

W R CROMAN PRIMARY SCH

317 Canton St

Schoolwide Title 1 School Plan | 2022 - 2023

Steering Committee

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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
We have all the pieces in place. We just purchased a leveled library which should aid in our intervention period.	No
We have done a really nice job making sure all of our students attend school. All demographic groups are significantly above the state average.	Yes
Students are able to learn valuable information from the STEM activities that they do in the library, tech room, and the cross curricular lessons in the classroom.	No
We implemented a perfect attendance award and PBIS for behaviors. The programs award students who behave and attend school on a regular basis.	Yes
I have had many SAIP meetings in the past and those have almost completely gone away due to program.	Yes
The adoption of Foundations as a supplemental component to our Reading Series has really benefitted our reading growth.	No
As stated earlier that I-Ready's online component questions the student at the students level. As the student succeeds the levels increases. They can grow exponentially if they push themselves. If a student struggles it spirals back to the concepts needed to be mastered.	Yes
Align curricular materials and lesson plans to the PA Standards	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	Yes
Leveled Reading Library	No
Using Decoding Methods within Class	No
We have purchased a new math program and have added Haggerty and Level Readers to our ELA curriculum.	No
Students are exposed to I-Ready Math and Reading on a daily basis. This allows them to be very familiar with the program and content. Students should be able to obtain that 75% typical growth if exposed to on a daily basis.	No
Students have been receptive to the I-Ready program. I feel 75% of our identified special education population with achieve 75% typical	Yes

growth on our I-Ready Math Program.	
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Challenges

Challenge	Consideration In Plan
We need to continue to strive to have better attendance in WR Croman. Until 100% there is always room for improvement.	No
The COVID-19 variants, family trips, and general sickness have plagued attendance as well. Hopefully, we can return to "normalcy" and will see decrease on the percentage of students out sick due to quarantine or illness.	No
Early intervention and Pre-K used by the majority of our incoming students. Professional development for our struggling teachers that their students demonstrate growth.	Yes
Coming in with very little to no math skills.	No
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	No
Implement an evidence-based system of school wide positive behavior interventions and supports.	Yes
Use multiple professional learning designs to support the learning needs of staff.	Yes
Partner with local businesses community organizations, and other agencies to meet the needs of the school.	Yes
Students who come in knowing their letters show the greatest growth in kindergarten which gives them a solid reading foundation all the way through. Students who have to learn their letters in the school setting seem to struggle and do not reach their full potential. Our goal is 95% of all kindergarten students be able to identify their letters and first sound fluency by the end of the year.	Yes
I think adopting a basic curriculum to follow in each grade level for science and social studies. There are very little programs that encompass a data source other than localized assessments	No
Program can be very segmented and doesn't spiral like other programs.	No
Seems as if students are moving away from being intrinsically motivated and almost always want a reward (extrinsic).	No
Goal- First and second grade will attempt to average 75% accuracy in their oral reading fluency.	Yes
95% of all students will demonstrate at least one years growth on the typical growth scale on I-Ready.	Yes

Goal- 50% of identified Title 1 students will meet be able to or exceed our oral reading fluency goal of 75%.	Yes
If we miss to many days the program is internet driven and multiple students with disabilities do not have internet at home. I am afraid this will set them up for a disadvantage. I think classroom instruction is key and intervention time to continue to push student to that 75% goal.	No
Than means 3 out 4 students will have to work hard and demonstrate their math ability. Lack of instructional time may hinder their growth.	Yes
Goal- 50% of Special Education students will meet or exceed their oral reading fluency goal of 75%.	Yes

Most Notable Observations/Patterns

Staff needs to have input into professional development so that it is meaningful and teachers are invested.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
We have done a really nice job making sure all of our students attend school. All demographic groups are significantly above the state average.	
We implemented a perfect attendance award and PBIS for behaviors. The programs award students who behave and attend school on a regular basis.	Attendance could be incorporated into our PBIS plan.
I have had many SAIP meetings in the past and those have almost completely gone away due to program.	There is a very small number of students that make up the majority of the absences. If we could get them onboard with their attendance our numbers will be even better.
As stated earlier that I-Ready's online component questions the student at the students level. As the student succeeds the levels increases. They can grow exponentially if they push themselves. If a student struggles it spirals back to the concepts needed to be mastered.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	Getting a complete PBIS system in place will help to promote a complete sense of safety and support.
Students have been receptive to the I-Ready program. I feel 75% of our identified special education population with achieve 75% typical growth on our I-Ready Math Program.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Early intervention and Pre-K used by the majority of our incoming students. Professional development for our struggling teachers that their students demonstrate growth.	COVID-19 occurred two years ago and we didn't lose much time out of the classroom, however, our learning/student growth have taken a huge impact.	Yes	Students will come to school ready to learn and we will have the necessary programming for students to pick up where we left off in March.

Implement an evidence-based system of school wide positive behavior interventions and supports.	Getting students onboard with a school-wide positive behavior plan has been great and I can't wait to see this year's growth since we have one year under our belts.	Yes	PBIS-More Individuals Trained
Use multiple professional learning designs to support the learning needs of staff.	Teachers need to get out of comfort zone and try new ways to instruct and adjust their curriculum to today's students.	Yes	Survey to focus on what professional learning design they prefer.
Partner with local businesses community organizations, and other agencies to meet the needs of the school.	We need to keep the lines of communication open with our community so that they understand what the needs of our schools. It works in reverse to we need to know what our local business needs are to address their work force in the future.	No	
Students who come in knowing their letters show the greatest growth in kindergarten which gives them a solid reading foundation all the way through. Students who have to learn their letters in the school setting seem to struggle and do not reach their full potential. Our goal is 95% of all kindergarten students be able to identify their letters and first sound fluency by the end of the year.		No	
Goal- First and second grade will attempt to average 75% accuracy in their oral reading fluency.		No	
95% of all students will demonstrate at least one year's growth on the typical growth scale on I-Ready.		No	
Goal- 50% of identified Title 1 students will meet be able to or exceed our oral reading fluency goal of 75%.		No	
That means 3 out 4 students will have to work hard and demonstrate their math ability. Lack of instructional time may hinder their growth.		No	
Goal- 50% of Special Education students will meet or exceed their oral reading fluency goal of 75%.		No	

Goal Setting

Priority: Students will come to school ready to learn and we will have the necessary programming for students to pick up where we left off in March.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Early Literacy	Specific: Students will be given assessments (MAPS and Acadience) to determine needs. Measurable: Information obtained from assessments will be analyzed to determine remediation practices. Attainable: We have the necessary staff to administer assessments. Relevant: We need the information to make relevant decisions for our students. Timebound: We will baseline students beginning of year 2022 Title 1 will aid in addressing children at-risk	Fall Assessments	Baseline	End of second quarter usually mid-year is given. Teachers use data for intervention groupings and to spiral back in the content if needed.	In class verbal check.	End of year assessment so students can demonstrate their growth.
Mathematics	Students will demonstrate a great typical growth compared to last year's cohort for a given class.	Growth I-Ready	Baseline	2nd Testing Window	Work sheet or progress monitor in I-Ready	End of Year Assessment.

Priority: PBIS-More Individuals Trained

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	PBIS will allow us to decrease behavioral referrals to the main office. It will boost student moral and confidence in oneself	Less Behaviors	Decrease per day compared to last year.	Have only three referees a week.	Students will be able to acknowledge their behavior and bring value to their behavioral consequences. Hence discuss on consequence and outcome.	Students will take survey from PBIS.

Priority: Survey to focus on what professional learning design they prefer.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Professional learning	Allow choice of professional development that best suits the individual teacher need.	Choice Professional Development	Choice of professional development. Survey for rest of year for planning purpose	Monitor for follow through	Professional development focused on choice from survey.	Monitor for growth.

Action Plan

Action Plan for: Visual Representation, Phonemic Awareness , Peer Interaction, fluency, comprehension instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Fall Assessments Growth I-Ready Choice Professional Development 		Open ended question; Video; Hoping students meet or exceed expectations base on entire group and sub group.		I-Ready, Acadience	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Intervention Implementation: Title 1	08/19/2022	06/01/2023	Brian Wilcox/ Administration	Federal Programs- Title 1 will be available building wide to aid any student who qualifies. Currently we employ one teacher and two paraprofessionals to aid in this situation. We are also using funds to purchase interventions. Federal Title 1 program was awarded \$492,241 to cover the cost of one teacher and two paraprofessionals in my building and at the intermediate school. Training for everyone on best practices. How to reteach properly.	No
Professional Development	08/17/2022	06/02/2023	Dr. Elias/Brian Wilcox	Survey, Options of Professional Development.	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Visual Representation, Phonemic Awareness, Peer Interaction, fluency, comprehension instruction	<ul style="list-style-type: none"><li data-bbox="1293 220 1652 253">• Professional Development

Professional Development Activities

Scholastic Leveled Readers						
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 	Teachers	Use of leveled library and interventions	Applying the knowledge learned in small group instruction.	Scholastic	10/10/2022	03/23/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	Two times		<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 		Language and Literacy Acquisition for All Students	

LGBTQ Training

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 	Teachers	Identity	Basic understanding of student choice and rights	IU	08/18/2022	08/18/2022

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Once		

TDA- Text Dependent Analysis

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 	Teachers	Text Dependent Analysis	Use in the classroom	IU	08/18/2022	08/18/2022

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Once	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 	Language and Literacy Acquisition for All Students

Use of Apple Devices

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 	Teachers	Use of Apple products and how to enhance the learning of the students.	Proper use of technology	IT department	08/18/2022	08/18/2022

Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	once	<ul style="list-style-type: none"> 2c: Managing Classroom Procedures 	Teaching Diverse Learners in an Inclusive Setting

Fill your Bucket

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 	Teachers and Paraprofessionals	Taking care of self so you can help others.	Lower stress levels	IU	08/18/2022	08/18/2022
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	once					