

PORT ALLEGANY EL SCH

85 Clyde Lynch Dr

Schoolwide Title 1 School Plan | 2021 - 2022

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	Administrator	Port Allegany SD
Cheryl Nasto	Community Partner	Retired
Tracy Kio	Administrator	Port Allegany SD
Ashley Carlson	Community Partner	Community
Mary DeGolier	Staff Member	Port Allegany SD
Denise Dibble	Staff Member	Port Allegany SD
Beth Scanlon	Staff Member	Port Allegany SD
Ashlee Fillhart	Parent	Community
Sally Claypool	Staff Member	Port Allegany SD
Tabatha Dart	Staff Member	Port Allegany SD
Nancy Osani	Staff Member	Port Allegany SD
Denise Bridges	Parent	Community
Jennifer Funk	Parent	Community

Name	Position	Building/Group
Heather Nance	Parent	Community
Jill Stuckey	Parent	Community
Erika Emerick	Administrator	Port Allegany SD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The state needs to limit mitigation efforts to improve classroom outcomes when practical.	English Language Arts Mathematics
The elementary building continues to need Title I teacher and paraprofessional support to provide instruction to students.	Early childhood development

ACTION PLAN AND STEPS

Evidence-based Strategy	
Title I Professional and Paraprofessional Staffing	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Increased ELA proficiencies	Increase grade level PSSA ELA proficiencies in grades 3-6 by 5% during the 2021-2022 school year.
Increased math proficiencies	Increase grade level PSSA math proficiencies in grades 3-6 by 5% during the 2021-2022 school year.
Decreasing at-risk	At least 80% of kindergarten students to be determined not 'at-risk' through use of the DIBELS assessment.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

kindergarten students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use Title I funding to provide professional and paraprofessional support at the elementary school.	2021-08-23 - 2022-06-01	Gary Buchsen, Superintendent / Federal Programs Coordinator	Title I Funding / Support from the board of directors

Anticipated Outcome

Additional professional and paraprofessional staffing to increase proficiency levels on PSSA assessments and decrease number of at-risk students as determined by the kindergarten DIBELS assessment.

Monitoring/Evaluation

2022 ELA/Math PSSA and 2022 kindergarten DIBELS assessment.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase grade level PSSA ELA proficiencies in grades 3-6 by 5% during the 2021-2022 school year. (Increased ELA proficiencies)	Title I Professional and Paraprofessional Staffing	Use Title I funding to provide professional and paraprofessional support at the elementary school.	08/23/2021 - 06/01/2022
Increase grade level PSSA math proficiencies in grades 3-6 by 5% during the 2021-2022 school year. (Increased math proficiencies)			
At least 80% of kindergarten students to be determined not 'at-risk' through use of the DIBELS assessment. (Decreasing at-risk kindergarten students.)			

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

2021-06-14

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

Superintendent/Chief Executive Officer

Gary Buchsen

2021-06-15

School Improvement Facilitator Signature

Building Principal Signature

Tracy Kio

2021-06-15

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

District has successfully completed the third year with a PreK Counts classroom and has ongoing relationship with Head Start to provide classroom space in the building.

4th grade PSSA Science scores demonstrate some of the highest proficiency levels in the district.

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

Grade 3 and 4 math PSSA proficiency levels are some of the highest in the district.

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

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

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

Challenges

The forced quarantining of many students and staff during the 2020-2021 school year will have a negative impact on learning in the building.

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The forced quarantining of students during the 2020-2021 school year negatively impacted performance on state assessments.

The forced quarantining of many students and staff during the 2020-2021 school year will have a negative impact on learning in the building.

The potential for additional student and staff exclusion in 2021-2022 will only exacerbate learning gaps with children.

The forced quarantining of many students and staff during the

Strengths

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

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

The district has a PreK Counts classroom in operation for the past four years.

The district has a career readiness counselor who coordinates activities between the two buildings.

Challenges

2020-2021 school year will have a negative impact on learning in the building.

There is a need for mathematics and ELA remediation offered by professional staff and paraprofessional support in the building.

The forced quarantining of many students and staff during the 2020-2021 school year will have a negative impact on learning in the building.

Additional forced quarantining of students and staff in 2021-2022 will continue to have a negative impact on student learning.

Most Notable Observations/Patterns

The state mandated exclusion (quarantining) of students and staff during the most recent and upcoming school year has had a negative impact on student learning.

Challenges**Discussion Point****Priority for Planning**

The potential for additional student and staff exclusion in 2021-2022 will only exacerbate learning gaps with children.

It will be important for the state to decrease mitigation efforts when practical, to improve learning outcomes in the classroom.

There is a need for mathematics and ELA remediation offered by professional staff and paraprofessional support in the building.

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

ADDENDUM B: ACTION PLAN

Action Plan: Title I Professional and Paraprofessional Staffing

Action Steps	Anticipated Start/Completion Date
Use Title I funding to provide professional and paraprofessional support at the elementary school.	08/23/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
2022 ELA/Math PSSA and 2022 kindergarten DIBELS assessment.	Additional professional and paraprofessional staffing to increase proficiency levels on PSSA assessments and decrease number of at-risk students as determined by the kindergarten DIBELS assessment.

Material/Resources/Supports Needed	PD Step
Title I Funding / Support from the board of directors	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase grade level PSSA ELA proficiencies in grades 3-6 by 5% during the 2021-2022 school year. (Increased ELA proficiencies)	Title I Professional and Paraprofessional Staffing	Use Title I funding to provide professional and paraprofessional support at the elementary school.	08/23/2021 - 06/01/2022
Increase grade level PSSA math proficiencies in grades 3-6 by 5% during the 2021-2022 school year. (Increased math proficiencies)			
At least 80% of kindergarten students to be determined not 'at-risk' through use of the DIBELS assessment. (Decreasing at-risk kindergarten students.)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Google Classroom Updates	Title I staff	Updates to Google classroom to be provided at the October inservice.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
In Person Review - Classroom utilization.	10/11/2021 - 10/11/2021	Tracy Kio / Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Schoolwide Plan Placed on District Website	Updated schoolwide plan at the elementary school	Online	Community	June, 2021

