

W R CROMAN PRIMARY SCH

317 Canton St

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, and owner of their own learning.

STEERING COMMITTEE

Name	Position	Building/Group
Brian Wilcox	Principal	Troy Area School District
Dr. Janilyn Elias	Chief School Administrator	Troy Area School District
Stephen Boyce	District Level Leaders	Troy Area School District
John Imbt	Principal	Troy Area School District
Steve Brion	Principal	Troy Area School District
Brad Feldmeier	Principal	Troy Area School District
Heidi Butler	Teacher	Troy Area School District
Rachel Holz	Teacher	Troy Area School District
Mary Abreu	Board Member	Troy Area School District
Jolene Smyth	Board Member	Troy Area School District
Glen Butters	Teacher	Troy Area School District

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Survey to focus on what professional learning design they prefer.	Professional learning
Develop lasting relationships with local pre-K programs and support them. Build an outreach into the community for students who stay at home so the guardians/parents know our expectations.	Early childhood development
WR Croman needs to analyze and address learning loss through professional development.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy	
CHOICE BOARD	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Choice Professional Development	Allow choice of professional development that best suits the individual teacher need in the areas of interventions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
DEVELOP A LIST OF INTERVENTIONS DISTRICT CURRENT OWNS AND DEVELOP SPECIALIST IN EACH ONE FOR EACH GRADE LEVEL.	2023-08-16 - 2024-05-31	BECKY SWAIN	IU, TEACHERS WHO HAVE HAD TRAINING, OUTSIDE RESOURCES FOR COMPANIES

Anticipated Outcome

WELL VERSED PROFESSIONAL TO AID OUR AT-RISK STUDENTS

Monitoring/Evaluation

PRINCIPAL/MONTHLY/ VERBAL AND PAPER

Evidence-based Strategy

CHOICE BOARD

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Choice Professional Development	Allow choice of professional development that best suits the individual teacher need in the areas of interventions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

CHOICE BOARD

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Choice Professional
Development

Allow choice of professional development that best suits the individual teacher need in the areas of interventions.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Anticipated Outcome

Monitoring/Evaluation

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Allow choice of professional development that best suits the individual teacher need in the areas of interventions. (Choice Professional Development)	CHOICE BOARD	DEVELOP A LIST OF INTERVENTIONS DISTRICT CURRENT OWNS AND DEVELOP SPECIALIST IN EACH ONE FOR EACH GRADE LEVEL.	08/16/2023 - 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

Brian M Wilcox

2023-06-26

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

We implemented a perfect attendance award and PBIS for behaviors. The programs award students who behave and attend school on a regular basis.

We have all the pieces we just need time to align and organize our curriculum with our interventions. We recently purchased a leveled library and a fluency online program which should aid in our intervention time period.

We have qualified teachers devoted to our program and will to revisit their curriculum to improve student learning.

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.

The adoption of Foundations as a supplemental component to our Reading Series has really benefitted our reading growth.

We have done a really nice job making sure all of our students attend school. All demographic groups are significantly above the state average.

Align curricular materials and lesson plans to the PA Standards

Challenges

We need to continue to strive to have better attendance in WR Croman. Until 100% there is always room for improvement.

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.

Goal- First and second grade students demonstrate growth in their Reading Composite Score in Acadience.

Early intervention and Pre-K used by the majority of our incoming students. Professional development for our struggling teachers that their students demonstrate growth.

Coming in with very little to no math skills.

Partner with local businesses community organizations, and other agencies to meet the needs of the school.

I think adopting a basic curriculum to follow in each grade level

Strengths

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

Implement a multi-tiered system of supports for academics and behavior.

Leveled Reading Library

Using Decoding Methods within Class

Students have been receptive to the I-Ready program. I feel 75% of our identified special education population will achieve 75% typical growth on our I-Ready Math Program.

Flow Fluency Online program to aid our struggling fluency issues.

As stated earlier that I-Ready's online component questions the student at the students level. As the student succeeds the levels increases. The can grow exponentially if they push themselves. If a student struggles it spirals back to the concepts needed to be mastered.

We will hold SAIP meetings more regular and use our out reach worker to obtain excuses.

Challenges

for science and social studies. There are very little programs that encompass a data source other than localized assessments

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

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

The hard copy materials can be very segmented and doesn't spiral like other programs unless you use their online practices.

Seems as if students are moving away from being intrinsically motivated and almost always want a reward (extrinsic).

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 80% goal.

Goal- 80% of Special Education students will demonstrate growth in their Reading Composite Score in Acadience.

A up to date curriculum that is consistent and available for all. This will eliminate the inconsistencies within each grade level and allowing us to truly focus on the "known" weak areas.

Challenges

Getting enough time to train our teachers properly.

Parent/guardian support at home.

Implement evidence-based strategies to engage families to support learning

Most Notable Observations/Patterns

We need to find more time to train faculty and staff in selected areas of improvement.

Challenges

We need to continue to strive to have better attendance in WR Croman. Until 100% there is always room for improvement.

Early intervention and Pre-K used by the majority of our incoming students. Professional development for our struggling teachers that their students demonstrate growth.

Discussion Point

We are struggle with students coming in below grade level and in first grade demonstrating growth. We need to have a consistent curriculum so that we know what areas we need to work on.

Priority for Planning



Challenges	Discussion Point	Priority for Planning
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.		
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 todays students.	✓
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.	
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.	Work with local preschools and get materials out during kindergarten registration to aid in this problem.	✓
Goal- First and second grade students demonstrate growth in their Reading Composite Score in Acadience.		
Goal- 80% of Special Education students will demonstrate growth in their Reading Composite Score in Acadience.		

Challenges**Discussion Point****Priority for Planning**

If we miss too 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 80% goal.

A up to date curriculum that is consistent and available for all. This will eliminate the inconsistencies within each grade level and allowing us to truly focus on the "known" weak areas.

Parent/guardian support at home.

Implement evidence-based strategies to engage families to support learning

ADDENDUM B: ACTION PLAN

Action Plan: CHOICE BOARD

Action Steps	Anticipated Start/Completion Date
DEVELOP A LIST OF INTERVENTIONS DISTRICT CURRENT OWNS AND DEVELOP SPECIALIST IN EACH ONE FOR EACH GRADE LEVEL.	08/16/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
PRINCIPAL/MONTHLY/ VERBAL AND PAPER	WELL VERSED PROFESSIONAL TO AID OUR AT-RISK STUDENTS
Material/Resources/Supports Needed	PD Step
IU, TEACHERS WHO HAVE HAD TRAINING, OUTSIDE RESOURCES FOR COMPANIES	yes

Action Plan: CHOICE BOARD

Action Plan: CHOICE BOARD



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Allow choice of professional development that best suits the individual teacher need in the areas of interventions. (Choice Professional Development)	CHOICE BOARD	DEVELOP A LIST OF INTERVENTIONS DISTRICT CURRENT OWNS AND DEVELOP SPECIALIST IN EACH ONE FOR EACH GRADE LEVEL.	08/16/2023 - 05/31/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
JUST IN TIMES	TEACHERS AND PARAPROFESSIONALS	ALL OF OUR INTERVENTIONS WE CURRENT OWN

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
HAVE INDIVIDUALS BECOME EXPERTS ON INDIVIDUAL INTERVENTIONS SO THEY CAN BECOME SPECIALIST IN THOSE AREAS.	08/16/2023 - 05/31/2024	BECKY SWAIN

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
SHARE WITH FACULTY AND STAFF: STEERING COMMITTEE	W.R. CROMAN COMPREHENSIVE PLAN FOR THE 23/24 SCHOOL YEAR	EMAIL	PUBLIC	AS SOON AS IT IS APPROVED
