

ALLEGHENY-CLARION VALLEY ELEM

PO Box 347

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

In a personalized, safe environment, the Allegheny-Clarion Valley School District will prepare our students to be ready for the challenges of a diverse world, so they can: Meet/exceed high expectations in literacy, innovation, analytical problem solving and strategic thinking, co-curricular and extra-curricular opportunities to succeed in college and careers, be technologically adaptive, value life-long learning, live as responsible and productive citizens, demonstrate compassion and empathy, and achieve personal potential.

STEERING COMMITTEE

Name	Position	Building/Group
Lori Sherman	Building Principal	Allegheny-Clarion Valley Elementary
Carrie Hackwelder-Longo	Federal Programs Coordinator	Allegheny-Clarion Valley School Elementary
Ann Butler	Elementary Teacher	Allegheny-Clarion Valley Elementary
Erin Bartlett	Education Specialist	Allegheny-Clarion Valley Elementary
Marcy Sundling	Education Specialist	Allegheny-Clarion Valley Elementary
Deryk Herold	Teacher	Allegheny-Clarion Valley Elementary
Erik Sundling	Board Member	A-C V School Board
Julie Myers	Parent	Nickleville Resident
Megan McNany	Parent	Foxburg Resident
Stephen Buzard	Community Member	Foxburg Resident
Trevor Hille	Education Specialist	Allegheny-Clarion Valley Elementary

Name

Position

Building/Group

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ESTABLISHED PRIORITIES

Priority Statement

We will use research-based professional development, differentiated instruction, and regular progress monitoring to ensure growth in ELA.

Outcome Category

English
Language
Arts

English
Language
Arts

We will maximize the use of the reading specialists and learning support teachers to provide intensive data-informed differentiated instruction in the grade levels requiring the most support.

English
Language
Arts

We will implement targeted assessments, maximize the addition of an instructional coach, and utilize differentiated instruction to ensure growth in mathematics in Number and Operations.

Mathematics

We will work to deliver a more robust Tier I level of instruction to ensure growth in ELA.

English
Language
Arts

ACTION PLAN AND STEPS

Evidence-based Strategy

WIN Data-Informed ELA Targeted Instruction

Measurable Goals

Goal Nickname Measurable Goal Statement (Smart Goal)

ELA Targeted Instruction ELA WIN (What I Need) teachers will provide targeted instruction to students in their groups based on individual needs. Instruction can include individualized lessons with the teacher in small groups or one-on-one during WIN or through iReady.

Action Step

Anticipated Start/Completion Lead Person/Position Materials/Resources/Supports Needed

K-6 Students will receive targeted ELA WIN instruction 2023-09-04 - 2024-05-10 Lori Sherman, Erin Barlett, Marcy Sundling Assessments, instructional resources, time in the schedule

Anticipated Outcome

Student growth on MOY and EOY DIBELS scores and other local assessments

Monitoring/Evaluation

Progress monitoring bi-weekly or monthly based upon student need, k-6 assessments at BOY, MOY, and EOY Evidence of targeted instruction in lesson plans

Evidence-based Strategy

Progress Monitoring for First, Second, Third, and Fourth Grade ELA assessments

Measurable Goals

Goal Nickname Measurable Goal Statement (Smart Goal)

Second, Third, and Fourth Grade Class Progress Monitoring Students in the second, third and fourth grade classes will be progress monitored regularly to ensure their DIBELS scores are showing growth.

Action Step

Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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The reading specialists and classroom teachers will progress monitor students to ensure that instruction is addressing the students' needs

2023-09-11 - 2024-05-13	Lori Sherman, Erin Barlett, Marcy Sundling	Assessments, time in schedule
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Anticipated Outcome

Students will show growth in DIBELS assessments and other local assessments on progress monitoring and MOY and BOY assessments

Monitoring/Evaluation

Progress monitoring bi-weekly or monthly depending on the needs of the students, MOY and EOY assessments

Evidence-based Strategy

Data Review and Curriculum Alignment

Measurable Goals

Goal Nickname Measurable Goal Statement (Smart Goal)

Monitoring and Adjusting The district is partnering with IU6 and PaTTAN to develop a more robust and efficient Tier I program of Tier I Instructional instruction. The entire team of teachers, administrators, and interventionists will work with the consultants to Delivery and Pacing monitor instructional pacing to ensure efficient and effective delivery of Tier I instruction.

Action Step

Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Teachers, administrators, consultants from the IU/PaTTAN, and interventionists will meet each quarter to review data and curriculum to determine if Tier I pacing is effective and efficient

2023-09-05 - 2024-05-24	Lori Sherman, Principal	Data, lesson plans, time for grade level meetings, substitutes
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Anticipated Outcome

Tier I instruction will be more aligned and efficient and student scores will improve

Monitoring/Evaluation

Data review meetings 4 times each year by classroom teachers, interventionists, administrators

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district is partnering with IU6 and PaTTAN to develop a more robust and efficient Tier I program of instruction. The entire team of teachers, administrators, and interventionists will work with the consultants to monitor instructional pacing to ensure efficient and effective delivery of Tier I instruction. (Monitoring and Adjusting Tier I Instructional Delivery and Pacing)	Data Review and Curriculum Alignment	Teachers, administrators, consultants from the IU/PaTTAN, and interventionists will meet each quarter to review data and curriculum to determine if Tier I pacing is effective and efficient	09/05/2023 - 05/24/2024

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.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA - Academic Growth Expectations in English Language Arts/Literatures

All student regular attendance meets or exceeds interim target - 21-22 Future ready data on-track performance

EOY DIBELS scores for kindergarten showed that 73% of students are at benchmark or above.

EOY DIBELS scores for 6th grade were 84% at or above benchmark

EOY DIBELS scores for fifth grade showed 76% were at or above benchmark

A STEM special has been added into the special class rotation since the 2022-23 school year.

94% of all student groups exceeds standard growth in Mathematics

71.8% of all students met the interim target of 2030

We have three elementary teachers who have developed a STEM

Challenges

ELA Percent Proficient/Advanced All student group did not meet interim target goal

EOY DIBELS scores for the first grade class moving to second grade 66% are below or well-below benchmark on DIBELS

39.2% of all students are proficient or advanced and the state average is 45.2%

Across the elementary grade levels, 2020-21 EOY iReady math scores were below grade level in the Number and Operations Domain (K - 26%, 1st - 53%, 2nd- 29%, 3rd - 47%, 4th- 34%, 5th - 41%, and 6th -54%)

We need to continually monitor our school improvement plan to make adjustments.

Lack of diversity in local corporations and employers make availability to a wide range of career opportunities for job shadowing or visits difficult.

EOY DIBELS scores for third grade going into fourth grade show 49% below or well-below benchmark (32% well below)

Strengths

committee. They have begun building a STEM library for teachers to borrow from for STEM-based instruction.

Kindergarten overall placement below grade level in EOY iReady math is only 2% (2020-21)

Our district has adopted a new science curriculum with hands-on experiences in science.

21-22 All Student Group Meets 2030 Statewide Goal

Our 4th, 5th, and 6th grade teachers switched to specializing in subjects they teach rather than teaching in self-contained classrooms.

Our district added an intervention specialist in 2019-20 and a math coach in 2021-22.

We have two reading specialists dedicated to our building.

We have become a one-to-one technology school and have a dedicated IT support person in our building, so students are able to explore careers virtually when in person opportunities aren't possible.

Our recent data and feedback from parents and students indicates that our elementary school provides a very safe and positive environment for learning.

Challenges

Off site experiences exploring careers is hindered by the lack of funding for transportation to and from workplaces.

EOY DIBELS scores for the second grade class moving to third grade 50% below or well-below benchmark on DIBELS

**A major challenge is that we are down to two classrooms in first grade so we are concerned about the impact to the incoming first grade class

Science and social studies sometimes get short-changed in the schedule due to time constraints and time requirements for reading and math.

We need to evaluate and monitor the impact of professional learning by teachers.

We need to implement evidence-based strategies to engage families in learning.

We need to focus on our MTSS supports which is what we are focusing on this year in a partnership with IU6 and PaTTAN.

Our tier one instruction pacing is not meeting the necessary pace to meet student growth expectations.

We need additional time integrated into teacher schedules for

Strengths

The participation in opportunities to learn and grow as professionals is encouraged by administration and utilized by a number of teachers in the elementary school.

We are exceeding our career readiness goals.

Our PBIS efforts are showing great success.

Our partnerships with local businesses and community organizations are exemplary.

We have used Title IV funds to offer career-readiness experiences for our high school students to have them come down to the elementary school and peer mentor under the supervision of the classroom teachers. Elementary students have really grown and have role models to look up to and support them.

We have partnered with IU6 and PaTTAN to improve our MTSS supports.

Twelve of our elementary teachers have completed LETRS training.

Challenges

collaboration with one another and the specialists.

Our first grade class has larger class sizes due to staffing and this is affecting growth of all students.

The challenges that the school district is facing is the lack of a consistent STEM curriculum and resources available.



Most Notable Observations/Patterns

The lack of meeting our interim goal in reading coupled with the number of students well-below or below benchmark on the DIBELS reflects a prominent need to address our reading instruction at the elementary primarily focusing on our tier one practices . While we have seen improvement over the past year, we still need to target specific grade levels.

Challenges	Discussion Point	Priority for Planning
ELA Percent Proficient/Advanced All student group did not meet interim target goal	Progress monitoring needs, more robust Tier I instruction and differentiated instruction	✓
39.2% of all students are proficient or advanced and the state average is 45.2%	Progress monitoring, more robust Tier I instruction and targeted instructions on skills	✓
Across the elementary grade levels, 2020-21 EOY iReady math scores were below grade level in the Number and Operations Domain (K - 26%, 1st - 53%, 2nd- 29%, 3rd - 47%, 4th- 34%, 5th - 41%, and 6th -54%)	More targeted assessment of the skills, instructional coaching, and frequent progress monitoring	✓

We need to continually monitor our school improvement plan to make adjustments.

We need to focus on our MTSS supports which is what we are focusing on this year in a partnership with IU6 and PaTTAN.

Challenges	Discussion Point	Priority for Planning
<p>EOY DIBELS scores for the first grade class moving to second grade 66% are below or well-below benchmark on DIBELS</p>	<p>Progress monitoring , more robust Tier I instruction and targeted instruction on skills</p>	<p>✓</p>
<p>EOY DIBELS scores for third grade going into fourth grade show 49% below or well-below benchmark (32% well below)</p>		
<p>We need additional time integrated into teacher schedules for collaboration with one another and the specialists.</p>		
<p>Our first grade class has larger class sizes due to staffing and this is affecting growth of all students.</p>		
<p>Science and social studies sometimes get short-changed in the schedule due to time constraints and time requirements for reading and math.</p>		

ADDENDUM B: ACTION PLAN

Action Plan: WIN Data-Informed ELA Targeted Instruction

Action Steps	Anticipated Start/Completion Date
K-6 Students will receive targeted ELA WIN instruction that is data informed and differentiated	09/04/2023 - 05/10/2024
Monitoring/Evaluation	Anticipated Output
Progress monitoring bi-weekly or monthly based upon student need, k-6 assessments at BOY, MOY, and EOY Evidence of targeted instruction in lesson plans	Student growth on MOY and EOY DIBELS scores and other local assessments
Material/Resources/Supports Needed	PD Step
Assessments, instructional resources, time in the schedule	no
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Action Plan: Progress Monitoring for First, Second, Third, and Fourth Grade ELA assessments

Action Steps	Anticipated Start/Completion Date
The reading specialists and classroom teachers will progress monitor students to ensure that instruction is addressing the students' needs	09/11/2023 - 05/13/2024

Monitoring/Evaluation	Anticipated Output
Progress monitoring bi-weekly or monthly depending on the needs of the students, MOY and EOY assessments	Students will show growth in DIBELS assessments and other local assessments on progress monitoring and MOY and BOY assessments

Material/Resources/Supports Needed	PD Step
Assessments, time in schedule	no

Action Plan: Data Review and Curriculum Alignment

Action Steps	Anticipated Start/Completion Date
Teachers, administrators, consultants from the IU/PaTTAN, and interventionists will meet each quarter to review data and curriculum to determine if Tier I pacing is effective and efficient	09/05/2023 - 05/24/2024

Monitoring/Evaluation	Anticipated Output
Data review meetings 4 times each year by classroom teachers, interventionists, administrators	Tier I instruction will be more aligned and efficient and student scores will improve

Material/Resources/Supports Needed	PD Step
Data, lesson plans, time for grade level meetings, substitutes	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

The district is partnering with IU6 and PaTTAN to develop a more robust and efficient Tier I program of instruction. The entire team of teachers, administrators, and interventionists will work with the consultants to monitor instructional pacing to ensure efficient and effective delivery of Tier I instruction. (Monitoring and Adjusting Tier I Instructional Delivery and Pacing)

Action Plan Name	Professional Development Step	Anticipated Timeline
Data Review and Curriculum Alignment	Teachers, administrators, consultants from the IU/PaTTAN, and interventionists will meet each quarter to review data and curriculum to determine if Tier I pacing is effective and efficient	09/05/2023 - 05/24/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Tier I Instruction Improvement	Classroom teachers, administrators, and interventionists	Ways to improve Tier I instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Aligned pacing of Tier I instruction as evidenced in lesson plans	08/21/2023 - 05/31/2024	Lori Sherman, Principal

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
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