WYOMING AREA PRIMARY CTR

55 Tenth Street

TSI non-Title 1 School Plan | 2023 - 2024

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VISION FOR LEARNING

• Ensure developmentally-appropriate teaching • Provide personalized, blended learning environments • Use multiple measures to guide student learning growth • Build professional capacity across the learning community • Make school the hub of Pre-K-3 learning for families and community

STEERING COMMITTEE

Name	Position	Building/Group
David Pacchioni	Principal	Primary Center
Sheila Murtha	1st gr. teacher/building lead	Primary center
MaryAnn Reino	3rd gr. teacher	primary center
Caroline Flickinger	reading specialist	primary center
William Wright	Principal	Primary Center
Jon Pollard	Chief School Administrator	Wyoming Area School District
Mindy Stevens	Parent	Parent Involvement
Chel Fulmer	Parent	Parent Involvement

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
financial constraints prohibit the school board to entertain staffing considerations	English Language Growth and Attainment Mathematics
The WASD had made updates to its attendance/truancy procedures and with working at the building level within the School Wide Positive Behavior program will assist in an increased rate of attendance.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
i-Ready

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal 2024	The 3rd grade students that are categorized as 'Combined Ethnicity' will achieve 2% growth on the Spring 2024 PSSA English Languages Arts.
Math Goal 2024	The 3rd grade students that are categorized as 'Combined Ethnicity' will achieve 2% growth on the Spring 2024 PSSA Mathematics.

Goal Nickname	Measurable Goal Statement (Smart Goal)			

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students will be administered the beginning, middle, and end of year i-Ready Diagnostic for ELA and Mathematics.	2023-09-18 - 2024-05-31	David Pacchioni/Curriculum Director	i-Ready Diagnostic Program

Anticipated Outcome

All students have completed the diagnostic. All students took their time during the diagnostic.

Monitoring/Evaluation

Teachers, using the chromebooks that are provided by the school district.

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Evidence-based Strategy

MTSS/Intervention Block

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal 2024	The 3rd grade students that are categorized as 'Combined Ethnicity' will achieve 2% growth on the Spring 2024 PSSA English Languages Arts.

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilizing the i-Ready Diagnostic Data, students will be grouped according to their areas of need (Walk 2 Learn Model). Teachers will have specific lessons that are directed at targeting students learning needs.	2023-10-30 - 2024-05-31	David Pacchioni/Curriculum Director	i-Ready Diagnostic and Learning materials.

Anticipated Outcome

By building in this intervention into the master schedule it will assist in the advancement of the growth achievement of all students. This will be measured by the mid-year and end of year i-Ready Diagnostic Assessment.

Monitoring/Evaluation

Teachers, using both the online teaching tools of the i-Ready program and the student chromebooks.

Evidence-based Strategy

School Wide Positive Behavior Support System

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Goal 2024	The 3rd grade students that are categorized as 'Combined Ethnicity' will achieve 5% increase in the 2023-24 school year for

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
To increase student attendance by utilizing the School Wide Positive Support committee that has been established within the Primary Center. The priority is to create a positive learning environment that all students can thrive in.	2023-09-07 - 2024-06-18	William Wright/Primary Center Principal	SWPBIS/School Attendance Policy

Anticipated Outcome

By cultivation a school environment that is positive, caring, and supportive it will boast student/teacher morale leading to higher attendance for the school year.

Monitoring/Evaluation

Administration/Teacher/Secretarial staff

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The 3rd grade students that are categorized as 'Combined Ethnicity' will achieve 2% growth on the Spring 2024 PSSA English Languages Arts. (ELA Goal 2024) The 3rd grade students that are categorized as 'Combined Ethnicity' will achieve 2% growth on the Spring 2024 PSSA Mathematics. (Math Goal 2024)	i-Ready	Students will be administered the beginning, middle, and end of year i-Ready Diagnostic for ELA and Mathematics.	09/18/2023 - 05/31/2024

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

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Regular Attendance: All Student exceeds the statewide average. Percent Regular Attendance 83.6% Statewide Average 82.2%

Mathematics/Algebra All Student Group exceeded the Statewide average for advanced and proficient in Mathematics.

Assessment results are immediate, and teachers are training in analyzing data.

Aimsweb training is ongoing for new and current staff members and will be used to remediate all student populations.

School District purchased Overgrad to store career artifacts for grade levels.

We will begin exposing student to careers in the classroom.

New Textbook Series.

Teachers will have immediate access to the scores.

The Primary Center will begin utilizing the i-Ready platform during the 2022-23 school year to assist in growth achievement.

Challenges

English Language Arts/Literature: The economically disadvantaged student group was below the statewide average of 54.1% in advanced/proficient.

English Language Arts/Literature: The Student with Disabilities group was below the statewide average of 54.1% in advanced/proficient.

Regular Attendance: Students who fell into the category of economically disadvantages, black, Hispanic, 2 or more races, and student with disabilities did not meet the requirement for Regular Attendance.

Overgrad has allow the district to get away from color coding folders for storage of career artifacts.

Students are tested multiple times a year resulting in test burnout.

Student will be encouraged to be engaged in activities for families in determine career choices.

Student attendance will need to be addressed.

Strengths

Adding STEAM Intervention block

n/a - Emerging in all practices under new Principal leadership effective in the new school year (2023-24).

Challenges

Regular Attendance The Primary Centers All Student Group Meets Performance Standard exceeds the Statewide Average, but our Student Subgroups in Economically Disadvantaged and Student with Disabilities needs to improved. The WASD will be making changes to its Truancy/Attendance procedures and making improvements to its PBIS programs to help assist in improving these data points.

Within the Early Indicators of Success we feel we cannot be content with 53.8% for all student group and a Students with Disabilities of a 31.0%. We feel we lack researched based intervention strategies, and our Child Study process is not serving our students well from an intervention standpoint pertaining to an MTSS framework. This is a top priority of for the Primary Center and the new Principal.

Training will be during in-service schedule for the 2023-24 school year.

Funding for unfunded mandates

New Principal who is serving as a first time Principal. He continues to foster a positive climate while increasing his instructional leadership skills by learning and understanding how to interpret his building level data for grades 1-3.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
English Language Arts/Literature: The economically disadvantaged student group was below the statewide average of 54.1% in advanced/proficient.	financial constraints prohibit the school board to entertain staffing considerations	✓
English Language Arts/Literature: The Student with Disabilities group was below the statewide average of 54.1% in advanced/proficient.		
Regular Attendance: Students who fell into the category of economically disadvantages, black, Hispanic, 2 or more races, and student with disabilities did not meet the requirement for Regular Attendance.		✓

ADDENDUM B: ACTION PLAN

Action Plan: i-Ready

Action Steps	Anticipated Start/Completion Date
Students will be administered the beginning, middle, and end of year i-Ready Diagnostic for ELA and Mathematics.	09/18/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Teachers, using the chromebooks that are provided by the school district.	All students have completed the diagnostic. All students took their time during the diagnostic.

Material/Resources/Supports Needed	PD Step
i-Ready Diagnostic Program	yes

Action Plan: MTSS/Intervention Block

Action Steps	Anticipated Start/Completion Date
Utilizing the i-Ready Diagnostic Data, students will be grouped according to their areas of need (Walk 2 Learn Model). Teachers will have specific lessons that are directed at targeting students learning needs.	10/30/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Teachers, using both the online teaching tools of the i-Ready program and the student chromebooks.	By building in this intervention into the master schedule it will assist in the advancement of the growth achievement of all students. This will be measured by the mid-year and end of year i-Ready Diagnostic Assessment.

Material/Resources/Supports Needed		PD Step
i-Ready Diagnostic and Learning materials.		no

Action Plan: School Wide Positive Behavior Support System

Action Steps	Anticipated Start/Completion Date
To increase student attendance by utilizing the School Wide Positive Support committee that has been established within the Primary Center. The priority is to create a positive learning environment that all students can thrive in.	09/07/2023 - 06/18/2024

Monitoring/Evaluation	Anticipated Output
Administration/Teacher/Secretarial staff	By cultivation a school environment that is positive, caring, and supportive it will boast student/teacher morale leading to higher attendance for the school year.

Material/Resources/Supports Needed	PD Step
SWPBIS/School Attendance Policy	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The 3rd grade students that are categorized as 'Combined Ethnicity' will achieve 2% growth on the Spring 2024 PSSA English Languages Arts. (ELA Goal 2024) The 3rd grade students that are categorized as 'Combined Ethnicity' will achieve 2% growth on the Spring 2024 PSSA Mathematics. (Math Goal 2024)	i-Ready	Students will be administered the beginning, middle, and end of year i-Ready Diagnostic for ELA and Mathematics.	09/18/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Training in i-Ready Diagnostics	Teachers	Test Administration

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased Test Scores	08/16/2023 - 06/05/2024	Curriculum Director

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The Primary Center will continue to utilize the TSI committee members to have meeting to discuss the progress of the Performance Goals that were established for 2023-24 school year.	Discussions will be on current i-Ready Diagnostic Data and previous school year PSSA data.	Several committee meetings throughout school year.	Committee members	Throughout 2023-24 school year.