

AVONA EL SCH

2317 Front Street

Schoolwide Title 1 School Plan | 2022 - 2023

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Katie Pietrouchie	Principal	Avona Elementary	kpiet@wilsonareasd.org
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Emily Flood	Parent	Community	emilymbrown14@gmail.com

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, and think critically and creatively. Students will leave Avona Elementary School 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.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Grade 4 students were slightly above previous year's results on PSSA	No
EL students showing growth on WIDA assessment	Yes
Small increase in cohort math results from previous year	No
Grade 4 student cohort had more students reaching proficient than in prior year as grade 3.	No
Implement a multi-tiered system of supports for academics	Yes
Foster a culture of high expectations for success for all students, educators, families, and community members	Yes
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	No
Provide frequent, timely, and systematic feedback and support on instructional practices	No
EL students showed modest growth in sub scores meeting Title III goal	No
Grade 4 students improved on PSSA results	No
not applicable	No

Challenges

Challenge	Consideration In Plan
A greater number of students with learning gaps in ELA and math from the 2021-2022 school year.	No
The large number of students with learning gaps in math. Increase focus on small groups in core math instruction and effective intervention with struggling students.	Yes

Implement evidence-based strategies to engage families to support learning	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	No
The large number of students with learning gaps in ELA. Need to get to 90-95% of students meeting EOY Acadience benchmark indicating mastery of crucial foundational reading skills.	Yes
ELA and Math results for Hispanic subgroup students	No
ELA and Math results for Economically disadvantaged students similar as all students	No
Increased learning gaps still presence as a results of pandemic instructional adjustments	No
The ELA and Math learning gaps affect students readiness in Science achievement	No
Grade 3 Acadience data indicated that only 47% of students were at core intervention.	No
ELA proficiency in grade 3 only at 45% of students and in grade 4 only 52% of students	Yes
Math proficiency was 35% in grade 3 and 30% in grade 4	Yes
not applicable	No

Most Notable Observations/Patterns

Due to the adjustments to instruction that were required due to COVID-19, there are a larger number of students with learning gaps in ELA and math than prior to the pandemic. Addressing and eliminating these gaps is the primary challenge Avona Elementary School will face in the 2022-2023 school year.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
EL students showing growth on WIDA assessment	Continue providing high-level EL instruction to Avona EL students.
Implement a multi-tiered system of supports for academics	Use the current RTII model and process to identify and remediate learning gaps in ELA and math.
Foster a culture of high expectations for success for all students, educators, families, and community members	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The large number of students with learning gaps in math. Increase focus on small groups in core math instruction and effective intervention with struggling students.	An increase in learning gaps is present for some students. Examine the use of small groups during core instruction and math intervention	Yes	The focus of the Title I support will be to identify learning gaps in students and eliminate them through whole group and small group core instruction as well as small group intervention when needed.
Implement evidence-based strategies to engage families to support learning	Build off the increased family contact and participation that occurred last year during parent and family engagement activities,	Yes	Seek additional ways to provide support to families to help support learning.
The large number of students with learning gaps in ELA. Need to get to 90-95% of students meeting EOY Accidence benchmark indicating mastery of crucial foundational reading skills.	An increase in learning gaps is present for some students due to the adjustments with instruction during the pandemic.	Yes	The focus of the Title I support will be to identify learning gaps in students and eliminate them through whole group and small group core instruction as well as small group intervention when needed.
ELA proficiency in grade 3 only at 45% of students and in grade 4 only 52% of students	10% increase in number of students meeting proficiency	No	

Math proficiency was 35% in grade 3 and 30% in grade 4	Seeking a greater than 10% increase in math proficiency	No	
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Goal Setting

Priority: The focus of the Title I support will be to identify learning gaps in students and eliminate them through whole group and small group core instruction as well as small group intervention when needed.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	More than 80% of the students will reach benchmark goals on the EOY Acadience assessment (DIBELSNext)	ELA Achievement	After BOY assessment observe positive growth in the progress monitoring for all students that were below or well below benchmark	More than 70% of the students will reach benchmark goals on the EOY Acadience assessment (DIBELSNext)	Observe continuous positive growth in the progress monitoring for all students that are below or well below benchmark on MOY assessment	More than 80% of the students will reach benchmark goals on the EOY Acadience assessment (DIBELSNext)

Priority: Seek additional ways to provide support to families to help support learning.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Parent and family engagement	80% of families that attend parent and family engagement activities find the activities to be useful in supporting student learning at home.	Family Support	75% of student's families attend back to school event in beginning of the year and 100% of families receive communication from their child's teacher and/or interventionist that include tips for helping their child succeed	80% of families attend parent/teacher conferences	100% of families receive communication from their child's teacher and/or interventionist that include tips for helping their child succeed	80% of families that attend parent and family engagement activities find the activities to be useful in supporting student learning at home.

Priority: The focus of the Title I support will be to identify learning gaps in students and eliminate them through whole group and small group core instruction as well as small group intervention when needed.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	More than 80% of the students will reach benchmark goals on the EOY Math assessment (MobyMax or Study Island)	Math Achievement	90% of students making progress in Mathematics as shown on progress monitoring data	100 % of students at benchmark on BOY assessment are proficient on MOY assessment and 20% of students not proficient t on BOY meet proficiency on MOY assessment	90% of students making progress in Mathematics as shown on progress monitoring data	More than 80% of the students will reach benchmark goals on the EOY Math assessment (MobyMax or Study Island)

Action Plan

Action Plan for: Use of Evidence-based reading strategies					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> ELA Achievement 		More than 80% of the students will reach benchmark goals on the EOY Acadience assessment (DIBELSNext)		Acadience assessment, SGAT tool progress monitoring, teacher observation, classroom walk-throughs	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Professional Development and implementation on SGAT tool for reading intervention	08/25/2022	10/10/2022	Katie Pietrouchie, Principal	SGAT Tool, PD training, Guide book. Professional Development and professional development supplies funded through Title I funds to include: Teacher presenter salaries - \$500 Teacher presenter benefits - \$175 Professional Technical Services - \$3,500 PD supplies - \$200	Yes
Use of evidence-based reading instructional practices	08/29/2022	05/31/2023	Katie Pietrouchie, Principal		No
Use of evidence-based intervention practices	08/29/2022	05/31/2023	Katie Pietrouchie	IntoReading resources, Intervention resources, SGAT tool, Acadience assessment, Study Island assessment, supplemental small group and center resources. A portion of the salaries and benefits for the Reading Interventionists and 0.5 counselor and additional intervention supplies/resources purchased through Title I funds as follows: Salaries - \$146,634 Benefits - \$ 51,703 Supplies - \$20,000	No

Action Plan for: Use of evidenced instructional and intervention strategies in Mathematics

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Math Achievement 		Greater than 10% increase in students reaching proficiency on the PSSA from the 2022 results.		Study Island, MobyMax, PSSA, teacher observation, classroom walk-throughs	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Professional Development on use of MobyMax as benchmark and progress monitoring tool	08/26/2022	10/10/2022	Katie Pietrouchie, Principal	MobyMax online tool and professional development/training funded through Title I funds as follows: Salaries - \$500 Benefits - \$175 Professional and Technical Services - \$600 Supplies - \$200	Yes
Use of evidence-based math instructional practices	08/29/2022	05/31/2023	Katie Pietrouchie, Principal	SVAAS Math materials	No
Use of evidence-based intervention practices	08/29/2022	05/31/2023	Katie Pietrouchie, Principal	Math diagnostic screener, MobyMax online tool, Study Island, Rocket Math, supplemental math resources funded in part through Title IA funds as follows: Supplies - \$11,956	No

Action Plan for: Parent and Family Involvement

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Family Support 		80% of families that attend parent and family engagement activities find the activities to be useful in supporting student learning at home.		Parent and family feedback, Parent and Family Engagement Evaluation, Title I Feedback survey	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Family Open House	08/29/2022	09/01/2022	Katie Pietrouchie, Principal		No
Periodic Communication between teachers and parents/guardians	08/23/2022	05/31/2023	Katie Pietrouchie, Principal		No
Parent-Teacher Conferences	11/21/2022	11/23/2022	Katie Pietrouchie, Principal		No
Parent and Family Engagement Activities	08/29/2022	05/31/2023	Katie Pietrouchie, Principal	Parent and Family Engagement materials to support student learning. These activities will be funded through Title I as follows: Salaries for staff presenters- \$400 Benefits for staff presenters - \$141 Professional and Technical Services - \$900 Supplies - \$965	No
Title I Monthly Updates and Meetings (Part of PTA meetings and other school events)	09/06/2022	07/27/2023	Katie Pietrouchie	Parent Involvement Materials	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Use of Evidence-based reading strategies	<ul style="list-style-type: none">• Professional Development and implementation on SGAT tool for reading intervention
Use of evidenced instructional and intervention strategies in Mathematics	<ul style="list-style-type: none">• Professional Development on use of MobyMax as benchmark and progress monitoring tool

Professional Development Activities

SGAT Tools to aid in planning evidence-based reading intervention and a progress monitoring tool.

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional Development and implementation on SGAT tool for reading intervention 	Classroom teachers, interventionists, special education teachers, English Language Teacher, and paraprofessionals	Use of SGAT tool Data analysis and use of reporting features Scaffold interventions based on specific reading skill focus	Post-professional development evaluation SGAT reports compiled by the Principal and/or Interventionists Walk-through observations Grade-level data meetings	Katie Pietrouchie, Principal	08/25/2022	05/31/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
In-service day	2X followed by coaching and collaboration	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 	Language and Literacy Acquisition for All Students

Use of MobyMax for Mathematics diagnostic screener and progress monitoring

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Professional Development on use of MobyMax as benchmark and progress monitoring tool 	Classroom teachers, interventionists, English Language teacher, Special Education teacher, and paraprofessionals	Use of MobyMax data for benchmark and diagnostic screener Use of MobyMax as progress monitoring tool	Post-PD evaluation Grade level data meetings Classroom walkthroughs Principal analysis of progress monitoring data Study Island Benchmark assessments Classroom Math curricular assessments	Katie Pietrouchie, Principal	08/26/2022	05/31/2023

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
In-service day	0.5 day (received previous PD on tool prior year) followed by grade level meetings and peer collaboration	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1f: Designing Student Assessments 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 	Teaching Diverse Learners in an Inclusive Setting