

SUSQUEHANNA COMMUNITY EL SCH

3192 Turnpike St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The vision of the Susquehanna Community School District is to teach all students in a safe environment to think with reflection, act with compassion, and perform with honor and integrity throughout their lives with the collaboration of highly qualified teachers, parents, and the community. All students have potential and can learn. The family is the first and one of the child's most influential teachers. Learning is a life-long activity. The total community is responsible for the success of the educational process. Our children need to respect and value diversity. Our children should learn from the past, listen to the present and lead into the future. We believe that the essence of education is learning how to learn. All students should be responsible to themselves, their families and their community. The district is responsible for a safe learning environment for all students, faculty, staff and visitors. All children are entitled to equity in access to educational opportunities. District staff are committed to life-long learning, professional excellence, and serving as role-models for district students.

STEERING COMMITTEE

Name	Position	Building/Group
Bronson Stone	superintendent	Susquehanna Community School District
Megan Beny	Reading specialist	Susquehanna Community School District
Liza Dooley	Reading specialist	Susquehanna Community School District
Beth Davis	Counselor	Susquehanna Community School District
Elizabeth Shivock	Special Ed Supervisor	Susquehanna Community School District
Michelle Burke	Parent	Susquehanna Community School District
Julie Gallo	Principal	Susquehanna Community School District
Barbara Edwards	Community Member	Susquehanna
Peter Supko	District Level Leaders	Susquehanna Community School District
Ashley Burke-Pepson	Teacher	Susquehanna Community

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we can identify what reading skills need to be developed, then we can provide the appropriate accelerated learning activities and students will show increased growth.	English Language Arts
Ensure that our large economically disadvantaged population is receiving appropriate instruction in the primary grades to close the gap.	Early Literacy

ACTION PLAN AND STEPS

Evidence-based Strategy	
Small group direct instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Skill Growth	By implementing small group direct instruction that is targeted to accelerate learning so that students can be successful at their grade level, elementary students will show growth in reading skills from the Fall of 2023 to the Spring of 2024 as measured by aimswebPlus.
Fluency goal	Students in grades K5 - 2 will demonstrate growth in fluency measures on aimswebPlus from Fall 23 to Spring of 24.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom teachers will develop small groups in their reading classes based on beginning of the year data.	2023-08-28 - 2023-09-29	Julie Gallo/Principal	Benchmarking completed by Reading Specialists Beginning of the Year assessments completed by classroom teachers
Small groups will be reorganized throughout the school year based on students' growth and need.	2023-10-02 - 2024-05-03	Julie Gallo/Principal	Classroom teachers - reminders to regroup Reading Specialists - support at data review Rtl meetings
Formal and Informal observations of small group instruction will occur throughout the school year by the elementary principal in order to provide feedback and recommendations to the teachers.	2023-08-28 - 2024-05-10	Julie Gallo/Elementary Principal	knowledge as former Reading Specialist knowledge of resources available from Wonders, ECRI, Heggerty

Anticipated Outcome

Small groups will be taught based on needs to help students grow as readers. Students with the greatest need will work in small groups with a classroom teacher and with a Reading Specialist daily.

Monitoring/Evaluation

Classroom teachers will monitor growth using Wonders' Assessments and aimswebPlus progress monitoring. Assessments will be given

weekly and progress monitoring will occur once per month. Reading Specialists will monitor growth through aimswebPlus and other curriculum based measures.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By implementing small group direct instruction that is targeted to accelerate learning so that students can be successful at their grade level, elementary students will show growth in reading skills from the Fall of 2023 to the Spring of 2024 as measured by aimswebPlus. (Reading Skill Growth)</p>	<p>Small group direct instruction</p>	<p>Formal and Informal observations of small group instruction will occur throughout the school year by the elementary principal in order to provide feedback and recommendations to the teachers.</p>	<p>08/28/2023 - 05/10/2024</p>
<p>Students in grades K5 - 2 will demonstrate growth in fluency measures on aimswebPlus from Fall 23 to Spring of 24. (Fluency goal)</p>			

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

Bronson Stone

2023-07-06

School Improvement Facilitator Signature

Building Principal Signature

Julie Gallo

2023-07-06

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Meeting Annual Academic Growth - ELA - Students with Disabilities - 71%

All Student Group - Science/Biology Interim Goal/Improvement Target - 74.1%

Students with Disabilities are showing growth in ELA

Overall, students are demonstrating growth on aimswebPlus in reading from the Fall to the Spring

The intermediate grades have benchmark percentages that are similar to pre-COVID scores.

Percent Proficient/Advanced is above the statewide average

All Student Group - Career Standards Benchmark (100%) exceeded the Statewide Average (88.3%).

N/A

Economically Disadvantaged - Math PSSA - met growth standard 2022 - all grades

Challenges

ELA - Interim Goal/Improvement Target - Economically Disadvantaged

Advanced on ELA - Economically Disadvantaged

Although Economically Disadvantaged and Special Education subgroups are demonstrating growth, they are not as successful at attaining Proficient or Advanced.

Continue to make Career Standards lessons mandatory for our VLN (cyber) students.

Our PVAAS growth is below the Statewide Average and the Meeting Statewide Growth Standard. Increasing student growth would increase our Proficient/Advanced percentage.

Continue to have the elementary Guidance Counselor monitor the progress of students with these standards and ensure they are met.

N/A

We are below the 2030 statewide goal and have not made gains toward it.

Strengths

Percent Advanced is above the statewide average

Implement a multi-tiered system of supports for academics and behavior

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Students with IEPs - Math PSSA - met growth standard 2022 - all grades

All Student Group - Career Standards Benchmark (100%) exceeded the Statewide Performance Standard (98%).

Identify and address individual student learning needs

Challenges

Identify professional learning needs through analysis of a variety of data

Implement evidence-based strategies to engage families to support learning

Most Notable Observations/Patterns

Although students are showing growth, it is not enough growth to reach goals. Students are either benchmarking or intensive. There is a wide divide of abilities. There are less "middle" students than ever before. This continues to occur for the past two years.

Challenges	Discussion Point	Priority for Planning
<p>ELA - Interim Goal/Improvement Target - Economically Disadvantaged</p>	<p>Our Economically Disadvantaged students are not making the growth they have in the past.</p>	✓
<p>Our PVAAS growth is below the Statewide Average and the Meeting Statewide Growth Standard. Increasing student growth would increase our Proficient/Advanced percentage.</p>	<p>Due to the pandemic, we are not seeing the amount of growth that we have in the past. This is most likely due to having to accelerate learning to continue with on-grade-level materials.</p>	✓
<p>Although Economically Disadvantaged and Special Education subgroups are demonstrating growth, they are not as successful at attaining Proficient or Advanced.</p>	<p>The pandemic has created the most academic hardship for economically disadvantaged students.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Small group direct instruction

Action Steps	Anticipated Start/Completion Date
Classroom teachers will develop small groups in their reading classes based on beginning of the year data.	08/28/2023 - 09/29/2023
Monitoring/Evaluation	Anticipated Output
Classroom teachers will monitor growth using Wonders' Assessments and aimswebPlus progress monitoring. Assessments will be given weekly and progress monitoring will occur once per month. Reading Specialists will monitor growth through aimswebPlus and other curriculum based measures.	Small groups will be taught based on needs to help students grow as readers. Students with the greatest need will work in small groups with a classroom teacher and with a Reading Specialist daily.
Material/Resources/Supports Needed	PD Step
Benchmarking completed by Reading Specialists Beginning of the Year assessments completed by classroom teachers	no



Action Steps**Anticipated Start/Completion Date**

Small groups will be reorganized throughout the school year based on students' growth and need.

10/02/2023 - 05/03/2024

Monitoring/Evaluation**Anticipated Output**

Classroom teachers will monitor growth using Wonders' Assessments and aimswebPlus progress monitoring. Assessments will be given weekly and progress monitoring will occur once per month. Reading Specialists will monitor growth through aimswebPlus and other curriculum based measures.

Small groups will be taught based on needs to help students grow as readers. Students with the greatest need will work in small groups with a classroom teacher and with a Reading Specialist daily.

Material/Resources/Supports Needed**PD Step**

Classroom teachers - reminders to regroup Reading Specialists - support at data review RtII meetings

no



Action Steps**Anticipated Start/Completion Date**

Formal and Informal observations of small group instruction will occur throughout the school year by the elementary principal in order to provide feedback and recommendations to the teachers.

08/28/2023 - 05/10/2024

Monitoring/Evaluation**Anticipated Output**

Classroom teachers will monitor growth using Wonders' Assessments and aimswebPlus progress monitoring. Assessments will be given weekly and progress monitoring will occur once per month. Reading Specialists will monitor growth through aimswebPlus and other curriculum based measures.

Small groups will be taught based on needs to help students grow as readers. Students with the greatest need will work in small groups with a classroom teacher and with a Reading Specialist daily.

Material/Resources/Supports Needed**PD Step**

knowledge as former Reading Specialist knowledge of resources available from Wonders, ECRI, Heggerty

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By implementing small group direct instruction that is targeted to accelerate learning so that students can be successful at their grade level, elementary students will show growth in reading skills from the Fall of 2023 to the Spring of 2024 as measured by aimswebPlus. (Reading Skill Growth)	Small group direct instruction	Formal and Informal observations of small group instruction will occur throughout the school year by the elementary principal in order to provide feedback and recommendations to the teachers.	08/28/2023 - 05/10/2024
Students in grades K5 - 2 will demonstrate growth in fluency measures on aimswebPlus from Fall 23 to Spring of 24. (Fluency goal)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Small Group, Direct Instruction Feedback	All general education teachers of reading	effective small group, direct instruction strategies resources available through the different curricula utilized

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The principal will observe teachers implementing strategies and resources recommended.	09/05/2023 - 05/10/2024	Julie Gallo/Principal

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

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Complete Schoolwide Plan shared with team.	Attached is a copy of the Schoolwide Plan based on your input at our May meeting.	email	members of the team	July 2023

