

TROY INTRMD SCH

206 King Street

Schoolwide Title 1 School Plan | 2022 - 2023

Steering Committee

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Ellen Andrews	Teacher	TASD	eandrews@troyareasd.org

Vision for Learning

Every student will be an: innovative and creative individual, empowered designer of their own future, independent and collaborative thinker, owner of their own learning.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Students are progressing towards typical growth	No
ELA for economically disadvantaged students is increasing.	No
Exceeding growth and achievement	No
Regular Attendance	Yes
Science achievement in grade 4	No
Students are gaining confidence in math as they age and displaying improved growth in higher grades	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Yes
Identify and address individual student learning needs	No
Collectively shape the vision for continuous improvement of teaching and learning	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
Lessons are logged and student interests helps to drive the pathway	Yes

Challenges

Challenge	Consideration In Plan
students are currently far below grade level which is limiting their success with at-grade-level material	Yes
New curriculum and online learning	No
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	Yes
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No
Students are achieving less growth as they age	No
Economically disadvantaged students need to improve in proficiency and growth for ELA and Math	No
None at this time	No
Mathematics/Algebra: All Student Group	Yes
Mathematics and Language arts growth expectations	No
Closing the gap between below grade level achievement and grade level expectations	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Regular Attendance	Keep recognizing students for perfect attendance. Find ways to recognize individuals for improvement in attendance.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Continue to develop the assessment schedule based on the quarterly format. Refine interim assessments and develop a system of tracking formative data separate from summative data.
Collectively shape the vision for continuous improvement of teaching and learning	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Continue to develop the PBIS program
Lessons are logged and student interests helps to drive the pathway	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
students are currently far below grade level which is limiting their success with at-grade-level material		Yes	Reading comprehension and fluency need to be improved through Title 1.
Implement evidence-based strategies to engage families to support learning		Yes	Identify strategies to engage our families and determine implementation steps.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school		Yes	Reach out to local organizations to invite them into the PBIS.
Mathematics/Algebra: All Student Group		No	

Goal Setting

Priority: Reading comprehension and fluency need to be improved through Title 1.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	Specific: Students who do not score within the standard deviation on their winter testing will be identified and receive title 1 support. Measurable: Growth scores will be collected and analyzed. Attainable: 10% of unsuccessful students will grow to within the standard deviation. Relevant: Targeting our struggling students with Title 1 interventions Time Bound: Goals are set for each quarter and for a time period of one year.	Title 1 NWEA goals	Collect diagnostic data for all students in Language arts using NWEA MAP testing	Identify growth expectations and set goals for winter testing.	80% of students will show growth within the standard deviation from the 2020 reading student achievement norms for their winter testing period.	Increase growth for students outside the standard deviation to within the standard deviation for the end of year NWEA MAP testing.
English Language Arts						

Priority: Identify strategies to engage our families and determine implementation steps.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Parent and family engagement	Specific: The school will continue to evaluate their platforms that are being used to connect our families to the school. Measurable: Participation and engagement will be monitored through read messages Attainable: Teachers will be using ClassDojo to communicate with families Relevant: Parents need to be informed Time Bound: This will be continuously monitored and evaluated	Engagement	Choose platform	Develop tool	begin rollout	evaluate usage

Priority: Reach out to local organizations to invite them into the PBIS.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Community Engagement	Specific: Engage local business in our PBIS Measurable: number of participating businesses Attainable: business have agreed to participate Relevant: Linking school to real life Time Bound: implementation by end of school year	Community PBIS	1 business	2 businesses	3 businesses	4 businesses

Action Plan

Action Plan for: Parent Engagment					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Engagement 		System in place		Year end	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Develop a system to track parent engagement with messages	08/01/2022	06/02/2023	John Imbt	Computer, internet	Yes

Action Plan for: PBIS

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Community PBIS 		Business will begin offering incentives for positive behaviors in their establishments.		Tickets collected from local businesses, Quarterly, Survey	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Add local business to our Tier 1 PBIS plan	09/01/2022	06/03/2023	John Imbt / Ellen Andrews. Principal / PBIS Coach		No
Quarterly growth 1 business per quarter	09/01/2022	06/02/2023	Ellen Andrews / John Imbt		No

Action Plan for: Title 1 ELA

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Title 1 NWEA goals 		We will reduce the number of students scoring below/outside the standard deviation.		John Imbt, Laura Taylor, Amanda Phillips, Bettina Campbell, Winter and Spring testing NWEA scores	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Implement plan for Title 1 intervention for targeted.			John Imbt, Laura Taylor	Title one teacher, 2 Title one aides \$192,122.00.	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Parent Engagement	<ul style="list-style-type: none"><li data-bbox="426 224 1203 253">• Develop a system to track parent engagement with messages

Professional Development Activities

Team meetings						
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"> Develop a system to track parent engagement with messages 	Teachers	work collaboratively to develop a way to gather and report parent engagement	use of tool	John Imbt	08/25/2022	06/02/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Biannually					