

PORT ALLEGANY EL SCH

85 Clyde Lynch Dr

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Port Allegany School District's vision beliefs are: Successes in school and life are dependent upon the development of respect, responsibility, tolerance, and compassion. Our children need to be taught values to become responsible and contributing citizens of our country. High expectations lead to high achievement. A healthy child is a learning child. Every child has the right to learn in a safe environment that fosters problem-solving and lifelong learning. Parents, school, and community need to work together to promote each student's success. A parent is a child's first and most important teacher. An open and welcome environment encourages parental and community involvement in the school district.

STEERING COMMITTEE

Name	Position	Building/Group
Gary Buchsen	Chief School Administrator	Port Allegany SD
Tracy Kio	Principal	Port Allegany SD
George Riley	Community Member	Port Allegany SD
Melissa Veilleux	Parent	Port Allegany SD
Greg Oliver	Principal	Port Allegany SD
Melinda Bernardi	Community Member	Port Allegany SD
D-Kota Kline	Parent	In Shore Technologies
Ian Crego	Community Member	In Shore Technologies
Vanessa O'Shea	Teacher	Port Allegany SD
Holly Triplett	Parent	Port Allegany SD
Mary Lashway	Paraprofessional	Port Allegany SD
Jill Stuckey	Community Member	Port Allegany SD
Brielle Budd	Student	Port Allegany SD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The elementary building continues to need Title I professional staff, paraprofessional staff, summer programming, and related supplies to support student academics and behavior.	Early childhood development
The elementary building continues to need Title I professional staff, paraprofessional staff, summer programming, and related supplies to foster a culture of high expectations for all students, educators, families, and community members.	Parent and family engagement
The elementary building continues to need Title I professional staff, paraprofessional staff, summer programming, and related supplies to support student student achievement in mathematics.	Mathematics
It is important for the state to minimize restrictions on school districts, to keep buildings open for in person instruction, and to encourage families to fully participate in the educational system to reverse learning loss in students.	Community school model

ACTION PLAN AND STEPS

Evidence-based Strategy
Summer Title I Programming
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Decreasing the number of at-risk kindergarten students.	At least 80% of kindergarten students to be determined not 'at-risk' through the DIBELS assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide summer Title I kindergarten readiness and camp for incoming kindergarten students.	2022-06-13 - 2022-08-15	Tracy Kio / Elementary Principal	Staffing, Transportation, Supplies

Anticipated Outcome
Participating by 20 incoming kindergarten students.

Monitoring/Evaluation
Review of summer student attendance at the conclusion of the program.

Evidence-based Strategy
Title I Parent Survey Invitations

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Title I Parent Surveys Increase number of Title I parent survey responses by 20% during the 2022-2023 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase participation in annual Title I parent survey	2022-08-24 - 2023-05-30	Gary Buchsen / Federal Programs Coordinator	Surveys

Anticipated Outcome

Increase annual parent survey count by 25%.

Monitoring/Evaluation

2021-2022 Parent Title I Survey baseline data compared to 2022-2023 Parent Title I Survey end of year data.

Evidence-based Strategy

2023 PSSA math assessment

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
2023 PSSA math assessment	Increase student proficiency levels by 5% in grades 3-6 on the 2023 PSSA math assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement new math curriculum at the elementary school during the 2022-2023 school year.	2022-07-01 - 2023-05-30	Tracy Kio / Elementary Principal	Math curricular resources, textbooks, software, teacher training, and other related materials.

Anticipated Outcome

Increase grade level student proficiency by 5% at each tested level in the building.

Monitoring/Evaluation

Review of 2021-2022 PSSA math assessment proficiency data to the 2022-2023 proficiency data.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase student proficiency levels by 5% in grades 3-6 on the 2023 PSSA math assessment. (2023 PSSA math assessment)	2023 PSSA math assessment	Implement new math curriculum at the elementary school during the 2022-2023 school year.	07/01/2022 - 05/30/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

2022-08-01

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Gary Buchsen

2022-08-01

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The building has (2) Title I reading/math teachers and (4) Title I paraprofessionals to support student needs.

The building offers summer Title I kindergarten readiness and kindergarten camp to support student needs.

Title I teaching staff and paraprofessional staff provide ELA remediation and instruction in the building.

Summer kindergarten readiness and kindergarten camps provide early intervention to incoming early childhood students.

Title I teaching staff and paraprofessional staff provide math remediation and instruction in the building.

The district has a full time career readiness counselor to work with students and grades levels throughout the building.

The building has successfully incorporated an elementary STEM classroom into the building. This classroom is available to all students at the elementary school.

The building has implemented Project Lead the Way programming during the 2021-2022 school year.

Challenges

Building proficiency levels have traditionally been lower in mathematics as compared to ELA PSSA assessments.

Full impact of the 2020 school closure and related pandemic mitigation efforts have yet to be fully realized.

The school closure of 2020, the forced quarantining of students during the 2020-2021 school year, and 2021-2022 school years negatively impacted performance on state assessments.

The school closure of 2020, the forced quarantining of students during the 2020-2021 school year, and 2021-2022 school years negatively impacted performance on state assessments.

Mathematics proficiencies have traditionally been lower in mathematics than as demonstrated through other state assessments.

The school closure of 2020, the forced quarantining of students during the 2020-2021 school year, and 2021-2022 school years negatively impacted performance on state assessments.

The school closure of 2020, the forced quarantining of students during the 2020-2021 school year, and 2021-2022 school years

Strengths

The elementary school has a career readiness counselor to assist professional staff with career planning activities.

The elementary school and high school work collaboratively to provide transition services for students.

The building has (2) Title I reading/math teachers and (4) Title I paraprofessionals to support student needs.

The building offers summer Title I kindergarten readiness and kindergarten camp to support student needs.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

negatively impacted performance on state assessments.

The school closure of 2020, the forced quarantining of students during the 2020-2021 school year, and 2021-2022 school years negatively impacted performance on state assessments.

Building proficiency levels have traditionally been lower in mathematics as compared to ELA PSSA assessments.

Foster a culture of high expectations for success for all students, educators, families, and community members

Implement a multi-tiered system of supports for academics and behavior

Most Notable Observations/Patterns

The school closure of 2020, the forced quarantining of students during the 2020-2021 school year, and the 2021-2022 school years negatively impacted performance on state assessments.

Challenges

Discussion Point

Priority for Planning

Building proficiency levels have traditionally been lower in mathematics as compared to ELA PSSA assessments.

Foster a culture of high expectations for success for all students, educators, families, and community members

Implement a multi-tiered system of supports for academics and behavior

The elementary building continues to need Title I teacher and paraprofessional support to provide instruction to students.

The school closure of 2020, the forced quarantining of students during the 2020-2021 school year, and 2021-2022 school years negatively impacted performance on state assessments.

ADDENDUM B: ACTION PLAN

Action Plan: Summer Title I Programming

Action Steps	Anticipated Start/Completion Date
Provide summer Title I kindergarten readiness and camp for incoming kindergarten students.	06/13/2022 - 08/15/2022
Monitoring/Evaluation	Anticipated Output
Review of summer student attendance at the conclusion of the program.	Participating by 20 incoming kindergarten students.
Material/Resources/Supports Needed	PD Step
Staffing, Transportation, Supplies	no



Action Plan: Title I Parent Survey Invitations

Action Steps	Anticipated Start/Completion Date
Increase participation in annual Title I parent survey	08/24/2022 - 05/30/2023

Monitoring/Evaluation	Anticipated Output
2021-2022 Parent Title I Survey baseline data compared to 2022-2023 Parent Title I Survey end of year data.	Increase annual parent survey count by 25%.

Material/Resources/Supports Needed	PD Step
Surveys	no



Action Plan: 2023 PSSA math assessment

Action Steps	Anticipated Start/Completion Date
Implement new math curriculum at the elementary school during the 2022-2023 school year.	07/01/2022 - 05/30/2023
Monitoring/Evaluation	Anticipated Output
Review of 2021-2022 PSSA math assessment proficiency data to the 2022-2023 proficiency data.	Increase grade level student proficiency by 5% at each tested level in the building.
Material/Resources/Supports Needed	PD Step
Math curricular resources, textbooks, software, teacher training, and other related materials.	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase student proficiency levels by 5% in grades 3-6 on the 2023 PSSA math assessment. (2023 PSSA math assessment)	2023 PSSA math assessment	Implement new math curriculum at the elementary school during the 2022-2023 school year.	07/01/2022 - 05/30/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Elementary Math Program Teacher Training	Elementary Teachers	Review of new elementary math series, materials, software, and other related information.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher surveys and series implementation	07/01/2022 - 08/23/2022	Tracy Kio / Elementary Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in an Inclusive Setting	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting to district website, social media, and other outlets.	Release of elementary school Title I schoolwide plan.	Electronic	District community	Ongoing

