

TROY INTRMD SCH

206 King Street

Schoolwide Title 1 School Plan | 2023 - 2024

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.

STEERING COMMITTEE

Name	Position	Building/Group
Janilyn Elias	Superintendent	TASD
Steven Brion	Principal	TASD
John Imbt	Principal	TASD
Mary Abreu	Board Member	TASD
Brian Wilcox	Principal	TASD
Brad Feldmeier	Principal	TASD
Steve Boyce	District Level Leaders	TASD
Jolene Smyth	Board Member	TASD
Heidi Butler	Teacher	TASD
Rachel Holz	Teacher	TASD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We need to implement a curriculum that can be used with fidelity. This curriculum must be adaptable and challenging while aligning to the state expectations.	English Language Arts
We need to prioritize times for interventions to be deliberate and maximize our human capital at these times.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy			
Common Curriculum			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
ELA Pilot	Curriculum Planning Implementation examination surveys results		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
PD for staff implementing	2023-06-26 - 2023-06-28	Janilyn Elias	Physical and digital materials provided by HMH

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement the new curriculum	2023-08-28 - 2024-01-12	John Imbt	Teaching materials
Collect diagnostic scores and look for growth. Round 1	2023-08-28 - 2023-09-30	John Imbt	Diagnostic tools, I-Ready, NWEA, Acadience
Analyze diagnostic results and compare with curriculum assessments to look for alignment in achievement.	2023-08-28 - 2023-11-03	John Imbt	Diagnostic results and curriculum assessment scores.
Curriculum Survey	2024-01-01 - 2024-01-12	John Imbt	Survey

Anticipated Outcome

Teachers will be familiarized with various components of the curriculum so they can begin planning their implementation.

Monitoring/Evaluation

Lesson plans, assessment scores, student engagement.

Evidence-based Strategy

Tiered interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)			
Interventions	Time will be provided in the schedule to allow all available interventionist to provide specific interventions to targeted tiers and groups of students. Student diagnostic growth will be examined and compared to historical data to assess the success of the interventions. The decision is based on poor performance and less than average growth for our students. We will implement the intervention time for the entire school year.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
A schedule will be developed to maximize our human capital to provide tiered intervention time to all students in grades 3-6.	2023-06-01 - 2023-07-03	John Imbt	Schedule	
Common interventions will be established for teachers and interventionists	2023-08-28 - 2024-05-31	John Imbt	Professional resources	
Analyze diagnostics and regroup intervention groups.	2023-09-01 - 2023-11-03	John Imbt	Diagnostic results	
Analyze diagnostics and regroup intervention groups.	2023-09-01 - 2023-11-03	John Imbt	Diagnostic results	
Analyze year end data to identify trends in growth and achievement across different intervention groups.	2024-05-01 - 2024-05-30	John Imbt	Diagnostic results, intervention groups	
Anticipated Outcome				
Growth				

Monitoring/Evaluation

Curriculum Associates, LLC. (2019, April 4). i-Ready Efficacy: Research on i-Ready Instruction Program Impact (Curriculum Associates Research Report No. RR 2019-55). <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-essa-3-research-brief-ay2017-2018.pdf?la=en&hash=5374F2E65F67EAC5F22E86320F7C82E7>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Curriculum Planning Implementation examination surveys results (ELA Pilot)	Common Curriculum	PD for staff implementing	06/26/2023 - 06/28/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Time will be provided in the schedule to allow all available interventionist to provide specific interventions to targeted tiers and groups of students. Student diagnostic growth will be examined and compared to historical data to assess the success of the interventions. The decision is based on poor performance and less than average growth for our students. We will implement the intervention time for the entire school year. (Interventions)	Tiered interventions	Common interventions will be established for teachers and interventionists	08/28/2023 - 05/31/2024

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

Regular Attendance

Regular attendance numbers are very high. Our students need to be here to grow.

Regular attendance numbers are very high. Our students need to be here to grow.

Conditions For Leadership Not Yet Evident Emerging Operational Exemplary Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically * Implement an evidence-based system of schoolwide positive behavior interventions and supports

Collectively shape the vision for continuous improvement of teaching and learning *

Students are already achieving higher than the state averages.

All students are completing requirements

Intentional focus on special education students in ELA.

Challenges

Common ELA curriculum that is updated and can be implemented to meet the individual needs of various achievement levels.

Systemic intervention plan with scheduled time for resource distribution and appropriate allocation.

ELA and Math growth

Closing the gap between students' current ability and their grade-level expectations would help us to be able to teach and differentiate within a narrower span.

New curriculum and online learning

None

Closing the gap between students' current ability and their grade-level expectations would help us to be able to teach and differentiate within a narrower span.

Continuously monitor implementation of the school improvement plan and adjust as needed

Identify professional learning needs through analysis of a variety

Strengths

Solid support for students with IEPs

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *

Use multiple professional learning designs to support the learning needs of staff *

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

Challenges

of data

Economically disadvantaged students need to improve in proficiency and growth for ELA and Math. We need to identify ways to focus efforts on these students and track success specifically for this group.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Implement evidence-based strategies to engage families to support learning

Most Notable Observations/Patterns

This plan should be a document that is revisited often and drives decisions.

Challenges	Discussion Point	Priority for Planning
Common ELA curriculum that is updated and can be implemented to meet the individual needs of various achievement levels.	We need consistent language and vertical/horizontal alignment.	✓
Systemic intervention plan with scheduled time for resource distribution and appropriate allocation.	Interventions need to be tracked and implemented in similar ways across the grade spans. Title needs to be a part of the intervention strategy.	✓
Continuously monitor implementation of the school improvement plan and adjust as needed		

ADDENDUM B: ACTION PLAN

Action Plan: Common Curriculum

Action Steps	Anticipated Start/Completion Date
PD for staff implementing	06/26/2023 - 06/28/2023
Monitoring/Evaluation	Anticipated Output
Lesson plans, assessment scores, student engagement.	Teachers will be familiarized with various components of the curriculum so they can begin planning their implementation.
Material/Resources/Supports Needed	PD Step
Physical and digital materials provided by HMH	yes

Action Steps**Anticipated Start/Completion Date**

Implement the new curriculum

08/28/2023 - 01/12/2024

Monitoring/Evaluation**Anticipated Output**

Lesson plans, assessment scores, student engagement.

Teachers will be familiarized with various components of the curriculum so they can begin planning their implementation.

Material/Resources/Supports Needed**PD Step**

Teaching materials

no



Action Steps**Anticipated Start/Completion Date**

Collect diagnostic scores and look for growth. Round 1

08/28/2023 - 09/30/2023

Monitoring/Evaluation**Anticipated Output**

Lesson plans, assessment scores, student engagement.

Teachers will be familiarized with various components of the curriculum so they can begin planning their implementation.

Material/Resources/Supports Needed**PD Step**

Diagnostic tools, I-Ready, NWEA, Acadience

no



Action Steps**Anticipated Start/Completion Date**

Analyze diagnostic results and compare with curriculum assessments to look for alignment in achievement.

08/28/2023 - 11/03/2023

Monitoring/Evaluation**Anticipated Output**

Lesson plans, assessment scores, student engagement.

Teachers will be familiarized with various components of the curriculum so they can begin planning their implementation.

Material/Resources/Supports Needed**PD Step**

Diagnostic results and curriculum assessment scores.

no



Action Steps

Anticipated Start/Completion Date

Curriculum Survey

01/01/2024 - 01/12/2024

Monitoring/Evaluation

Anticipated Output

Lesson plans, assessment scores, student engagement.

Teachers will be familiarized with various components of the curriculum so they can begin planning their implementation.

Material/Resources/Supports Needed

PD Step

Survey

Action Plan: Tiered interventions

Action Steps**Anticipated Start/Completion Date**

A schedule will be developed to maximize our human capital to provide tiered intervention time to all students in grades 3-6.

06/01/2023 - 07/03/2023

Monitoring/Evaluation**Anticipated Output**

Curriculum Associates, LLC. (2019, April 4). i-Ready Efficacy: Research on i-Ready Instruction Program Impact (Curriculum Associates Research Report No. RR 2019-55). <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-essa-3-research-brief-ay2017-2018.pdf?la=en&hash=5374F2E65F67EAC5F22E86320F7C82E7>

Growth

Material/Resources/Supports Needed**PD Step**

Schedule

no



Action Steps**Anticipated Start/Completion Date**

Common interventions will be established for teachers and interventionists

08/28/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

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Growth

Material/Resources/Supports Needed**PD Step**

Professional resources

yes



Action Steps**Anticipated Start/Completion Date**

Analyze diagnostics and regroup intervention groups.

09/01/2023 - 11/03/2023

Monitoring/Evaluation**Anticipated Output**

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Growth

Material/Resources/Supports Needed**PD Step**

Diagnostic results

no



Action Steps**Anticipated Start/Completion Date**

Analyze diagnostics and regroup intervention groups.

09/01/2023 - 11/03/2023

Monitoring/Evaluation**Anticipated Output**

Curriculum Associates, LLC. (2019, April 4). i-Ready Efficacy: Research on i-Ready Instruction Program Impact (Curriculum Associates Research Report No. RR 2019-55). <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-essa-3-research-brief-ay2017-2018.pdf?la=en&hash=5374F2E65F67EAC5F22E86320F7C82E7>

Growth

Material/Resources/Supports Needed**PD Step**

Diagnostic results

no



Action Steps**Anticipated Start/Completion Date**

Analyze year end data to identify trends in growth and achievement across different intervention groups.

05/01/2024 - 05/30/2024

Monitoring/Evaluation**Anticipated Output**

Curriculum Associates, LLC. (2019, April 4). i-Ready Efficacy: Research on i-Ready Instruction Program Impact (Curriculum Associates Research Report No. RR 2019-55). <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-essa-3-research-brief-ay2017-2018.pdf?la=en&hash=5374F2E65F67EAC5F22E86320F7C82E7>

Growth

Material/Resources/Supports Needed**PD Step**

Diagnostic results, intervention groups



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Curriculum Planning Implementation examination surveys results (ELA Pilot)	Common Curriculum	PD for staff implementing	06/26/2023 - 06/28/2023
Time will be provided in the schedule to allow all available interventionist to provide specific interventions to targeted tiers and groups of students. Student diagnostic growth will be examined and compared to historical data to assess the success of the interventions. The decision is based on poor performance and less than average growth for our students. We will implement the intervention time for the entire school year. (Interventions)	Tiered interventions	Common interventions will be established for teachers and interventionists	08/28/2023 - 05/31/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Houton Mifflin Training	Piloting members of the staff	Resource overview and implementation training

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Successful planning and use of the resource	06/26/2023 - 06/28/2023	Janilyn Elias

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	
1d: Demonstrating Knowledge of Resources	
3c: Engaging Students in Learning	
1a: Demonstrating Knowledge of Content and Pedagogy	
1f: Designing Student Assessments	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Board Presentation	Overview of school plan	In person and online	Public and school board	
Post on district website	Overview of plan	online asynchronous	public	
