

KERR EL SCH

341 Kittanning Pike

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Vision for Learning at Kerr Elementary School for the 2022-2023 School Year is that all students will receive an education that meets or exceeds the standards of academic performance for each grade level. Students in need of remediation, especially in light of disruptions created by COVID-19 and its affects on students, will receive comprehensive supports to close the achievement gap and support their social and emotional needs.

STEERING COMMITTEE

Name	Position	Building/Group
Stephen Edwards	Federal Program Coordinator	Fox Chapel Area School District
Paul Noro	Building Principal	Fox Chapel Area School District
Tim Mahoney	Director of Special Education and Pupil Services	Fox Chapel Area School District
Michael Kestner	Math Support Teacher	Fox Chapel Area School District
Jackie Koziatek	Reading Support Teacher	Fox Chapel Area School District
Jen Burmeister	Reading Support Teacher	Fox Chapel Area School District
Meghan Roman	Social Services Liaison	Fox Chapel Area School District
Terri Ahern	Parent	Fox Chapel Area School District
Scott Bailey	School Police Officer	Fox Chapel Area School District
Carrie Ferguson	RTII Coordinator	Fox Chapel Area School District
Erin Wharton	4th Grade Teacher	Fox Chapel Area School District
Marianne Weber	Community Member	Fox Chapel Area School District

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
All students will engage in activities and supports to address their social and emotional needs. Students identified as needing additional resources will have opportunities to engage with a variety of health and behavioral care providers.	Social emotional learning
All students will be assessed to determine individual learning needs. Staff and resources will be allocated to ensure that the most at-risk students are given extension remediation and all students engage in meaningful instruction to close the achievement gap.	Mathematics English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Student Benchmarking and Instructional Response Plan	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
MATH PSSA Achievement Goal	The percentage of students who do perform at the proficient or advanced level in Mathematics on the PSSA will increase by 3 percent resulting in a greater than 80% overall pass rate.

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

ELA PSSA Achievement Goal

The 80% of students in grades 3, 4 and 5 will perform at the proficient or advanced level in ELA on the PSSA.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Student benchmarking process and instructional response plans will be implemented and monitored throughout the 2022-2023 school year

2022-08-23 -
2023-06-02

Building
Principal

Title I funds will support the salary and benefits of reading and math interventionists who support students within the school. Title I funds are also being utilized to pay for Accelerated Reader which supports comprehension and encourages reading. Salary -\$264,056.10 Benefits - \$113,166.90 Title I Math and Reading Supplies - \$17,000 Non-Public Share - \$9,763.00 Parent / Family Engagement Supplies - \$5,000 Title I Conference and Data Summit - \$2,000 Travel Title I conference and data summit - \$4,000 Homeless Set Aside - \$1,000

Anticipated Outcome

An increase in student achievement commensurate with the development and growth of skills based on state standards.

Monitoring/Evaluation

Benchmarking will occur quarterly to monitor student growth of skills aligned to state standards.

Evidence-based Strategy

SEL Survey

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

SEL Survey

Students will engage in a survey of their social/emotional needs and data from that assessment will guide district pupil services providers in developing plans to meet group and individual needs.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Ongoing Administration and data analysis of the PASS SEL Survey

2022-11-01 -
2023-05-26

Tim Mahoney,
Director of Pupil
Services

PASS program and support technology. Pass has been funded in part by ESSER funds in the 7.5% set aside to address SEL needs.

Administer PASS Survey

2022-09-26 -
2023-05-26

Tim Mahoney,
Director of Pupil
Services

PASS Survey. This was funded with ESSER funds.

Anticipated Outcome

Student attitudes toward self and school will improve over time as measured by the survey. Student SEL data to improve school culture and identify areas of need.

Monitoring/Evaluation

Review of building and subgroup trends over time. Building level data analysis with admin support.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will engage in a survey of their social/emotional needs and data from that assessment will guide district pupil services providers in developing plans to meet group and individual needs. (SEL Survey)	SEL Survey	Ongoing Administration and data analysis of the PASS SEL Survey	11/01/2022 - 05/26/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will engage in a survey of their social/emotional needs and data from that assessment will guide district pupil services providers in developing plans to meet group and individual needs. (SEL Survey)	SEL Survey	Administer PASS Survey	09/26/2022 - 05/26/2023

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

Mary Catherine Reljac, Ed.D.

2022-10-03

School Improvement Facilitator Signature

Building Principal Signature

Paul S. Noro

2022-10-03

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Student achievement levels in all three reporting categories exceed the 2030 statewide performance goals

Students were meeting the academic growth score in ELA for the 2020-2021 School Year. District measures indicate adequate growth but there are identified areas where growth did not occur commensurate to building averages.

92.2% of students score proficient or advanced on the PSSA science assessment.

46% of students scored advanced on ELA, which is well higher than state averages.

55% of students scored advanced on their Math PSSA, which is well higher than state averages.

93% of students passed the PSSA in 4th grade with 75% scoring advanced

Students demonstrated growth on the CDT Assessment

Not applicable for this section

Challenges

Our Benchmarking process indicates that the achievement gap for specific subgroups is closing, but more work in closing the gap in upper elementary math is needed.

The Academic Growth Score in Mathematics is below the statewide growth standard, with math data reflecting a need for further examination

Students, though growing, did not grow at the same rate based upon local benchmarking tools.

Having students exceed the standard for growth rather than meet it would likely improve overall performance rates and increase students performing at grade level

No challenges identified pertaining to science

Not applicable for this section

Not applicable for this section

Academic challenges are associated with COVID-19 disruptions and the learning gaps created by it. The team is tasked with ensuring that students are placed in appropriate interventions and

Strengths

Not applicable for this section

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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

This plan reflects the needs of all students within the school building, not broken down by subgroup category

This plan reflects the needs of all students within the school building, not broken down by subgroup category

Students within all subgroups will participate in the district reading/math benchmarking process and data is measured throughout the school year.

Students within all subgroups will be identified for district established Tier II and Tier III reading/math interventions based on quarterly benchmarking data.

Challenges

given learning opportunities to close the achievement gap.

The social and emotional needs of students has increased due to anxiety caused by COVID-19. Whether school related or personal, the change in routines, insecurities, and general uneasiness with school in different formats has had an effect on our students.

This plan reflects the needs of all students within the school building, not broken down by subgroup category

This plan reflects the needs of all students within the school building, not broken down by subgroup category



Most Notable Observations/Patterns

Kerr Elementary has continued strong performance state standardized assessments with 81% of students advanced or proficient in reading and 77% in math, there is still areas of improvement, which has and will be identified using local assessment data. As a result of the Covid 19 Pandemic, the team has identified possible learning gaps in students pre-k to 5 that will be identified through the districts STAR reading and mathematics benchmarking tool 2-4 times per year. This data includes all subgroups, as intervention will be based on state standards gaps and include all student subgroups. Team members will utilize data from this tool coupled with other local curriculum data to identify areas of strength in need in students. Students within all subgroups will participate in the district reading/math benchmarking process and data is measured throughout the school year. Based the on results, teachers/team members will develop instructional learning responses to remediate areas of student knowledge identified as gaps or areas of need. In addition, the team will offer reading and math intervention groups for students who need additional support beyond the Tier I instruction being provided. Students within all subgroups will be identified for district established Tier II and Tier III reading/math interventions based on quarterly benchmarking data. The team has also identified the mental health/social & emotional needs of students as an area to provide additional support beyond the Tier I Second Step SEL curriculum. As a result, the PASS assessment will be used to gather additional data on students in regards to social emotional learning and mental health. This data will be couples with other supporting data and processes that are utilized to make recommendations to support students.

Challenges**Discussion
Point****Priority for Planning**

Academic challenges are associated with COVID-19 disruptions and the learning gaps created by it. The team is tasked with ensuring that students are placed in appropriate interventions and given learning opportunities to close the achievement gap.

The social and emotional needs of students has increased due to anxiety caused by COVID-19. Whether school related or personal, the change in routines, insecurities, and general uneasiness with school in different formats has had an effect on our students.

ADDENDUM B: ACTION PLAN

Action Plan: Student Benchmarking and Instructional Response Plan

Action Steps	Anticipated Start/Completion Date
Student benchmarking process and instructional response plans will be implemented and monitored throughout the 2022-2023 school year	08/23/2022 - 06/02/2023
Monitoring/Evaluation	Anticipated Output
Benchmarking will occur quarterly to monitor student growth of skills aligned to state standards.	An increase in student achievement commensurate with the development and growth of skills based on state standards.
Material/Resources/Supports Needed	PD Step
Title I funds will support the salary and benefits of reading and math interventionists who support students within the school. Title I funds are also being utilized to pay for Accelerated Reader which supports comprehension and encourages reading. Salary - \$264,056.10 Benefits - \$113,166.90 Title I Math and Reading Supplies - \$17,000 Non-Public Share - \$9,763.00 Parent / Family Engagement Supplies - \$5,000 Title I Conference and Data Summit - \$2,000 Travel Title I conference and data summit - \$4,000 Homeless Set Aside - \$1,000	no

Action Plan: SEL Survey

Action Steps	Anticipated Start/Completion Date
Ongoing Administration and data analysis of the PASS SEL Survey	11/01/2022 - 05/26/2023
Monitoring/Evaluation	Anticipated Output
Review of building and subgroup trends over time. Building level data analysis with admin support.	Student attitudes toward self and school will improve over time as measured by the survey. Student SEL data to improve school culture and identify areas of need.
Material/Resources/Supports Needed	PD Step
PASS program and support technology. Pass has been funded in part by ESSER funds in the 7.5% set aside to address SEL needs.	yes

Action Steps**Anticipated Start/Completion Date**

Administer PASS Survey

09/26/2022 - 05/26/2023

Monitoring/Evaluation**Anticipated Output**Review of building and subgroup trends over time.
Building level data analysis with admin support.

Student attitudes toward self and school will improve over time as measured by the survey. Student SEL data to improve school culture and identify areas of need.

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

PASS Survey. This was funded with ESSER funds.

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students will engage in a survey of their social/emotional needs and data from that assessment will guide district pupil services providers in developing plans to meet group and individual needs. (SEL Survey)	SEL Survey	Ongoing Administration and data analysis of the PASS SEL Survey	11/01/2022 - 05/26/2023
Students will engage in a survey of their social/emotional needs and data from that assessment will guide district pupil services providers in developing plans to meet group and individual needs. (SEL Survey)	SEL Survey	Administer PASS Survey	09/26/2022 - 05/26/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PASS Social and Emotional Survey Data Analysis Training	School Counselors and Administration	Administering PASS and Interpreting PASS Data
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Action plans to mitigate identified areas of need.	09/01/2022 - 06/02/2023	Tim Mahoney, Director of Special Education and Pupil Services
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Trauma Informed Training (Act 18)	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The plan will be communicated at upcoming stakeholder meetings and posted in accordance with Federal requirements.	General Overviews and updates on progress towards goals	Mixed, online, virtual presentation, in-person meetings	Stakeholder groups including parents, teachers, community members	periodically throughout the school year
