

**Title I Schoolwide Planning
Components/Template**

Date: September 2014	
School: Ambridge Area Senior High School	
District: Ambridge	
Principal: Barry King and Janice Zupsic	
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If revision was requested, Date of Previous Submission:	
TITLE I School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

School/Charter Designation:

Reward
 Undesignated

Note:

Schools, including Charter Schools, identified as "priority" and "focus" complete school level plans and those plans serve as their schoolwide plan.

School Demographics

Low Income Percentage ***	36%
Ethnic/Racial Breakdown	
White	84%
Black	13%
Hispanic	<1%
Asian/Pacific Islander	<1%
Native American	0%
Highly Qualified Instructional Paraprofessionals	100%

School Grade Span:	9	to	12
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School Enrollment	849
IEP Students	13%
ELL Students	<1%
Migratory Students	0%
Homeless Students	0%

Note: All teachers and instructional paraprofessionals in a schoolwide school must be highly qualified.

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

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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. No Child Left Behind (NCLB) requires a yearlong planning period prior to the implementation of a Title I schoolwide plan, unless the local education agency (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:

Name of Team Member	Position/Representation
Georgia Barlamas	Title I Teacher
Noel Santini	Guidance Counselor
Michelle Hapich	Regular Education Teacher
Jennifer Curcio	Special Education Teacher
Casey Stroyne	Reading Specialist
Jennifer Brocious	Special Education Teacher
Teresa Brewer	Special Education Teacher
Karen DeMarco	Title I Teacher
Karen Moser	Social Worker
Janice Zupsic	Principal
Kim Racioppo	Para Professional
Amy Burch	ESL Teacher
Debbie Muchow	Parent

Schoolwide Planning Period:	X 1-Year	Less Than 1-Year**
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**If less than one year, include 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
8/21/2014	Intro to School Wide w/ staff	x	x	x
9/12/2014	Intro to School Wide w/ Maria Garcia	x		
9/22/2014	Begin to fill out template	x		
10/20/2014	Planning meeting, needs assessment	x		
12/16/2014	Develop Parent Survey	x		x
1/14/2015	Review Parent Survey	x		x
2/5/2015	Review and Edit	x		
3/2/2015	Review and Edit	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.

9/12/2014	Intro to School Wide w/ Maria Garcia
1/29/2015	Minnie Baker, Business Manager ~ Demographics and Financial Guidance

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

Date	Provider	Type of Assistance
12/16/2014	Team	Develop Parent Survey
12/23/2014	Parent, Staff	Survey Due
1/14/2015	Team	Review Parent Survey

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 and administrators. Use the guiding questions below to describe the comprehensive needs assessment administered for the school.

1. **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.**

Ambridge Area High School offers a variety of programs to support the student body. As of the 2014-2015 school year, the school continues to help align the curriculum to meet the Pennsylvania common core standards by implementing supplemental programs.

Some of the supplemental programs implemented to provide support and enrichment of the common core standards are Study Island, after school tutoring, Keystone preparation through the use of in-class resources, and leveled readers for English.

Students are evaluated using a variety of assessments. Diagnostic, formative, summative, norm-referenced, criterion-referenced, and benchmark tests are all used.

Students who are identified to need extra support in reading and math are provided with specific interventions. These include on line and in class remediation.

Staff is provided with professional development through in-house trainings, Beaver Valley Intermediate Unit, and outside workshops and conferences.

Title I hosts an annual district wide parent involvement night to inform parents about the Title I program. Strategies and interventions are also explained and suggested to parents to help assist their children at home. Open house, parent-teacher conferences, and various activities throughout the school year provide ample opportunities for parents and teachers to openly communicate. Title I teachers have on-going phone and written correspondence with parents/guardians regarding student progress. When needed the Student Assistance Program attend meetings to contribute valuable information.

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

Student Achievement Data	Teacher Data
PVASS	Teacher Surveys
Keystone Exams	Needs Assessment Survey
Local Assessment and Grades	Walk Throughs
Report Cards	Daily Observation
Progress Reports	
Parent Involvement Data	Leadership Data
Parent Survey	Walk Throughs
Needs Assessment Data	Daily Observation

- 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.**

Ambridge Area School District administrators created a needs assessment survey for parents and guardians, teachers, support staff, and community members. The survey was distributed and collected in December 2014. On January 14, 2015, the Ambridge Area High School Team met to analyze the results of the surveys. The results were tallied and ranked according to need.

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

Based on the data gathered, areas of strength identified were: maintaining the current Title I program to continue implementing the program through the success of our current programs, a clean, safe environment for teaching and learning, students and parents are made to feel welcome, and teachers and staff openly communicate with parents and students. Weaknesses identified were: inadequate Keystone scores, a lack of professional development for the purpose of implementation of Pennsylvania Common Core Standards, and a lack of support to at risk students.

- d. Of the needs identified, which will be focused on during the first year of the Title I schoolwide program? If more than 3-4 areas of need were identified, it is recommended that you only focus on the 3-4 highest priority goals in year 1.**

Area of Need to Be Addressed	Data Source #1	Data Source #2	Data Source #3
1. Improve Keystone Scores	Keystone Scores	PVASS	
2. Professional Development	PVASS	CDT scores	BVIU Training
3. At Risk Students	SAP Referrals	Truancy	Guidance Data
4.			
5.			

e. Describe the goals for year one that the school wide planning team agreed upon for each of the areas of need listed above.

Goal for Need #1 above: Establish a system that fully ensures students who are academically at risk are identified early and supported by a process that provides interventions based on student needs and includes progress monitoring.

Goal for Need #2 above: Establish a system that fully ensures consistent implementation of standards aligned curriculum across all classrooms for all students

Goal for Need #3 above: Establish a system that fully ensures students who are at risk are identified early and supported by a process that provides intervention based on student needs.

Goal for Need #4 above:

Goal for Need #5 above:

Scientifically-Based Solutions

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

Goal #1 – Solution(s): Staff will be responsible for implementing and maintaining student achievement Data-based online remediation, instructional coaching, professional development, differentiating instruction, credit recovery system, IPAD carts.

Goal #2 – Solution(s): Data analysis procedures, data informed instruction, data common assessment within grade/subject, professional development and data-based online remediation.

Goal #3 – Solution(s): Anti-drug and violence programs, character and social skill building program, improve prevention program.

Goal #4 – Solution(s):

Goal #5 – Solution(s):

Student Assessment of Progress

Frequent and ongoing assessments to determine student progress help determine how the school wide plan is meeting the student needs. The assessments that will be used need to be determined with the 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
9-10	Biology	CDT	Three times per year	In-service training	Data Team Planning and Curriculum Mapping
10	English	CDT	Three times per year	In-service training	Data Team Planning and Curriculum Mapping
10	Algebra	CDT	Three times per year	In-service training	Data Team Planning and Curriculum Mapping

2. Describe the 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.

Student assistance staff and common core building teams are being trained to analyze data and implement appropriate strategies to improve the achievement of individual students and the overall instructional program. Data teams meet to analyze the data on a regular basis.

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.

Ambridge Area High School is implementing the Student Assistance program, in which students are evaluated through a variety of assessments, to determine if a student needs some supplemental instruction, intensive remediation, interventions to curtail at risk behaviors, and career exploration opportunities. This is done through staff referrals, individual teacher assessments, drug and alcohol screenings and mental health screenings, as well as CDT and Study Island Benchmarks.

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

Students will be assessed using benchmark assessments three times a year. These scores will be analyzed by the data team to determine how best to meet their academic needs. Students who are determined in need will be given appropriate small group instruction based on their weaknesses by the designated staff member.

3. Describe services for the following special populations:

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

Students who are determined to be at risk will be provided with intensive remediation by Reading Specialist, a special education instructor, or in class paraprofessional, through small group instruction during classroom instruction. Continues communication among the regular education teacher, the special education teacher, and the reading specialist will occur to determine appropriate instruction. Social work services may also be provided.

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

Based on the home language survey, Students who are determined to be English language learners will be provided with intensive instruction ESL, by a ESL teacher, with some supports from in class paraprofessionals, through small group instruction during classroom instruction. Continued communication among the regular education teacher, and the ESL teacher, will occur to determine appropriate instruction.

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

- **How services will be provided for your homeless students.**

Students who are determined to be at risk, regardless if they are identified as homeless students or not, will be provided with intensive remediation by reading specialist or a special education instructor through small group instruction during classroom instruction. Continuous communication among the regular education teacher, the special education teacher, and the reading specialist will occur to determine appropriate instruction. Social work services may also be provided.

Plan Implementation

Once the goals of year one 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.

ADMINISTRATORS

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

Administration constantly monitors student growth throughout the use of the Classroom Diagnostic Tool. The purpose of all funds allocated through Title I are to help raise student achievement and meet individual student needs

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

Students in the end of the course tested classes are benchmarked at least 2 times a year using the Classroom Diagnostic Tool. Test are given in September as a baseline and January to measure performance and growth. Data Teams analyze results to remediate student deficiencies.

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

Administrators review, analyze and distribute Keystone student results from the previous year as well as the Classroom Diagnostic Tool data. Also, Administrators review the federal AMO credit report to gain an understanding of the performance levels of historically underperforming groups. All disaggregated and aggregated data is analyzed and reviewed by the administration. The administration is also fully made aware of its Title I designation which is re-evaluated every three years.

Formative Assessments	Benchmark Assessments
Informal observations/walk throughs	Keystone Exams
Faculty meeting	CDT
Local Assessments	
Summative Assessments	Other Assessments
Keystone Exams	
Local Assessments	

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

The administrator will attend data team meetings. The administrator will also encourage communication between the data team and grade level teams to ensure grouping and instruction are adapted to reflect the data. The administrator will attend meetings to develop common assessments.

TEACHERS

- 1. How were teachers informed of the development of the school wide plan?**
Faculty meetings and the needs assessment were used to communicate with teachers regarding the implementation of school wide Title I plan.
- 2. How will teachers be involved in the implementation of the plan?**
Teachers will be involved in the implementation of the plan through professional development which may include but is not limited to data team meetings, Title I team meetings, PIIC, participation and assessment survey, Intermediate Unit professional development survey.
- 3. How will feedback from teachers be obtained throughout the year?**
Teachers will work directly with administration during scheduled meetings to interpret data, align curriculum to Pennsylvania Common Core Standard, performance tasks, and implementation of instructional strategies to increase student performance.

PARENTS

- 1. How were parents informed of the development of the school wide plan?**
Parents were informed via a memorandum asking parents for input to guide the implementation of a school wide program. A needs assessment survey specifically outlined the learning goals and concerns of our student body.
- 2. How will parents be involved in the implementation of the plan?**
Parents will be provided with information on how the new plan will affect their child through letters, parent involvement events, parent/teacher conferences, and ongoing written and phone communication.
- 3. How will feedback from parents be obtained throughout the year?**
Parent surveys are given to parents at Title I events. The data from these surveys are analyzed by the data team. The results are used to improve existing Title I student services and implement new Title I programs.

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 school wide school.

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

Teachers will be trained in data analysis, PVASS, Cross curricular planning, Teacher Effectiveness, and SAP. We will be using a core team of staff that are trained by various providers.

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.

The above listed trainings will aid staff in reinforcing our current interventions periods to optimize student achievement.

Continuous professional development will be available to meet the needs of educators optimizing student success.

- 2. 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.**

Continuous professional development will be available to meet the needs of educators optimizing student success.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be highly qualified. In addition, a school wide 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.**

Currently the school is 100% highly qualified and district will continue to seek and hire 100% qualified staff.

- 2. Describe strategies the school is using or going to use to retain high-quality, highly qualified teachers to high-needs schools.**

We will continue to provide high quality professional development to all staff members to ensure we remain a highly-qualified staff. Through tuition reimbursement, conferences, workshops, online learning, collegiate studies, independent study and focus groups.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during year one of the Title I School wide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

At least one parent involvement activity would be conducted during year one of the Title I Schoolwide Program. Other involvement activities could be implemented as needed. Topics to be covered would include a full explanation of how the Schoolwide Title I program positively affects all the students in the building. All parents would be invited and a survey would be given to get their input and opinions on the Schoolwide Program.

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.)

Letters to parents will be sent at the beginning of the school year to inform them of the Schoolwide Title I Program. Expectations of the students and the parents will be included in this letter. Parent/teacher conferences will be held, as needed, to reinforce the methods staff are using to help promote each child's academic achievement. In addition, written and phone communication will occur on an as needed basis.

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.

As needed, the use of the English Language Learner teacher would be used to assist in providing parent notifications in more than one language.

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 school, where appropriate.
2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school and high school to postsecondary.

The following progression chart is used as a guideline for our Learning Support and Life Skills Students. Each student needs are addressed and discussed with parent prior to the start of the school year.

6th Grade

Learning Support – teachers meet and discuss the transition from elementary to middle school.
Parent Orientation Meeting

8TH Grade

Learning Support - Field Trip to BCCTC – for possible early program choice
Possible admittance to Students With Alternative Goals Program – 9th grade
Field Trip to High School to meet teachers and tour building

9th-12th Grade – Energy and Advanced Manufacturing Day

9th Grade

Learning Support – Students with Alternative Goals – Apprenticeship – one to two periods a day
Community Alternatives Mentoring
Field Trips for Career Choices
Parent Orientation Meeting

Life Skills – Beaver County Rehabilitation Center Program – one to two days a week
Community Alternatives Mentoring
Field Trips for Career Choices
Parent Orientation Meeting

10th Grade

Learning Support – BCCTC early admittance
Apprenticeship – Local employers – two to three periods a day
School to Work Program – Job Training of Beaver County
Community Alternatives Mentoring
Field Trips for Career Choices
College and Career Field Day

Life Skills – Beaver County Rehabilitation Center – two to three days a week
BCCTC – Programs
Community Alternatives Mentoring
Field Trips for Career Choices
College and Career Field Day

11th Grade

Learning Support – BCCTC – continuance of program

Apprenticeship – community partners three to four periods a day

Work – in field of program

School to Work – Job Training of Beaver County

Community Alternatives Mentoring

Field Trips for Career Choices

ASVAB Testing

PSAT Testing

FAFSA Information Night for Parents/Students

BCCTC – Career Day

Life Skills – Beaver County Rehabilitation – three to four days a week

BCCTC – continuance of program

Community Alternatives Mentoring

Field Trips for Career Choices

FAFSA Information Night for Parents/Students

All Students – Reality Fair

12th Grade

Learning Support – BCCTC – additional one year certificate program due to early admittance

Apprenticeship – with community partners may go directly from BCCTC

Work in field of program – half day depending on employment

School to Work – Job Training of Beaver County

Community Alternatives Mentoring

Field Trips for Career Choices

FAFSA Information Night for Parents/Students

BCCTC – Career Day

Life Skills – Beaver County Rehabilitation – five days a week

BCCTC – continuance of program

Community Alternatives Mentoring

Field Trips for Career Choices

FAFSA Information Night for Parents/Students

The regular education students who are determined to be at risk are also offered assistance through the above-mentioned services and/or programs.

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

Ambridge Area School District is in partnership with the following community agencies.

Starting in 9th grade students at risk have the opportunity to work with Job Training of Beaver County. This may start with an apprenticeship program and evolved into a paid employment opportunity. Our

students may even qualify for free public transportation through this agency. In addition, Job Training arranges and provides transportation for field trips for our students.

Our Life Skill students are partnered with Beaver County Rehabilitation Center. Beginning of their freshmen year, they are offered daily on-site training to meet their skill level. This will progress from one day a week to five days a week during high school. Our Life Skills students will also be offered paid work through this organization.

All of our students are offered mentoring through the Community Alternatives Program. The mentors will assist our students in their class work as well as transitioning to post-secondary schooling or employment.

Trade Schools throughout the Pittsburgh area arrange and provide transportation to expose students to career opportunities.

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 schoolwide plan, 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 schoolwide plan, 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 schoolwide plan:

Federal Grant Program	Amount of Grant		State/Local Grant Program	Amount of Grant

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.**

Data team meetings will be held at the end of the 2015-2016 school year to determine the effectiveness of the plan. The Title I planning team will also review progress.

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

Grade level teachers, Title I staff, Title I Planning Team , data team and administrator.

- 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.**

Staff meetings conducted by the administration.

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

Progress will be determined by the administrator by reviewing district PVASS Scores and Keystone scores. Progress and changes to the plan will be shared during faculty meetings.

NOTE:

- Missing or incomplete information will delay the approval of your schoolwide plan.
- This template is provided as a Microsoft Word document. Please take as much space as you need to answer all questions adequately and fully.
- Please contact your Regional Coordinator in the Division of Federal Programs at the Department of Education with any questions you may have as you complete this plan.