

**FEMS** School Level  
Comprehensive Plan  
2016-2017



**Title I Schoolwide Plan**

Date: November 21, 2016	
School: Freeland Elementary Middle School	
District: Hazleton Area	
Principal: Mr. Joseph Barletta	
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Address: 400 Alvin Street	
City: Freeland	Zip: 18224
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Coordinator Email: teterj@hasdk12.org	
If revision was requested, Date of Previous Submission:	
TITLE I School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

**School Performance Profile Score from 2013-14—66.1 (Needs Improvement)**

**School Demographics**

<b>Low Income Percentage</b> ***	
<b>Ethnic/Racial Breakdown</b>	
White	79.1%
Black	2.0%
Hispanic	16.6%
Asian/Pacific Islander	0.7%
Native American	0.6%
Multi Cultural	1.9%

School Grade Span:	K	to	8
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<b>School Enrollment</b>	<b>884</b>
IEP Students	
ELL Students	
Migratory Students	
Homeless Students	

Highly Qualified Teachers	
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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	14.38%	36.85%	39.86%	8.91%
Math	56.31%	27.63%	12.1%	3.96%
Science	18.2%	21.15%	32%	28.65%

*\*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.*

<b>----- PDE / DFP USE ONLY -----</b>	
Date Rec'd:	Date Approved:

## **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.*

*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:**

<b>Name of Team Member</b>	<b>Position/Representation</b>
Mr. Joseph J. Barletta	School Principal
Mr. Jason Lagowy	Assistant Principal
Mrs. Joanne Ledger	School Counselor
Mrs. Amy Lapchak	Regular Classroom Teacher
Mrs. Tara Masias	Special Education Teacher
Mrs. Patty Yurnovich	Parent
Mrs. Michele Staruch	Regular Classroom Teacher

<b>SW Planning Period:</b>	<input checked="" type="radio"/> 1 Year Planning Period	<input type="checkbox"/> Less Than 1 Year Planning Period**
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**\*\*If less than one year, provide a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.**

## 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
November 8, 2011	Comprehensive Plan Training at Luzerne Intermediate Unit (9:30 - 3:30)	X		
December 9, 2011	Act 80 Day Comprehensive Plan		X	
January 25 and January 30, 2012	Comprehensive Plan : Review of data	X		
February 13 and April 11	Comprehensive Planning	X		
May 11	Comprehensive Plan: Discussion of goals and action plans	X	X	X
November 4, 2015	Review and Revision of Schoolwide Plan	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

- Comprehensive Planning and Schoolwide Planning began with an overview of the process for reviewing the data to determine the school's needs assessment. A member of the IU served on the team to continue the discussions of data review and analysis. At the LEA, the team worked with Dr. Christopher Lake, a Distinguished Educator, who had been trained extensively with both types of planning.
- Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.

Date	Provider	Type of Assistance
11/8/2011	LIU 18	Needs Assessment and Comprehensive Planning
12/9/2011	HASD	Review of Data
1/25/2012	HASD	Development of Action Plans
1/30/2012	HASD	Development of Action Plans
5/11/2012	HASD	Review of goals and action plans

## Student Assessment of Progress

1. 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.

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:

YES Extended School Day/Tutoring Programs

Reading

Math

Science

Before School

After School

Lunch/Study Periods

NO Summer School Program

Reading

Math

Science

YES In-class Instructional Support

YES 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.**

The school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support through multi-measures of student achievement. First, all students in grades K-2 will be tested using DIBELS Next and students in grades 3-8 will take the Scholastic Reading Inventory (SRI) for a reading universal screener in at the beginning of the school year. For math, students in grades 1-8 will use the STAR assessment as a universal screener. Additionally, results of the 2014 PSSA will be used to determine the need for interventions for students in grade 4-8. Teacher recommendation, likewise, will be used to identify struggling students. New students into the school will complete the appropriate universal screener for proper placement in the RTII model. Students identified as at-risk will take the DIBELS Next monthly, the SRI every six weeks, and/or STAR monthly for progress monitoring. All students will take the grade level assessment for reading and math mid-year and end of the year to track the students' progress. Additionally, students in grades 3-8 will take the Study Island benchmark assessments to determine the individual student's needs in reading and/or math.

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

For reading, all students in grades K-8 will receive 90-120 minutes of instruction of grade level, core curriculum, using the current reading program, which are aligned to the PA Core Standards. For additional 40 minutes per day, students will receive intervention (System 44, READ 180, WIDI [IEP], enrichment (McGraw-Hill reading series level readers), or acceleration (McGraw-Hill reading series leveled readers or individual selected area of study). The LEA calls this time Motivated, Inspired-Learning Everyday (MILE) minutes. For math, students in grades 1-6 will receive 50 minutes of grade level, core curriculum aligned to PA Core Standards and an additional 30 using Accelerated Math for Intervention. For grades 7 and 8, Accelerated Math will be in additional to the core curriculum.

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

- how services will be provided for your special education students;**

During core instruction for reading and math, Special Education Teachers will support the regular education teacher by pushing into to aid struggling students, with their first priority being those students with IEPs. During MILE minutes, Special Education Teachers may help their students in an intervention program such as System 44 or READ 180, or they may pull their students to work in small groups to meet the requirements of the student's IEP.

- how services will be provided for your English Language Learners;**

Likewise, ELL teachers will pull out the students for instruction during MILE minutes using Reach (K-5) or Inside (6-8) or they may aid the ELL students in a program such as System 44 or READ 180, depending on the needs of their students.

- how services will be provided for your migrant students; and**

The LEA works closely with the Migrant Center located in Hazleton, PA. Tutoring services are available afterschool for the Migrant population. The Center has READ 180 through the Capital Intermediate Unit and System 44 through the local LEA to help the students at risk. Likewise, tutoring is available through the SES program at the two school with the highest populations of Migrant Students. Often these students also receive services as outlined above as ELL students.

- ***how services will be provided for your homeless students***

The LEA serves the homeless students by providing them the necessary needs to be successful in school, such as school supplies. In the classroom, they are given all the services for Title I students regardless whether they are at risk or not. They would be able to enroll in the READ 180 or System 44 programs, if they qualify based on the universal screeners. Otherwise, they receive enrichment or acceleration based on the level of understanding in reading and/or math.

## Plan Implementation

Once the goals of year 1 of the schoolwide plan have been determined and the solutions selected, the planning team must determine how to effectively implement the plan in order to ensure success for students, teachers and parents. Implementation plans must include administrators, teachers, and parents.

### ADMINS

1. What steps will building-level administrators take to ensure that implementation is occurring effectively?

Building-level administrators will take the following steps to ensure that implementation is occurring effectively:

- Regularly scheduled meetings with grade level teams to review data and share interventions that are working
- Walk-through, informal observations
- Collections of meetings' minutes of grade-level team meetings.
- Beginning, Mid-year and end of year data for iReady
- Study Island measures for middle school
- System 44 utilized as an intervention for special education
- Mid-year and end of year conferences with teachers on differentiated supervision action plans

2. What types of milestones and timelines have been established for year 1 to help building-level administrators gauge progress toward year 1 goals?

Our goal is that all students will show one year's growth in reading and in math as evident by iReady for reading and math. We will triangulate the data in comparison with the 2016 PSSA results, Study Island data, and 2016 PVAAS data.

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

Formative Assessments	Benchmark Assessments
Teacher observation of students	Study Island
Teachscape Classroom Walk-Through Data	iReady
Formal and Informal Teacher Observations	
Summative Assessments	Other Assessments
PSSA	PVAAS
Unit Tests/Finals	iReady

4. 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?

The school will utilize its data team, comprised of a representative from each grade level, special education, and the guidance counselor. This team will work with the building-level administrator to gather, analyze and interpret the data from the various sources. The team members will then share the team's findings with their grade levels at grade-level meetings. At faculty meetings, the administrator will share with the entire staff data that reflects the building level achievement. The data team will work closely with the local IU to use data appropriately.



## TEACHERS

**1. How were teachers informed of the development of the schoolwide plan?**

Members of the Schoolwide Team/Comprehensive Planning Committee reported to the staff the needs assessment, data analysis, systems assessment, and action plans at faculty meetings. At the beginning of the 2015-2016 school year, principals and team members present the plan.

**2. How will teachers be involved in the implementation of the plan?**

Teachers will be involved in implementing the plan by aligning their lesson plans to accommodate the change in the schedule for MILE minutes. They work with grade level teams to develop ways to reach the struggling readers and math students. Those who will implement the System 44 or READ 180 programs will receive professional development prior to school and additional coaching days throughout the school year. Reading teachers will receive professional development and coaching from McGraw-Hill and from Scholastic, Inc, for the appropriate programs

**How will feedback from teachers be obtained throughout the year?**

Teachers will be able to give their feedback directly to their building-level administrator and a central office administrator. At the middle of the year and the end year, ELA and math teachers will be able to give feedback as to their needs and successes to enhance the RTII model in both subject areas for the following school year.

## PARENTS

**1. How were parents informed of the development of the schoolwide plan?**

Parents were part of the Schoolwide Team/Comprehensive Plan Committee. These parents gave perception data from other parents through PTA meetings and one-on-one conversations. The supervisor of federal program will form a Parent Advisory Committee, with each Title I building being represented. This committee will meet at the beginning and end of the school year to discuss ways to enhance the Schoolwide program.

**2. How will parents be involved in the implementation of the plan?**

Parents will co-plan Parent Involvement events to implement the program. Through the PTA at the school, parents will communicate the program to other parents. These events will focus on how parents can use interventions with their child(ren) at home to further the instruction of reading and math. Additionally, parents can access the plan via the school's webpage.

**3. How will feedback from parents be obtained throughout the year?**

The Parent Advisory Committee will meet two times a year to discuss ways to enhance, change, and/or improve the program so that more at-risk students may benefit for the Schoolwide model for Title I. Due to school district policy, surveys may be used if board approved prior to the data collection.

## **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.**

Professional development will focus on

- Differentiated Instruction
  - Family Literacy
  - Community Relations
  - Curriculum and Standards
- 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.**
  - 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 school's schedule has 30 minutes each day for teachers to further their understanding of the professional development through faculty, team, grade-level, and interdisciplinary meetings. Principals are able to meet with the teachers to discuss their understanding and implementation of the program. Likewise, the staffs may meet with a member of the Central Office team to further their understanding.

## **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.**

Freeland Elementary/ Middle School has 49 certified staff members. All kindergarten through eighth grade general education teachers are considered highly qualified. We have six special education teachers. All of these teachers are considered highly qualified.

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

In order to attract highly qualified teachers, the administrative team attends the LEA's Job Fair, and the LEA works closely with local colleges/universities to help in the training of student-teachers. In order to retain highly qualified teachers, the school provides ongoing professional development and daily professional support.

## **Parent Involvement Activities**

**Describe the parent involvement activities to be conducted during Year 1 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.)**

- Gallery Night- This program features student achievement K-8 grade. The staff will be available to address any parental questions regarding PSSA results and or upcoming testing window. This keeps parents aware of PSSA requirements and student results.
- Kathy Long- Primary grades welcome story teller and author, Kathy Long to FEMS. Parents are invited to take part in her creative way of bringing literature to life. Students received an autographed book from Ms. Long and enjoyed her authentic stories.
- Kindergarteners are Planting Plants. Students read informational text regarding how to plant and a plant cycle. The purpose of the reading is to have students name the elements plants need to grow (dirt, water, air, sun). All students will identify the main idea of the text and retell key details of the text with a hands-on project of planting seeds in small pots. Students will also construct a flip book where they will write and draw plant needs. Parents are asked to assist in practice at home and follow up with planting projects.
- First Grade – The Very Hungry Caterpillar- Students performed a play in the spring with curriculum activities based on the popular storybook “The Very Hungry Caterpillar” by Eric Carle to promote literacy. All of this is done with parental help to make it a family affair.
- Second Grade Celebrate Dr. Seuss- Students perform several songs and recite poems before spending time reading with their parents. Parents are introduced to a variety of reading activities/read aloud strategies.
- Third Grade Thanksgiving event, “*I am Thankful for...*”- The children prepared a reader’s theater story written by Brenda B.Covert called The Pilgrims’ First Feast. In addition, they performed Thanksgiving songs, *Hello, Mr. Turkey* and *We Are Thankful*, and some did the “turkey trot” for added Thanksgiving fun. Students recited several poems including two by Jack Prelutsky, “Gobble, Gobble” and “Leftovers” as well as an original poem, “Thankful” that ended with a special twist. A treat was provided by the teachers. Parents were involved by rehearsing with students at home, reading recommended stories to their children, and learning about the importance of public speaking and listening.
- Fourth Grade Science Fair – This event enriches Reading and Math skills as well as applying concepts learned through the Science Curriculum. These include, but are not limited to: researching, decoding, measuring, adding/subtracting, collecting data, charting, recording, making predictions, formulating conclusions, and writing, speaking, and presentation skills. Parents play a very active role in this activity because they are helping and guiding their child’s research, construction, and collection of data while assisting in creating and practicing a presentation that everyone can understand. After circulating and observing all of the projects, parents will be asked to complete a survey indicating three concepts they learned from this activity.
- Fifth Grade “Are you Smarter than a 5<sup>th</sup> grader”. Students chose their teammates and worked as a team to compete against a team made up of their parents. Each team was given two questions from one of five to six categories. This was done with the parents involved to make it a family affair.
- Sixth Grade is hosting a “Game Day” event-The students from each homeroom designed their own games with rules and prizes. The games consisted of Language Arts board games, math board games, and social studies computer games. Students explained the rules of the games to family members and then challenged them to play the game.
- Middle School students hosted a Veteran’s Day program at the school and invited local vets to attend.
- Joe Romano (Books! The Magic is Real!)- Through the captivation of magic, Mr. Romano engages students (K-6) and parents in a variety of literature pieces. The interactive program promoted

literacy skills and emphasized the importance of reading in school and at home.

**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.)**

Each child and parent receives a handbook at the beginning of the school year that lists expectations of students and families. Students and parents are required to sign and date confirming that the handbook was reviewed and they are aware of the expectations.

All parents of children in grades 3-8 have access to Skyward so they have the opportunity to view any and all updates on their child's educational progress on an as needed basis. Progress reports are distributed quarterly as well as report cards. In danger of failing letters also are sent through the mail to those students who may be in jeopardy of failing. Parents also have access to the school district website, the weekly newspaper column, and parent notifications go home in folders for parent events in the case of families not having access to the internet or newspapers.

**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.**

Yes, parent notifications are sent home in more than one language, especially Spanish. For other languages, the LEA has translators hired full time and a phone system to translate into other languages.

## 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 LEA operates its own pre-school program and other local preschools come to our schools in the spring to have a tour of the school and receive information about kindergarten. Additionally, there is an orientation for entering kindergarten students prior to the start of school so that students and parents may receive necessary information to make a smooth transition into kindergarten. The curricula from the LEA Early Intervention program and other local preschools are aligned to the LEA's kindergarten program.

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.

Our eighth grade students learn important organizational and study skills during classroom guidance. The eighth grade students go on a field trip to the high school to become familiar with the schools' facility and programs. Orientations are held prior to the start of school so that students become familiar with their schedules.

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

The school works closely with six preschool providers so that the curricula and programs are aligned to the LEA's early intervention program. This ensures a smoother transition into the kindergarten classes.

## 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** \_\_\_\_\_

Please indicate below the funds to be integrated within this SWP:

Federal Grant Program	Amount of Grant	State/Local Grant Program	Amount of Grant
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## **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.**

Administrators will meet with the school improvement team prior to the start of the school year to discuss the goals of the plan and the intended implementation schedule for the action steps. All concerns and adjustments will be addressed and resolved. This school improvement team will assist with informing and preparing all faculty for the successful implementation of the plan throughout the school year. This team will also act at points of contact for other faculty, as the members will report to the periodic reviews.

Periodically, the school improvement team will meet to review the current implementation and effectiveness of the plan. Any necessary modifications will be discussed and made, and information presented to the faculty at staff development time. Other periodic reviews may be scheduled at the discretion of the administrators.

At the conclusion of the school year, the school improvement team will again meet to evaluate the overall effectiveness of the plan and the direction it needs to take in the following year. Modifications will be addressed and made throughout the summer and discussed in detail at the school improvement meeting held at the beginning of the next school year.

In addition to the school-based evaluation committee, a district-wide parent team will meet with the district coordinator as scheduled to evaluate the effectiveness of the district and school improvement plans.

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

The school-based evaluation committee is comprised of the school improvement team that developed the plan originally. This panel consists of the administrators, regular education teachers, special education teachers, and educational specialists that have an ongoing involvement in the implementation of the school improvement plan. The community evaluation team is comprised of parents selected by the district coordinator.

**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.**

The evaluation committees will draft an agenda for their school improvement meetings and provide minutes as to the topics discussed, specifically addressing the revisions that are being made to the plan. The staff will be informed through faculty meetings, while the public will be made aware through the use of the district webpage, parent information nights, and parent letters.

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

The district will receive notice of the school's progress through administrator communication, and by receiving copies of the agendas and minutes from the school improvement meetings. The district administration will also be provided with updated forms of the school improvement plan, as revisions are made. The most updated plan will also be accessible for view on the school's webpage. Finally, the district coordinator may schedule periodic meetings with individual committees to discuss the current progress of the plan and the revisions being made.