

TURBOTVILLE EL SCH

301 Pine St

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Our Warrior Run vision is to be an exemplary, student-centered learning community where students develop knowledge and skills to positively influence a diverse, interconnected, and changing world.

STEERING COMMITTEE

Name	Position	Building/Group
Theresa Bartholomew	Director of Educational Programs	Warrior Run School District
Julie Petrin	Special Education Supervisor	Warrior Run School District
Tamara Hoffman	Parent / School Board Representative	Warrior Run School District
Thor Edmiston	Chief School Administrator	Warrior Run School District
Michael Freeborn	Principal	Turbotville Elementary School
Amy Bowers	Education Specialist	Turbotville Elementary School
Stephanie Zettlemyer	Education Specialist	Turbotville Elementary School
Carla Foresman	Education Specialist	Turbotville Elementary School
Brian Linaburg	Education Specialist	Warrior Run School District
Sarah Starr	Education Specialist	Warrior Run School District
Lauren Marziale	Parent	Turbotville Elementary School
Kelli Bates	Parent	Turbotville Elementary School
Corrie Cieslukowski	Parent	Turbotville Elementary School

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
A job fair was held to fill paraprofessional openings. The instructional coach and classroom teachers will train them.	Essential Practices 3: Provide Student-Centered Support Systems
Teachers will provide opportunities to give their students daily fluency practice.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Support to Catch students before needing Tier III Services

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
We are implementing a WIN plan to try and provide students the Tier III and offer other students exactly what they need to grow in their learning.	2022-08-29 - 2022-10-07	Michael Freeborn, Principal Theresa Bartholomew, Director of Educational Programs Julie Petrin, Special Education Director Amy Bowers, Instructional Coach Stephanie	Updating New Schedule Professional Development Data Warehouse for multiple areas to view data

Action Step

**Anticipated
Start/Completion**

Lead Person/Position

**Materials/Resources/Supports
Needed**

Zettlemyer, Reading Specialist

Anticipated Outcome

Students will show growth in their Acadience benchmark assessment scores. Students will grow at all academic levels.

Monitoring/Evaluation

Teacher Feedback Acadience benchmark assessments teacher formative assessments summative assessments

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Support to Catch students before needing Tier III Services	We are implementing a WIN plan to try and provide students the Tier III and offer other students exactly what they need to grow in their learning.	08/29/2022 - 10/07/2022

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

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

Chief School Administrator

Thor R. Edmiston

2022-08-23

School Improvement Facilitator Signature

Theresa Bartholomew

2022-08-25

Building Principal Signature

Michael S. Freeborn

2022-08-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Implementation of a new Reading series aligned to the science of reading.

Use of Heggerty to build phonemic awareness in grades K-2

Implementation of ECRI routines in grades K-2

Added an extra K and 2nd grade class to keep class sizes smaller.

Added a K-1 learning support teacher

Our MTSS system is fully operational and continues to be developed for academics, behavior and social emotional learning through the comprehensive planning process

We use a variety of assessments to inform our systems and our instruction

Weekly grade level team meetings

DIBELS benchmark assessments 3 times per year

Use of RTII in a tiered framework to service students based on need

Challenges

Quarantining students has led to a disruptive learning environment

Outdated core reading instructional materials

Lots of new staff still learning various strategies to add to their "tool belt" to help students.

Making sure that students are reading daily to increase fluency and strengthen comprehension.

We need a way to increase parent involvement

We are still working on further involving our local businesses in the school; this is a challenge due to the time it takes as well as the current situation with social distancing

Having children and parents who are not physically present each day in the school has made the communication become one-sided

Staff retention

Coming up with ways to continue to help students in reading with

Strengths

Academic Core Meetings held with all discipline areas after each benchmark to review data and make changes.

Use of 2 highly-trained paraprofessionals to assist students learning in person and from home

Full alignment of curriculum, standards, and report card assessments

Re-implementation of the Spring Math intervention

Use of project-based learning K-4 to deliver instruction

All students are receiving college and career readiness instruction based on the standards

All students are screened for behavioral and mental health concerns

All students are benchmarked 3 times per year to determine their progress in learning how to read

Students with disabilities are serviced through the special education department as well as the MTSS tiered process

Challenges

an out of date reading series.

Improving students' reading ability to independently read the word problems and be able to solve on their own.

Staff retention

Meeting the needs of Tiers II and III students

Meeting the needs of students in Tiers II and III when facing staffing challenges

ADDENDUM B: ACTION PLAN

Action Plan: Support to Catch students before needing Tier III Services

Action Steps	Anticipated Start/Completion Date
We are implementing a WIN plan to try and provide students the Tier III and offer other students exactly what they need to grow in their learning.	08/29/2022 - 10/07/2022

Monitoring/Evaluation	Anticipated Output
Teacher Feedback Acadience benchmark assessments teacher formative assessments summative assessments	Students will show growth in their Acadience benchmark assessment scores. Students will grow at all academic levels.

Material/Resources/Supports Needed	PD Step
Updating New Schedule Professional Development Data Warehouse for multiple areas to view data	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Support to Catch students before needing Tier III Services	We are implementing a WIN plan to try and provide students the Tier III and offer other students exactly what they need to grow in their learning.	08/29/2022 - 10/07/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Wonderworks Professional Development	Instructional Coach, Reading Specialists, Learning Support, ES Principal, Director of Educational Programs, Director of Special Education	How can this program help students in the classroom while filling in the learning gaps that students may have.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Passing the Wonderworks assessments and advancing to the Tier I assessments.	08/29/2022 - 10/07/2022	Michael Freeborn, ES Principal Theresa Bartholomew, Director of Educational Programs Julie Petrin, Director of Special Education
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
August 22, 2022 Board Meeting	Schoolwide plans and goals	Public presentation	District and community	1 time per year
Faculty meetings and grade level team meetings	Schoolwide plans and goals	Presentation and PLCs	Faculty members	weekly / monthly
Website posting	Schoolwide plans and goals	Digital	Community	All year

