

Title I Schoolwide Program Plan

North Star School District

Plan Updated: June 2012

Name of Eligible Schools: North Star Central Elementary

School Address: North Star Central Elementary
1215 Morris Avenue
Boswell, PA 15531

Phone: 814-629-5627
Principal: Dawn Maluchnick

Initial Implementation Date of Schoolwide Plan: September 1996

Proposed Implementation Date of Schoolwide Plan: August
2012 (*Updated annually as needed*)

Comprehensive Needs Assessment

North Star Central Elementary School has approximately 412 students in grades K/4 – 4. There are 25 core classroom teachers, 3 Title I teachers, and 1 Class-size Reduction teacher (Grade 3) funded by Title II, Part A funds, all of who are highly qualified under NCLB Act of 2001. The percent of low-income families that attend Central Elementary is 54.7%. All students were included in the needs assessment including gender groups, children with disabilities, economically disadvantaged students and educationally disadvantaged students.

Various forms of data are used to identify the needs to be addressed in the Schoolwide Program. Data is disaggregated as appropriate.

READING	MATH	OTHER NEEDS
<ul style="list-style-type: none"> • DRA – Developmental Reading Assessment • Kindergarten Checklist HF Words Dictation • SRI – Scholastic Reading Inventory • PSSA • Narrative Writing • Report Card Grades • Basal Text Unit Reviews • 4 Sight Testing • Study Island • Tutoring • RTII • NWEA • Reading Rangers Task Analysis 	<ul style="list-style-type: none"> • End of Unit Tests • 4 Sight • RTII • NWEA • Report Card Grades • PSSA • Study Island • Tutoring 	<ul style="list-style-type: none"> • Attendance • Retention • Child Study Team

SCHOOLWIDE PROGRAM GOALS

The goals of the Schoolwide Program were established to meet the needs of all the students. Data from the needs assessment are used to drive instruction and set goals that are aligned with the North Star School District Curriculum and the state standards under NCLB Act of 2001.

The North Star School District mission statement is used to guide the Schoolwide Program.

The North Star School District will provide its students with the skills to successfully develop their academic, technological, physical, artistic, and social potential. Cooperation between school, family, community, and business will enable our students to emerge as productive citizens, ready to embrace and enjoy a lifetime of learning.

The Schoolwide Program goals are as follows:

Academic Program in K/4

The K/4 students will continue using the Doors to Discovery Language Arts Component. This program is aligned with the IRA Joint Position Paper and Head Start Outcomes. Eight explorations provide students with a fully integrated, literacy-enriched preschool curriculum. They will also be using Everyday Math for Pre-K.

Intensified Academic Programs in Grades Kindergarten through First

Kindergarten will continue with a high quality full-day program. Guided Reading and Kid Writing will continue to drive the instruction during the 120 min. language arts block. Through the DRA assessments students will be monitored closely and will accelerate at their own instructional pace. Monitoring of Guided Reading in first grade will be continued in the 2009-2010 plan. Reading Rangers and small group instruction will continue to provide intensified academic support for students experiencing difficulty in first grade. First Grade students will be taking part in the Reading Counts Program. Their lexile level will be determined using the Scholastic Reading Inventory. In addition to the above mentioned intervention, all students (K – 4) will participate in RTII.

Academic Programs in Grades Two through Four

The current basal text program will continue to drive the instruction in Grades 2-4. Guided Reading will also continue for all students in Grade 2 as well as small group instruction in reading. The Guided Reading will be utilized for those third and fourth grade students who are below benchmark. All Students will be taking part in the Reading Counts Program. Their lexile levels will be determined using the SRI (Scholastic Reading Inventory). The use of a Class Size Reduction teacher in Grade 3 (based on class-size numbers) will help to narrow the achievement gap. Assessment Anchors will help with the alignment of curriculum, instruction and assessment as well as various forms of technology that have been introduced during professional development.

INSTRUCTIONAL PROGRAM

The following pages outline the specific objectives, instructional strategies, assessments, and interventions for students that will be used to meet the Schoolwide Program goals.

Objective #1 for Schoolwide Program

Improvement Objective	Instructional Strategies Include specific activities, materials, timeline	Differentiation How will instruction be differentiated for students with special needs? (Gifted, ELL, IEP) What will be done for students who do not meet the objective? How will Title I personnel be used to support this objective?	Measurement of Success How will student progress be measured? How will you know the objective was attained?
Intensified Academic Program in Grades Kindergarten through Grade One	<ul style="list-style-type: none"> - Reading Rangers tutoring - 120 minute reading block with flexible groups so that students are instructed at the most appropriate reading level - Schoolwide writing prompts that focus on informative, persuasive and narrative writing - 40 minute Guided Reading Program utilizing highly qualified paraprofessionals - Full-day Kindergarten - Reading Counts (grade 1) - Small group intervention in reading - Kid Writing Component (Kindergarten only) 	<ul style="list-style-type: none"> - Flexible reading groups allow gifted students to be enriched and lower performing students to be accommodated - Concepts are reviewed as needed based on frequent assessments - Child Study Team Interventions - Literacy and Math Coaches provide in-class support during instruction. - Title I Reading Intervention teachers provide small group intervention. 	<ul style="list-style-type: none"> - Developmental Reading Assessment - Task Analysis - Scholastic Reading Inventory - NWEA - Kindergarten Checklist - Kid Writing - High Frequency Words - Dictation Sentences - Math Unit Tests - Basal Reader Unit Tests - Report Card Grades

Objective #2 for Schoolwide Program

Improvement Objective	Instructional Strategies Include specific activities, materials, timeline	Differentiation How will instruction be differentiated for students with special needs? (Gifted, ELL, IEP) What will be done for students who do not meet the objective? How will Title I personnel be used to support this objective?	Measurement of Success How will student progress be measured? How will you know the objective was attained?
Academic Programs in Grades Two through Grade Four	<ul style="list-style-type: none"> - 120 minute reading block with flexible groups so that students are instructed at the most appropriate reading level(Grade 2) - 90 minute reading block with flexible groups so that students are instructed at the most appropriate reading level(Grades 3 and 4) - 40 minute Guided Reading Program utilizing highly qualified paraprofessionals(for all grade 2 students and those students in grades 3 and 4 who are below benchmark) - Schoolwide writing prompts that focus on informative, persuasive and narrative writing - Small group and individual tutoring to review skills as 	<ul style="list-style-type: none"> - Flexible reading groups allow gifted students to be enriched and lower performing students to be accommodated - Concepts are reviewed as needed based on frequent assessments - Child Study Team Interventions - Title II teacher provides Class-size reduction in grade 3 - Math and Literacy Coaches provide in-class support during instruction 	<ul style="list-style-type: none"> - End of Unit Tests - Scholastic Reading Inventory - PSSA Assessment Rubrics - NWEA - DRA - 4Sight (grades 3 and 4) - 4Sight (grade 2 end-of-year assessment) - Study Island (grades 2, 3, and 4) - PSSA Released questions - PSSA Assessment – increase % advanced and proficient to reach AYP - Report Card Grades - All assessment data is reviewed at the end of the

	<p>needed</p> <ul style="list-style-type: none">- Reading Counts- Computer based software- Assessment Anchors provide specific standards to incorporate into the curriculum	<ul style="list-style-type: none">- Small group intervention in reading (grade 2)	<p>year to determine progress</p>
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PROFESSIONAL DEVELOPMENT

All classroom teachers, counselors, Learning Support teachers, and Title I teachers meet the definition of a Highly Qualified teacher under the NCLB Act of 2001. Also, all instructional paraprofessionals that work with students under the direct supervision of a teacher at North Star Central Elementary also meet the definition of Highly Qualified under the NCLB Act of 2001.

During the school year, all North Star teachers and paraprofessional receive a minimum of six professional development days. In addition to these Act 80 Days, all teachers have a daily common planning period built into their schedule for grade-level and departmental meetings as well as professional development activities. Outside conferences are attended as needed. All staff members are required to track their professional development hours online through the PDE website in order to meet the required credits/hours in accordance with Act 48 of 1999.

Some of the topics for Professional Development as outlined in the District's Strategic Plan include the following:

- Data Driven Instruction
- Differentiated Instruction Strategies
- RTII
- Safe Schools Practices
- Integration of Technology into the Curriculum
- Implementation of Research-Based Reading Programs
- Implementation of a Research-Based Math Programs

Additional Professional Development topics are as follows:

- Special Education Updates
- LETRS Training
- PSSA Math and Reading Strategies
- PSSA Test-Taking Strategies
- ESL Workshops

PARENTAL INVOLVEMENT

The Schoolwide Program will include the following strategies to increase parental involvement:

- “Meet the Teacher” Night introduces parents to the curriculum in each grade level.
- Student agendas provide continuous home-school communication.
- A weekly newsletter is sent home to all K/4 parents providing ideas on encouraging reading, building responsibility, writing skills, building self-esteem and math concepts.
- “Helping Children Learn,” a monthly newsletter containing tips on how parents can help their children do better in school, is sent home to all Central Elementary parents.
- Power Schools, a web-based program, affords parents an opportunity to check their child’s grades, lunch account, attendance and more.
- Kindergarten Orientation for parents and students entering kindergarten is held twice a year. In the spring, parents register their children; and, while their children are being assessed, parents have an opportunity to meet and talk with the school nurse, the transportation director, the free/reduced lunch coordinator, and the federal programs coordinator. They also have an opportunity to visit various area agency displays. On “Meet the Teacher” Night, a tour of the school and curriculum information is presented.
- Parent/Teacher Conferences are held in November with additional conferences available as needed throughout the course of the school year.
- Parents and community members play an integral part as volunteers in the Guided Reading Program. Informational meetings and workshops are held regarding the program as well as opportunities to observe a Guided Reading lesson. All volunteers receive training and a handbook to help them be an effective part of the Guided Reading lesson. Updates are provided as needed to volunteers throughout the course of the year.
- Parent compacts are sent home at the beginning of each school year.
- A Title I Meeting is held in the fall to provide information to parents regarding Title I services for the school year. A spring Title I Planning Meeting will take place to assess the current practices at Central Elementary and plan for the next school year.

ACCOUNTABILITY

The Title I Performance Assessments are aligned and integrated with district and state standards. The assessments will be conducted throughout the course of the year and all results will be kept on file in the Central Administration Office.

In addition to the PSSA Assessments, the following assessments will be used to determine student proficiency.

Grade K	High Frequency Words Developmental Reading Assessment Dictation Sentence NWEA (math and reading)
Grade 1	Developmental Reading Assessment Sentence Dictation Scholastic Reading Inventory NWEA (math and reading)
Grade 2	Developmental Reading Assessment 4Sight Writing Scholastic Reading Inventory NWEA (math and reading)
Grades 3-4	Scholastic Reading Inventory (for Reading Counts data only) 4Sight (Reading, Writing, and Math) NWEA (math and reading)

The results of the assessments will be reviewed to determine student needs and instruction will be adapted accordingly. PSSA assessment results will be mailed to the parents. Student progress will also be assessed using grades, teacher referrals, parent referrals, counselor input, and Child Study Team referrals.

FISCAL REQUIREMENTS

Various funding sources and educational programs will be coordinated with the Schoolwide Program. Title I monies are used for the salaries and benefits of three teachers (two for reading intervention and one K/4 teacher) and three full-time paraprofessionals, and to fund Title reading programs and the K/4 program. In addition to Title I funding, Title II funding provides professional development and the salary and benefits of a classroom teacher to reduce class size in grade three. The Accountability Block Grant provides funding for an after-school tutoring program in math and reading for grades 2 – 4.

COORDINATION

The Schoolwide Program coordinates with other programs and agencies to assist preschool children in the transition to kindergarten and provide students with highly qualified teachers.

After registration to kindergarten, all students are profiled to identify areas of strength and areas of need. Head Start also provides student academic information to the school during a transition meeting. Parents are given a packet of activities to be used at home to help with the transition to kindergarten.

Our nonpublic students are provided with their curricular needs through the use of a third-party agreement with The Learning Lamp. Communication is ongoing between the public and private school sector.