



POTTSVILLE

ELEMENTARY

2020-2021

TITLE I SCHOOL-WIDE PLAN

To provide for the academic needs of all students, the Pottsville Elementary School will meet the ten (10) requirements of a School-wide Title I Program. Those requirements are: needs (data) assessments, school-wide reform strategies, instruction by highly qualified teachers, professional development, strategies to attract highly qualified teachers, parent involvement, transition from early childhood to elementary school, measures to include teachers in decision-making, point-in-time remediation, and coordination and integration of programs.

TITLE I Schoolwide Plan

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NEEDS ASSESSMENT

It is the mission of Pottsville Elementary School to utilize parents, community and available resources to engage every student with a variety of challenging and motivating learning experiences that help them achieve their full potential while preparing them to be life-long learners and effective citizens in our ever-changing global society.

In order to close achievement gaps for all students, Pottsville teachers analyze a variety of data (indicated below) to help guide their instruction and to ensure that no child is left behind.

LITERACY

NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, common assessments, perceptual, and school process data across kindergarten through third grade in all populations in literacy, weak areas include: Kindergarten – independent writing; writing multiple sentences; sight words; rhyming; middle sounds; 1st grade – writing-mechanics; STAR testing; transferring spelling to independent writing; transferring chunks and phonics to writing; writing-capitals; phonics instruction; writing with detail; applying sight words; ABC order-4th letter; 2nd grade-mechanics in writing; adding details; closure; adjectives; sentence structure; comprehension-nonfiction; phonics; 3rd grade – not identifying the end of a sentence and the beginning of another; using have, had, and has correctly, not identifying plurals and possessive nouns correctly; complete/incomplete sentences, editing sentences, sentence variety, craft and structure, main idea/author’s purpose/vocabulary, writing format, transition words, substitutions, run-ons, fragments, comma usage, clear and coherent writing and elaboration, main idea/supporting details, drawing conclusions, sequencing, fluency, sentence variety, Contributing factors include: lack of exposure to real-world text, lack of experience writing across curriculum, and writing too structured. SY 2020-2021: In addition to current strategies for improvement continue with RTI, utilize different materials, and make sure subpopulations have

materials at home to assist in their learning as well as provide them with hands-on technology to assist them with their reading comprehension and vocabulary. Focus on Context Clues with subpopulations. English/Language Arts Teachers will also be trained in Empowering Writers.

MATH

Based on a comprehensive needs assessment that reflects an in-depth analysis of the three most current years of all state mandated assessments, common assessments, perceptual, and school process data across kindergarten through third grade in all populations in math, weak areas in 2019 include: Kindergarten – extended word problems; fact fluency; counting by 5's; adding and subtracting 5/s and 10's; writing to 100; 1st grade –subtraction within 20; use of strategies (varied); subtraction fact fluency; negative and positive awareness; 2 digit addition/subtraction; clocks; place value; deciphering word problems-negative and positive; time to the half hour; money; graphs; 2nd grade –3 digit subtraction with 0's; multi-step problems; x4 math facts; sub across zero; fractions; money; 3rd grade –perimeter, multistep problems, reading questions correctly, using a variable, measurement and data, time, subtraction with middle 0. Contributing factors include: Lack of consistent math terminology and multi-step problems overwhelming to students. SY 2020-2021: In addition to current strategies for improvement: have CGI training, work on math vocabulary (including lists for support staff), more manipulatives and let students create skits, videos, etc..., in math.

CHARACTER EDUCATION

Based on a comprehensive needs assessment that reflects analysis and review of discipline referrals, attendance reports and perceptual data across grades K-3, the number of discipline referrals represents an area for improvement. Contributing factors include the need for a more consistent referral process.

FAMILY AND COMMUNITY ENGAGEMENT

Based on a comprehensive needs assessment that reflects analysis and review of logged volunteer hours, parent attendance at parent meetings and perceptual data from parent surveys, parental involvement at Pottsville Elementary will be further supported through continued efforts to maintain the current high level of parent involvement and increase the number of logged volunteer hours. SY 2019-2020: Survey results support continued high levels of parent involvement and extremely positive attitude regarding the parent-school relationship and the school's efforts regarding parent involvement.

WELLNESS

Average daily attendance for 2019-2020: (pending ESSA) Average daily attendance for SY 2017-2018: 96.3%. 2019-2020: N/A; 2018-2019 BMI results: K-58 males tested: 75.9% healthy/underweight; 24.1% overweight. K-44 females tested: 65.9% healthy/underweight; 34.1% overweight. 2nd grade-60 males tested: 68.3% healthy/underweight; 31.7% overweight. 2nd grade-55 females tested: 72.7% healthy/underweight; and 27.3% overweight. 2020-2021 Goal: Decrease the average BMI on routine annual student screening by continuing implementation of programs encouraging active lifestyles through our physical education and health programs. The Pottsville School District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data: Of the 229 students tested: Males-Healthy and Underweight (68.6%); Males-Overweight (14.1%); Males-Obese-(16.9%); Females-Healthy and Underweight (63.1%); Females-Overweight (17.1%); and Females-Obese (29.8%).

SCHOOL-WIDE REFORM STRATEGIES-PRIORITIES

1. Improve literacy skills for All students and Subpopulations

- Teachers are trained and professional development is provided for implementing effective instructional methods in fluency and guided reading, literacy strategies, phonemic awareness, phonics, comprehension, and vocabulary
- Parental Involvement through Literacy (Acts 603 & 307) - through literacy nights to promote effective literacy strategies for use at home and guided reading groups books are sent home for parents to listen to child read
- Provide Opportunities for self-selected reading in first through third grade (Act 35)
- Mapping K-3 Curriculum
- Continue implementing Writing Across the Curriculum (Empowering Writers)
- Differentiate instruction to meet individual students identified needs

- Implement a Remediation Program for students not on grade level in Reading (Act 35)
- Title I Paraprofessionals
- Title I Reading Recovery Teachers
- Continuous use of analyzed data (summative, interim, etc...) to guide instruction
- Teachers will meet and collaborate in horizontal and vertical teams to eliminate gaps in content areas from one grade level to the next
- Continue implementing Empowering Writers

2. Improve mathematics achievement for All students and Subpopulations.

- Implement daily writing in mathematics
- Map and Align the K-3 Math Curriculum
- Implement math procedures and problem solving strategies
- Attend and implement CGI and/or Extended Math professional development
- Implement a Remediation Program for Mathematics (Act 35)
- Title I Paraprofessionals
- Continuous use of analyzed data (summative, interim, etc...) to guide instruction
- Differentiate instruction to meet individual students identified needs
- Use the K-3 math strategy to teach problem solving to all children that can be utilized and built on each year (Think, Plan, Do, Explain)
- Teachers will meet and collaborate in horizontal and vertical teams to eliminate gaps in content areas from one grade level to the next.
- Use spiraling.

HIGHLY QUALIFIED PROFESSIONAL STAFF

Pottsville Elementary has certified and classified staff who are hard-working and dedicated to educating students. The experience of our staff varies from first year teachers to 20 year (or more) veterans. All of our staff is highly qualified. For beginning teachers, we also offer a mentoring program designed to help guide, to support and to assist them throughout their first three years of teaching.

PROFESSIONAL DEVELOPMENT

Through the use of Title I funds, we are able to provide our teachers with the training and professional development needed to enhance student achievement and to promote professional growth.

Title I Funds and Professional Development/Training

- Cognitively Guided Math
- Empowering Writers
- Extended Math
- ELLA
- ELF
- RTI
- Vertical Teams/Horizontal Teams
- Empowering Writers

Title I funds have been utilized to provide substitutes for teachers as well, so teachers can attend trainings throughout the school day and/or plan collaborative interventions and strategies with colleagues.

STRATEGIES TO ACQUIRE HQT/AQT

Our commitment to teaching and learning is why we are able to attract and retain highly qualified staff members. In the event we need additional staff, a team of administrators, teachers and curriculum personnel conduct equitable interviews with candidates to determine who will best meet our students' needs.

FAMILY AND COMMUNITY ENGAGEMENT

(Strategies to increase parental and family involvement)

- Continue to involve parents, community, and school staff in the development/revision of effective practices for promoting and supporting parental involvement. A parent facilitator (certified teacher) will be designated to (i) help organize meaningful parent involvement training for staff and parents; (ii) promote and encourage a welcoming atmosphere to foster parental involvement in the school; and (iii) undertake efforts to ensure parental participation is recognized as an asset to the school.
- The school will schedule regular parent/family involvement meetings and provide information to parents on understanding content and how to monitor a child's progress.
- The Parent Facilitator will continue to uphold and to provide information to parents in accordance with Acts 603, 307 & 397. Materials and supplies will be purchased for the parents. Current

- selections of materials regarding responsible parenting will be advertised. The coordinator will attend professional development promoting parent involvement. Information related to school and parent programs will be sent to parents to the extent practical in a language parents can understand. The school will provide other reasonable support for parental involvement activities as parents may request.
- Teachers will receive two hours of professional development (Act 603) designed to enhance understanding of effective parental involvement strategies and the importance of effective communication, value and utility of contributions of parents as state required.
- K-3 grade parents will be invited to an orientation night.
- Methods of communication including but not limited to the Parent Center newsletter, the Pottsville Elementary Web Page, Facebook Page, the School Messenger System, and/or the school electronic message board will be utilized when possible to provide notice to parents of upcoming events and information that will be addressed.
- Parents/families and students will be invited to academic nights where teachers, community and students will be involved in sharing active learning activities in small group settings.
- Continue the National Watch D.O.G.S. program to encourage / enhance growth of parent involvement at Pottsville Elementary.
- Parents are given an Informational Packet and a student handbook at the beginning of each year that outlines the school process for resolving parental concerns. The information packet will describe (i) the school's parental/family involvement program; (ii) the recommended role of the parent, student, teacher, and school; (iii) the ways for parents to become involved in the school and his or her child's education; (iv) a survey for the parent regarding his or her interests concerning volunteering at the school; (v) activities planned throughout the school year to encourage parental involvement; and (vi) a system to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and the school principal. (Acts 603 & 307)

TRANSITION FROM EARLY CHILDHOOD TO ELEMENTARY

Because Pottsville understands how difficult a transition, it may be for students entering kindergarten, in the spring of each school year, pre-kindergarten students and parents are invited to

attend a pre-registration/informational day. In addition, for incoming kindergarten students, the Head Start Director meets with school officials to share student assessments from the Home Based/Head Start program.

INCLUDING TEACHERS IN THE DECISIONS

Teachers are the integral part of student achievement. We recognize the importance of their input and expertise. At Pottsville, we afford teachers the opportunity for input through the following mediums:

- Grade Level Meetings
- Vertical Team Meetings
- Surveys
- Informal and Formal Conversations
- PPC
- Common Planning/Collaboration Time
- Curriculum Coordinator
- Lead Teachers

POINT-IN-TIME REMEDIATION

According to performance on state mandated assessments, grade level assessments, interim assessments, and classroom assessments, parents, teachers, and principal will develop a plan for students who are not achieving at grade level. Frequent assessments will be given to evaluate student growth. Subs will be provided and teachers will be given release days to continually analyze student progress using an assessment wall and formative assessments. Instructional changes will be made as needed to raise student achievement for all children. RTI (Response to Interventions) team will meet throughout the school year to assist teachers in aiding students who are at risk for failure.

COORDINATION AND INTEGRATION OF PROGRAMS

As a Title I school, Pottsville Elementary receives additional funds to support student achievement to help meet the diverse needs of our students who do not meet or exceed standards. We coordinate and integrate our services and programs by:

- Hiring staff—paraprofessionals, reading recovery teachers, parent facilitator (Title I, NSLA)
- Providing professional development
- Purchase of resources and materials
- Purchase of technology

TITLE I SCHOOL-WIDE PLAN

The school-wide plan is a living document that changes as our student needs change. The plan is developed each fall based on data from the previous year. Progress towards the goals of the plan is evaluated throughout the school year by School Improvement teams. At the end of each year, the plan's effectiveness is evaluated and revisions are suggested.

Our Title I School-wide Plan was developed in conjunction with our School Improvement Plan with all stakeholders in mind.