and who provided the assistance.

Date	Provider	Type of Assistance

Sylvan Heights Science Charter School is a single building LEA.

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.**

Sylvan Heights Science Charter School is a small, urban, public charter school located at 915 South 13th Street, Harrisburg. The school focuses on a science-driven interdisciplinary program which highlights student discovery and creativity. Sylvan Heights Science Charter School provides grades kindergarten through 4th grade, enrolling 220 students. The school curricular framework incorporates the Pennsylvania Core Standards.

The Pearson Scott Foresman *Reading Street* program is the central component of the reading program and is supplemented with Scholastic's Text Talk and Flocabulary for explicit vocabulary instruction. Additionally, Explode the Code is used, as well as Words Their Way, are used to support phonics, vocabulary, and spelling instruction. The Fountas & Pinnell Benchmark Assessment System is used to assess overall reading development for students from the end of Kindergarten through fourth grade four (4) times per year, as well as the DIBELS reading benchmark assessments in all grades three times per year. The assessments assist teachers and staff in providing differentiated reading instruction to all students. Kidwriting is the basis for writing instruction in Kindergarten and the early part of first grade. The John Collins Writing Program, in combination with the Six plus 1 Traits Writing model of instruction and assessment, is the foundation of the school's writing program. The core math program is Pearson's Envision Math Common Core and is supplemented by Suntex's First in Math program to support math fact fluency development. The DIBELS math benchmarking and progress monitoring assessments are used to measure student performance in math. The FOSS program is the centerpiece of the science program, which is being upgraded to the Next Generation edition for the 2016-17 school year to support student achievement toward meeting the Next Generation Science Standards (NGSS) expectations. Comprehensive staff professional development will be delivered in partnership with several community organizations, in coordination with our school's full-time STEM coordinator, will assist staff in effectively implementing the new curricular program. The Second Step program, developed by the Committee for Children, provides the framework for social skills instruction in all grades. The school employs a full-time school counselor to support students' development of skills in the areas of personal and social growth for academic success. Two special education teachers, a reading specialist and a resource teacher provide targeted daily instruction to students who have been identified for additional instructional support based on a disability or diagnostic assessment results, respectively. A Child Study Team process is used to identify, discuss, and assist each student who is experiencing difficulty with the learning processes, using a multi-tiered approach.

Parental involvement is encouraged through the school's annual requirement of 15 volunteer hours per family as well as the work of the school's Family Advisory Committee which meets monthly. Further, monthly curriculum nights provide parents with effective strategies for supporting their child's achievement.

All Instructional and instructional support staff participate in ten days of professional development each school year focusing on strategies for supporting effective instruction in specific content

areas. During the past several school years, staff were trained in several of the LETRS (Language Essentials for Teachers of Reading and Spelling) modules, in use of the DIBELS math benchmark and progress monitoring assessments, and effective practices for supporting the differentiation of instruction. During the upcoming school year, instructional staff will be provided with ongoing support in implemented this knowledge to support differentiated instructional deliver using a coaching model. Similarity, professional development for the upcoming school year will highlight a similar approach to supporting a differentiated model for mathematics instruction. A STEM coordinator was hired at the start of 2015-16 school year to support professional development alongside the development and implementation of an integrated, interdisciplinary instructional approach. During the 2015-16 school year, our STEM coordinator has engaged several professional development partnerships including Penn State Harrisburg’s Capital Area Institute for Mathematics and Science (CAIMS) and Lancaster-Lebanon Intermediate Unit’s PULSE (the Partnership to Understand and Lead STEM Education). All staff professional development operates within the framework of a professional learning community utilizing a research based, data driven approach embedded in a collaborative, collegial team-based environment. Grade level team meetings are held bi-weekly with the Principal to analyze student performance data and identify research-based instructional strategies to support students’ ongoing 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
PSSA	Staff Surveys
Terra Nova Achievement Testing	
Fountas & Pinnell Reading Benchmark Assessment System	
DIBELS (Reading & Math)	
Student Attendance Records	
Parent Involvement Data	Leadership Data
Volunteer Hour Logs	Input (The Principal/CAO serves as the instructional leader with administrative support provided by a part-time business manager, an administrative assistant and a receptionist.)
Parent Survey	Sylvan Heights is a small, single building elementary school serving 220 students
Family (Curriculum) Night Sign-In Sheets	

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 comprehensive needs assessment was developed with input from teacher surveys, parent surveys, administration input, and board of trustees meetings conducted in the Spring 2012. Since that time, a team of stakeholders annually analyzes students’ achievement results and demographics, faculty and staff concerns, parent involvement data, budgets, curriculum, facility space, and services. The administration compiles this data, presents it to the board of trustees its annual retreat, and develops an action plan. The Administration, in collaboration with the Board of Trustees reviews the school vision and mission, and sets annual goals for improving academic and organizational areas. The results of this work are shared monthly at staff meetings, Family Advisory Committee meetings, and Board of Trustee meetings.

The results of the parent survey showed that parents have a high satisfaction rate with the education their children are receiving. The most recent survey (May 2015), indicates that 75% of parent's are highly satisfied with all aspects of the school with an additional 15-20% of parents showing satisfaction across all areas (level of education, curriculum, safety, materials and overall work of the staff). Additionally, it can be deduced by considering sibling enrollment of 36% for the incoming Kindergarten class (which historically fluctuates between 35-50% yearly based on class cohorts), as well as an anticipated student return rate of 98% (excluding graduating fourth grade students). Parents of students who are not returning have indicated that this is due to the family's relocation outside of the immediate school district.

Teachers' main concern has been the need for improvement of student behavior, citing how this impacts negatively on academic performance. During the past three school year, student misconduct reports indicated an average referral rate of 4 incidents per day with the implementation of PBIS (Positive Behavior Interventions & Supports) structure commencing in the 2013-14 school year, down from 7 referrals per day in the 2012-13 school year. Further, annual staff surveys, most recently conducted in January 2015 and November 2015, indicate an increased PBIS implementation rate of 65% and 58%, up from 19% in January 2013 combined with a reduced high priority rate of 21% and 33% respectively, down from 59% in January of 2013. Further, staff assessed the risk ratio at 60% and 54% respectively, down from 71% in 2013 combined with a support ratio of 70% and 68%, up from 49% in 2013. Overall results demonstrate noticeable improvements in student behavior throughout the past two school years. In May 2016, Sylvan Heights was recognized for high levels of school-wide PBIS implementation and was presented with a banner of achievement at the annual Pennsylvania Positive Behavior Support Network Implementer's Forum.

Other areas of weakness are observed in the areas of parental involvement and academic achievement. Some growth has been observed in the area of parental involvement as evidenced by increased parent volunteer hours, up by 1060 hours from the 2012-13 school year and totaling 1951 hours during the 2014-15 school year. Volunteer hours fell significantly during the 2015-16 school year (most likely due to implementation of background clearance requirements for volunteers to comply with recently enacted changes in Child Protective Service laws); however, there was a noticeable increase in parent donations to the school's uniform bank as well as donations of classroom snacks. A new receptionist was hired at the start of the 2015-16 school year. She has contributed considerable time and effort to educate parents, individually, through regular communication the critical aspects of parent involvement as outlined in the Title I School Compact. Parental participation continues to be of significant concern with poor attendance at Family Advisory Committee meetings, averaging 4-6 parents per meeting; poor parent attendance at monthly curriculum nights (23%), parent teacher conferences (averages 81%) and meeting attendance, and frequent expressions of staff frustration from regular difficulty in making contact with parents. Frequently, parent change phone numbers but fail to update contact records at the school. Our new receptionist has made gains in bridging the gap between parents and the school through the nurturing of positive relationships with individual parents. Concerns regarding academic achievement are best represented in an overall performance rating of 69.5% for the 2013-14 school year, down from 77.5% in the 2012-13 year as indicted by the Pennsylvania school performance profile. An academic performance rating was not assigned during the 2014-15 school year due to significant changes in PSSA testing content to align with PA Core Curriculum Standards.

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

While significant improvement has been noted with respect to student *discipline* using the PBIS model, it is the desire of all stakeholders to continue to prioritize improvement in this area to increase the level of support provided to students requiring target and strategic supports. Tier 1,

universal school wide interventions were instituted commencing with the 2013-14 school year, with Tier 2 level support interventions added to begin 2014-15. A full-time school counselor was hired in the 2014-15 school year to more adequately support this portion of the initiative. Using the PBIS model, an action plan has been created to refine Tier 2 support strategies as well as to reevaluate and enhance Tier 3 targeted, strategic support for students with diagnosed behaviorally related disabilities during the 2015-16 school year.

Of particular concern is academic achievement. While Sylvan Heights has a long history of outperforming surrounding schools with comparable student populations, the academic achievement of our students has revealed a declining trend, as noted above.

Of secondary concern is parental involvement. Sylvan Heights has a family volunteer requirement of 15 hours per year. Of the 183 families enrolled in the school, 52 of these families (28%) did not contribute any volunteer time during the 2014-15 school year, either through volunteering or donations. Further, only 32 of 183 families fulfilled their volunteer commitment (17%).

- 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. Increase overall student achievement to 70% across performance measures.	Fountas & Pinnell Reading Benchmark Assessment	Terra Nova	PSSA
2. Increase parental involvement by 10% with respect to attendance at parent curriculum nights (to 40%) and volunteer commitments (to 82%).	Volunteer Hour Logs	Parent Night Attendance Logs	
3. Continue to improve overall student discipline by reducing the number of students receiving multiple referrals for minor misconduct by 10% (to 36%) while maintaining or reducing the percentage of students receiving multiple major misconduct referrals (10% or less).	Student Conduct data	Teacher Surveys	
4.			
5.			

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

Goal for Need #1 above: Increase overall student achievement to 70% across performance measures.

Goal for Need #2 above: Increase parental involvement by 10% with respect to attendance at parent curriculum nights (to 40%) and volunteer commitments (to 82%).

Goal for Need #3 above: Continue to improve overall student discipline by reducing the number of students receiving multiple referrals for minor misconduct by 10% while maintaining or reducing the percentage of students receiving multiple major misconduct referrals.

Goal for Need #4 above:

Goal for Need #5 above:

Scientifically-Based Solutions

Provide details about the scientifically based programs, strategies and interventions (solutions) the schoolwide team has selected to address the goals identified in the previous step. Explain how these solutions will strengthen the core reading, mathematics and science programs of the school and provide for the identification of and assistance to students failing to meet achievement standards.

Goal #1 – Solution(s): On-going, targeted Professional Development for all staff in Research-Based instructional practices, including job-embedded practice and follow-up. Response to Instruction and Intervention practices will be further refined using the Data Team process. Opportunities for co-teaching and reflective practices will be provided within the framework of a Professional Learning Community.

Goal #2 – Solution(s): Increase parental awareness of the school's parental involvement policy. Strategically identify and remove barriers to parent attendance at school events including providing child care. Present all stakeholders with a common, broadened definition of parental involvement to include all aspects of parent involvement as outlined in the Title I School Compact (including focus on attendance, completion of homework, and attendance at parent conferences in addition to volunteering commitments which was the major emphasize in previous years.)

Goal #3 – Solution(s): Continued implementation of PBIS with increased focus at advanced tiers.

Goal #4 – Solution(s):

Goal #5 – Solution(s):

Student Assessment of Progress

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

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

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
K-4	Reading	Fountas & Pinnell Independent Reading Benchmark Assessment	4 times per year	Reading Specialist	Quarterly at Grade Level Team Meetings; Quarterly Staff Meetings
K-4	Reading	DIBELS reading	3 times per year	Reading Specialist	Quarterly at Grade Level Team Meetings; Quarterly Staff Meetings
K-4	Math	DIBELS math	3 times per year	Intermediate Unit Consultant	Quarterly at Grade Level Team Meetings; Quarterly Staff Meetings
1-4	Reading, Math, Science, Social Studies, Language	Terra Nova Achievement Tests	Annually in May	Principal	Annually at Grade Level Team Meetings; Annually Staff Meetings

3-4	Reading, Math, Science	PSSA	Annually in May	Principal	Annually at Grade Level Team Meetings; Annually Staff Meetings
K-4	Math	Curriculum Benchmark Tests	4 times per year	Principal	Quarterly at Grade Level Team Meetings; Quarterly Staff Meetings
K-4	Reading	Curriculum Unit Tests	4-6 times per year	Principal	Quarterly at Grade Level Team Meetings; Quarterly Staff Meetings
K-4	Title I Assessments (Beginning, Middle and Year-End)	Reading, Writing, Math	3 times per year	Principal	Quarterly at Grade Level Team Meetings; Quarterly Staff Meetings

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.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased instructional time that students will have access to if identified as at-risk of failing or failing to meet achievement standards:

- _____ Extended School Day/Tutoring Programs
 - _____ Reading
 - _____ Math
 - _____ Science
 - _____ Before School
 - _____ After School
 - _____ Lunch/Study Periods
- _____ Summer School Program
 - _____ Reading

_____ Math
_____ Science

X _____ In-Class Instructional Support

X _____ Pull Out Instructional Support

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

- 1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.**
- 2. Describe how timely assistance and services will be provided for your struggling learners.**
- 3. Describe services for the following special populations:**
 - How services will be provided for your special education students;**
 - How services will be provided for your English Language Learners;**
 - How services will be provided for your migrant students; and**
 - How services will be provided for your homeless students.**

Several strategies are in place to ensure that students with special needs, those at risk of failure, and those not making reasonable progress are meeting or being given reasonable accommodations to meet academic goals. First, we have a Child Study Team process. When a teacher becomes concerned about the academic progress of a student, they request assistance from the Child Study Team by referral. The referral includes a special note of classroom interventions teachers have attempted. At this time, a member of the Child Study Team will complete observations and a meeting is held with the classroom teacher to discuss observation results. A Student Intervention Action Plan (SIAP) is designed and implemented for 30 calendar days. If the student does not progress using the intervention plan, the Special Education Coordinator will issue the Permission to Evaluate (PTE) form, Prior Written Notice and Procedural Safeguards Notice to the parent/guardian. The school psychologist and other pertinent professionals, such as the speech or occupational therapist, will conduct evaluations after parent/guardian permission is received. These professionals will forward their results to the Special Education Coordinator, who will complete an Evaluation Report (ER). The Special Education Coordinator will schedule a formal team meeting and facilitate a meeting to discuss eligibility for Special Education services. The team will determine the appropriate educational placement at this time.

Our data team cycle process and professional learning community support the identification of students who are not making reasonable progress. The team's efforts toward providing interventions for struggling students reduces the possibility of unnecessary referrals of students to special education services while ensuring that all students are making adequate academic progress.

Two special education teachers, a reading specialist and a resource teacher provide targeted daily instruction to students who have been identified for additional instructional support based on a disability or diagnostic assessment results, respectively. A Child Study Team process is used to identify, discuss, and assist each student who is experiencing difficulty with the learning processes, using a multi-tiered approach.

Quarterly progress monitoring reports on students with IEPs demonstrate that these students are making sustained progress on their academic and behavioral goals in the short-term. Regarding long-term progress, an educational benefits review as part of a recent special education cyclical monitoring has shown that our students are making adequate progress on meeting special education goals over the course of years they are enrolled in Special Education.

The school's special education teachers hold Pennsylvania special education certification with experience in working in emotional support classrooms. Recognizing a recent upswing in new students exhibiting signs of emotional support needs, we continue to support professional development in this area.

The school's reading specialist is PA certified. Additionally, she provides professional development training and ongoing coaching to faculty and staff regarding the most recent research in reading instruction. She provides daily strategic, targeted small group interventions to struggling readers at our school.

The school's resource teacher provides daily strategic, targeted small group interventions for students struggling in both reading and math. She has an Instructional II certificate along with a program specialist certification in English as a Second Language. She is responsible for providing instruction to our ESL students. Regarding the English Language Learners process, ESL instructor from Capital Area Intermediate Unit tests students using the Woodcock-Munoz Language Survey to determine if students need additional language support. Depending on the students' needs, ELL students receive an hour or more of instruction daily in pull-out classes or through inclusion practices. Over the years, several of our classroom teachers have added ESL certification to their teaching certificates so that our ELL students may benefit from inclusive instructional strategies in addition to the daily pullout sessions. The WIDA assessment is given to ELLs annually to ensure that our students are making adequate progress.

The school has not served any migrant students, perhaps because of the lottery enrollment process. When current students are identified as homeless, the school assists with supports as necessitated to support sustained continuity of the student's educational experience.

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

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

As stated above, the school's principal meets bi-weekly with grade-level teams and participates in all professional development trainings alongside instructional staff. The principal reviews all relevant student data and presents monthly to staff and to the Board of Trustees.

Formative Assessments	Benchmark Assessments
Title I Assessments	Fountas & Pinnell Independent Reading Benchmark Assessment
DIBELS Progress Monitoring	Quarterly Math & Reading Curricular benchmark Assessments
Math & Reading Curricular placement Assessments	DIBELS Reading & Math Assessments
Summative Assessments	Other Assessments
Terra Nova	
PSSA	

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

- 1. How were teachers informed of the development of the schoolwide plan?**
- 2. How will teachers be involved in the implementation of the plan?**
- 3. How will feedback from teachers be obtained throughout the year?**

Teachers are informed of the development of the school wide plan at initial meetings at the start of the school year, prior to the return of students. Teachers are directly involved with the implementation of the plan through participation of bi-weekly grade level team meetings, vertical team meetings and other professional learning community activities. Teacher feedback is solicited at all team meetings, as well as individual monthly one-on-one meetings held with the Principal. Annual staff surveys are also used.

All teachers were invited to participate in the development of the school wide plan and to attend its meeting in June.

PARENTS

- 1. How were parents informed of the development of the schoolwide plan?**
- 2. How will parents be involved in the implementation of the plan?**
- 3. How will feedback from parents be obtained throughout the year?**

Parents informed of the development of the school wide plan at Back-to-School night and throughout the school year and monthly curriculum nights. Several parents were invited to

participate in the development of the school wide plan and to attend its meeting earlier this July. Annual parent surveys are also used to obtain feedback.

Professional Development

Professional development must be of high quality, on-going, and sustained for all staff, principals and paraprofessionals. Teachers must receive professional development on an annual basis on the multiple types of assessments. Professional development must include ways to disaggregate data in order for teachers to understand how to change instruction to meet the needs identified by the data. Teachers must have input on the types of assessments being used at the schoolwide school.

- 1. List the professional development activities the school will engage in to implement the schoolwide plan. If the team has created a professional development calendar include the calendar in the back of your plan.**
- 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.**
- 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.**

The school encourages our teachers to continue their education by reimbursing them for graduate college credits earned and by having additional steps in our salary schedule. Increasing faculty's knowledge of science teaching, the school supports teacher's membership in the National Science Teachers Association, National Council of Teachers of Mathematics and International Reading Association as well as sends individual teachers to state conferences. The school pays for teachers' attendance at nearby workshops, especially those focusing on reading and math skills and urban education.

Once a week, during common planning time, grade-level teachers meet with the principal as part of a professional learning community. They assess student achievement, plan strategies and interventions, implement ideas, and report success and failures as an ongoing strategy to improve student achievement. The topics on many of those dates during the current year focused on reading comprehension, writing, and bully prevention. Administration and teachers also share professional articles as a means to increase their professional knowledge and skill.

Professional development activities for 2016-17 school year include: Best Practice Strategies for Reading, Mathematics and Science Instruction; Positive Behavior Interventions and supporting the needs of diverse learners. The Instructional staff will participate in ten days of professional development days with job-embedded practice and support. All staff professional development operates within the framework of a professional learning community utilizing a research based, data driven approach embedded in a collaborative, collegial team-based environment.

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

The school uses two means to attract high-quality teachers. First, the school advertises on the TIPS (Teaching in Pennsylvania) website when trying to fill a vacant teaching position, attracting candidates from across the state. Second, the school runs ads in the local newspaper, which has a wide readership. Exit interviews conducted by a member of the Board of Trustees are utilized to learn reasons for the person's departure, on the basis that conversation will serve to support organizational improvement. Additionally, the school reimburses professional staff for up to 15 graduate credits annually for earning an "A" or "B" in academic coursework that supports each teacher or professional staff's area of assignment. Two teachers earned their Master's Degrees during the 2015-16 school year and the STEM coordinator earned a STEM endorsement on her PA certification. Four other teachers are also currently enrolled in graduate coursework leading to enhanced credentials.

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.)

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.)

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 has a parent compact, which parents, teachers and administrators sign at the start of the new school year, setting the expectations for stakeholders involvement and informing parents of activities and services the school has to offer. As part of the commitment from parents we expect, parents must volunteer 15 hours of service to the school. Volunteer hours take many forms, from secretarial work, to painting and clean-up work, to chaperoning field trips and helping out at special events, donating items and assisting in fundraising.

We held a variety of parent involvement functions this year including: Back to School Night (informing parents of school rules, regulations, and meeting teachers), Reading Night, Math Night Science Night, Reading Pajama Party for kindergartners, "Write" (Writing) Night, Special Education Night, and others.

Classroom teachers prepare and distribute classroom newsletters at minimum monthly, in most cases weekly, alerting parents of regarding the instructional program of the school. A monthly school newsletter and calendar is also distributed to parents. Sylvan Heights utilizes an alert system for notifying parents of school safety issues, closings, delays, or other time-sensitive information. Alerts are sent via Text messaging, Email, Web, or Voice, based on parent preferences. This system is also used to alert parents regarding school activities and parent nights.

Report cards are distributed three (3) times during the year. In addition, two (2) formal Parent-Teacher Conferences are scheduled in November and March to discuss student progress. If

other conferences are required, they will be scheduled by parents and teachers as needed. Report cards are distributed to parents at the two (2) formal conferences. Progress reports are sent home midway between marking periods. The final report card is mailed to parents in June. Progress reports are distributed to parents midway between marking periods in October, January and April.

The Family Advisory Committee meets monthly to discuss school events, fundraising, and pupil related policies. To assure that this committee's concerns are addressed, one of the committee's officers also holds a seat on the Board of Trustees.

When requested, parent notifications have been translated to Spanish to meet the language needs of select parents.

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

Students are accepted into Sylvan Heights through a lottery enrollment. In May and June, the principal individually screens incoming students to identify their readiness and to make parents aware of how they can help prepare their children for kindergarten. Sylvan Heights collaborates with the Harrisburg School District pupil service department to coordinate a smooth transition of students returning to the district.

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
Title IA	<u>148,032.00</u>		<u>N/A</u>	
Title IIA	<u>14,634.00</u>			

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.**
- 2. Describe who will be involved in the evaluation/review and how they were selected.**
- 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.**
- 4. Describe how the district will be informed of the school's progress and changes in the plan.**

The School-Wide Title I planning team will meet quarterly to evaluate the effectiveness of the plan. Additionally, all teachers and parents will be invited to participate in these meetings. The Principal will update all stakeholders at least quarterly regarding the progress of the plan at Board meetings, at staff meetings, at Family Advisory Committee meetings and through correspondence.

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.