


**Freeport Area School District
South Buffalo Elementary
Title I Schoolwide Fall Parent Meeting
Wednesday, September 20, 2023
6:30 PM
Auditorium**

Agenda

- I. Welcome and Introductions
- II. Schedule of Events
- III. Federal Programs: Title I, Title II, Title IV
- IV. Description of the Schoolwide Program
- V. Title I Eligibility
- VI. Assessments and Data
- VII. MTSS
- VIII. Reading Specialist/ RtII Specialist/ School Counselor
- IX. Curriculum and State Assessments
- X. PSSA 2022-2023
- XI. Parent Engagement
- XII. Federal Programs Website and Documents Distribution
- XIII. Contacts

Freeport Area School District
South Buffalo Elementary
Schoolwide Title I Fall Parent Meeting
2023



Schedule of Events 

- Welcome and Introductions
- Overview of Elementary Curriculum and Title I Program
- Overview of Funding, Qualifications of Staff, Nature of Program and Instruction
- Review Title I Website and Documents/ Resources
- Parent Engagement/ Involvement in Education

Federal Programs?

- Federal Funded Program Under the Every Student Succeeds Act (ESSA)
- FASD Funding - Title I, Title II, Title IV: Descriptions
- Title I Funds are Distributed to Districts Based Upon Economically Disadvantaged Status
- Freeport Uses Fee/Reduced Lunches to Determine Percentage
- Highly Regulated - Financial Reviews, Monitoring, Parent Engagement/ Involvement, Student Performance, Program Development
- Targeted Vs. Schoolwide Program

Description of the Program

- FASD is a Schoolwide Program
- Advantages of Schoolwide Vs. Targeted Programs
- Focus on Improving Student Achievement, Professional Development for Teachers, Parent Engagement/ Involvement, Trainings/ Workshops for Parents
 - Development of a Schoolwide Plan
- Special Emphasis on Literacy
- ELA, Math, Science Curriculum
- Supplemental -- in Addition to the Core Reading Program
- Variety of Services for Students Using a Variety of Materials (Push-In, Pull-Out, Flex Groupings)

Title I Eligibility

- Targeted Program – Only Identified Students Receive Support (Old Model)
- Schoolwide Program – All Students Eligible for Support
- Economic Status of Building Determines Funding, NOT who Receives Support
- Universal Screenings/ Assessments – DIBELS, NWEA MAP
- Combination of Classroom Assessments

What Do We Do With The Data?

- Multi Tiered System of Support (MTSS)
 - RtII (Academic)
 - Social- Emotional/ Behavioral
 - Grade Level Meetings
 - Once every 6-day cycle
 - Three RtII Meetings
 - Tier Students Based Upon Group and Individual Needs
 - Develop Instructional Strategies for Each Tier
 - Grade Level Plans
 - Building Plans
 - Flexible Groupings, Push-In, Pull-Out
 - Individual Action Plans

MTSS

- Tier I
 - All Students
 - Core Academic Curriculum (ELA, Math, Science, Social Studies)
 - Core SEL Curriculum (Responsive Classroom/ PBIS/ Monthly Themes)
- Tier II
 - Data and MTSS/ RtII Team Determines Additional Instruction/ Intervention is Needed
 - Interventions for both Struggling Students (Remediation) and Advanced Students (Enrichment)
 - Tier II SEL supports (small groups, counselor check-ins, etc.)
 - Students Who Meet Goals Move to Tier I
- Tier III
 - Students who do not make progress in Tier II
 - Instruction May be Provided Through Replacement Curriculum
 - Considered for Additional Testing
 - SEL – LPC Sessions

Reading Specialist

- Mrs. Constantino, South Buffalo Elementary
 - Reading Specialist
 - Portion of Salary Supported by Federal Funds
 - Conducting Only Title I Duties at South Buffalo
 - Push-in, Pull-out
- Mrs. Rupp, South Buffalo Elementary
 - RtII Specialist/ Gifted Coordinator
 - Portion of Salary Supported by Federal Funds
 - Percentage determined by ratio of remediation vs. gifted/ challenge instruction
 - Push-in, Pull-out
- Mrs. Gonzalez, South Buffalo Elementary
 - School Counselor/ LPC
 - Portion of Salary Supported by Federal Funds
 - Percentage determined by monthly log of SEL instruction/ support
- All FASD Teachers and Instructional Assistants Meet State Qualification Standards

Curriculum and State Assessments

- Pennsylvania Core Standards
 - Building Blocks of Our Curriculum
 - What Students Should Know and Be Able to Do
 - www.pde.state.pa.us
- Pennsylvania System of School Assessment (PSSA)
 - Grades 3, 4, and 5
 - English Language Arts, Mathematics, Science (Grade 4)
 - Measures Mastery of Core Standards
 - Advanced, Proficient, Basic, and Below Basic
 - School's Responsibility to Explain Results and What Action Should Follow

PSSA Data 22-23

- English Language Arts (ELA)
 - Grade 3 – 76% Proficient and Advanced
 - Grade 4 – 79% Proficient and Advanced
 - Grade 5 – 69% Proficient and Advanced
- Mathematics
 - Grade 3 – 86% Proficient and Advanced
 - Grade 4 – 82% Proficient and Advanced
 - Grade 5 – 55% Proficient and Advanced
- Science
 - Grade 4 – 100% Proficient and Advanced

Parent Engagement

- Level I -- Opportunities to Help Children at Home
 - Quiet Place for Homework, Checking Folders and Schoology
 - Reading to/with Children, Communicating with Teachers/ Conferences
- Level II -- School-Based Activities
 - Classroom Volunteers, PTO Opportunities
 - Tutoring, Workshops/ Trainings
- Level III -- Developing Policy
 - Revising Documents , Needs Assessment Surveys
 - Schoolwide Planning Committee, Parent Advisory Council

Review Of Website and Documents

- Title I Website
 - <http://www.freeport.k12.pa.us/administration/14>
- Documents
 - District Level Parent Engagement Policy
 - School Level Parent Engagement Policy
 - School-Parent-Student Compact
 - Schoolwide Plan
 - Complaint Resolution Procedure
 - Concern Form
 - Right-to-Know Letter
 - FASD Transition Plan

Contacts

- Classroom Teachers
- Mrs. Constantino
- Mrs. Rupp
- Mrs. Gonzalez
- Mr. Lesko

Thank You for Attending!!



FREEPORT AREA SCHOOL DISTRICT

South Buffalo Elementary School

562 Freeport Road
Freeport, Pennsylvania 16229
(724) 295-9510
www.freeport.k12.pa.us



Jeffrey S. Lesko
Principal

McKenna L. Gonzalez
Counselor

August 24, 2023

Dear Parent(s)/Legal Guardian(s):

Your child attends South Buffalo Elementary School, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about the Elementary and Secondary Education Assistance (ESEA) and the Every Student Succeeds Act (ESSA), which impacts your child's education. The purpose of this letter is to inform you of your right to request information about the qualifications of the classroom staff working with your child.

At South Buffalo Elementary, we are very proud of our teachers, are confident that they are ready for the coming school year, and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include
 - subject matter tested,
 - purpose of the test,
 - source of the requirement (if applicable),
 - amount of time it takes students to complete the test, and
 - time and format of disseminating results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact me at 724-295-9510 or email me at lesko@freeport.k12.pa.us.

Sincerely,

Jeffrey S. Lesko

Jeffrey S. Lesko
Principal

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Dear Parents/Guardians:

South Buffalo Elementary School operates as a Schoolwide Title I Program where federal funds are used to meet the needs of all students in the school with programming and curricular upgrades, as determined by a comprehensive needs assessment conducted each year. As a requirement, schools receiving these funds must develop a compact outlining the importance of quality teacher-student-parent communications and working relationships in order for all students to reach their full academic potential. The compact, as detailed below, is updated on a yearly basis based upon the recommendations of the schoolwide planning committee. If you have any questions regarding the collaboratively developed compact, please contact the Federal Programs Coordinator, Mr. Jeffrey S. Lesko at 724-295-9510 or lesko@freeport.k12.pa.us.

SCHOOL

The staff at South Buffalo Elementary School understands the importance of the school experience to every student and their role as educators and models. Therefore, the school staff agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging State academic standards.
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - Parent-teacher conferences related to the child's academic performance;
 - Frequent reports to parents on their child's progress;
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Ensuring regular two-way, meaningful communication between family members and school staff.
- Treat each child with dignity and respect.
- Strive to address the individual needs of the student.
- Acknowledge that parents are vital to the success of the child and the school.
- Provide a safe, positive, and healthy learning environment.
- Assure every student access to quality learning experiences.
- Assure that clear expectations for performance are communicated to both students and parents.

PARENT

The Parent understands that participation in his/her child's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom.
- Supporting their child's learning.
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.
- Create a home atmosphere that supports learning.
- Send the student to school on time, well-fed, and well-rested on a regular basis.
- Attend school functions and conferences.
- Encourage their child to show respect for all members of the school community and school property.
- Review all school communications and respond promptly.

STUDENTS

The student realizes education is important. He/She is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Arrive to school on time every day.
- Develop a positive attitude toward school.
- Be responsible for completing homework on time.
- Be cooperative by carrying out the teacher's instructions and ask for help when needed.
- Do daily work that is neat and reflects the student's best effort.
- Be respectful to all school members, classmates, and to school property.

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Jeffrey S. Lesko
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Freeport Area School District Title I Complaint Resolution Procedure 2023-2024

Introduction

The Every Student Succeeds Act (ESSA) legislation requires State Education Agencies (SEAs) to adopt written procedures for “receiving and resolving and complaint alleging violations of the law in administration of programs.” In accordance with this legislative requirement, the Pennsylvania Department of Education (PDE) has also required Local Education Agencies (LEAs) to adopt written procedures for resolving complaints filed.

Definition

A “complaint” is a written, signed statement filed by an individual or an organization. It must include the following:

1. A statement that a school has violated a requirement of federal statute or regulation that applies to Title I.
2. The facts on which the statement is based.
3. Information on any discussions, meetings, or correspondence with a school regarding the complaint.

Complaint Resolution Procedure

- 1.) **Referral** – Complaints against schools should be referred to the District’s Federal Programs Coordinator:
Jeffrey S. Lesko
South Buffalo Elementary School
562 Freeport Road
Freeport, PA 16229
lesko@freeport.k12.pa.us
- 2.) **Notice to School** – The Federal Programs Coordinator will notify the school superintendent and principal that a complaint has been received. A copy of the complaint will be given to the superintendent and the principal with directions given for the principal to respond.

- 3.) **Investigation** – After receiving the principal’s response, the Federal Programs Coordinator, along with the superintendent, will determine whether further investigation is necessary. If necessary, the Federal Programs Coordinator and the superintendent may conduct an onsite investigation at the school.
- 4.) **Opportunity to Present Evidence** – The Federal Programs Coordinator may provide for the complainant and the principal to provide evidence.
- 5.) **Report and Recommended Resolution** – Once the Federal Programs Coordinator has completed the investigation and the collection of evidence, a report will be prepared with a recommendation for resolving the complaint. The report will provide the name of the party bringing the complaint, the nature of the complaint, a summary of the investigation, the recommended resolution, and the reasons for the recommendation. Copies of the report will be issued to all parties involved. The recommended solution will become effective upon issuance of the report.
- 6.) **Follow-up** – The Federal Programs Coordinator and the superintendent will ensure that the resolution of the complaint is implemented.
- 7.) **Time Limit** – The period between the Federal Programs Coordinator receiving the complaint and resolution of the complaint shall not exceed sixty (60) calendar days.
- 8.) **Right to Appeal** – Either party may appeal the final resolution to the Department of Education. Appeals should be addressed as follows:
 - Ms. Susan McCrone, Chief
 - Division of Federal Programs
 - Pennsylvania Department of Education
 - 333 Market Street, 7th Floor
 - Harrisburg, PA 17126-0333

Freeport Area School District Transition Plan for 2023-2024

Point of Contact: Jeffrey S. Lesko, Principal/ Federal Programs Coordinator

POC Phone & Email: 724-295-9510 lesko@freeport.k12.pa.us **Team Members:** Jeffrey Lesko, Michael Kleckner, Don Dell, Tim Walters, Aimee Raber- Campbell , Emily Lampus, Autumn Wyant Palmiter, Sarah Vivian , Renee Bogan, Angie Zollinger, Kelly Herbert

TRANSITION ACTIVITY	ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE - BEGIN	TIMELINE - COMPLETE
Continue to establish a communication network	Update lists and contact information of area preschool and daycare facilities; continue working with Early Learning Connections and ARIN Early Intervention	Building principals	Fall 2023	Fall 2024
Develop a Calendar of Activities for distribution to child care facilities, preschools, and FASD elementary families	Committee members will develop the calendar in June 2023 and refine it during the early fall of 2023 Distribute the calendars to local child care facilities and preschools, and request that they be given to FASD parents Provide calendars in the elementary schools for distribution to parents who register their children in the summer	Committee members Building principals	June 2023	August 2023

Freeport Area School District Transition Plan for 2023-2024

<p>Collect "gently used" children's books to distribute at Kindergarten Orientation</p>	<p>Inform elementary principals, PTO presidents, and local child care directors about this project</p> <p>Request elementary schools child care centers, and local libraries to contribute books</p>	<p>Elementary principals' and PTOs' support</p> <p>Communication with district parents and staff</p>	<p>Summer 2023</p>	<p>Summer 2023</p>
<p>TRANSITION ACTIVITY</p> <p>Publicize Kindergarten Registration</p>	<p>ACTION STEPS</p> <p>Communicate via</p> <ul style="list-style-type: none"> * Individual school e-links * Letters/emails to District families * District website * Local newspapers * Posters in district buildings/preschools/day cares * Social media 	<p>PERSON(S) RESPONSIBLE</p> <p>Building Principals</p> <p>IT Coordinator</p> <p>Admin Office</p> <p>Building Secretaries</p>	<p>TIMELINE - BEGIN</p> <p>January 2024</p>	<p>TIMELINE - COMPLETE</p> <p>March 2024</p>
<p>Conduct two forums for parents of FASD pre-kindergartners. The forum will be comprised of local child care and preschool directors/teachers and FASD kindergarten teachers, principals, etc., to inform parents about the kindergarten program and readiness activities</p>	<p>Discuss/Plan the process with the elementary principals</p> <p>Invite the local child care directors to participate in the forum.</p> <p>Publicize and schedule the forum</p> <p>Conduct the forum in March/April 2024</p>	<p>Elementary principals</p> <p>Kindergarten teachers</p>	<p>Promotion to begin in February 2024</p>	<p>March/April 2024</p>

Freeport Area School District Transition Plan for 2023-2024

<p>Register pre-kindergartners for the 2023-2024 school year.</p>	<p>Provide online pre-registration letters to parents with directions for registering and for scheduling screening appointments</p>	<p>Building Principals School secretaries IT Coordinator Admin Office</p>	<p>February 2024</p>	<p>March 2024</p>
<p>Administer the DIAL 4 Screening Assessment</p>	<p>Discuss the plan with the elementary principals preschool/ child care directors Conduct DIAL 4 Screening Assessments in April/ May 2023</p>	<p>Building Principals Kindergarten Teachers Support Staff</p>	<p>April/ May 2024</p>	<p>April/ May 2024</p>
<p>Provide Parents with DIAL 4 Score reports with explanation guide and scoring norms Offer meetings with parents to review, discuss, and interpret DIAL 4 score reports Use score reports as a component in developing classroom assignments</p>	<p>Mail DIAL 4 score reports with explanation guide and scoring norms Conduct meetings with parents to review, discuss, and interpret DIAL 4 score reports Construct classroom assignments</p>	<p>Building principals Kindergarten Teachers Building Secretaries</p>	<p>June 2024</p>	<p>August 2024</p>
<p>Conduct a Kindergarten Summer Tour</p>	<p>Invite parents and incoming Kindergarten students to the summer tour Meet with Kindergarten staff in both buildings to develop agenda and activities (principal</p>	<p>Elementary principals Kindergarten teachers Support staff Transportation Director</p>	<p>Invite sent in July 2024 Planning meeting in June 2024</p>	<p>Event in August 2024</p>

Freeport Area School District Transition Plan for 2023-2024

	presentation, building tour, intro to staff, craft activity, story activity, bus ride)				
Hold parent and student orientation	Prepare for parent and student orientations	Elementary Principals Kindergarten Teachers Transportation Department	Invite sent with summer tour reminder in Early August 2024	Orientation on first student day August 2024	
Conduct an Early Childhood Activity Night	Plan and organize Early Childhood Activity Night - Publicize	Elementary Principals Community Action Agency Early Childhood Education Committee	Invite sent in September 2024	Early Childhood Activity Night in October 2024	
Hold a K-4 "Step-up" Activity	Plan and organize a K-4 Step-up day to introduce/ transition students to next grade level	Elementary Principals, Counselors, and Teachers	Planning for the event to occur in April 2024	Event to occur in May 2024	
Hold a 5 th grade MS scheduling meeting	Scheduling meeting with MS staff	Elementary Principals MS Principal and Guidance Counselor	Planning for the event to occur in April 2024	Event to occur in May 2024	
Hold a 5 th grade MS "move-up" day	Plan and organize a "move-up" activity day for 5 th grade students	Elementary Principals MS Principal and Guidance Counselor	Planning for the event to occur in April 2024	Event to occur in May 2024	
Hold a 6 th grade orientation	Plan and organize 6 th grade orientation program for the summer	6 th Grade staff and students	Planning for the event to occur in June 2024 (invite mailed to parents/students in July 2024)	Event to occur in August 2024	

Freeport Area School District Transition Plan for 2023-2024

<p>Conduct a Kindergarten Summer Boot Camp/ Kindergarten readiness program (TBD)</p>	<p>Invite students who scored below a determined percentile to a two-week summer readiness instructional program with District kindergarten staff</p>	<p>Elementary principals Kindergarten teachers Support staff</p>	<p>Invite sent in July 2024 Planning meeting in June 2024</p>	<p>Event in late July or early August 2024</p>
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SOUTH BUFFALO EL SCH

562 Freepport Rd

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

South Buffalo Elementary School envisions a learning environment... That prepares students to embrace technological advancements of the 21st century; That develops students who are able to problem-solve thoughtfully; That promotes expressive communication through the application of reading, writing, listening, research, speaking, and presentation skills. That establishes a strong work ethic among the district's students; That develops citizens that make positive contributions to society; That establishes a love for learning and a recognition that learning is a life-long effort; That promotes wellness; That promotes equity among all students; That prescribes specific action plans to target the individual learning needs of students; That embraces continual reflection on best practices and student improvement strategies to close the achievement gap.

STEERING COMMITTEE

Name	Position	Building/Group
Jeffrey S. Lesko	Principal/ Title I Coordinator	South Buffalo Elementary
Carly Constantino	Reading Specialist	South Buffalo Elementary
Bobbi Rupp	RtII Specialist/ Gifted Support	South Buffalo Elementary
McKenna Gonzalez	School Counselor	South Buffalo Elementary
Jessica Berberich	5th Grade Teacher	South Buffalo Elementary
Aimee Raber-Campbell	Kindergarten Teacher	South Buffalo Elementary
Cara Masters	Special Education Teacher	South Buffalo Elementary
Donald Dell	Director of Student Services	Freeport Area School District
Dr. Autumn Wyant-Palmiter	Education Specialist	Community Member
Sarah Rakowski	Parent	South Buffalo Elementary PTO
Dr. Natalie Heisey	Reading Specialist/ Professor	Geneva College
Sarah Vivian	Parent	South Buffalo Elementary PTO
Paul Bergad	Community Member	South Buffalo Township Supervisors

Name

Position

Building/Group

Katie Charlton

Community Member

Armstrong County District Attorney

ESTABLISHED PRIORITIES

Priority Statement

Teachers will be provided with the necessary professional development to effectively utilize growth scores to design effective instructional strategies that target specific populations. The use of EdInsight to analyze student data will be a key component of this process, and used during MTSS meetings to target specific strategies aimed at improving all student growth, especially those most at risk, such as our economically disadvantaged students and students with disabilities.

Outcome Category
Essential Practices 1:
Focus on Continuous Improvement of Instruction

Responsive Classroom, along with new PBIS program, will be integrated and included as part of MTSS tier 1 strategies, and teachers will be provided with targeted professional development to ensure successful implementation of both Responsive Classroom and the PBIS system/ process.

Outcome Category
Social emotional learning
Social emotional learning

Best practice strategies for equipping families to provide support at home and in school will be developed and communicated to parents. This will include workshops on assisting parents with understanding academic reports, reading and math strategies to help with schoolwork at home, and a parent advisory group to target specific areas of parent need.

Outcome Category
Parent and family engagement

A system to monitor and evaluate the impact of 4 lenses of learning and PBIS will be developed, introduced to teachers, and employed by the building principal and teacher leaders. This monitoring system will allow for revision of practices as

Outcome Category
Essential Practices 1:

Priority Statement

Outcome Category

discussed through team and grade level meetings.

Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Academic Growth

Grade level teachers will design specific and targeted instruction based upon research based instructional practices, which are proven to increase student growth as measured by NWEA MAP and PVAAS.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Building Principal will lead the teachers in a review of the data. This will take place initially during our first data team meeting in early August,

2023-08-22 - 2023-09-08

Jeffrey Lesko, Principal

PVAAS reports, other local assessment data; federal

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>followed by data team meetings occurring after each administration of the NWEA MAP assessment, as well as during our cycled MTSS meetings</p>	<p>2023-08-28 - 2024-05-31</p>	<p>Jeffrey Lesko, Principal; Bobbi Rupp, RtII Specialist</p>	<p>funds, as detailed in E-grants and the schoolwide plan expenditures table, used to support a percentage of the salary and benefits of RtII specialist, reading specialist, and counselor as part of the data review process.</p>
<p>Utilize MTSS process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students. The flexible instructional groups will be fluid in that data analysis will be contunally addressed through cycled MTSS meetings resulting in adjustment of both groups and targeted instructional strategies to meet specific student academic needs. In addition to tier II and III groupings and strategies, evry MTSS meeting will include tier I core instructional review to ensure that all students are receiving prescribed curricular instruction aligned to standards. Tier I instructional strategies will also be analyzed and modified based on student data.</p>			<p>PowerSchool/ EdInsight, and NWEA MAP reports for student data, RtII reports, master schedule; federal funds, as detailed in E-grants and schoolwide plan expenditures table used to support a percentage of the salary and benefits of RtII specialist, reading specialist, and counselor as part of the flexible group building process.</p>

Anticipated Outcome

Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Monitoring/Evaluation

Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions, MTSS Meetings; results noted in the quarterly schoolwide plan monitoring section

Evidence-based Strategy

Integration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)

Measurable Goals

Goal Nickname **Measurable Goal Statement (Smart Goal)**

PBIS Responsive Classroom, along with the new PBIS program, will be expanded to more effectively integrate the two complimentary programs as part of MTSS tier I strategies, and teachers will be provided with targeted professional development to ensure successful implementation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Analyze previous responsive classroom and PBIS integration strategies; schoolwide and grade	2023-08-21 - 2023-10-27	Jeffrey Lesko, Principal; McKenna Gonzalez, Counselor;	Responsive Classroom and PBIS program curriculum; review and selection committee;
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Level PBIS Kick-off		Professional Learning Mentors	
Development of integration strategies for Responsive Classroom and PBIS program.	2023-10-27 - 2023-11-30	Jeffrey Lesko, Principal; McKenna Gonzalez, Counselor, Professional Learning Mentors	Responsive Classroom and PBIS program curriculum; review and selection committee to develop action plan of integration
Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed	2024-01-12 - 2024-03-19	Jeffrey Lesko, Principal; McKenna Gonzalez, Counselor; Professional Learning Mentors	Professional Learning Mentors, Master schedule supports; \$190, 655 of federal funds, as detailed in E-Grants, used to support salary and benefits of RII specialist and reading specialist as part of the training process
Full implementation and integration of Responsive Classroom and PBIS program	2024-03-19 - 2024-05-31	Jeffrey Lesko, Principal; McKenna Gonzalez, Counselor; Professional Learning Mentors	Blended Responsive Classroom/ PBIS Action Plans
Anticipated Outcome			
Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.			

Monitoring/Evaluation

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section

Evidence-based Strategy

Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.

Measurable Goals

Goal Nickname Measurable Goal Statement (Smart Goal)

SEL Themes and Lessons To facilitate the integration of Responsive Classroom with PBIS program, the school counselor, in coordination with the building principal, will develop Tier I SEL grade level standards, monthly themes and skills, and deliver classroom lessons centered around established standards, skills, and themes.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team	2023-08-01 - 2023-09-29	Mckenna Gonzalez. Counselor; Jeffrey Lesko, Building Principal	PBIS materials, developed Responsive Classroom materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement themes, classroom counselor lessons, meeting of student leadership team, as part of an ambassador and mentoring program.	2023-10-01 - 2024-05-31	McKenna Gonzalez, Counselor; Jeffrey Lesko, Building Principal	developed SEL themes, developed classroom counselor lessons, materials crafted by the student leadership team
Develop SEL Themes, lessons, and student ambassador evaluation surveys.	2024-04-15 - 2024-05-13	McKenna Gonzalez, Counselor; Jeffrey Lesko, Building Principal	Surveys
Complete all monthly themes and skills, classroom lessons, distribute and collect end-of-year survey, begin to review results	2024-05-13 - 2023-06-02	McKenna Gonzalez, Counselor; Jeffrey Lesko, Building Principal	Survey Results
Anticipated Outcome			
Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program			

Monitoring/Evaluation

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal, bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Evidence-based Strategy

Parent Engagement to strengthen home/school partnership to increase student achievement and social growth

Measurable Goals

Goal Nickname Measurable Goal Statement (Smart Goal)

Family Engagement Programs, workshops, discussion sessions, and resources will be provided to parents in concert with teacher trainings/ professional development to strengthen home/school partnership in regard to student learning.

Action Step

Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Review parent and staff needs assessment with staff and committee, plan programs, workshops, and gather resources.	2023-07-05 - 2023-08-25	Jeffrey Lesko, Principal	Parent and staff needs assessments
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Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education	2023-08-01 - 2024-05-31	Jeffrey Lesko, Building Principal	Professional Staff, Parent Advisory Committee, local pediatrician's office
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Action Step

Anticipated Start/Completion **Lead Person/Position** **Materials/Resources/Supports Needed**

workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop, Cultural Awareness, SEL, Internet Safety, Professional Learning Groups, Communicating with Parents, Differentiation of Instruction

Anticipated Outcome

Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Monitoring/Evaluation

surveys after each program, end-of-year evaluation parent survey, results noted in the quarterly schoolwide plan monitoring section

Evidence-based Strategy

Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens

Measurable Goals

Goal Nickname **Measurable Goal Statement (Smart Goal)**

Four Lenses of Learning Established four lenses of learning program, which has been fully implemented, will be monitored for fidelity, and evaluated for effectiveness during the 23-24 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review of Four Lenses of Learning with professional staff; discuss implementation thus far	2023-08-21 - 2023-08-25	Jeffrey Lesko, Building Principal, Professional Learning Mentors	Schoology, lesson examples, Observational notes, end of 22-23 school year 4 lenses teacher survey
Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions	2023-08-28 - 2024-05-31	Jeffrey Lesko, Building Principal, Professional Learning Mentors	Observational notes, PLC and MTSS agendas and notes
Review of informal and formal measures of student learning; connections/ impact to 4 lenses will be analyzed	2024-05-06 - 2023-06-02	Jeffrey Lesko, Building Principal, Professional Learning Mentors	Observational notes, PLC and MTSS agendas and notes, NWEA MAP assessment results

Anticipated Outcome

Grade level documentation of implemented strategies and results on student achievement

Monitoring/Evaluation

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective; results noted in the quarterly schoolwide plan monitoring section

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade level teachers will design specific and targeted instruction based upon research based instructional practices, which are proven to increase student growth as measured by NWEA MAP and PVAAS. (Academic Growth)	Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.	Building Principal will lead the teachers in a review of the data; This will take place initially during our first data team meeting in early August, followed by data team meetings occurring after each administration of the NWEA MAP assessment, as well as during our cycled MTSS meetings	08/22/2023 - 09/08/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals

Responsive Classroom, along with the new PBIS program, will be expanded to more effectively integrate the two complimentary programs as part of MTSS tier I strategies, and teachers will be provided with targeted professional development to ensure successful implementation. (PBIS)

Action Plan Name	Professional Development Step	Anticipated Timeline
Integration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)	Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed	01/12/2024 - 03/19/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals

To facilitate the integration of Responsive Classroom with PBIS program, the school counselor, in coordination with the building principal, will develop Tier I SEL grade level standards, monthly themes and skills, and deliver classroom lessons centered around established standards, skills, and themes. (SEL Themes and Lessons)

Action Plan Name	Professional Development Step	Anticipated Timeline
Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and	Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level and school-wide meetings; establishment of student leadership team	08/01/2023 - 09/29/2023

Measurable Goals

Action Plan Name **Professional Development Step** **Anticipated Timeline**
themes.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals

Programs, workshops, discussion sessions, and resources will be provided to parents in concert with teacher trainings/ professional development to strengthen home/school partnership in regard to student learning. (Family Engagement)

Action Plan Name	Professional Development Step	Anticipated Timeline
Parent Engagement to strengthen home/school partnership to increase student achievement and social growth	Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher	08/01/2023 - 05/31/2024

Measurable Goals

Action Plan Name	Professional Development Step	Anticipated Timeline
training,	Technology in	
Education	workshop, Safe	
and Healthy	Students	
workshop, Local	Preschools and	
daycare transition	workshop,	
workshop,	Cultural	
Awareness, SEL,	Internet Safety,	
Professional	Learning Groups,	
Communicating	with Parents,	
Differentiation of	Instruction	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals

Established four lenses of learning program, which has been fully implemented, will be monitored for fidelity, and evaluated for effectiveness during the 23-24 school year. (Four Lenses of Learning)

Action Plan Name	Professional Development Step	Anticipated Timeline
Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens	Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions	08/28/2023 - 05/31/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Jeffrey S. Lesko

2023-07-27

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Percentage of Proficient and Advanced on ELA NWEA MAP - all student groups

Percentage of Proficient and Advanced on Math NWEA MAP - all students

Percentage of Proficient and Advanced on ELA NWEA MAP - Economically Disadvantaged Students

Percentage of Proficient and Advanced on ELA NWEA MAP - increase in performance of students with disabilities

All Student Groups (collectively) Meet Interim Goal/Improvement Target (PSSA 2022) NWEA 2022/23

Percent Advanced in ELA higher than state average

Economically Disadvantaged students - Meets or Exceeds Interim Target

Meeting Annual Academic Growth Expectations in Math - Economically Disadvantaged Students

Increase in Performance from the Previous Year – students with

Challenges

Percentage of Proficient and Advanced on ELA NWEA MAP - Students with Disabilities

Percentage of Proficient and Advanced on Math NWEA MAP - Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students

All Student Group Did Not Meet the Standard Demonstrating Growth NWEA 22-23/ PVAAS

All Student Group Did Not Meet the Standard Demonstrating Growth NWEA MAP 22-23/ PVAAS

Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year- Students with Disabilities

N/A

Percentage of Proficient and Advanced on ELA NWEA 22-23 - Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA -

Strengths

disabilities

All Student Group Meets 2030 Statewide Goal (PSSA) 2022

All Student Group Meets the Standard Demonstrating Growth in Science

All Student Group Exceeds Performance Standard (100%) - Career Standards Benchmark - College and Career Readiness Future Ready PA

Economically disadvantaged students -- Meets or Exceeds Interim Target ELA PSSA

Economically disadvantaged students -- Meets or Exceeds Interim Target; Increase in Performance from the Previous Year Math PSSA

Economically disadvantaged students -- Meets or Exceeds Interim Target; Increase in Performance from the Previous Year for Growth (PVAAS ELA and Math)

Primary students' data indicate reaching established targeted RIT goals from initial benchmark to most recent assessment -- NWEA MAP ELA and math

Students with Disabilities -- Increase in Performance from the Previous Year (ELA PSSA)

Challenges

Economically Disadvantaged Students

Slight decrease in growth of all student groups

Percentage of Proficient and Advanced short of goal/target ELA PSSA - Students with Disabilities

Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year Math PSSA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment ELA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment Math - Students with Disabilities

Decrease in Performance from the Previous Year - ELA PSSA; Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year - PVAAS ELA -- Economically disadvantaged students

Continue to fine-tune evidence-based system of schoolwide positive behavior interventions and supports

Continue to implement evidence-based strategies to engage

Strengths

Percentage of Proficient and Advanced on Math - all students
NWEA MAP 22-23

Meeting Annual Academic Growth Expectations in Math -
Economically Disadvantaged Students

Percent Advanced in Math higher than state average

Percent Advanced in Science higher than state average

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Identify and address individual student learning needs

Use multiple professional learning designs to support the learning needs of staff

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

families to support learning

Continue to monitor and evaluate the impact of professional learning on staff practices and student learning

Most Notable Observations/Patterns

Sub groups, especially students with disabilities, need improvement in both achievement and growth; overall PVAAS score improvement (growth in general however measured) needs addressed; continued implementation and monitoring of SEL/MTSS to address social/ emotional/ behavioral and academic well-being; strategies to support home-school connection; monitoring and follow-through with professional learning strategies. As indicated above, in addition to students with disabilities, economically disadvantaged students, while showing marked growth, still demonstrate need for additional interventions via our comprehensive MTSS process and supports to improve academic achievement to meet state standards. In terms of racial and ethnic subgroups, white students as a whole are demonstrating strong academic growth and achievement as demonstrated in spring NWEA MAP testing, as well as 2023 PSSA testing. As a school, we do not have enough racial/ ethnic minority students to constitute a subgroup. However, it is important to note that the small sample size of racial/ ethnic minority students that we do have are performing at similar measures of growth and achievement as their white peers. As a school, we do not have any students identified as ELL students.

Challenges

Discussion Point

Priority for Planning

Percentage of Proficient and Advanced on ELA NWEA MAP - Students with Disabilities

Percentage of Proficient and Advanced on Math NWEA MAP - Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students

Challenges	Discussion Point	Priority for Planning
Continue to fine-tune evidence-based system of schoolwide positive behavior interventions and supports	Responsive Classroom has been fully implemented at the tier I level, along with a school-wide PBIS program, but better integration must occur as part of a complete SEL Tier I system	✓
Continue to implement evidence-based strategies to engage families to support learning	Parent needs assessment shows that additional communication regarding family engagement and programming is needed, as well as new programming.	✓
Continue to monitor and evaluate the impact of professional learning on staff practices and student learning	Professional development on 4 lenses of learning and Responsive Classroom has occurred, as well as a system of monitoring impact on practices and learning. However, end of year surveys indicate additional PD is needed to implement with fidelity (to ensure translation to increased student success)	✓
All Student Group Did Not Meet the Standard Demonstrating Growth NWEA 22-23/ PVAAS	Teachers need additional professional development to effectively utilize growth scores to design effective instructional strategies that target specific populations. Consideration of a new data analysis tool to assist (EdInsight)	✓
Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students		
Percentage of Proficient and Advanced short of goal/target ELA PSSA - Students with Disabilities		
Not Meeting Statewide Goal/ Interim		

Challenges

Discussion Point

Priority for Planning

Target: Decrease in Performance from the Previous Year Math PSSA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment ELA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment Math - Students with Disabilities

ADDENDUM B: ACTION PLAN

Action Plan: Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.

Action Steps

Anticipated Start/Completion Date

Building Principal will lead the teachers in a review of the data; This will take place initially during our first data team meeting in early August, followed by data team meetings occurring after each administration of the NWEA MAP assessment, as well as during our cycled MTSS meetings

08/22/2023 - 09/08/2023

Monitoring/Evaluation

Anticipated Output

Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions, MTSS Meetings; results noted in the quarterly schoolwide plan monitoring section

Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Material/Resources/Supports Needed

PD Step

PVAAS reports, other local assessment data; federal funds, as detailed in E-grants and the schoolwide plan expenditures table; used to support a percentage of the salary and benefits of RtII specialist, reading specialist, and counselor as part of the data review process.

Action Steps

Anticipated Start/Completion Date

Utilize MTSS process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students. The flexible instructional groups will be fluid in that data analysis will be continually addressed through cycled MTSS meetings resulting in adjustment of both groups and targeted instructional strategies to meet specific student academic needs. In addition to tier II and III groupings and strategies, every MTSS meeting will include tier I core instructional review to ensure that all students are receiving prescribed curricular instruction aligned to standards. Tier I instructional strategies will also be analyzed and modified based on student data.

08/28/2023 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions, MTSS Meetings; results noted in the quarterly schoolwide plan monitoring section

Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Material/Resources/Supports Needed

**PD
Step**

PowerSchool/ EdInsight, and NWEA MAP reports for student data, RtII reports, master schedule; federal funds, as detailed in E-grants no
and schoolwide plan expenditures table used to support a percentage of the salary and benefits of RtII specialist, reading specialist,
and counselor as part of the flexible group building process.

Action Plan: Integration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)

Action Steps	Anticipated Start/Completion Date	
Analyze previous responsive classroom and PBIS integration strategies; schoolwide and grade level PBIS kick-off	08/21/2023 - 10/27/2023	
Monitoring/Evaluation Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section	Anticipated Output Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.	
Material/Resources/Supports Needed Responsive Classroom and PBIS program curriculum; review and selection committee;		PD Step no

Action Steps	Anticipated Start/Completion Date	Monitoring/Evaluation	Anticipated Output	Material/Resources/Supports Needed	PD Step
Development of integration strategies for Responsive Classroom and PBIS program.	10/27/2023 - 11/30/2023	Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section	Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.	Responsive Classroom and PBIS program curriculum; review and selection committee to develop action plan of integration	no

Action Steps	Anticipated Start/Completion Date	
Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed	01/12/2024 - 03/19/2024	
<p>Monitoring/Evaluation</p> <p>Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section</p>	<p>Anticipated Output</p> <p>Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.</p>	
<p>Material/Resources/Supports Needed</p> <p>Professional Learning Mentors, Master schedule supports; \$190, 655 of federal funds, as detailed in E-Grants, used to support salary and benefits of Rill specialist and reading specialist as part of the training process</p>		<p>PD Step</p> <p>Yes</p>

Action Steps

Anticipated Start/Completion Date

Full implementation and integration of Responsive Classroom and PBIS program 03/19/2024 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section

Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.

Material/Resources/Supports Needed

PD Step

Blended Responsive Classroom/ PBIS Action Plans no

Action Plan: Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.

Action Steps

Anticipated Start/Completion Date

Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team

08/01/2023 - 09/29/2023

Monitoring/Evaluation

Anticipated Output

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal; bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program

Material/Resources/Supports Needed

PD Step

PBIS materials, developed Responsive Classroom materials

yes

Action Steps

Anticipated Start/Completion Date

Implement themes, classroom counselor lessons, meeting of student leadership team, as part of an ambassador and mentoring program.

10/01/2023 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal; bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program

Material/Resources/Supports Needed

PD Step

developed SEL themes, developed classroom counselor lessons, materials crafted by the student leadership team

no

Action Steps

Anticipated Start/Completion Date

Develop SEL Themes, lessons, and student ambassador evaluation surveys.

04/15/2024 - 05/13/2024

Monitoring/Evaluation

Anticipated Output

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal; bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program

Material/Resources/Supports Needed

PD Step

Surveys

no

Action Steps

Anticipated Start/Completion Date

Complete all monthly themes and skills, classroom lessons, distribute and collect end-of-year survey, begin to review results

05/13/2024 - 06/02/2023

Monitoring/Evaluation

Anticipated Output

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal; bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program

Material/Resources/Supports Needed

PD Step

Survey Results

no

Action Plan: Parent Engagement to strengthen home/school partnership to increase student achievement and social growth

Action Steps

Anticipated Start/Completion Date

Review parent and staff needs assessment with staff and committee, plan programs, workshops, and gather resources.

07/05/2023 - 08/25/2023

Monitoring/Evaluation

Anticipated Output

surveys after each program, end-of-year evaluation parent survey; results noted in the quarterly schoolwide plan monitoring section

Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Material/Resources/Supports Needed

PD Step

Parent and staff needs assessments

no



Action Steps

Anticipated Start/Completion Date

Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop, Cultural Awareness, SEL, Internet Safety, Professional Learning Groups, Communicating with Parents, Differentiation of Instruction

08/01/2023 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

surveys after each program, end-of-year evaluation parent survey; results noted in the quarterly schoolwide plan monitoring section

Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Material/Resources/Supports Needed

PD Step

Professional Staff, Parent Advisory Committee, local pediatrician's office

yes

Action Plan: Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens

Action Steps

Anticipated Start/Completion Date

Review of Four Lenses of Learning with professional staff; discuss implementation thus far

08/21/2023 - 08/25/2023

Monitoring/Evaluation

Anticipated Output

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective; results noted in the quarterly schoolwide plan monitoring section

Grade level documentation of implemented strategies and results on student achievement

Material/Resources/Supports Needed

PD Step

Schoolology, lesson examples, Observational notes, end of 22-23 school year 4 lenses teacher survey

no

Action Steps

Anticipated Start/Completion Date

Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions

08/28/2023 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective; results noted in the quarterly schoolwide plan monitoring section

Grade level documentation of implemented strategies and results on student achievement

Material/Resources/Supports Needed

PD Step

Observational notes, PLC and MTSS agendas and notes

yes

Action Steps

Anticipated Start/Completion Date

Review of informal and formal measures of student learning; connections/ impact to 4 lenses will be analyzed

05/06/2024 - 06/02/2023

Monitoring/Evaluation

Anticipated Output

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective; results noted in the quarterly schoolwide plan monitoring section

Grade level documentation of implemented strategies and results on student achievement

Material/Resources/Supports Needed

PD Step

Observational notes, PLC and MTSS agendas and notes, NWEA MAP assessment results

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade level teachers will design specific and targeted instruction based upon research based instructional practices, which are proven to increase student growth as measured by NWEA MAP and PVAAS. (Academic Growth)	Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.	Building Principal will lead the teachers in a review of the data; This will take place initially during our first data team meeting in early August, followed by data team meetings occurring after each administration of the NWEA MAP assessment, as well as during our cycled MTSS meetings	08/22/2023 - 09/08/2023
Responsive Classroom, along with the new PBIS program, will be expanded to more effectively integrate the two complimentary programs as part of MTSS tier I	Integration, extension, and	Professional Development	01/12/2024 - 03/19/2024

Measurable Goals

strategies, and teachers will be provided with targeted professional development to ensure successful implementation. (PBIS)

Action Plan Name

application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)

Professional Development Step

sessions during MTSS team meetings to train staff; implementation action plans developed

Anticipated Timeline

To facilitate the integration of Responsive Classroom with PBIS program, the school counselor, in coordination with the building principal, will develop Tier I SEL grade level standards, monthly themes and skills, and deliver classroom lessons centered around established standards, skills, and themes. (SEL Themes and Lessons)

Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.

Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team

Classroom with PBIS program

08/01/2023 - 09/29/2023

Programs, workshops, discussion sessions, and resources will be provided to

Parent

Conduct Parent

08/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>parents in concert with teacher trainings/ professional development to strengthen home/school partnership in regard to student learning. (Family Engagement)</p>	<p>Engagement to strengthen home/school partnership to increase student achievement and social growth</p>	<p>workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy</p>	<p>- 05/31/2024</p>

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

		Students workshop, Local Preschools and daycare transition workshop, Cultural Awareness, SEL, Internet Safety, Professional Learning Groups, Communicating with Parents, Differentiation of Instruction
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Established four lenses of learning program, which has been fully implemented, will be monitored for fidelity, and evaluated for effectiveness during the 23-24 school year. (Four Lenses of Learning)

Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens	Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions	08/28/2023 - 05/31/2024
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Measurable Goals

Action Plan Name

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step

Audience

Topics of Prof. Dev

Review of student growth data

Grade level classroom teachers

Understanding growth data reports, using reports to design instructional interventions

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Discussion points, summary of learning reports; developed instructional intervention plans

08/07/2023 - 08/25/2023

Jeffrey Lesko, Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

Teaching Diverse Learners in Inclusive Settings

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

Professional Development Step	Audience	Topics of Prof. Dev
Integration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)	Professional instructional staff	Responsive Classroom, Identified PBIS curriculum/ program, effective classroom and school-wide implementation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Discussion points, summary of learning reports, initial development of grade level action plans, observational classroom, student outcomes	08/21/2023 - 10/10/2023	Jeffrey Lesko, Principal; McKenna Gonzalez, Counselor, Professional Learning Mentors

Danielson Framework Component Met in this Plan: This Step meets the Requirements of State Required Trainings:

- 2b: Establishing a Culture for Learning
- 2a: Creating an Environment of Respect and Rapport



Professional Development Step

Audience

Topics of Prof. Dev

Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.

Professional instructional staff; students

SEL Standards, SEL skills, SEL themes, SEL lessons

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

anecdotal teacher, counselor, and principal observation notes; staff and student surveys; reduction in discipline referrals

08/21/2023 - 09/29/2023

Mckenna Gonzalez, Counselor; Jeffrey Lesko, Building Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in Inclusive Settings

1c: Setting Instructional Outcomes

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning



Professional Development Step	Audience	Topics of Prof. Dev
Parent Engagement to strengthen home/school partnership to increase student achievement and social growth	Professional Instructional staff, parents	Designing effective parent programs to assist their children at home, improvement of parent-school communication and partnerships, parent-led professional development of teachers

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey results, discussion point, reflection summaries	09/05/2023 - 05/13/2024	Jeffrey Lesko, Principal; Parent Advisory Committee

Danielson Framework Component Met in this Plan: This Step meets the Requirements of State Required Trainings:

- 1a: Demonstrating Knowledge of Students Teaching Diverse Learners in Inclusive Settings
- 2b: Establishing a Culture for Learning

Professional Development Step	Audience	Topics of Prof. Dev
Classroom embedded professional development - four lenses of learning	Professional instructional staff	Development of instructional strategies that support the 4 lenses of learning model

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
observed instructional practices in the classroom; grade level action plans; student achievement	08/28/2023 - 05/17/2024	Jeffrey Lesko, Principal; Bob Harris, Instructional Coach; Professional Learning Mentors

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 3a: Communicating with Students Teaching Diverse Learners in Inclusive Settings
- 3c: Engaging Students in Learning
- 3b: Using Questioning and Discussion Techniques



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting of plan on school website and Title I website	23-24 Schoolwide Title I Plan	School and Title I website	Parents and Community Members	Posted as soon as plan is accepted and approved by PDE
Announcement of Plan via Blackboard connect and Twitter	23-24 Schoolwide Title I Plan	Blackboard and Twitter	Parents and Community Members	Announced as soon as plan is accepted and approved by PDE and posted on websites
Review of Plan to SB faculty	Review of Schoolwide Plan for 23-24	Faculty meeting	Professional Instructional staff	August 2022
Review of Schoolwide Plan with Parents	Review of Schoolwide Plan for 23-24	Annual Title I Parent Meeting	Parents	September 2022

FREEPORT AREA SCHOOL DISTRICT

SECTION: COMMUNITY

TITLE: TITLE I PARENT AND FAMILY
ENGAGEMENT

ADOPTED: August 9, 2017

REVISED: March 22, 2018
August 8, 2018

918. TITLE I PARENT AND FAMILY ENGAGEMENT	
Purpose	The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. The Board views the education of students as a cooperative effort among the school, parents and family members, and community. ^{[1][2]}
Definition	Parent and Family (Family Member) - these terms are used interchangeably and shall include caregivers, a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a legally appointed Education Decision Maker of a child participating in a Title I program.
Authority	<p>The Board directs the district and each of its schools with a Title I program to:^[1]</p> <p>Conduct outreach to all parents and family members.</p> <p>Include parents and family members in development of the district's overall Title I Plan and process for school review and improvement.^[3]</p> <p>Include parents and family members in the development of the Title I Parent and Family Engagement Policy. Following adoption of the policy by the Board, the policy shall be:</p> <p>Distributed in writing to all parents and family members.</p> <p>Incorporated into the district's Title I Plan.^[3]</p> <p>Posted to the district's publicly accessible website.^[4]</p> <p>Evaluated annually with parent and family involvement.</p>

918. TITLE I PARENT AND FAMILY ENGAGEMENT

<p>Accessibility</p>	<p>Provide opportunities and conduct meaningful collaborations with parents and family members in the planning and implementation of Title I programs, activities and procedures.</p> <p>The district and each of its schools with a Title I program shall provide communications, information and school reports to parents and family members who are migrants or who have limited English proficiency, a disability, limited literacy, or racial and ethnic minority backgrounds, in a language they can understand.^{[1][5]}</p>
<p>Delegation of Responsibility</p>	<p>The Superintendent or designee shall ensure that the district's Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.^{[1][3]}</p> <p>The Superintendent or designee shall ensure that the district and its schools with Title I programs provide opportunities for the informed participation of parents and family members by providing resources, information and school reports in an understandable and uniform format or, upon request, in another format. Such efforts shall include:</p> <ul style="list-style-type: none"> Providing communications in clear and simple language. Posting information for parents and family members on the district's website. Including a telephone number for parents and family members to call with questions. Partnering with community agencies which may include libraries, recreation centers, community-based organizations and faith-based organizations to assist in sharing information. Provide language access services to families with limited English proficiency through on-site or telephonic translation and interpretation services, as appropriate.^[5] <p>The building principal and/or Title I staff shall notify parents and family members of the existence of the Title I programs and provide:</p> <ul style="list-style-type: none"> An explanation of the reasons supporting their child's selection for the program. A set of goals and expectations to be addressed. A description of the services to be provided.

918. TITLE I PARENT AND FAMILY ENGAGEMENT

<p>Guidelines</p>	<p>A copy of this policy and the School-Parent and Family Compact.^[1]</p> <p>Parents and family members shall actively carry out their responsibilities in accordance with this policy and the School-Parent and Family Compact. At a minimum, parents and family members shall be expected to:^[1]</p> <p>Volunteer in their child's classroom.^[6]</p> <p>Support their child's learning.</p> <p>Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.</p> <p>Each district school operating a Title I program shall hold an annual meeting of parents and family members at a convenient time, to explain the goals and purposes of Title I programs and to inform them of their right to be involved. Parents and family members shall be given the opportunity to participate in the design, development, operation and evaluation of the program. Parents and family members shall be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.^[1]</p> <p>The schools with Title I programs shall offer a flexible number of meetings which shall be held at various times of the morning and evening. Title I funds may be used to enable parent and family member attendance at meetings through payment of transportation, child care costs or home visits.^[1]</p> <p>The schools shall involve parents and family members in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs, the Title I Parent and Family Engagement Policy and the joint development of the Title I Plan.^{[1][3]}</p> <p>At these meetings, parents and family members shall be provided:^[1]</p> <ol style="list-style-type: none">1. Timely information about programs provided under Title I.2. Description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the academic standards.3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
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918. TITLE I PARENT AND FAMILY ENGAGEMENT

To ensure the continuous engagement of parents and family members in the joint development of the Title I Plan and with the school support and improvement process, the district shall:

Establish meaningful, ongoing two-way communication between the district, staff and parents and family members.

Communicate with parents and family members about the plan and seek their input and participation through the use of newsletters, the district website, email, telephone, parent and teacher conferences, and home visits if needed.

Train personnel on how to collaborate effectively with parents and family members with diverse backgrounds that may impede their participation, such as limited literacy or language difficulty.

Analyze and share the results of the Title I Parent/Family Survey.

Post school performance data on the district's website.

Distribute and discuss the School-Parent and Family Compact.

Host various parent and family nights at each school building with a Title I program.

Establish and support active and engaged Title I parent and family advisory councils. The council will include a majority of parents and family members of students participating in Title I programs, as well as the building principal, teachers or other appropriate staff, students and community members. The purpose of the council shall be to focus on improved student achievement, effective classroom teaching, parent/family/community engagement in the educational process, and to facilitate communications and support.

Actively recruit parents and family members to participate in school review and improvement planning.

Assign district representatives to be available to work collaboratively with parents and family members, and to conduct school-level trainings to promote understanding of school data, comprehensive plans and the budgeting process.

Invite participation of parents and family members at the regular comprehensive planning committee meetings, Title I budget meetings and school improvement plan meetings to obtain input and propose school improvement initiatives.

918. TITLE I PARENT AND FAMILY ENGAGEMENT

If the Title I Plan is not satisfactory to parents and family members, the district shall submit any parent or family member comments with the plan when the school makes the plan available to the Board.^{[1][3]}

Building Capacity for Parent and Family Engagement

The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve academic achievement and school performance through:^[1]

1. Providing assistance to parents and family members in understanding such topics as the academic standards, state and local academic assessments, the requirements of parent and family involvement, how to monitor a child's progress and work with teachers to improve the achievement of their children.^{[2][7]}
2. Providing material and training to help parents and family members work with their children to improve academic achievement and to foster parent and family engagement, such as:
 - a. Scheduling trainings in different locations on a variety of topics including how to support their child in school, literacy, school safety, cultural diversity and conflict resolution.
 - b. Using technology, including education about the harms of copyright piracy, as appropriate.^[8]
 - c. Providing information, resources and materials in a user friendly format.
 - d. Providing, as requested by a parent or family member, other reasonable support for parent and family engagement activities.
 - e. Training on how to use the Parent Portal as a tool to monitor grades and achievement.
3. Educating teachers, specialized instructional support personnel, principals and other school leaders and staff, with the assistance of parents and family members, on the value and usefulness of contributions of parents and family members and in how to reach out to, communicate with, and work with them as equal partners, implement and coordinate parent and family programs, and build ties between parents and family members and the school.^[9]

918. TITLE I PARENT AND FAMILY ENGAGEMENT

4. To the extent feasible and appropriate, coordinating and integrating Title I parent and family involvement efforts and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children.^{[1][5][10][11][12][13][14][15]}
5. Engage the PTA/PTO to actively seek out and involve parents and family members through regular updates, information sessions and assistance with the identification of effective communication strategies.
6. Train parents and family members to enhance the involvement of other parents and family members.
7. Adopt and implement model approaches to improving parent and family engagement.
8. Establish a district-wide parent and family advisory council to provide advice on all matters related to parent and family engagement in Title I programs.
9. Engage community-based organizations and businesses in parent and family engagement activities.

Coordinating Parent and Family Engagement Strategies

The district shall coordinate and integrate Title I parent and family engagement strategies with other parent and family engagement strategies required by federal, state, and local laws by:^{[1][5][10][11][12][13][14][15]}

1. Involving district and program representatives to assist in identifying specific parent and family member needs.
2. Sharing data from other programs to assist in developing initiatives to advance academic achievement and school improvement.

Annual Parent and Family Engagement Policy Evaluation

The district shall conduct, with meaningful participation of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all district schools with a Title I program.^[1]

918. TITLE I PARENT AND FAMILY ENGAGEMENT

The evaluation shall identify:^[1]

1. Barriers to parent and family member participation, with particular attention to those who are migrants, are economically disadvantaged, have a disability, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority.
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.
3. Strategies to support successful school and parent and family interactions.

The evaluation shall be conducted through:

Establishment of a schedule and process for the policy review and revision by parents and family members.

An evaluation of the effectiveness of the content and communication methods through a variety of methods.

A parent and family member and teacher survey designed to collect data on school level and district-wide parent and family engagement outcomes.

Focus groups. Parents and family members, and community members, unable to attend the focus groups in person shall have an opportunity to participate in an alternate format.

Documentation of parent and family member input regarding Title I programs and activities from throughout the year.

A parent and family advisory council comprised of a sufficient number and representative group of parents and family members to adequately represent the needs of the district's Title I population.

The district shall use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the district's Title I Parent and Family Engagement Policy.^[1]

918. TITLE I PARENT AND FAMILY ENGAGEMENT

School-Parent and Family Compact

Each school in the district receiving Title I funds shall jointly develop with parents and family members a School-Parent and Family Compact outlining the manner in which parents and family members, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:^[1]

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in Title I programs to meet the academic standards.
2. Describe the ways in which parents and family members will be responsible for supporting their child's learning; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.^[6]
3. Address the importance of ongoing two-way, meaningful communication between parents/family members and teachers through, at a minimum, annual parent-teacher conferences at the elementary level, frequent reports to parents and family members on their child's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.^[6]

Title I Funds

Unless exempt by law, the district shall reserve at least one percent (1%) of its Title I funds to assist schools in conducting parent and family engagement activities. Parents and family members shall be involved in the decisions regarding how the Title I reserved funds are used for parent and family engagement activities.^[1]

918. TITLE I PARENT AND FAMILY ENGAGEMENT

Not less than ninety percent (90%) of the reserved funds shall be distributed to district schools with a Title I program, with priority given to high need schools. The district shall use the Title I reserved funds to conduct activities and strategies consistent with this policy, including:^[1]

Supporting schools and nonprofit organizations in providing professional development for the district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.^[9]

Supporting programs that reach parents and family members at home, in the community, and at school.

Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

Engaging in any other activities and strategies that the district determines are appropriate and consistent with this policy.

Documentation of Parent and Family Engagement Practices

Documentation to track the implementation of this policy is an essential part of compliance and may include, but not be limited to, sign-in sheets at workshops, meetings and conferences; schedules, training and informational materials; communications and brochures; and meeting notes.

918. TITLE I PARENT AND FAMILY ENGAGEMENT

Legal References:

1. 20 U.S.C. 6318
2. Pol. 102
3. 20 U.S.C. 6312
4. 24 P.S. 510.2
5. Pol. 138
6. Pol. 916
7. Pol. 127
8. Pol. 814
9. Pol. 333
10. 20 U.S.C. 7845
11. 29 U.S.C. 3271 et seq.
12. 29 U.S.C. 701 et seq.
13. 42 U.S.C. 11301 et seq.
14. 42 U.S.C. 9831 et seq.
15. Pol. 212

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY SOUTH BUFFALO ELEMENTARY SCHOOL

Purpose

The Board recognizes that meaningful parent and family engagement contributes to the achievement of state academic standards by students participating in Title I programs. This policy, developed by South Buffalo Elementary School in collaboration with and agreed to by parents and family members, describes how parents and family members will be engaged at the school level.

Components

The school complies with federal law related to the engagement of parents and family members by detailing how the school will:

1. Involve parents and family members in the planning, review and improvement of the school's Parent and Family Engagement Policy:
 - As a component of the Schoolwide Title I planning process, parents are involved in the development/revision/update to the Parent and Family Engagement Policy. A committee is formed consisting of the Building Principal, special Services Coordinator, regular education teachers, special education teachers, instructional specialists, parents, and community members. One of the established meetings is reserved for the review of the existing plan, making revisions, and updating the engagement policy to meet the needs of the parents and school.
2. Convene an annual meeting, at a convenient time:
 - To which all parents and family members of participating children shall be invited, and encouraged to attend;
 - To inform parents and family members of their school's participation as a Title I school; and
 - To explain the requirements and the rights of parents and family members to be involved.
 - Each school year will begin with an opening informational meeting where the teachers and administrators are present to discuss the program and explain the processes. Parents will be provided with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging state academic standards. All parents are invited and encouraged to attend. This is followed by at least two parent advisory meetings where suggestions are requested. In addition, an annual survey/ needs assessment is sent to all parents.

3. Offer a flexible number of meetings in the morning and/or the evening, and may provide Title I funds, if sufficient, to facilitate parent and family member attendance at meetings through payment of transportation, child care costs and/or refreshments.
 - Based upon the results of the parents' needs assessment, meetings are scheduled in the evening, during the school day, or in the morning prior to the start of the school day in order to maximize parent participation. Title I funds are reserved in the budget for facilitation of parent engagement activities, as detailed in the Consolidated Application.

4. Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program:
 - Parents are involved in the development/revision/update to the overall schoolwide Title I plan, which includes the revision and improvement of the Parent and Family Engagement Policy. A committee is formed consisting of the Building Principal, special Services Coordinator, regular education teachers, special education teachers, instructional specialists, parents, and community members. Meetings are held during the school year to review the existing plan, make revisions, and update the plan (including goals, professional development, and parent engagement activities) based upon the comprehensive need assessment. Parents are also involved through the committee, as well as an advisory committee of interested parents, for the purpose of revising the Parent and Family Engagement Policy, School-Parent-Compact, and other related Title I forms.

5. Provide parents and family members of participating children with timely information about the Title I program:
 - Aside from the annual Title I parent meeting at the onset of the school year, The South Buffalo Elementary School will notify parents of available parent involvement activities, workshops, and trainings via letters, flyers, notes, emails, website postings, and social media. Teachers will routinely send home materials as guided practice with directions for the parents to participate, as well as online resources that can foster involvement. The school will offer assistance to parents and family members on how to monitor a child's progress and work with teachers to improve the achievement of their children. Materials and trainings will be provided to parents in the areas of literacy and the use of technology to encourage involvement.

6. Provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the state academic standards:
 - During the annual parent meeting at the onset of the school year, the building principal provides parents and family members with a description of the curriculum used at the school, as well as the forms of academic assessments used to measure student progress, such as PSSA, NWEA MAP, DIBELS, and DRA. At this meeting, the building principal also reviews the school's prior year scores on the PSSA for ELA, Math, and Science.

7. Provide, if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions:

- In addition to the annual Title I parent meeting at the onset of the school year, opportunities for regular meetings to formulate suggestions and participate in decisions relating to the education of their children occur during monthly Title I schoolwide planning sessions, parent advisory meetings, parent trainings and workshops, open house, needs assessments surveys, and parent-teacher conferences during the school year. The building principal and the teaching staff are also available by appointment as needed to discuss with parents any topic related to the education of their children.

8. Involve parents and family members in the joint development of the Schoolwide Program Plan in accordance with federal law. [Note: applies only to Title I schools operating a Schoolwide Program]:

- Parents and family members are involved in the joint development of the Schoolwide Program Plan through an invitation to join both the South Buffalo Elementary Schoolwide Planning Committee, as well as the South Buffalo Elementary Parent Advisory Committee. Monthly meetings are held to develop the plan for the upcoming school year consisting of goal development based upon a teacher and parent needs assessment, plan professional development for the staff with parent input, create parent involvement opportunities through trainings and workshops, and review, revise, and create required Title I forms.

9. Create a school-parent and family compact developed jointly with parents and family members outlining how parents and family members, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents and family members will build and develop partnerships to help children achieve the state's academic standards. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children in Title I programs to meet the state academic standards, and the ways in which each parent and family member will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time and
- Address the importance of communication between teachers and parents and family members on an ongoing basis through, at a minimum:
 - Teacher conferences with parents and family members in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - Frequent reports to parents and family members on their children's progress;

- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Ensuring regular two-way, meaningful communication between parents and family members and school staff, in a language that parents and family members can understand.
- The South Buffalo School-Parent and Family Compact is developed jointly with parents and family members during the Schoolwide Title I Planning process. All parents will receive a hard copy of the collaboratively developed School-Parent-Student Compact on the first day of school. The compact will outline how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children meet the State's high academic standards. The compact, along with all other Title I documents, procedures, policies, and resources will be posted on the District's Title I website.
 - Parent Conferences are held for all students twice a year, and an additional two parent conferences are held for parents whose children require additional services, or who are struggling academically. The school schedules evening conference hours, as well as daytime hours. During this time, teachers review the academic standards, the child's present level of instruction, assessments scores (i.e. DIBELS, DRA, NWEA MAP), as well as teacher crafted assessments and instructional strategies. In addition to the scheduled conference dates, the school's reading specialist, RTII specialist, and building principal are available upon request to meet with parents to further review progress.
 - Numerous opportunities exist to volunteer in the classroom and at school functions, provided parents possess the required clearances. The school will provide direction and assistance to parents to obtain said clearances. The South Buffalo Elementary School will notify parents of available parent involvement activities and will work with them to provide accommodations.
10. Provide assistance to parents and family members in understanding the state academic standards, state and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children:
- Assistance to parents and family members will be provided by the staff of South Buffalo Elementary School through various meetings, conferences, and distribution of resources and materials including, and not limited to: the annual Title I parent meeting, parent-teacher conferences, workshops and parent trainings, parent advisory committee meetings, Schoolwide Title I planning meetings, website postings, and mailings of progress reports. Teachers will routinely send home materials as guided practice with directions for the parents to participate, as well as online resources that can foster involvement. The school will offer assistance to parents and family members on how to monitor a child's progress and work with teachers to improve the achievement of their children. Materials and trainings will be provided to parents in the areas of literacy and the use of technology to encourage involvement.

11. Provide materials and training to help parents and family members to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent and family involvement:

- Workshops are offered in the evening each school year by appropriate school personnel to provide materials and trainings to parents and family members to improve their children's academic performance. Literacy training and the use of technology to facilitate educational growth workshops are offered on a yearly basis. Appropriate use of technology and Internet safety are topics covered in the workshop. Teachers also discuss these items at parent-teacher conferences, and information is posted on the school's Title I website.

12. Educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents and family members, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school:

- South Buffalo Elementary School will provide teachers, instructional support personnel, and other staff, with the assistance of parents, professional development as to the value and utility of contributions of parents and family members, how to reach out to and communicate with parents as equal partners, and build ties between families and the school as part of the Schoolwide Title I planning process. Through this process, parents are involved in developing topics and programming to assist teachers and staff with parent and family outreach, as well as practical methods to develop programming that strengthens the ties between school and home. These topics and trainings are delivered to the staff at building level meetings by the building principal with assistance from parents.

13. To the extent feasible and appropriate, coordinate, and integrate parent and family member involvement programs and activities with other federal, state, and local programs including public preschool programs, and conduct other activities that encourage and support parents and family members in more fully participating in the education of their children:

- Interested parents and family members are involved in the School's Early Childhood Outreach Program, as well as the development of kindergarten readiness programs with local preschools.

14. Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents and family members of participating children in a format and in a language the parents and family members can understand:

- The building principal will ensure that all communications with families of participating children are translated as appropriate to meet the needs of parents and families whose primary language is not English.

15. Provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children):

- The building principal will ensure that all communications with families of participating children are translated as appropriate to meet the needs of parents and families whose primary language is not English. Interpretive services will be contracted as needed.

16. Ensure distribution of the policy to all parents and family members with a child participating in a Title I program by the following means:

- Distribution of the School-Level Parent and Family Engagement Policy will be distributed via hard copy to all families of the South Buffalo Elementary School on the first day of school as part of the students' first day information packet. It will be posted on the School's Title I website, distributed at the annual Title I Parent Informational Meeting, as well as its availability in the school office.

Delegation of Responsibility

The Superintendent or designee shall ensure that the Title I Parent and Family Engagement Policy, plan and programs comply with the requirements of federal law.

The building principal and/or Title I staff shall notify parents and family members of the existence of Title I programs and provide:

1. An explanation of the reasons supporting their child's selection for the program.
2. A set of goals and objectives to be addressed.
3. A description of the services to be provided.
4. A copy of this policy and the School-Parent and Family Compact.

Each school with a Title I program shall provide communications, information and school reports to parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, in a language and format they can understand.