

AVONA EL SCH

2317 Front Street

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

We envision Avona Elementary to be an outstanding student-centered school which provide a variety of practical and educational learning experiences that will inspire, challenge, and equip all students to reach their fullest potential. Our students will gain the foundational skills to communicate, collaborate, think critically and creatively. Students will leave Avona elementary skills meeting benchmark goals and prepared to succeed at the Intermediate School. Students will embrace the W.A.R.R.I.O.R. values and try to meet the expectations on a daily basis.

STEERING COMMITTEE

Name	Position	Building/Group
Michael Chromey	Principal	Avona Elementary
Sharon Ann Burns	Reading Specialist	Avona Elementary
Doug Wagner	Superintendent	Wilson Area School District
Elise Young	RTII Interventionist	Avona Elementary
Sarah McKitish	Teacher	Avona Elementary
Laura Samson	Special Education Supervisor	Wilson Area School District
Paige Dreyer	Community Member	
Nicole Wickkiser	Parent	Avona
David Wright	Assistant Superintendent	Wilson Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Address core instruction and determine equity issues with economically and Hispanic students to determine root cause for lower percentage of students reading at core/benchmark	Early Literacy English Language Arts
Review math curriculum and create a recommendation for adjustment in reosurces and curriculum to meet the needs for Hispanic and economically disadvantaged students.	Mathematics
Develop a plan to provide support to families as students are completing more of their learning at home.	Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy	
Family engagement	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Family Support	Students will be able to access and complete online lessons while receiving the support necessary for success.
Math	Develop a recommendation for new Math series that addresses root causes of lower success with Hispanic and economically disadvantaged students
K/1 Reading	90% of students in grades K and 1 will score benchmark in reading on the Acadience Reading assessment
ED and Hispanic Reading	Grade level teams will adjust core instruction to meet the needs of economically disadvantaged and Hispanic students resulting in 90% of students showing improvement on Study Island

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

assessment from BOY to EOY.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Provide Educational Technology Professional Development	2020-06-22 - 2021-04-30	David Wright/Assistant Superintendent	Teacher laptops Google Suite Internet Access PD team of teachers
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Provide instruction and support for students and families in order to be able to access online lessons, resources, and assignments	2020-08-24 - 2020-09-11	Michael Chromey / Principal	newsletter, video, Communication App, Teachers
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Continuous Communication with families to address issues related to access, connectivity, engagement, academic success, behavior, and social emotional needs	2020-08-31 - 2021-06-04	Michael Chromey/Principal	Teachers, communication apps/platforms, parent survey, teacher meetings, parent conferences
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Anticipated Outcome

Teachers able to instruct using a variety of teachnology resources and create a Google Classroom as the repository of lessons, materials, and assignments for students

Monitoring/Evaluation

Principal will ensure Google Classrooms have necessary lesson materials and teachers are able to use the instructional methods.

Evidence-based Strategy

Leveled literacy intervention and RTII

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
K/1 Reading	90% of students in grades K and 1 will score benchmark in reading on the Acadience Reading assessment
ED and Hispanic Reading	Grade level teams will adjust core instruction to meet the needs of economically disadvantaged and Hispanic students resulting in 90% of students showing improvement on Study Island assessment from BOY to EOY.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop comprehensive schedule and instructional plan to incorporate interventionists within core and intervention instruction with online students	2020-07-06 - 2020-10-02	Michael Chromey/Principal	
Provide Educational Technology Professional Development	2020-07-01 - 2021-04-30	David Wright/Assistant Superintendent	Teacher laptops Google Suite Internet Access PD team of teachers
Team-level data meetings to determine recommendations to adjust curriculum, instruction, and intervention for both online and hybrid/in-person students.	2020-08-31 - 2021-06-04	Michael Chromey	Acadience and Study Island assessment data and progress monitoring data

Anticipated Outcome

Students will show progress toward proficiency on the Acadience and Study Island

Monitoring/Evaluation

Principal will review group and individual student progression throughout the year and obtain feedback on curriculum, instructional, and intervention adjustments.

Evidence-based Strategy

High quality, evidence-based math program and curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math	Develop a recommendation for new Math series that addresses root causes of lower success with Hispanic and economically disadvantaged students

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Complete a needs assessment of math curriculum and instruction that addresses needs of economically disadvantaged and Hispanic students (root causes)	2020-07-01 - 2020-11-30	David Wright/ Assistant Superintendent	Grade level math committee
Review PA Core standards, relevant math instruction research, and sample series to determine two	2020-10-01 - 2021-02-26	David Wright/Assistant Superintendent	PA Core standards, Current relevant math instruction research, Math instructional resources/series/textbooks/online programs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>preferred math curricular resources/series to investigate further.</p>			

<p>Complete a deeper review of top two curricular choices and develop a recommendation for the Board of Education emphasizing how the materials address the needs of economically disadvantaged and Hispanic students</p>	<p>2021-03-01 - 2021-04-30</p>	<p>David Wright/Assistant Superintendent</p>	<p>PA Core standards, Current relevant math instruction research, Math instructional resources/series/textbooks/online programs</p>
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<p>Monthly grade level meetings analyzing student data to adjust math instruction, curriculum, intervention to address needs of economically disadvantaged and Hispanic students</p>	<p>2020-08-31 - 2021-05-28</p>	<p>Michael Chromey/Principal</p>	
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Anticipated Outcome
<p>Develop a recommendation for new Math series that addresses root causes of lower success</p>

with Hispanic and economically disadvantaged students

Monitoring/Evaluation

Principals will meet with the Assistant Superintendent monthly with updates on math series and curriculum review

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Students will be able to access and complete online lessons while receiving the support necessary for success. (Family Support)</p>	<p>Family engagement</p>	<p>Provide Educational Technology Professional Development</p>	<p>06/22/2020 - 04/30/2021</p>
<p>Develop a recommendation for new Math series that addresses root causes of lower success with Hispanic and economically disadvantaged students (Math)</p>			
<p>90% of students in grades K and 1 will score benchmark in reading on the Acadience Reading assessment (K/1 Reading)</p>			
<p>Grade level teams will adjust core instruction to meet the needs of economically disadvantaged and Hispanic students resulting in 90% of students showing improvement on Study Island assessment from BOY to EOY. (ED and Hispanic Reading)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
90% of students in grades K and 1 will score benchmark in reading on the Acadience Reading assessment (K/1 Reading)	Leveled literacy intervention and RTII	Provide Educational Technology Professional Development	07/01/2020 - 04/30/2021
Grade level teams will adjust core instruction to meet the needs of economically disadvantaged and Hispanic students resulting in 90% of students showing improvement on Study Island assessment from BOY to EOY. (ED and Hispanic Reading)			

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

2020-09-01;

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

Superintendent/Chief Executive Officer

School Improvement
Facilitator Signature

David Wright

2020-09-01

Building Principal Signature

Michael Chromey

2020-09-01

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Improvement in student growth with economically disadvantaged students

Improvement in student growth with economically disadvantaged students

Grade 4 students were above previous year's results in both DIBELS and Study Island

Grade 3 and 4 math results were higher than previous year at the same point in time.

All Student Group Meets Interim Goal/Improvement Target

Not applicable

EL students showing growth on WIDA assessment above target

Implement a multi-tiered system of supports for academics

Foster a culture of high expectations for success for all students, educators, families, and community members

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

Provide frequent, timely, and systematic feedback and support on instructional practices

Challenges

Achievement in ELA of economically disadvantaged and Hispanic subgroup

Achievement in Math of Hispanic subgroup

Grade K and 1 DIBELS results were lower than what is expected for middle of the year results. Along with the closure, students in primary grades may be well below benchmark.

Missing the last 9 weeks of in-person instruction will result in more students not mastering end of grade skills.

Students did not meet the growth target in Science.

not applicable

ELA and Math results for Hispanic subgroup students

ELA results for Economically disadvantaged students

Implement evidence-based strategies to engage families to support learning

Partner with local businesses, community organizations, and other agencies to meet the needs of the school



Most Notable Observations/Patterns

With over 60% of students being economically disadvantaged and a large Hispanic subgroup, improvement on results in Math and Reading are critical in the upcoming school year, even more when over 33% of students learning online and the other in a hybrid environment

Challenges	Discussion Point	Priority for Planning
Achievement in ELA of economically disadvantaged and Hispanic subgroup	Address core instruction Incorporate more intervention within core instruction	✓
Achievement in Math of Hispanic subgroup	Address core instruction Incorporate more intervention within core instruction	✓
Implement evidence-based strategies to engage families to support learning	More students will be learning at home in an online setting increasing the effect of inequity for economically disadvantaged students.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Family engagement

Action Steps	Anticipated Start/Completion Date
Provide Educational Technology Professional Development	06/22/2020 - 04/30/2021
Monitoring/Evaluation	Anticipated Output
Principal will ensure Google Classrooms have necessary lesson materials and teachers are able to use the instructional methods.	Teachers able to instruct using a variety of technology resources and create a Google Classroom as the repository of lessons, materials, and assignments for students
Material/Resources/Supports Needed	PD Step
Teacher laptops Google Suite Internet Access PD team of teachers	yes

Action Steps	Anticipated Start/Completion Date
Provide instruction and support for students and families in order to be able to access online lessons, resources, and assignments	08/24/2020 - 09/11/2020
Monitoring/Evaluation	Anticipated Output
Principal will ensure Google Classrooms have necessary lesson materials and teachers are able to use the instructional methods.	Teachers able to instruct using a variety of technology resources and create a Google Classroom as the repository of lessons, materials, and assignments for students
Material/Resources/Supports Needed	PD Step
newsletter, video, Communication App, Teachers	no

Action Steps

Anticipated Start/Completion Date

Continuous Communication with families to address issues related to access, connectivity, engagement, academic success, behavior, and social emotional needs

08/31/2020 - 06/04/2021

Monitoring/Evaluation

Anticipated Output

Principal will ensure Google Classrooms have necessary lesson materials and teachers are able to use the instructional methods.

Teachers able to instruct using a variety of technology resources and create a Google Classroom as the repository of lessons, materials, and assignments for students

Material/Resources/Supports Needed

PD Step

Teachers, communication apps/platforms, parent survey, teacher meetings, parent conferences

no

Action Plan: Leveled literacy intervention and RTII

Action Steps**Anticipated Start/Completion Date**

Develop comprehensive schedule and instructional plan to incorporate interventionists within core and intervention instruction with online students

07/06/2020 - 10/02/2020

Monitoring/Evaluation**Anticipated Output**

Principal will review group and individual student progression throughout the year and obtain feedback on curriculum, instructional, and intervention adjustments.

Students will show progress toward proficiency on the Acadience and Study Island assessments

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

no

Action Steps**Anticipated Start/Completion Date**

Provide Educational Technology Professional Development

07/01/2020 - 04/30/2021

Monitoring/Evaluation**Anticipated Output**

Principal will review group and individual student progression throughout the year and obtain feedback on curriculum, instructional, and intervention adjustments.

Students will show progress toward proficiency on the Acadience and Study Island assessments

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

Teacher laptops Google Suite Internet Access PD team of teachers

yes

Action Steps

Anticipated Start/Completion Date

Team-level data meetings to determine recommendations to adjust curriculum, instruction, and intervention for both online and hybrid/in-person students.

08/31/2020 - 06/04/2021

Monitoring/Evaluation

Anticipated Output

Principal will review group and individual student progression throughout the year and obtain feedback on curriculum, instructional, and intervention adjustments.

Students will show progress toward proficiency on the Acadience and Study Island assessments

Material/Resources/Supports Needed

PD Step

Acadience and Study Island assessment data and progress monitoring data

no

Action Plan: High quality, evidence-based math program and curriculum

Action Steps**Anticipated Start/Completion Date**

Complete a needs assessment of math curriculum and instruction that addresses needs of economically disadvantaged and Hispanic students (root causes)

07/01/2020 - 11/30/2020

Monitoring/Evaluation**Anticipated Output**

Principals will meet with the Assistant Superintendent monthly with updates on math series and curriculum review

Develop a recommendation for new Math series that addresses root causes of lower success with Hispanic and economically disadvantaged students

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

Grade level math committee

no

Action Steps**Anticipated Start/Completion Date**

Review PA Core standards, relevant math instruction research, and sample series to determine two preferred math curricular resources/series to investigate further.

10/01/2020 - 02/26/2021

Monitoring/Evaluation**Anticipated Output**

Principals will meet with the Assistant Superintendent monthly with updates on math series and curriculum review

Develop a recommendation for new Math series that addresses root causes of lower success with Hispanic and economically disadvantaged students

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

PA Core standards, Current relevant math instruction research, Math instructional resources/series/textbooks/online programs

no

Action Steps**Anticipated Start/Completion Date**

Complete a deeper review of top two curricular choices and develop a recommendation for the Board of Education emphasizing how the materials address the needs of economically disadvantaged and Hispanic students

03/01/2021 - 04/30/2021

Monitoring/Evaluation**Anticipated Output**

Principals will meet with the Assistant Superintendent monthly with updates on math series and curriculum review

Develop a recommendation for new Math series that addresses root causes of lower success with Hispanic and economically disadvantaged students

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

PA Core standards, Current relevant math instruction research, Math instructional resources/series/textbooks/online programs

no



Action Steps

Anticipated Start/Completion Date

Monthly grade level meetings analyzing student data to adjust math instruction, curriculum, intervention to address needs of economically disadvantaged and Hispanic students

08/31/2020 - 05/28/2021

Monitoring/Evaluation

Anticipated Output

Principals will meet with the Assistant Superintendent monthly with updates on math series and curriculum review

Develop a recommendation for new Math series that addresses root causes of lower success with Hispanic and economically disadvantaged students

Material/Resources/Supports Needed

PD Step

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Students will be able to access and complete online lessons while receiving the support necessary for success. (Family Support)</p> <p>Develop a recommendation for new Math series that addresses root causes of lower success with Hispanic and economically disadvantaged students (Math)</p> <p>90% of students in grades K and 1 will score benchmark in reading on the Acadience Reading assessment (K/1 Reading)</p> <p>Grade level teams will adjust core instruction to meet the needs of economically disadvantaged and Hispanic students resulting in 90% of students showing improvement on Study Island assessment from BOY to EOY. (ED and Hispanic Reading)</p>	Family engagement	Provide Educational Technology Professional Development	06/22/2020 - 04/30/2021
<p>90% of students in grades K and 1 will score benchmark in reading on the Acadience Reading assessment (K/1 Reading)</p> <p>Grade level teams will adjust core instruction to meet the needs of economically disadvantaged and Hispanic students resulting in 90% of students showing improvement on Study Island assessment from BOY to EOY. (ED and Hispanic Reading)</p>	Leveled literacy intervention and RTII	Provide Educational Technology Professional Development	07/01/2020 - 04/30/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Summer Technology Camp	Teachers and Paraprofessionals	Various technology applications with each session addressing a specific application: Google Classroom, google Slides, Google Docs, Making assignmets using Google Slides, HMH website resources, Web resources, Goformative.com, Google Forms, HyperDocs, Google Chat/Meet, Screencasting, Google Drive, EdPuzzle, Kami, Google Sheets, Skyward, Google Calendar/gmail

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Feedback from participants, instructional plans, informal and formal observations	06/22/2020 - 08/28/2020	David Wright/Assistant Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	Teaching Diverse Learners in an Inclusive Setting
3b: Using Questioning and Discussion Techniques	
3a: Communicating with Students	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Best Practices and Instructional Strategies for Blended and Online Learning	Teachers, Principals, Paraprofessionals	

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Feedback from participants, instructional plans, informal and formal observations	08/10/2020 - 04/30/2021	David Wright/Assistant Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3a: Communicating with Students	Teaching Diverse Learners in an Inclusive Setting
3b: Using Questioning and Discussion Techniques	
3c: Engaging Students in Learning	
3d: Using Assessment in Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
3e: Demonstrating Flexibility and Responsiveness	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
1. Communicate Plans to Staff 2. Communicate plans to parents and public	Goals of the School-wide plan Action Plan	1. Faculty Meeting sharing School-wide plan 2. Putting a summary of Title I School-wide plan on the school website 3. Review Title I School-wide plan at PTA meeting	Teachers, staff, parents, students, and community	September 1, 2020- November 30, 2020
