

FRAZIER EL SCH

142 Constitution St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Frazier School District is committed to providing students with an academically rigorous curriculum while developing deeper learning competencies in all students. Frazier sets high expectations in support of students' efforts to strive to achieve academically and in the acquisition of the skills necessary for life success.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Bill Henderson	Administrator	Frazier School District
Mrs. Amanda Law	Principal	Frazier School District
Dr. Anne Stillwagon	Federal Programs Coordinator	Frazier School District
Mrs. Susan Guiser	Elementary School Teacher	Frazier School District
Mrs. Joan Kopacko	Instructional Technology	Frazier School District
Mrs. Romanee Yandura	Parent	Frazier School District
Mrs. Ashley Zocco	Special Ed. Teacher	Frazier School District
Mrs. Deena Pepper	Elementary School Teacher	Frazier School District
Mrs. Leigh Ann Morsey	Elementary School Teacher	Frazier School District
Mr. Thomas Shetterly	School Board Member	Intermediate Unit
Ms. Ericka Thomas	Community Member	Head Start of Fayette County
Mr. Eric Johnson	District Level Leaders	Frazier School District
Mrs. April Sinal	Parent	Frazier School District

Name

Position

Building/Group

Mrs. Lynnette Kurutz

Parent

Frazier School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Frazier Elementary is working to develop an approach to mathematics intervention throughout the elementary school. At this stage, we will implement a supplemental math resource to be used during a math tier time and develop the RTI model based on skills identified through a screening process.	Mathematics
Frazier Elementary is working to improve and further develop the PBIS program by focusing on data generated throughout the year with a goal of decreasing office referrals.	Social emotional learning
Frazier Elementary is striving for continuous improvement for our RTI intervention model.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
RTI/MTSS model of interventions	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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

Foundational Math skills

Continue the work of last year's math team to determine a plan for mathematics intervention programming for all students in the elementary by the end of the fourth quarter. Results will be based on data obtained through our universal screening tool for BOY, MOY and EOY.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Continue the work of last year's math team to determine a plan for mathematics intervention programming for all students in the elementary by the end of the fourth quarter. Results will be based on data obtained through our universal screening tool for BOY, MOY and EOY.

2023-09-05 -
2024-06-03

Mrs. Amanda
Law/Principal Dr.
Anne
Stillwagon/Federal
Programs
Coordinator

Universal math screener/PD
Identify and purchase the
math intervention
program/PD Screen
students for BOY and begin
math interventions

Anticipated Outcome

The anticipated output is to implement our mathematics intervention plan for the 2023-2024 school year.

Monitoring/Evaluation

Monitoring and evaluation of the of the plan will be done quarterly and noted in the schoolwide plan in this portal.

Evidence-based Strategy

RTII/MTSS model of intervention

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PBIS

Further develop our positive behavioral support system in grades K-5 by the end of the fourth quarter. Data gathered throughout the year will be used to evaluate the program's progress and further development.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Make improvements to further develop the PBIS program in the elementary.

2023-09-05 -
2024-06-04

Mrs. Amanda
Law/Principal

Time for teachers to meet and review data to determine further changes to the PBIS framework and development in our school.

Anticipated Outcome

The anticipated output is for our PBIS program to further develop the system put in place based on data.

Monitoring/Evaluation

The PBIS model we are using will gather data through a data management system. The core team will meet monthly to review the data and address changes that need to be made based on the data.

Evidence-based Strategy

RTII/MTSS model of intervention

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Foundational Reading Skills	Further develop our RTI model for intervention in grades K-5 by the end of the fourth quarter. Data gathered throughout the year will be used to evaluate the program's progress and further development.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement the RTII model of intervention in grade 5.	2023-09-01 - 2024-06-04	Mrs. Amanda Law/Principal Dr. Anne Stillwagon/Federal Programs Coordinator	Time for teachers to learn the RTII model and become familiar with how to implement the programming. Two full time Title 1 teachers will be paid for from Title 1 funds to provide tier three interventions in grades k-5.

Anticipated Outcome

Foundational skill interventions in the elementary k-5 for the 2023-2024 school year.

Monitoring/Evaluation

Monitoring and evaluation of the development will occur quarterly as outlined in the schoolwide plan.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Further develop our RTI model for intervention in grades K-5 by the end of the fourth quarter. Data gathered throughout the year will be used to evaluate the program's progress and further development. (Foundational Reading Skills)	RTII/MTSS model of intervention	Implement the RTII model of intervention in grade 5.	09/01/2023 - 06/04/2024

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.

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

Chief School Administrator

William Henderson

2023-07-25

School Improvement Facilitator Signature

Building Principal Signature

Amanda Law

2023-08-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Science; 84.4 % Proficient / Advanced

56.6 % of students are Proficient/Advanced in ELA. We have had a focus in the primary grades to build foundational skills in ELA through improvements in programming.

We are continuing to phase in programming that supports foundational skills in ELA through improvements in programming and our RTII model.

A focus in the primary grades has been to build foundational skill in ELA through curriculum improvements, professional development, and development of our RTII. We are continuing to add supplemental programs to each grade level that support grade level foundational skills in ELA.

The growth measure for grade 4 Science indicates significant evidence that our school has exceeded the standard for PA Academic Growth for the last four years.

We have opportunities for students to expand their knowledge of various career paths in grades 2-5.

Challenges

34.1 % of students are proficient or advanced in the area of mathematics.

In the group of economically disadvantaged 19.2 % are advanced or proficient in Mathematics.

The framework used to revise interventions for ELA can be used as a foundation for building an approach for mathematics interventions.

Continuous efforts to design an approach for interventions in mathematics beginning in the primary grades, contributes positively to achieving schoolwide targets.

Continued efforts to improve academic achievement in mathematics through improving our programming would impact our progress in achieving targets.

Future progress is to maintain efforts to support Science in grade 4.

Efforts to improve a positive school culture would impact our academic achievement.

Strengths

Alignment of curricular materials and lesson plans to the PA Standards.

Frazier Elementary has been focusing on improving foundational skills in ELA through improvements in programming in the spanning grades K-4.

Frazier Elementary has been focusing on improving foundational skills in ELA through curriculum improvements and professional development in the intermediate grades.

Schoolwide alignment of the district math curriculum.

Designing an approach for interventions for math based off program pilots that were implemented last year.

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

Implement a multi tiered system of support for academics and behavior.

We are currently at 98.8% for our Career Standards Benchmark.

Challenges

We need to continue to meet or exceed our progress toward the Career Standards Benchmarks.

Continuous efforts to maintain updated technology is a need in meeting these standards.

Continue to develop an evidence-based system of schoolwide positive behavior interventions and supports *

Continue to build upon the multi-tiered system of supports for academics and behavior *

Continued efforts to improve academic achievement in ELA through improving our programming in the intermediate grades would impact our progress in achieving our targets.

Continued efforts to improve academic achievement in ELA through professional development would impact our progress in achieving our goals.

Continued support for updated technology and programs is necessary.

Challenges include continuing to unify the ELA curriculum throughout the elementary school.

Use multiple professional learning designs to support the learning

Challenges

needs of staff.

We need to continue our development for math intervention efforts.

Most Notable Observations/Patterns

A concentration of improving basic foundational skills in ELA has been a focus in our primary grades. This has been accomplished by improving our programming in our RTII model to include evidence based programs and instructional strategies. We have redesigned our delivery of services with a redesign of skill grouping in the primary grades and phasing in this design in the intermediate grades. Additionally, curriculum alignment and professional development have played a key role. Each year we strive to add a grade level in an effort for continuity of approach for our RTI service delivery.

Challenges	Discussion Point	Priority for Planning
34.1 % of students are proficient or advanced in the area of mathematics.		✓
In the group of economically disadvantaged 19.2 % are advanced or proficient in Mathematics.		
Continue to develop an evidence-based system of schoolwide positive behavior interventions and supports *	We continue to work on establishing PBIS program for Grades K-5.	✓
Continued efforts to improve academic achievement in ELA through improving our programming in the intermediate grades would impact our progress in achieving our targets.		✓

ADDENDUM B: ACTION PLAN

Action Plan: RTI/MTSS model of interventions

Action Steps	Anticipated Start/Completion Date
Continue the work of last year's math team to determine a plan for mathematics intervention programming for all students in the elementary by the end of the fourth quarter. Results will be based on data obtained through our universal screening tool for BOY, MOY and EOY.	09/05/2023 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Monitoring and evaluation of the of the plan will be done quarterly and noted in the schoolwide plan in this portal.	The anticipated output is to implement our mathematics intervention plan for the 2023-2024 school year.

Material/Resources/Supports Needed	PD Step
Universal math screener/PD Indentify and purchase the math intervention program/PD Screen students for BOY and begin math interventions	no

Action Plan: RTII/MTSS model of intervention

Action Steps	Anticipated Start/Completion Date
Make improvements to further develop the PBIS program in the elementary.	09/05/2023 - 06/04/2024

Monitoring/Evaluation	Anticipated Output
The PBIS model we are using will gather data through a data management system. The core team will meet monthly to review the data and address changes that need to be made based on the data.	The anticipated output is for our PBIS program to further develop the system put in place based on data.

Material/Resources/Supports Needed	PD Step
Time for teachers to meet and review data to determine further changes to the PBIS framework and development in our school.	no



Action Plan: RTII/MTSS model of intervention

Action Steps	Anticipated Start/Completion Date
Implement the RTII model of intervention in grade 5.	09/01/2023 - 06/04/2024

Monitoring/Evaluation	Anticipated Output
Monitoring and evaluation of the development will occur quarterly as outlined in the schoolwide plan.	Foundational skill interventions in the elementary k-5 for the 2023-2024 school year.

Material/Resources/Supports Needed	PD Step
Time for teachers to learn the RTII model and become familiar with how to implement the programming. Two full time Title 1 teachers will be paid for from Title 1 funds to provide tier three interventions in grades k-5.	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Further develop our RTI model for intervention in grades K-5 by the end of the fourth quarter. Data gathered throughout the year will be used to evaluate the program's progress and further development. (Foundational Reading Skills)	RTII/MTSS model of intervention	Implement the RTII model of intervention in grade 5.	09/01/2023 - 06/04/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Grade 5 Foundations Level 3	Grade K-5	Foundational Reading Skills
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
DIBELS Reading accuracy scores BOY to EOY	08/01/2023 - 05/31/2024	Mrs. Amanda Law, Principal Dr. Anne Stillwagon, Federal Programs Coordinator
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

