



Title I Schoolwide Planning Components/Template

Date: 2016-2017 School Year - update	
School: Wilson Borough Elementary School	
District: Wilson Area School District	
Principal: Mrs. Amy Austin	
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Address: 301 S. 21 st Street	
City: Easton	Zip: 18042
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Federal Programs Coordinator: Dr. David Wright	
Coordinator Email: dwright@wilsonareasd.org	
If revision was requested, Date of Previous Submission: na	
TITLE I School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Met AYP
<input type="checkbox"/> Warning
<input type="checkbox"/> School Improvement II | <input type="checkbox"/> Making Progress in School Improvement I
<input type="checkbox"/> Corrective Action II (1ST year)
<input type="checkbox"/> Making Progress in Corrective Action I |
|--|---|

School Demographics

Low Income Percentage ***	64.9%
White	49.4%
Black	12.4%
Hispanic	26.1%
Asian/Pacific Islander	2.5%
Native American	0.6%
Multi-Racial	9.0%

School Grade Span:	K	to	4
School Enrollment	378		
IEP Students	17.5%		
ELL Students	0%		
Migratory Students	0%		
Homeless Students	0.5%		

Highly Qualified Teachers	100%
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If not all teachers are highly qualified, funds must be set aside and used to ensure that all teachers become highly qualified. See Teacher Quality and Professional Development Section.

PSSA Data	Below Basic	Basic	Prof	Adv
Reading	4%	19%	47%	30%
Math	9%	15%	33%	43%
Science	3%	3%	24%	70%

If Not Making AYP Identify Group(s) Not Meeting Targets (Circle All That Apply)				
Graduation	Attendance			
Reading:				
All	IEP	ELL	ECD	Racial/Ethnic*:

Math:				
All	IEP	ELL	ECD	Racial/Ethnic*:

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

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

*** If **Low Income Percentage** is between **30% and 39%**, an **Ed-Flex Waiver** must be obtained.

----- PDE / DFP USE ONLY -----

Date Rec'd:	Date Approved:
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Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. NCLB requires a year long planning period prior to the implementation of a Title I schoolwide plan, unless the LEA can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

The Wilson Area School District has a district-wide literacy plan that outlines the initiatives and goals that supports the district's literacy vision.

The district places great emphasis on ensuring a solid tier 1 reading curriculum through a research-based core reading series, providing professional development on explicit instruction, and implementing data driven walkthroughs. In order to deepen the teachers' understanding of reading instruction, all new elementary teachers received LETRS training follow-up modeling and coaching sessions. This enabled new teachers to observe effective instructional practices, with multiple practice opportunities, while learning to implement within their classrooms.

The RtII and Title I Reading Specialists work closely together to design the Title I Schoolwide Reading Program using feedback from teachers, parents, and administrators. The program is devised into three tiers. Tier I incorporates the core reading program for all students, Tier II are students identified as needing strategic or intensive support, and Tier III consists of students needing the most intensive support. The following areas are broken down further into the three tiers: Assessment, Instruction, Intervention, and Parent Involvement.

A planning committee of parents, teachers and administrators participated at various meetings to provide feedback for improvement of the Schoolwide program. The committee analyzed the school's needs assessment, identified areas of need and created goals for each area identified. The team then developed strategies for meeting these goals and will oversee the implementation of these strategies.

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

Planning Team:

Name of Team Member	Position/Representation
David Wright	Director of Curriculum and Instruction
Amy Austin	Principal
Elise Young	RTII Coordinator
Jess Ryan	Reading Specialist
Alex Mindler	Teacher
Ashley Ciamprone	Parent

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

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

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings √ all columns that apply		
		Planning team	All staff	Parents
June 3, 2016	Title I Annual Parent Meeting			X
June 6, 2016	Schoolwide Title I Planning Committee to review and revise schoolwide plan	X		
June 10, 2016	End of Year Faculty Meeting – Review of Schoolwide Plan and suggestions		X	

Technical Assistance

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

1. Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The technical assistance provided to each school was through the district's Director of Curriculum and Instruction, Dr. David Wright. Dr. Wright attended the parent and planning committee meetings to provide support in the review process of the Title I schoolwide program. Dr. Wright helped to ensure that all goals and strategies aligned with the district's vision for literacy.

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

Date	Provider	Type of Assistance
June 3, 2016	Dr. David Wright	Title I Parent Meeting to review and revise the Title I Policy and schoolwide plan
June 6, 2016	Dr. David Wright	Schoolwide Title I Planning Committee to review and revise schoolwide plan

Needs Assessment

The basis of a solid schoolwide plan must be the results of a comprehensive needs assessment. The needs assessment should consider the needs of all members of the school community: teachers, students, parents, principals, administrators. Use the guiding questions below to describe the comprehensive needs assessment administered for the school.

Briefly describe the current educational program and offerings in the school. (Include information on core curriculum, supplemental programs, assessments, interventions, professional development and parent involvement.) This description should not go into great detail, but should capture the salient information needed to provide a snapshot of the school's programs.

Currently all elementary schools in the Wilson Area School District follow a three tier approach to providing reading intervention. Tier 1 consists of 90-120 minutes of core reading instruction with the classroom teacher. Tier 2 is an additional 30 minutes of skill specific reading intervention in groups of three to five students. These interventions are performed by classroom teachers, reading specialists and RTII teachers. Tier 3 is an additional 30 minutes of skill specific reading intervention, on top of the instruction and intervention provided in Tiers 1 and 2. Tier 3 interventions are in groups of one to three students and can be performed by classroom teachers, reading specialists, RTII teachers, and learning support teachers. Although learning support students are included in the tiers, tier 3 intervention is not limited to learning support students and includes regular education students as well.

The Wilson Area School District core reading curriculum aligns to the PA Core standards while supporting the big five components of early literacy. School-wide scheduling ensures that all students at the elementary level receive at least 90-120 minutes of the reading core per day.

In addition to the reading core, there is an additional thirty minutes of tier 2 reading intervention scheduled within the instructional day. This intervention time is consistent for each grade level, enabling cross-class grouping of one to five students. The intervention groups are skill specific and incorporate research-based instructional strategies. Supplemental materials used within these interventions include Step by Step Learning Intervention Kits, Scott Foresman RTI Kits, Wilson Reading, Foundations, and Leveled Literacy Library.

Assessment data is regularly analyzed to determine appropriate interventions. The assessments commonly used includes DIBELS® Next benchmarks, DIBELS® Next progress monitoring, Quick Phonics Screener, Really Great Reading, Scott Foresman Unit Tests, PSSA data, and 4Sights. Analyzing this data enables the teachers to determine appropriate interventions and monitor the students' progress. The DIBELS® benchmarks are analyzed through Data Analysis and Instructional Planning Sessions at the beginning and middle of the year. Teachers then analyze progress monitoring data every two to three weeks during grade level meetings to track the effectiveness of their interventions. The Quick Phonics Screener and Really Great Reading assessments are used as skill inventories to assist in modifying intervention as needed.

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

Student Achievement Data		Teacher Data	
DIBELS Next Benchmarks		Teacher Survey	
DIBELS Next Progress Monitoring			
PSSA Historic Data			
Parent Involvement Data		Leadership Data	
Parent Survey		Needs from Teacher evaluations	

b. **Provide a general summary of the steps taken to conduct the school’s needs assessment. (Include areas of school/community included, date needs assessment began, numbers of meetings, types of analysis that occurred, etc.)**

The data used to conduct Wilson Borough’s needs assessment includes DIBELS® Next benchmark data, DIBELS® Next progress monitoring, PSSA data, teacher surveys, and parent surveys. All of the data was compiled by reading specialists and the Director of Curriculum and Instruction prior to the meeting on June 5th. The data was then reviewed by committee members and proposed areas of need were identified.

The DIBELS® Next benchmark data is collected at the beginning, middle, and end of the year by the classroom teachers, reading specialists, and RTII teachers. The results are then reviewed by the classroom teachers following the BOY and MOY benchmarks during Data Analysis and Instructional Planning Sessions. These sessions are used to determine current class/grade level percentages, set attainable goals for the next benchmark, and establish corresponding plans for intervention. District administrators also meet at the middle and end of the year to review DIBELS® data and the interventions performed. They look at both district and building level data in order to identify needs and track progress over time. The benchmark data from both the Data Analysis and Instructional Planning Sessions along with the semi-annual DIBELS® Next reports were compiled and analyzed as part of Wilson Borough’s needs assessment.

In addition to DIBELS® benchmark data, progress monitoring trends were also included in the needs assessment. Progress monitoring results are reviewed every two weeks at grade level meetings and they are also carefully analyzed during our Student Intervention Response Sessions (SIRS). During these sessions, teachers analyze progress monitoring for each student. This assists in determining whether the students are on track towards reaching the next benchmark goal. If a student is consistently progressing along their aim line or has already met the next benchmark goal, then we can conclude that the intervention is effective and the student will continue to receive this instruction. If a student is either inconsistent or consistently below their aim line then we modify intervention as needed. These modifications may include increasing intervention duration, increasing frequency, decreasing group size, and/or changing the instructional objective. These modifications move the student into an intensive tier III intervention. The amount of students who were consistently not making progress towards their aim line at Winter SIRS was then analyzed as part of the needs assessment.

Finally, parent and teacher surveys were distributed and compiled prior to the June 3rd Parent meeting to encourage feedback from various stakeholders within the educational community. These surveys enabled all parents and teachers to offer input on the reading intervention and Title I services offered at Wilson Borough Elementary School. The survey results were then analyzed, so that areas of need could be determined.

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

Strengths

- 96% of kindergarten students were core on the EOY benchmark
- 85% of 1st grade students were core on the EOY benchmark
- 86% of 2nd grade students were core on the EOY benchmark
- 90% of kindergarten students, 57% of first grade students, and 17% of second grade students who scored well below benchmark on the beginning of year (BOY) DIBELS assessment met the benchmark goal at the end of year (EOY).
- As depicted in the teacher surveys, most teachers feel that small group instruction is a benefit of the Reading program

Weaknesses

- Grade 2 did not see an overall increase in the EOY composite score on the DIBELSNext assessment.
- Student Writing was an area of concern from the teachers

d. **Of the needs identified, which will be focused on during the current year of the Title I schoolwide program?**

Area of Need to Be Addressed	Data Source #1	Data Source #2	Data Source #3
1. Students ability to write to the level required in PA core standards	District ELA curriculum and writing rubrics	Teacher Surveys	Student results on EOY writing samples
2. Percentage of students scoring either below or well below benchmark on the beginning of the year DIBELS® Next benchmark assessment	DIBELS® Next Benchmarks	Committee Input	

Scientifically-Based Solutions

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

Goal #1 – Solution(s): Grade level teachers, RTII teachers, reading specialists and the principal will meet every two to three weeks to analyze students’ progress monitoring scores and performance during interventions (grade level data meetings). The grade level will incorporate student progress in writing within these meetings. The students’ progress monitoring scores are then compared to their individual aim lines. If a student is progressing along the aim line then he/she is making adequate progress towards the next benchmark goal and current interventions will continue. If students are not making adequate progress with tier 2 intervention (30 minutes of skill specific intervention in groups of three to five students) then appropriate tier 3 interventions will be determined. The team will utilize the reading specialists and RTII teacher to provide an additional 30 minutes of skill specific tier 3 interventions to those students not

demonstrating progress. This tier 3 intervention schedule will be constructed to correspond with the teachers' daily schedules, as to not disrupt core instruction.

During tier 3 intervention, the teachers and specialists implementing the intervention will use current research-based instructional strategies in order to effectively meet the needs of the students. All content will be skill specific and instruction will be explicit, systematic, and multisensory.

Goal #2 – Solution(s): In order to increase the percentage of students scoring benchmark on the beginning of the year DIBELS® Next assessment, we will initiate all tier 3 interventions either before or during the second week of school and create end of the year checklists to document effective interventions. Schoolwide Title I enables all students to receive Title I services; therefore, reading specialists and RTII teachers do not need to wait until the students meet eligibility criteria before providing Title I support. Instead, grade level teachers, RTII teachers, and reading specialists will meet at the end of each year and determine which students will receive tier 3 interventions at the start of the following school year.

Teachers will also complete end of year intervention checklists for each student receiving accommodations within the classroom and/or interventions. These checklists will document successful interventions and communicate them to the students' next teacher. Conveying these interventions prior to the beginning of the school year will enable them to begin as soon as possible and promote immediate success.

Student Assessment of Progress

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

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

Grade Level	Content Area	Assessment Name and Description	Frequency of Assessment	How will Staff be Trained	How/when will Staff use the Information to Guide Instruction
K	Alphabetic Principle	DIBELS® Next- Letter Naming Fluency (LNF) Universal Screener	BOY, MOY, and EOY	Kindergarten teachers were trained in LNF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.	Teachers use LNF to screen the students' knowledge of letter names.
K	Phonological Awareness	DIBELS® Next- First Sound Fluency (FSF) Universal Screener	BOY and MOY Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly	Kindergarten teachers were trained in FSF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.	Teachers use FSF to screen the students' understanding of phonological awareness. If a deficiency is recognized then a Really Great Reading Assessment will be administered.
K	Phonological Awareness	DIBELS® Next- Phoneme Segmenting Fluency (PSF) Universal Screener	MOY and EOY Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly	Kindergarten teachers were trained in PSF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.	Teachers use PSF to screen the students' understanding of phonological awareness. If a deficiency is recognized then a Really Great Reading Assessment will be administered.

K	Phonics	DIBELS® Next- Nonsense Word Fluency (NWF) Universal Screener	MOY and EOY Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly	Kindergarten teachers were trained in NWF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.	Teachers use NWF to screen the students' understanding of phonics. If a deficiency is recognized then the Quick Phonics Screener will be administered.
1	Alphabetic Principle	DIBELS® Next- Letter Naming Fluency (LNF) Universal Screener	BOY	First grade teachers were trained in LNF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.	Teachers use LNF to screen the students' knowledge of letter names.
1	Phonological Awareness	DIBELS® Next- Phoneme Segmenting Fluency (PSF) Universal Screener	BOY Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly	First grade teachers were trained in PSF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.	Teachers use PSF to screen the students' understanding of phonological awareness. If a deficiency is recognized then a Really Great Reading Assessment will be administered.

1	Phonics	<p>DIBELS® Next- Nonsense Word Fluency (NWF)</p> <p>Universal Screener</p>	<p>BOY, MOY, and EOY</p> <p>Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly</p>	<p>First grade teachers were trained in NWF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.</p>	<p>Teachers use NWF to screen the students' understanding of phonics. If a deficiency is recognized then the Quick Phonics Screener will be administered.</p>
1	Accuracy, Fluency, and Comprehension	<p>DIBELS® Next- Oral Reading Fluency (DORF)</p> <p>Universal Screener</p>	<p>MOY and EOY</p> <p>Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly</p>	<p>First grade teachers were trained in DORF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.</p>	<p>Teachers use DORF to screen the students' ability to read accurately, fluently, and comprehend what is read. If a deficiency is recognized with the students' accuracy then the Quick Phonics Screener will be administered.</p>
2	Phonics	<p>DIBELS® Next- Nonsense Word Fluency (NWF)</p> <p>Universal Screener</p>	<p>BOY</p> <p>Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly</p>	<p>Second grade teachers were trained in NWF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.</p>	<p>Teachers use NWF to screen the students' understanding of phonics. If a deficiency is recognized then the Quick Phonics Screener will be administered.</p>

2	Accuracy, Fluency, and Comprehension	DIBELS® Next- Oral Reading Fluency (DORF) Universal Screener	BOY, MOY, and EOY Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly	Second grade teachers were trained in DORF during the 2010/2011 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.	Teachers use DORF to screen the students' ability to read accurately, fluently, and comprehend what is read. If a deficiency is recognized with the students' accuracy then the Quick Phonics Screener will be administered.
3 and 4	Accuracy, Fluency, and Comprehension	DIBELS® Next- Oral Reading Fluency (DORF) Universal Screener	BOY, MOY, and EOY Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly	Third and fourth grade teachers were trained in DORF during the 2011/2012 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.	Teachers use DORF to screen the students' ability to read accurately, fluently, and comprehend what is read. If a deficiency is recognized with the students' accuracy then the Quick Phonics Screener will be administered.
3 and 4	Comprehension	DIBELS® Next- Daze Universal Screener	BOY, MOY, and EOY Progress Monitoring based on composite score <u>Benchmark=</u> Monthly <u>Below Benchmark=</u> Every 2 Weeks <u>Well Below</u> <u>Benchmark=</u> Weekly	Third and fourth grade teachers were trained in Daze during the 2011/2012 school year. They participate in a yearly review led by RTII Coordinators, Reading Specialists and/or Building Principals.	Teachers use Daze to screen the students' ability to comprehend what is read. If a deficiency is recognized then additional reading comprehension and vocabulary instruction is needed.

K-1	Phonological Awareness	Really Great Reading (RGR) Assessment Skill Inventory	as needed to modify instructional objective	Kindergarten and first grade teachers were trained on the RGR during the 2009/2010 school year. They receive yearly refreshers during Data Analysis and Instructional Planning Sessions.	Teachers use the RGR to determine the specific phonological skills in which the students need additional instruction. They will then use this information to create skill specific intervention groups.
K-4	Phonics	Quick Phonics Screener (QPS) Skill Inventory	as needed to modify instructional objective	K-4 teachers were trained on the QPS during the 2009/2010, 2011/2012, and 2012/2013 school years. They receive yearly refreshers during Data Analysis and Instructional Planning Sessions.	Teachers use the QPS to determine the specific phonics skills in which the students need additional instruction. They will then use this information to create skill specific intervention groups.

2. Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

All teachers have been trained in data collection and analysis. This ensures validity in the assessments and consistency between classrooms. The teachers are able to conduct their own assessments and accurately analyze the results. The teachers are held accountable for their data, but this accountability is met with substantial support. Among the supports are classroom coverage to complete assessments, time during the workday to analyze data and plan for intervention, and follow-up professional development to ensure that district initiatives are being implemented effectively. This accountability and support enables teachers to be active participants in the assessment process.

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

- _____ **Extended School Day/Tutoring Programs**
- _____ **Reading**
- _____ **Math**
- _____ **Science**
- _____ **Before School**
- _____ **After School**

- Lunch/Study Periods
- Summer School Program
- Reading
- Math
- Science
- In-class Instructional Support
- Pull Out Instructional Support

Student Assistance

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

- 1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.***

DIBELS® Next is used in grades K-4 as the universal screener for reading. Grade level teachers, reading specialists, RTII teachers and principals meet after the beginning and middle of the year benchmark assessments to calculate current percentages, establish realistic classroom/grade level goals, and determine corresponding plans for intervention. These individuals then meet every two weeks to analyze progress monitoring and assess students' performance during both core instruction and tier 2/3 intervention. In addition to grade level meetings, the team meets in the middle of each benchmark period for Student Intervention Response Sessions (SIRS). During these sessions, teachers thoroughly analyze the progress of each student and make sure they are on track towards the next benchmark goal. If at any time a student is displaying difficulty on a particular skill or assessment, the team modifies the student's intervention by increasing duration, increasing frequency, decreasing group size, changing instructional objective, and/or changing the interventionist. These modifications would consequently result in the student receiving tier 3 interventions. Although we currently have this process in place, allowing all students to receive Title I services would enable us to provide more immediate assistance to students demonstrating difficulty in tier 2.

- 2. Describe how timely assistance and services will be provided for your struggling learners.***

Any student who does not meet the DIBELS® Next benchmark goals receives either a Quick Phonics Screener or Really Great Reading skill inventories. These skill inventories help teachers to determine specific phonological and orthographic skills in which the student needs intervention. The student then receives thirty minutes of skill specific reading intervention in a group of three to five students. These tier 2 interventions are in addition to the 90-120 minutes of core reading instruction and they are led by classroom teachers, reading specialists and RTII teachers. Intervention for these is implemented with the use of current research-based instructional practices and materials. Throughout intervention, the instruction delivered is explicit, systematic and multisensory. The content delivered is sequenced from easier to more complex skills and each component is thoroughly modeled and practiced before being completed independently.

- 3. Describe services for the following special populations:***

All special education students, English language learners, migrant students, and homeless students will have the same tiered reading supports available to them as their peers. The process for identifying struggling students is consistent among all of the students in the school.

Plan Implementation

- 1. What measures/data will be reviewed throughout year 1 to inform building-level administrators of progress toward goals?**

Formative Assessments	Benchmark Assessments
DIBELS® Next Progress Monitoring	DIBELS® Next Benchmark Assessments
Intervention Logs: Daily Assessments	
Administrative Walkthroughs	
Summative Assessments	Other Assessments
DIBELS® Next EOY Benchmark Assessment	
Teacher Surveys	
Parent Surveys	

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

- Data from DIBELS® Next assessments is accessible by teachers and administrators through mClass online data storage. All reports using DIBELS® data is frequently shared with teachers at Data Analysis and Instructional Planning sessions as well as faculty meetings.
- Data from parent and teacher surveys will be compiled and distributed at faculty meetings and/or principal advisory meetings. The teachers, along with committee members, will then discuss solutions to any concerns that may arise.

Summary of Schoolwide Plan:

Overview

The RtII and Title I Reading Specialists work closely together to design the Title I Reading Program, interventions, and supplemental instruction. The program is devised into three tiers. Tier I is all students, Tier II are students identified as needing strategic or intensive support, and Tier III consists of students needing the most intensive support. The following areas are broken down further into the three tiers: Assessment, Instruction, Intervention, and Parent Involvement.

Assessment

- **Tier I**
 - Classroom assessments: formative, summative, teacher created, benchmark (DIBELS), DAZE (3rd and 4th grade students), state assessments, and common assessments. All students receive these assessments with minor modifications if needed. Students are given the DIBELS benchmark assessment three times throughout the school year (September, January, and May).

- **Tier II**
 - In addition to the assessments mentioned above, students are given formative, summative, teacher created assessments, the Quick Phonics Screener (QPS) and Really Great Reading (RGR) diagnostic assessments. The QPS assesses phonics needs while the RGR assesses phonemic awareness needs.
- **Tier III**
 - In addition to the assessments mentioned above, students are given formative, summative, teacher created assessments, the Quick Phonics Screener (QPS) and Really Great Reading (RGR) diagnostic assessments. The QPS assesses phonics needs while the RGR assesses phonemic awareness needs.

Instruction

- **Tier I**
 - All students are instructed using the Scott Foresman Reading Street reading series and associated teaching materials including decodable and leveled readers. Explicit instruction is used following the Guided Release of Responsibility Model (I Do, We Do, You Do)
 - Teachers use the following materials to assist students in learning:
 - Grids
 - Manipulatives (letter tiles, magnetic letter, etc)
 - Fluency Folders
 - Repeated reading
 - Buddy reading
 - Echo reading
 - Choral reading
 - Sight Words
- **Tier II**
 - All students are instructed using the Scott Foresman Reading Street reading series and associated teaching materials including decodable and leveled readers. Explicit instruction is used following the Guided Release of Responsibility Model (I Do, We Do, You Do)
 - Teachers use the following materials to assist students in learning:
 - Grids
 - Manipulatives (letter tiles, magnetic letter, etc)
 - Fluency Folders
 - Repeated reading
 - Buddy reading
 - Echo reading
 - Choral reading
 - Sight Words
- **Tier III**
 - All students are instructed using the Scott Foresman Reading Street reading series and associated teaching materials including decodable and leveled readers. Explicit instruction is used following the Guided Release of Responsibility Model (I Do, We Do, You Do)
 - Teachers use the following materials to assist students in learning:
 - Grids
 - Manipulatives (letter tiles, magnetic letter, etc)
 - Fluency Folders
 - Repeated reading

- Buddy reading
- Echo reading
- Choral reading
- Sight Words

Intervention

- **Tier I**
 - Teacher modifications and extra instruction as seen fit by the teacher.
- **Tier II**
 - Small group instruction consisting of 3-5 students. These students are identified as needing strategic or intensive support (by the DIBELS benchmark assessment). Students in these groups receive 20-30 minutes of small group instruction daily. The intervention is taught by the classroom teacher, reading specialist, interventionist, RtII coordinator, or specialist teachers. Resources include West Virginia Reading First Explicit Phonics Lessons, Florida Center for Reading Research (FCRR), Reading A-Z, and teacher created resources.
- **Tier III**
 - Small group instruction consisting of 1-3 students. These students are identified as needing intensive support (by the DIBELS benchmark assessment). Students in these groups receive an additional 20-30 minutes of instruction up to five times a week. The intervention is taught by the reading specialist, interventionist, or classroom teacher. Resources include West Virginia Reading First Explicit Phonics Lessons, Florida Center for Reading Research (FCRR), Reading A-Z, and teacher created resources.

Parent Involvement

- **Tier I**
 - Communication between the classroom teacher and the parent is ongoing. Conferences are held in the Fall (November) and Spring (March or April). Communication logs are kept by the classroom teacher.
- **Tier II**
 - Communication between the parent and interventionist(s) as needed. Parent meetings are held in conjunction with conferences or at other times throughout the school year.
- **Tier III**
 - Communication between the parent and interventionist(s) as needed. Parent meetings are held in conjunction with conferences or at other times throughout the school year.

Grade Level and Team Meetings

- Teachers will meet bi-weekly for grade level meetings to discuss student concerns. In attendance at these meetings are: grade level teachers, the building principal, special education teachers, any interventionists that work with the students, reading specialists, and the RtII coordinator.
- Data Analysis and Instructional Planning (DAIP) meetings are held after each benchmarking period: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)
- RtII Meetings are held quarterly in November, January, March, and May. At these meetings, teachers discuss concerns with the RtII team. This team consists of classroom and grade level teachers, the school counselor, the school psychologist, reading specialist(s), the RtII coordinator, and the building principal.

- Student Intervention Response (SIR) process meetings are held between November and January and between January and March.

Professional Development

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

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

Teachers in our Title I schools have already had four years of intense professional development in the areas of RTII (data collection, data analysis, instructional planning, progress monitoring, reading intervention, core reading instruction, LETRS training, etc.). Teachers would continue to have professional development in the areas of reading instruction, intervention, and data analysis. The focus of the 2016-2017 school year is on mathematics and meeting core standards at all grade levels as well as improving writing instruction. Professional development throughout the year will also focus on communicating student needs and progress with parents.

- 2. Describe how each professional development activity listed above relates to the priority areas needing improvement and how these activities will assist in improving student achievement.**

Each faculty meeting will either focus or expand on effective communication with parents in the area of student performance and progress. Discussion of student data, progress monitoring, and intervention groups will occur in bi-weekly grade level data meetings. Professional development in the areas of mathematics and PA core standards will directly affect math instruction and interventions. Professional development in the area of writing instruction will also improve our reading instruction and student progress and achievement. Through the efforts of professional development, we should see an increase in the number of students reading at benchmark on the various assessments.

- 3. Describe the on-going and embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.**

The success of the professional development is the follow-up and support of our staff developer, administrators, and RTII interventionists with both core and intervention classes. The use of instructional walk-throughs in order to assess implementation and effective use of instructional strategies will help guide the support and professional development through the year. Student data will continuously be tracked to determine effectiveness of professional development and specific future needs.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.

1. Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.

The Wilson Area School District currently has 100% highly qualified teacher. We advertise teaching openings within our District using one or more the following venues:

- a. District Website
- b. Local Newspaper
- c. PAREAP
- d. PSBA Website
- e. Both local and Regional Colleges / Universities

We also may attend various job fairs throughout the region, especially for hard to find positions. The District uses a highly standard and rigorous application and interview process to ensure we have the best highly qualified teacher available.

2. Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.

The Wilson Area School District provides all new teachers in our District a stringent induction program. Each new teacher receives a high quality mentor and participates in an additional four days of professional development geared for teachers new to the profession and the District. New teachers are to meet frequently with their mentor. A variety of topics are discussed each month to help our new teachers to adjust to our District and feel welcomed and honored. This is also a professional development component that continues in the second year focused on instructional methods.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during 2016-17 as part of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

During the 2016-17 school year, the Wilson Borough principal will present at a PTA meeting to provide parents with information about Title I and our schoolwide program. Information about both core instruction and Tiered intervention will be provided. All parents and guardians of students within the school will be invited to attend. It will be held early in the school year in order to familiarize the parents with the various documents that will be sent home regarding reading intervention. Also during the school year a parent workshop will be held with the purpose of helping parents read with their children at home. The importance of reading as well as interactive activities will be the focus. The parents will then be given sample activities and information that they can implement at home.

As the end of the school year approaches, the planning committee along with any additional interested parents will meet to review the updated assessments and evaluate the 2016-17 Schoolwide Title I program. Further areas of need will be discussed and new goals established.

Describe the methods to be used to keep individual parents informed of their child's academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

During Open House, teachers will give a brief introduction to the reading intervention process and services provided. Once interventions begin, parents will be informed of the services received and ways they can assist at home. This information will be updated and redistributed every time a student's intervention is modified.

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.

Not all parent notifications are distributed in more than one language. The district is currently working on ways to improve this communication.

Transition Strategies for Students

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

- 1. Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate.**

The elementary schools will increase cooperation with local pre-schools in the area. Wilson Borough Elementary School will volunteer to participate in a program entitled "Project Leap" where pre-school children visit and participate in kindergarten classes on a specific day. The schools also host kindergarten orientation for students and families. Our kindergarten teachers and administrators attempt to participate in early learning transition events. Our schools offer an extended day kindergarten program for students that are at risk in the areas of reading and math. The schools provide pre-school parent workshops on teaching early literacy skills at home.

- 2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.**

At our two title I elementary schools, the fourth grade students visit and have an orientation of the intermediate school. Our fifth grade classes at the intermediate school are still self-contained elementary style classrooms. Students with special needs have meetings with their case managers. The elementary case managers meet with the intermediate case managers as well.

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

The WBES kindergarten teachers will hold a "Kindergarten Boot Camp" for students representing the highest need. It will allow incoming kindergarten students to become more prepared for the first weeks of kindergarten. Simple skills such as sitting quietly, following 1-2 step directions, walking in line, raising hand, fine motor skills, and cooperation were some of the focus areas. The overall purpose will be to assist students with successful transitions into kindergarten.

The District has partnered with Lehigh Valley Children’s Center to seek grant opportunities to develop a Pre-K Counts program within the District.

Coordination and Integration of Services and Programs

The purpose of a Title I Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- **Any federal education program administered by the United States Department of Education, except Reading First;**
 - **Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.**
- **All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)**

- **Is your school consolidating funds? If yes, please complete chart below.**

Yes _____ No X

On-going Plan to Monitor the Effectiveness of the Schoolwide Plan

Title I-A schools must annually evaluate the implementation of, and results achieved by, the Schoolwide Plan.

1. ***Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.***

A Title I schoolwide program committee will meet annually to re-evaluate the goals and strategies for the schoolwide plan; however, more frequent review of student data and overall effectiveness of interventions will occur by both teachers and administrators. The process for evaluating effectiveness will be ongoing as the teachers continually assess the students and reflect on their performance.

At the beginning of the school year, all students are screened using the DIBELS® Next benchmark assessment. The teachers review the data and administer corresponding skill inventories as needed. The results of the skill inventories are then analyzed during the Data Analysis and Instructional Planning meetings when the teachers plan for intervention. Between the beginning and middle of the year benchmarks, the teachers and administrators participate in Student Intervention Response Sessions (SIRS) in which every student’s progress towards the next benchmark goal is assessed. Students who are not making progress with their current intervention receive increased frequency, increased duration, a smaller group size, or change in instructional objective. This data analysis process continues with middle of the year benchmarks, winter SIRS meetings, and end of the year benchmarks. Between each session, are scheduled grade-level meetings in which teachers analyze their students’ progress and make instructional modifications as needed. These meetings occur every two to three weeks.

In addition to frequent data analysis, teacher and parent surveys will also be distributed at the end of each year to identify additional areas of concern. The feedback from these surveys will be reviewed by the planning committee and used for determining further areas of need.

2. Describe who will be involved in the evaluation/review and how they were selected.

The committee will be composed of classroom teachers, Title I staff, parents, and administrators who will conduct an annual review of the schoolwide plan, while the teaching staff and administrative team complete both school and district level data analysis. In addition to the Title I schoolwide program committee, all parents and staff will be informed of upcoming committee meetings and encouraged to attend.

3. Describe what process will be in place to ensure that revisions are completed and that staff and district have been informed of any changes.

Revisions occur on a regular basis as a result of the data analysis timeline outlined in question 1. Staff is informed of these revisions through data analysis sessions and grade level meetings. Any additional revisions would be relayed to the staff during faculty meetings. The district is informed of revisions and achievement during elementary administrative meetings. These meetings occur monthly and are used to inform central administration of student progress within each building.

4. Describe how the district will be informed of the school's progress and changes in the plan.

The plan for Schoolwide Title I corresponds with the district's comprehensive literacy plan and yearly goals; therefore, monitoring the effectiveness of instruction and interventions and their influence on students' success will be closely monitored by the district's teaching staff and administrative team.

