

PORTAGE AREA EL SCH

84 Mountain Ave

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Our vision for learning at Portage Area Elementary is to ensure that equitable and effective instructional practices are implemented in order to meet the unique needs of all students.

STEERING COMMITTEE

Name	Position	Building/Group
Jennifer Pisarski	Principal	Portage Area Elementary
Krystal Smith	Title 1 Coordinator	Portage Area Elementary
Lauren Sinclair	Title 1 Teacher	Portage Area Elementary
Kaytlin Sumner	Community Partner	Portage Public Library
Cara Harabaugh	Education Specialist	Portage Area Elementary
Todd Dishong	Chief School Administrator	Portage Area School District
Carrie Garlesky	Education Specialist	Portage Area Elementary
Rita Kalwasinski	Parent	Portage Area Elementary
Sarah Blaylock	Education Specialist	Portage Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Support staff needs more individual time to work in a small group capacity with our students with disabilities to meet their needs and help them achieve grade-level goals.	Essential Practices 3: Provide Student-Centered Support Systems
Title I teachers will push into the regular education classroom during mathematics time. They will work with the classroom teacher to provide Tier II supports.	Essential Practices 3: Provide Student-Centered Support Systems
We will provide professional development so that our staff understands MTSS and how it could work in our building. We will maximize the use of our staff and schedule to provide as much extra support as possible.	Essential Practices 4: Foster Quality Professional Learning
Through the use of social media and Family Engagement Nights, we will reach out to families so that the have a greater connection to the school.	Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy
Small Group Instruction
Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Learning Support Small Groups	Learning Support teachers will work with their students both in small groups in the regular ed classroom as well as pull-out groups if necessary 1.5 hours daily for both ELA and math.
Title Math	Title I teachers and Title aides will push into Grades 1 through 3 daily during mathematics to assist with small group (Tier II) instruction.
MTSS	By the end of the school year, ALL staff will understand the basis of MTSS and begin to implement Tier II in the regular education classroom.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Small groups will be utilized in the regular education classroom (Tier I and II) and learning support classrooms to individualize instruction to meet the needs of all of our learners.	2022-08-25 - 2023-06-02	Krystal Smith, Assistant Principal and Title I Coordinator	time to review data, professional development on small group instruction, support for classroom teachers (knowledge and people) to make small groups possible

Anticipated Outcome
More students will reach grade-level benchmarks due to the increased focus on student need.

Monitoring/Evaluation
Classroom observations by administrators to ensure small groups are being used, quarterly analysis of LinkIt! and Acadience data to monitor progress

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Learning Support teachers will work with their students both in small groups in the regular ed classroom as well as pull-out groups if necessary 1.5 hours daily for both ELA and math. (Learning Support Small Groups)	Small Group Instruction	Small groups will be utilized in the regular education classroom (Tier I and II) and learning support classrooms to individualize instruction to meet the needs of all of our learners.	08/25/2022 - 06/02/2023
Title I teachers and Title aides will push into Grades 1 through 3 daily during mathematics to assist with small group (Tier II) instruction. (Title Math)			
By the end of the school year, ALL staff will understand the basis of MTSS and begin to implement Tier II in the regular education classroom. (MTSS)			

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

2022-09-13

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Jennifer Pisarski

2022-09-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Regular Attendance

Advanced Academic Growth Expectations in Mathematics/Algebra 1 PVAAS

Advanced Academic Growth Expectations in English Language Arts/Literatures PVAAS

Increase in ELA and Mathematics Proficiency

Acadience Reading assessments provide data that indicate the overall effectiveness of the core reading program as well as assessing students' progress in response to instruction and interventions.

Fountas and Pinnell Benchmark Assessment System allows for students to be reading texts that are on their individual reading level.

LinkIt! allows teachers to identify which standards need more reinforcement on a Tier I and Tier II level.

LinkIt! indicates students' strengths and weaknesses in order for teachers to provide enrichment or remediation.

Challenges

Not meeting mathematics goal with our economically disadvantaged students on state assessments

Not meeting Mathematics or ELA goal with our students with disabilities on State Assessments

Decrease in Advance in both ELA and Mathematics

Percentage of students meeting or exceeding benchmark standards of performance is below our goal of 80%.

Providing additional support services to students who are not meeting grade-level standards in mathematics.

Outdated science curriculum

Limited time in the daily primary schedule to cover science content

Having a variety of speakers to discuss various occupations with the students due to work schedules and availability

Students do not receive career education classes as part of the regular curriculum. It is added to each grade level as necessary.

Strengths

Allows teachers to see what standards have been met on a grade-level and individual basis.

Career interest inventory allows students to begin to see what careers they may enjoy.

Grade-level job fair exposes students to jobs in the real-world.

Grade-level, career-related activities

Acadience has allowed us to see which students need more support towards reaching grade-level goals in reading. We are able to use our Title services to provide extra support to these students.

LinkIt! allows teachers to see which grade-level standards need reinforced as a whole or on an individual basis.

PVAAS data allows us to see the progress of individual groups so that we can adjust schedules, staff, and curriculum accordingly.

The Reading/ELA curricula are new and aligned with grade-level standards.

The leadership staff is dedicated to providing continuing professional development for staff to build their knowledge and skills of evidence-based practices such as MTSS.

Challenges

We need to show further growth in performance within the students with disabilities and economically disadvantaged groups.

We need to provide more support to mathematics.

Find ways to get families involved in more of the programs/activities that we offer.

Increase fidelity of implementation of the core curricula to ensure maximum level of effectiveness is achieved.

Continue to build our MTSS for literacy and math instruction and intervention to improve student achievement.

We are looking to purchase updated math curriculum that better aligns to the Common Core Standards.

Strengths

New leadership has brought much positivity and a forward-thinking mindset to help build our positive school environment.

Most Notable Observations/Patterns

We need to increase parent engagement to support our students' achievement. We also need to improve our MTSS structure to provide extra support to those students who may not be reaching benchmarks or grade-level goals.

Challenges

Discussion Point

Priority for Planning

Not meeting Mathematics or ELA goal with our students with disabilities on State Assessments

Not meeting mathematics goal with our economically disadvantaged students on state assessments

Providing additional support services to students who are not meeting grade-level standards in mathematics.

When students receive extra support during E/I time, it is always for reading. It is hard to provide both math and ELA support during E/I time because usually students who need help in ELA also need help in math.

Challenges	Discussion Point	Priority for Planning
Continue to build our MTSS for literacy and math instruction and intervention to improve student achievement.	Our staff has limited knowledge of MTSS. Our master schedule is not ideal for providing all of the supports we need. We are also limited in staff to provide these supports.	
Find ways to get families involved in more of the programs/activities that we offer.	Many families are busy and/or not familiar with the curriculum we teach. Some families are disconnected from the school.	
Increase fidelity of implementation of the core curricula to ensure maximum level of effectiveness is achieved.	Continuous professional development opportunities will be offered to support teachers' implementation of the curriculum.	
Percentage of students meeting or exceeding benchmark standards of performance is below our goal of 80%.	Some students need more support than we are currently giving to reach grade-level goals. Some students also have attendance issues which inhibit them from reaching their full potential.	
We need to show further growth in performance within the students with disabilities and economically disadvantaged groups.		
We need to provide more support to mathematics.		
We are looking to purchase updated math curriculum that better aligns to the Common Core Standards.		

ADDENDUM B: ACTION PLAN

Action Plan: Small Group Instruction

Action Steps	Anticipated Start/Completion Date
Small groups will be utilized in the regular education classroom (Tier I and II) and learning support classrooms to individualize instruction to meet the needs of all of our learners.	08/25/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Classroom observations by administrators to ensure small groups are being used, quarterly analysis of LinkIt! and Acadience data to monitor progress	More students will reach grade-level benchmarks due to the increased focus on student need.
Material/Resources/Supports Needed	PD Step
time to review data, professional development on small group instruction, support for classroom teachers (knowledge and people) to make small groups possible	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Learning Support teachers will work with their students both in small groups in the regular ed classroom as well as pull-out groups if necessary 1.5 hours daily for both ELA and math. (Learning Support Small Groups)	Small Group Instruction	Small groups will be utilized in the regular education classroom (Tier I and II) and learning support classrooms to individualize instruction to meet the needs of all of our learners.	08/25/2022 - 06/02/2023
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By the end of the school year, ALL staff will understand the basis of MTSS and begin to implement Tier II in the regular education classroom. (MTSS)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Using Title I Teachers/Aides to Facilitate Small Group Instruction	Classroom Teachers (Grades 1-3), Title I teachers and aides	How to utilize small groups in the regular ed classroom (ELA and math) to help all students reach grade-level benchmarks; how to utilize Title I specialists, aides, and family volunteers to facilitate small groups
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
When observed, teachers will spend a portion of their ELA and/or math time in productive small group instruction	09/22/2022 - 03/30/2023	Krystal Smith, Assistant Principal/Title I 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
Plan will be posted on our district's website. Meetings with stakeholders will be held on an ongoing basis.	Utilization of small group instruction to meet the needs of all learners.	Verbal and written communication techniques will be used	Community, Families, Staff	2022-2023 Academic School Year
