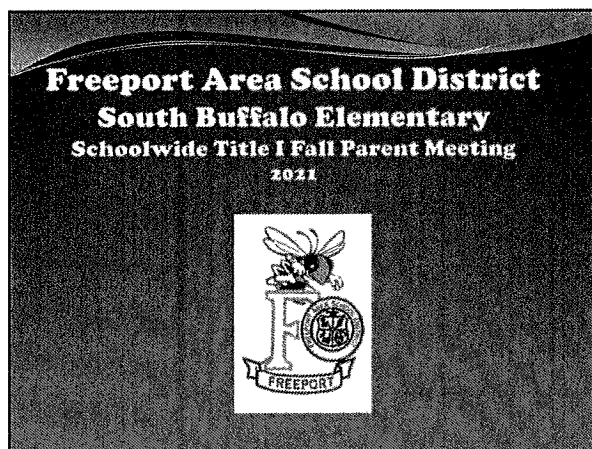


**Freeport Area School District
South Buffalo Elementary
Title I Schoolwide Fall Parent Meeting
Wednesday, September 22, 2021
6:30 PM
Auditorium**

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
- IX. Curriculum and State Assessments
- X. PSSA 2020-2011
- XI. Parent Engagement
- XII. Federal Programs Website and Documents Distribution
- XIII. Contacts



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
- * New 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, DRA, 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 Curriculum
- * Tier II
 - Data and MTSS/ RtII Team Determines Additional Instruction is Needed
 - Interventions for both Struggling Students (Remediation) and Advanced Students (Enrichment)
 - 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

Reading Specialist

- * Ms. Lachowicz, South Buffalo Elementary
 - Salary Supported 100% by Federal Funds
 - Conducting Only Title I Duties
 - Push-in, Pull-out
- * Both Reading Specialist and 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
 - Distinguished, Proficient, Basic, and Below Basic
 - School's Responsibility to Explain Results and What Action Should Follow

PSSA Data 20-21

- * English Language Arts (ELA)
 - Grade 3 – 73% Proficient and Advanced
 - Grade 4 – 69% Proficient and Advanced
 - Grade 5 – 80% Proficient and Advanced
- * Mathematics
 - Grade 3 – 76% Proficient and Advanced
 - Grade 4 – 42% Proficient and Advanced
 - Grade 5 – 30% Proficient and Advanced
- * Science
 - Grade 4 – 94% 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

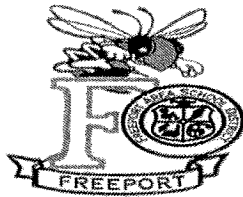
Review Of Website and Documents

- * Title I Website
 - <https://www.hilltopschools.org/TitleI>
- * 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
- Building Reading Specialist
- Building Principal
- Title I Coordinator

Thank You for Attending!!



SOUTH BUFFALO EL SCH
562 Freeport Rd
Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

South Buffalo Elementary School envisions a learning environment... " That prepares students to embrace technological advancements of the 21st century; " Develops students who are able to problem-solve thoughtfully; " 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 Lachowicz	Reading Specialist	South Buffalo Elementary
Bobbi Rupp	RtII Specialist/ Gifted Support	South Buffalo Elementary
Emily Hough	School Counselor	South Buffalo Elementary/ Freeport High School
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 Palmiter	Early Childhood Specialist	Community Member
Sarah Rakowski	Parent	South Buffalo Elementary PTO
Dr. Natalie Heisey	Reading Specialist/ Professor	Geneva College
Christy Gregori	Parent	South Buffalo Elementary PTO
Sarah Vivian	Parent	South Buffalo Elementary PTO

Name	Position	Building/Group
Tammie Wolfe	Parent	South Buffalo Elementary PTO
Paul Bergad	Community Member	South Buffalo Township Supervisors
Katie Charlton	Community Member	Armstrong County District Attorney

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
A system to monitor and evaluate the impact of 4 lenses of learning and Responsive Classroom will be developed, introduced to teachers, and employed by the building principal and teacher leaders.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Best practice strategies for equipping families to provide support at home and in school will be developed and communicated to parents.	Parent and family engagement
Responsive Classroom program will be expanded to include all components, and teachers will be provided with targeted professional development to ensure successful implementation.	Social emotional learning
Teachers will be provided with the necessary professional development to effectively utilize PVAAS scores to design effective instructional strategies that target specific populations.	Essential Practices 1: 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)

PVAAS 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 PVAAS.

Action Step

**Anticipated
Start/Completion**

Lead Person/Position

**Materials/Resources/Supports
Needed**

Building principal will lead the teachers in a review of data

2021-08-23 -
2021-09-06

Jeffrey Lesko,
Principal

PVAAS reports, other local
assessment data

Utilize MTSS process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students.

2021-08-26 -
2022-05-31

Jeffrey Lesko,
Principal; Bobbi
Rupp, RtII Specialist

PowerSchool for student
data and RtII reports, master
schedule

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

Evidence-based Strategy

establishment of a school-wide SEL system to to serve as the foundation of the RtII Tier I program to promote all students' social-emotional wellness.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Responsive Classroom	Responsive Classroom will be 100% implemented with all 13 components by each teacher in the building, and will serve as the foundation of Tier I in the adopted RtII behavioral/ SEL model.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Update action plans for the six original implemented Responsive Classroom components	2021-08-26 - 2021-09-06	Jeffrey Lesko, Principal	Grade level RC original six action plans	
Introduce professional staff to the remaining seven components of Responsive Classroom.	2021-09-27 - 2021-10-13	Jeffrey Lesko, Principal; Grade level teacher leaders	Responsive Classroom support materials and resources	
Grade level action plans for the remaining seven Responsive Classroom components will be developed	2021-09-27 - 2021-10-13	Jeffrey Lesko, Principal; Grade level teacher leaders	Responsive Classroom support materials and resources	

Anticipated Outcome

Grade Level Action plans for each of the 13 Responsive Classroom components; best practices for each component developed and shared

Monitoring/Evaluation

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions

Evidence-based Strategy

Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.

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.	2022-05-02 - 2022-06-09	Jeffrey Lesko, Principal	Parent and staff needs assessment
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Communicate workshops, programs, and trainings to parents using a variety of mediums.	2021-08-26 - 2022-05-31	Jeffrey Lesko, Principal	Blackboard connect, School website, Title I website, Early Childhood Education website, electronic sign, mailings, Twitter
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Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory	2021-08-26 - 2022-05-31	Jeffrey Lesko, Principal	Professional Staff, Parent Advisory Committee, local
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Action Step	Anticipated	Lead	Materials/Resources/Supports
	Start/Completion	Person/Position	Needed
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			pediatrician's office,

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

Evidence-based Strategy
Alignment of Four Lenses of Learning Model to curriculum and developed instructional strategies.

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Four Lenses of Learning	Established four lenses of learning program, which has been fully implemented, and the responsive classroom program, which will be fully implemented this school year, will be monitored for fidelity, and evaluated for effectiveness during the 20-21 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.	2021-08-26 - 2021-09-06	Jeffrey Lesko, Principal	Four Lenses of Learning instructional resources
Classroom embedded professional development	2021-08-26 - 2022-05-31	Jeffrey Lesko, Principal; Stacie Isenberg, Instructional Coach	Four Lenses of Learning instructional resources
Continued development of instructional strategies to embed all four lenses of learning in instructional plans and delivery.	2021-08-26 - 2022-05-31	Jeffrey Lesko, Principal; Grade Level teacher leaders	Four Lenses of Learning instructional resources

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

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 PVAAS. (PVAAS 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 data	08/23/2021 - 09/06/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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)	Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.	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	08/26/2021 - 05/31/2022

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	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Established four lenses of learning program, which has been fully implemented, and the responsive classroom program, which will be fully implemented this school year, will be monitored for fidelity, and evaluated for effectiveness during the 20-21 school year. (Four Lenses of Learning)	Alignment of Four Lenses of Learning Model to curriculum and developed instructional strategies.	Classroom embedded professional development	08/26/2021 - 05/31/2022

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.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

Jeffrey S. Lesko

2021-06-21

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
All Student Groups (collectively) Meet Interim Goal/Improvement Target (PSSA) 2019/ NWEA 2020/21	All Student Group Did Not Meet the Standard Demonstrating Growth (PVAAS) 2019/ NWEA 20-21
Percent Advanced in ELA higher than state average	Percentage of Proficient and Advanced on ELA PSSA 2019/ NWEA 20-21 - Students with Disabilities
Economically Disadvantaged students - Meets or Exceeds Interim Target	Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students
Increase in Performance from the Previous Year – students with disabilities	All Student Group Did Not Meet the Standard Demonstrating Growth (PSSA) 2019/ NWEA MAP 20-21
Percentage of Proficient and Advanced on Math PSSA - all students 2019/ NWEA MAP 20-21	Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year- Students with Disabilities
Meeting Annual Academic Growth Expectations in Math - Economically Disadvantaged Students	Slight decrease in growth of all student groups
Percent Advanced in Math higher than state average	Percentage of Proficient and Advanced short of goal/target ELA PSSA - Students with Disabilities
All Student Group Meets 2030 Statewide Goal (PSSA) 2019	Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year Math PSSA - Students with Disabilities
All Student Group Meets the Standard Demonstrating Growth in Science	

Strengths

Percent Advanced in Science higher than state average

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)

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

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

Challenges

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

N/A

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Implement evidence-based strategies to engage families to support learning

Monitor and evaluate the impact of professional learning on staff practices and student learning

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

Percentage of Proficient and Advanced on Math NWEA MAP -

Strengths

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

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

Meeting Annual Academic Growth Expectations in Math - Economically Disadvantaged Students

Challenges

Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students

Most Notable Observations/Patterns

Sub groups, especially students with disabilities, need improvement in both achievement and growth; overall PVAAS score improvement needs addressed; continued implementation and monitoring of SEL/Responsive Classroom to address social/ emotional/ behavioral well-being; strategies to support home-school connection; monitoring and follow-through with professional learning strategies

Challenges

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

Discussion Point

Priority for Planning

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

Meeting Annual Academic Growth Expectations in ELA
- Economically Disadvantaged Students

Implement an evidence-based system of schoolwide
positive behavior interventions and supports

Responsive Classroom has been implemented, but it is in
the early phase.

Implement evidence-based strategies to engage
families to support learning

Parent needs assessment shows that additional
communication regarding family engagement is needed.

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, but system of
monitoring impact on practices and learning is not fully

Challenges	Discussion Point	Priority for Planning
All Student Group Did Not Meet the Standard Demonstrating Growth (PVAAS) 2019/ NWEA 20-21	<p>developed.</p> <p>Teachers do not have the necessary professional development to effectively utilize PVAAS scores to design effective instructional strategies that target specific populations.</p>	
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 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 data		08/23/2021 - 09/06/2021
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	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		yes

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.	08/26/2021 - 05/31/2022
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	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 for student data and RtII reports, master schedule	no

Action Plan: stablishment of a school-wide SEL system to to serve as the foundation of the RtII Tier I program to promote all students' social-emotional wellness.

Action Steps	Anticipated Start/Completion Date	
Update action plans for the six original implemented Responsive Classroom components	08/26/2021 - 09/06/2021	
Monitoring/Evaluation	Anticipated Output	
Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions	Grade Level Action plans for each of the 13 Responsive Classroom components; best practices for each component developed and shared	
Material/Resources/Supports Needed		PD Step
Grade level RC original six action plans		no

Action Steps	Anticipated Start/Completion Date
Introduce professional staff to the remaining seven components of Responsive Classroom.	09/27/2021 - 10/13/2021
Monitoring/Evaluation	Anticipated Output
Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions	Grade Level Action plans for each of the 13 Responsive Classroom components; best practices for each component developed and shared
Material/Resources/Supports Needed	PD Step
Responsive Classroom support materials and resources	no

Action Steps	Anticipated Start/Completion Date
Grade level action plans for the remaining seven Responsive Classroom components will be developed	09/27/2021 - 10/13/2021
Monitoring/Evaluation	Anticipated Output
Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions	Grade Level Action plans for each of the 13 Responsive Classroom components; best practices for each component developed and shared
Material/Resources/Supports Needed	PD Step
Responsive Classroom support materials and resources	no

Action Plan: Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.

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	08/26/2021 - 05/31/2022
Monitoring/Evaluation	Anticipated Output
surveys after each program, end-of-year evaluation parent survey	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: Alignment of Four Lenses of Learning Model to curriculum and developed instructional strategies.

Action Steps	Anticipated Start/Completion Date
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Classroom embedded professional development	08/26/2021 - 05/31/2022
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Monitoring/Evaluation	Anticipated Output
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teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective	Grade level documentation of implemented strategies and results on student achievement
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Material/Resources/Supports Needed	PD Step
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Four Lenses of Learning instructional resources	yes
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Action Steps	Anticipated Start/Completion Date	PD Step
Continued development of instructional strategies to embed all four lenses of learning in instructional plans and delivery.	08/26/2021 - 05/31/2022	no
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	Grade level documentation of implemented strategies and results on student achievement	
Material/Resources/Supports Needed		
Four Lenses of Learning instructional resources		

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 PVAAS. (PVAAS 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 data	08/23/2021 - 09/06/2021
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)	Increase communication with parents regarding student strengths, weaknesses, interventions, and achievement.	Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy	08/26/2021 - 05/31/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Established four lenses of learning program, which has been fully implemented, and the responsive classroom program, which will be fully implemented this school year, will be monitored for fidelity, and evaluated for effectiveness during the 20-21 school year. (Four Lenses of Learning)		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	
	Alignment of Four Lenses of Learning Model to curriculum and developed	Classroom embedded professional development	08/26/2021 - 05/31/2022

Measurable Goals

Action Plan Name Professional Development Step Anticipated Timeline

instructional strategies.

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step Audience Topics of Prof. Dev
Review of student growth data Grade level classroom teachers Understanding PVAAS 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 08/24/2021 - 09/27/2021 Jeffrey Lesko, Principal

Danielson Framework Component Met in this Plan: This Step meets the Requirements of State Required Trainings:
Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Exploring the seven remaining Responsive Classroom components	Professional instructional staff	Review of the remaining seven components of Responsive Classroom, development of action plan for said components
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Discussion points, summary of learning reports, initial development of grade level action plans	08/26/2021 - 09/30/2021	Jeffrey Lesko, Principal
Danielson Framework Component Met in this Plan: <div> This Step meets the Requirements of State Required Trainings: </div>		
Teaching Diverse Learners in an Inclusive Setting		
Professional Development Step	Audience	Topics of Prof. Dev
Developing effective parent communication	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	10/25/2021 - 05/31/2022	Jeffrey Lesko, Principal; Parent Advisory Committee

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

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

08/26/2021 - 05/31/2022

Jeffrey Lesko, Principal; Stacie Isenberg, Instructional Coach

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Announcement of Plan via Blackboard connect and Twitter	Schoolwide Plan for 20-21	Email 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 instructional staff	Faculty meeting	Professional Instructional staff	August 2021
Review of Schoolwide Plan with Parents	Review of Schoolwide Plan for 21-22	Annual Title I Parent Meeting	Parents	September 2021
Posting of plan on school website and Title I website	Schoolwide Plan for 21-22	School and Title I website	Parents and Community Members	Posted as soon as plan is accepted and approved by PDE

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

Renee M. Bogan
Interim Assistant Principal

Emily J. Hough
Counselor

August 27, 2021

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:

- Get 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 and to school property

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Jeffrey S. Lesko
Principal

Renee M. Bogan
Interim Assistant Principal

Emily J. Hough
Counselor

August 27, 2021

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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Freeport Area School District Title I Complaint Resolution Procedure 2021-2022

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:

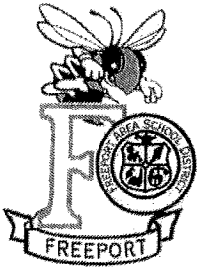
1. A statement that a school has violated a requirement of federal statute or regulation that applies to Title I.
2. The facts on which the statement is based.
3. Information on any discussions, meetings, or correspondence with a school regarding the complaint.

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 on 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

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562 Freeport Road, Freeport PA 16229

724-295-9510

Jeffrey S. Lesko

Principal/ Federal Programs Coordinator

Emily J. Hough

School
Counselor

FASD Title I Parent Concern Form

Concerns/complaints regarding any type of issue with the Title I program should be brought to the attention of the building principal/ Federal Programs Coordinator.

Name of Parent/Guardian: _____ Date: _____

Address: _____

Name of Student: _____

School: _____ Grade: _____

Items of Concern (Please Describe in Detail):

Proposed Parent/Guardian Solution:

Upon completion, this form should be submitted to:

Freeport Area School District
South Buffalo Elementary School
C/O Jeffrey S. Lesko, Federal Programs Coordinator
562 Freeport Road
Freeport, PA 16229
lesko@freeport.k12.pa.us

Freeport Area School District Transition Plan for 2021-2022

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, Steve Poleski, Don Dell, Tim Walters, Aimee-Raber Campbell, Heather Check, Autumn Wyant Palmiter, Sarah Rakowski, Renee Bogan, Angie Zollinger, Elisa Spadafora

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	Building principals	Fall 2021	Fall 2022
Develop a Calendar of Activities for distribution to child care facilities, preschools, and FASD elementary families	Committee members will develop the calendar in June 2021 and refine it during the early fall of 2021 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 2021	August 2021
Collect "gently used" children's books to distribute at Kindergarten Orientation	Inform elementary principals, PTA presidents, and local child care directors about this project Request elementary schools and child care centers to contribute books	Elementary principals' and PTAs' support Communication with district parents and staff	Summer 2021	Summer 2021

Freeport Area School District Transition Plan for 2021-2022

TRANSITION ACTIVITY	ACTION STEPS	PERSON(S) RESPONSIBLE	TIMELINE - BEGIN	TIMELINE - COMPLETE
Publicize Kindergarten Registration	Communicate via <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 	Building Principals IT Coordinator Admin Office Building Secretaries	January 2022	March 2022
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	Discuss/Plan the process with the elementary principals Invite the local child care directors to participate in the forum. Publicize and schedule the forum Conduct the forum in March/April 2022	Elementary principals kindergarten teachers	Promotion to begin in February 2022	March/April 2022

Freeport Area School District Transition Plan for 2021-2022

Register pre-kindergartners for the 2022-2023 school year.	Provide online pre-registration letters to parents with directions for registering and for scheduling screening appointments	Building Principals School secretaries IT Coordinator Admin Office	February 2022	March 2022
Administer the DIAL 4 Screening Assessment	Discuss the plan with the elementary principals preschool/ child care directors Conduct DIAL 4 Screening Assessments in April/ May 2020	Building Principals Kindergarten Teachers Support Staff	April/ May 2022	April/ May 2022
Provide Parents with DIAL 4 Score reports with explanation guide and scoring norms	Mail DIAL 4 score reports with explanation guide and scoring norms	Building principals Kindergarten Teachers Building Secretaries	June 2022	August 2022
Offer meetings with parents to review, discuss, and interpret DIAL 4 score reports	Conduct meetings with parents to review, discuss, and interpret DIAL 4 score reports			
Use score reports as a component in developing classroom assignments	Construct classroom assignments			
Conduct a Kindergarten Summer Tour	Invite parents and incoming kindergarten students to the summer tour Meet with Kindergarten staff in both buildings to develop agenda and activities (principal	Elementary principals Kindergarten teachers Support staff Transportation Director	Invite sent in July 2022 Planning meeting in June 2022	Event in August 2022

Freeport Area School District Transition Plan for 2021-2022

	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 2022	Orientation on first student day August 2022
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 2022	Early Childhood Activity Night in October 2022
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 2022	Event to occur in May 2022
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 2022	Event to occur in May 2022
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 2022 (invite mailed to parents/students in July 2022)	Event to occur in August 2022

Freeport Area School District Transition Plan for 2021-2022

Conduct a Kindergarten Summer Boot Camp/ kindergarten readiness program	Invite students who scored below a determined percentile to a two-week summer readiness instructional program with District kindergarten staff	Elementary principals Kindergarten teachers Support staff	Invite sent in July 2022 Planning meeting in June 2022	Event in late July or early August 2022
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