

PORT ALLEGANY JSHS

20 Oak St

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
Marc Budd	Principal	Port Allegany SD
George Riley	Staff Member	Port Allegany SD
Brielle Budd	Student	Port Allegany SD
Tracy Kio	Principal	Port Allegany SD
Jill Stuckey	Community Member	Port Allegany SD
Mary Lashway	Paraprofessional	Port Allegany SD
Holly Triplett	Parent	Port Allegany SD
Vanessa O'Shea	Teacher	Port Allegany SD
Ian Crego	Community Member	In Shore Technologies
D-Kota Kline	Parent	In Shore Technologies
Greg Oliver	Principal	Port Allegany SD
Melissa Veilleux	Parent	Port Allegany SD

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The committee encourages continued use of Title I funds for ELA staffing in the building.	English Language Arts
The high school will continue advocating for in person learning and instruction during the 2022-2023 school year.	Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Highly qualified professional ELA staffing in the building.

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
2022-2023 PSSA ELA Proficiency Levels	Increase the 2022-2023 PSSA ELA assessment proficiency levels by 5% for both grades 7 and 8.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide a Title I funded high school ELA teacher in the	2022-07-01 - 2023-05-	Marc Budd /	Title I funding

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
building.	30	Principal	

Anticipated Outcome

School board hiring of a Title I funded ELA teacher for the high school.

Monitoring/Evaluation

Board minutes from the August, 2022 board meetings.

Evidence-based Strategy

Effectively Promoting and Encouraging Student Attendance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increased student attendance during the 2022-2023 school year.	Increased student attendance during the 2022-2023 as compared to the 2019-2020, 2020-2021, and 2021-2022 school years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase student incentives for perfect attendance.	2022-07-01 - 2023-05-30	Marc Budd / Principal	Administrative and professional staff support

Anticipated Outcome

Increased year over year student attendance levels.

Monitoring/Evaluation

Baseline data from the 2019-2022 school years. Comparison to the 2022-2023 school year attendance data.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the 2022-2023 PSSA ELA assessment proficiency levels by 5% for both grades 7 and 8. (2022-2023 PSSA ELA Proficiency Levels)	Highly qualified professional ELA staffing in the building.	Provide a Title I funded high school ELA teacher in the building.	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

It is recommended to continue use of Title I funds to provide a high school ELA teacher in an effort to further growth in student proficiency.

It is recommended to continue use of Title I funds to provide necessary supplies for students at the high school.

The district has a veteran mathematics teaching staff in the building.

The district has small class sizes in most math classes at the high school.

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

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

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

The district has a career readiness counselor who coordinates

Challenges

Allowing the full-time resumption of in-person learning and best practices in the school building. Current COVID mitigation requirements do not enhance student learning the building.

The forced state closure during the 2020 school year, and the mandated quarantining of students during the 2020-2021 and 2021-2022 school years has negatively impacted student learning.

Students should be provided tutoring and summer credit recovery options to help mitigate pandemic related learning loss.

The forced state closure during the 2020 school year, and the mandated quarantining of students during the 2020-2021 and 2021-2022 school years has negatively impacted student learning.

The forced state closure during the 2020 school year, and the mandated quarantining of students during the 2020-2021 and 2021-2022 school years has negatively impacted student learning.

There is a continued need for Title I funding for ELA staffing and related supplies for further growth of students.

The forced state closure during the 2020 school year, and the mandated quarantining of students during the 2020-2021 and

Strengths

activities between the buildings.

All students in the high school have access to technology through a 1:1 Chromebook program.

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

Grade 7 and grade 8 increased proficiency levels by 14.0% and 6.5% when compared to the 2021 assessment.

The building met all student group performance standards for regular attendance.

Students in the high school have access to a district career counselor.

Challenges

2021-2022 school years has negatively impacted student learning.

There is a continued need for Title I resources for ELA staffing and supplies to further produce student growth.

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 building is in continued need to Title I staff to continue ELA proficiency growth.

The building did not meet college and career measures benchmarks.



ADDENDUM B: ACTION PLAN

Action Plan: Highly qualified professional ELA staffing in the building.

Action Steps	Anticipated Start/Completion Date
Provide a Title I funded high school ELA teacher in the building.	07/01/2022 - 05/30/2023

Monitoring/Evaluation	Anticipated Output
Board minutes from the August, 2022 board meetings.	School board hiring of a Title I funded ELA teacher for the high school.

Material/Resources/Supports Needed	PD Step
Title I funding	yes

Action Plan: Effectively Promoting and Encouraging Student Attendance

Action Steps	Anticipated Start/Completion Date
Increase student incentives for perfect attendance.	07/01/2022 - 05/30/2023

Monitoring/Evaluation	Anticipated Output
Baseline data from the 2019-2022 school years. Comparison to the 2022-2023 school year attendance data.	Increased year over year student attendance levels.

Material/Resources/Supports Needed	PD Step
Administrative and professional staff support	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the 2022-2023 PSSA ELA assessment proficiency levels by 5% for both grades 7 and 8. (2022-2023 PSSA ELA Proficiency Levels)	Highly qualified professional ELA staffing in the building.	Provide a Title I funded high school ELA teacher in the building.	07/01/2022 - 05/30/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
New Teacher Induction Programming	Title I ELA Teacher	New teacher induction programming offered through the school district and Seneca Highlands Intermediate Unit IX.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
End of year induction programming summary.	08/22/2022 - 05/30/2022	Gary Buchsen / Superintendent
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 high school Title I schoolwide plan.	Electronic	District community	Ongoing
