

WILSON BOROUGH EL SCH

301 S 21st St

Schoolwide Title 1 School Plan | 2022 - 2023

Steering Committee

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Vision for Learning

The vision for the Wilson Borough Elementary is to be a student and community-focused school that provide all children with practical and educational learning experiences that allow students to grow both intellectually and socially. Teachers, staff, and families will help inspire, challenge, and equip all students to reach their fullest potential. The goal for all children is to become outstanding communicators, collaborators, and critical and creative thinkers. Students will leave Wilson Borough Elementary School having met core benchmark academic skills prepared to learn at the Intermediate school. Students will embody the W.A.R.R.I.O.R. values and attempt to meet these expectations on a daily basis.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Over 85% of students in K and grade 3 were benchmark on Acadiance assessment	Yes
Students considered economically disadvantaged scored similar to the all student group	No
Improvement of 13 percentage points from PSSA Science assessment of previous year	Yes
PSSA ELA	Yes
PSSA Math	Yes
All Student group PSSA Science	No
Identify and address individual student learning needs	No
Foster a culture of high expectations for success for all students, educators, families, and community members	Yes
Monitor and evaluate the impact of professional learning on staff practices and student learning	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Yes
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Yes
Student growth on math benchmark skills throughout the school year for all student group and Hispanic	No
Excellent Career readiness activities that use academic skills while exploring career options	No
Large growth in ELA compared to prior year	No

Challenges

Challenge	Consideration In Plan

Increase number of students with learning gaps	No
ELA - Students with Disabilities	No
Math - Students with Disabilities	No
Need to address learning gaps resulting in more students not mastering end-of-grade skills	No
not applicable	No
Need to address learning gaps that still exist in ELA and Math	No
Align curricular materials and lesson plans in Math to the PA Standards	Yes
Implement evidence-based strategies to engage families to support learning	Yes
Large number of students beginning the year below core benchmark level and more students with learning gaps.	Yes
Students with Disabilities did not meet the PSSA ELA target in ELA on 2019 PSSA	No
Students with Disabilities did not meet the PSSA ELA target in Math on 2019 PSSA	No
Need to address learning gaps in reading and math which affects students achieving in Science	No

Most Notable Observations/Patterns

Overall students in WBES achieve in the areas of ELA, Math, and Science including the subgroups of economically disadvantaged. Students with disabilities continue to not meet the target in ELA and Math. A critical focus in the Title I School-wide plan remains to be the identification of learning gaps and to address them within the tiered instruction and intervention. The school will also continue to engage families to support learning especially those learning in a 100% online environment.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Over 85% of students in K and grade 3 were benchmark on Acadience assessment	Overall curriculum and instruction is effective for most students
Improvement of 13 percentage points from PSSA Science assessment of previous year	Overall curriculum and instruction is effective for most students
PSSA ELA	Overall curriculum and instruction is effective for most students
PSSA Math	Overall curriculum and instruction is effective for most students
Foster a culture of high expectations for success for all students, educators, families, and community members	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Need to ensure that we recognize students that are struggling as early as possible and be diagnostic in how to address deficiencies in an online environment

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Align curricular materials and lesson plans in Math to the PA Standards	A new math series and interventions was implemented last year and will be adjusted to meet instructional needs of students and PA Core standards	No	
Implement evidence-based strategies to engage families to	Provide additional evidence-based strategies to better engage and involve parents/guardians and	Yes	Parents/guardians and families are an important component of student learning which benefits our

support learning	families to support learning,		students, especially when the school provides evidence-based strategies to our families.
Large number of students beginning the year below core benchmark level and more students with learning gaps.	Identify students and their specific needs in order to provide necessary instruction and intervention to address skill gaps in both ELA and Mathematics	Yes	Many students have learning gaps which need to be identified and addressed using evidence-based instruction and interventions.

Goal Setting

Priority: Parents/guardians and families are an important component of student learning which benefits our students, especially when the school provides evidence-based strategies to our families.

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.	Parent and Family Engagement	75% of parents/guardians and families will attend the BOY Open House and 100% of families will receive regular communication from their child's classroom teacher regarding the School-wide Title I program and evidence-based ways to support their child in learning at home	80% of parents/guardians will attend the parent teacher conferences	100% of families will receive regular communication from their child's classroom teacher and/or interventionists regarding evidence-based strategies to support their child in learning at home	80% of families that attend parent and family engagement activities find the activities to be useful in supporting student learning at home.

Priority: Many students have learning gaps which need to be identified and addressed using evidence-based instruction and interventions.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	80% or more of students will be at core benchmark as measured on the EOY Acadience assessment	ELA Acadience Goal	90% of students below or well below benchmark will demonstrate growth/progress through the SGAT tool progress monitoring	70% or more of students will be at core benchmark as measured on the MOY Acadience assessment	95% of students below or well below benchmark on MOY assessment will demonstrate growth/progress through the SGAT tool progress monitoring	80% or more of students will be at core benchmark as measured on the EOY Acadience assessment
Mathematics	An increase of 10 percentage points of students will be proficient on the 2023 PSSA Math assessment as compared to the 2022 results	Math PSSA Goal	90% of students that did not score proficient on the BOY Study Island assessment will show growth through progress monitoring with MobyMax in areas that showed grade level deficiency.	40% of students will score proficient or higher on the 2nd Study Island benchmark	90% of students that did not score proficient on the MOY Study Island benchmark assessment will show growth to grade level on MobyMax progress monitoring in areas that showed grade level deficiency.	70% or more students will score proficient/advanced on the 2023 PSSA assessment

Action Plan

Action Plan for: Evidence-based Reading/Language Arts Instruction and Intervention					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> ELA Acadience Goal 		80% or more of students will be at core benchmark as measured on the EOY Acadience assessment		Acadience assessment, Study Island assessment, grade level data meetings, classroom observations, classroom walkthroughs, PSSA assessment	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Implementation of SGAT tool	08/25/2022	05/31/2023	Amy Austin, Principal	SGAT Tool, PD training, User Guide. Professional Development and professional development supplies funded through Title I funds to include: Teacher presenter salaries - \$500 Teacher presenter benefits - \$175 Professional Technical Services - \$5,000 PD supplies - \$300	Yes
Use of evidence-based reading intervention	08/29/2022	05/31/2023	Amy Austin, Principal	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 - \$188,793 Benefits - \$66,568 Supplies - \$20,000	No
Use of evidence-based reading instruction	08/29/2022	05/31/2023	Amy Austin, Principal	IntoReading resources and supplemental small group and center resources. A portion of the salaries and benefits transferred from Title IIA to Title IA and supplies funded through Title I as follows: Salary - \$38,044 Benefits - \$15,956 Supplies - \$10,000	No

Action Plan for: Evidence-based math instruction and intervention

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Math PSSA Goal 		An increase of 10 percentage points of students will be proficient on the 2023 PSSA Math assessment as compared to the 2022 results		Study Island, MobyMax, PSSA, teacher observation, classroom walk-through	
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	05/31/2023	Amy Austin, Principal	MobyMax online application and professional development/training funded through Title I funds as follows: Salaries - \$500 Benefits - \$175 Professional an technical Services - \$900 Supplies - \$300	Yes
Use of evidence-based math instructional practices	08/29/2022	05/31/2023	Amy Austin, Principal	VAAS Math curriculum, MobyMax, Study Island, Rocket Math, Math 24, supplemental math resources funded in part through Title IA funds as follows: Supplies - \$4,861	No
Use of evidence-based intervention practices	08/29/2022	05/31/2023	Amy Austin, Principal	Math intervention resources, SVAAS Math curriculum, MobyMax, Study Island, Rocket Math, supplemental math resources funded in part through Title IA funds as follows: Supplies - \$10,000	No

Action Plan for: Evidence-based parent and family involvement strategies to support student learning

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> 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.		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?
Parent/Guardian Open House	08/29/2022	09/09/2022	Amy Austin, Principal	Document summarizes School-wide Title I plan	No
Periodic Communication between teachers and parents/guardians	08/29/2022	05/31/2023	Amy Austin, Principal		No
Parent-Teacher Conferences	11/21/2022	11/23/2022	Amy Austin, Principal		No
Parent and Family Engagement Activities	08/29/2022	05/31/2023	Amy Austin, Principal	Parent and Family Engagement resources and activities that support student learning. These activities will be funded through Title I as follows: Salaries for staff presenters- \$600 Benefits for staff presenters - \$217 Professional and Technical Services - \$1,100 Supplies - \$1,355	No
Title I Monthly Updates and Meetings (Part of PTA meetings and other school events)	08/29/2022	05/31/2023	Amy Austin, Principal	Title I School-wide plan, evidence-based resources to share with families	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Evidence-based Reading/Language Arts Instruction and Intervention	<ul style="list-style-type: none"><li data-bbox="909 224 1304 253">• Implementation of SGAT tool
Evidence-based math instruction and intervention	<ul style="list-style-type: none"><li data-bbox="909 321 1986 383">• Professional Development on use of MobyMax as benchmark and progress monitoring tool

Professional Development Activities

SGAT Intervention 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"> Implementation of SGAT tool 	Classroom teachers, interventionists, English Language teachers, special education teachers, and paraprofessionals	Use of SGAT tools Diagnostic assessments through SGAT tool Data analysis and use of reporting features Scaffold interventions by skills within SGAT tool Using the SGAT tool for progress monitoring	Post-professional development evaluation SGAT reports compiled by the Principal and/or Interventionists Walk-through observations Grade-level data meetings	Amy Austin, Principal	08/25/2022	06/01/2023
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
In-service day	3X 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 1e: Designing Coherent Instruction 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 as diagnostic assessment 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, and Classroom Math curricular assessments	Amy Austin, 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