

VALLEY GROVE EL SCH

389 Sugarcreek Dr

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

The Valley Grove School District believes that students will achieve proficiency on local, state and national assessments and complete high school with the values and skills necessary to be productive members of the local and global community.

STEERING COMMITTEE

Name	Position	Building/Group
Kevin Briggs	Superintendent	Valley Grove SD
Jacob Saullo	Principal	Valley Grove Elementary School
Tessa Simmons	Assistant Principal	Valley Grove Elementary School
Melissa Wolfgong	Federal Program Coord.	Valley Grove Elementary School
Jessica Monaco	Parent	Parent
Alyssa Wolfgong	Parent	Parent
Ryan Ashbaugh	Community Representative	Sugarcreek Borough PD
Brandy Ellis	Teacher	Valley Grove Elementary School
Amanda Culver	Teacher	Valley Grove Elementary School
Sue Bialo	School Board President	School Board
Carrie Beightol	School Counselor	Valley Grove Elementary School
Jen Johnston	School Psychologist	Valley Grove Elementary School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Due to the COVID-19 global pandemic, students were unable to receive consistent intervention. For the 2020-21 school year intervention groups will be comprised of struggling students who are identified as most at need. Students will be taught specific skills according to their needs to enhance their growth and learning. Teachers will also be trained on the skills needed to support students requiring intervention. The Student Support Team will be utilized to target and provide skill-specific instruction and interventions in order to increase student success.	English Language Arts
Due to the COVID-19 global pandemic we were not able to fully implement and continue a multi-tiered system of support. In the 2020-21 school year it is our goal to train the entire staff and fully implement a multi-tiered system of support. This will be done starting with our beginning of the year in-service days. We will be utilizing our Intermediate Unit to provide training and support to all of our teachers. Teachers will be able to implement multi-tiered system of supports and enhance core reading instruction strategies into their classroom. The Student Support Team will continue to be utilized to provide guidance, assistance, and support through a team approach.	Essential Practices 4: Foster Quality Professional Learning
Due to societal issues that students are facing and the decline in support from home, student growth in ELA has become stagnant. The district will need to invest in a variety of interventions in order to improve student achievement. Focusing in the primary grades will ensure that students are receiving a strong educational foundation that will provide the skills they need to learn in any type of environment. As a low-income rural school district, Valley Grove SD offers full day kindergarten to help close achievement gaps. Our program provides academic and social development support ensuring successful transition into first grade and long-term educational success. To help our teachers increase achievement in ELA and offer more support to our students, we are implementing a multi-tiered system of support. Through this process, teachers will be able to effectively analyze the needs of our students to provide them with a variety of interventions. Using student data from STAR/Early STAR Literacy and Dibels Next, teachers will identify the students greatest areas of need and provide the appropriate interventions. These include Enhanced Core Reading Instruction, Heggerty Phonemic Awareness Curriculum, and Wilson Reading System. Due to increased learning support needs in the primary grades the district has added a new learning support classroom in first grade. A 2019-20 kindergarten teacher has been moved into	

the new learning support classroom for 2020-21 leaving a kindergarten teaching vacancy. The vacancy will be filled by moving a Title funded reading specialist that provided supplementary instruction in 2019-20 into the classroom. Title I monies will follow the teacher and help maintain our current kindergarten program in place by funding 90% of her salary and benefits. Having a background in reading, this teacher will also aid in implementing the multi-tiered system of supports to ensure that we are adequately and effectively meeting the needs of all of our learners.

ACTION PLAN AND STEPS

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
STAR KIDS	To track students in intervention groups they will receive the STAR/STAR Early Literacy Assessments four times per year. These assessments provide the following types of data: informational text, literature, comprehension, growth, scaled scores, projected scaled scores. This assessment indicates students' performance categorized as: urgent intervention, on-watch, at benchmark, above benchmark.
STAR GROUPING	We will utilize our Intermediate Unit Training and Consultation (TaC) professionals to train our teaching staff on the multi-tiered system of support as well as co-teaching and differentiation to better support the needs of all of students. This will be measured by analyzing the data of our STAR assessments (ELA and math) for all of our students Kindergarten through sixth grade. This will give us insight to their strengths and areas for improvement and how to group the students specifically. This data will be reviewed during monthly Student Support Team meetings and quarterly data discussions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide MTSS training to all teachers.	2020-08-26 - 2021-06-30	Jacob Saullo, Principal	Riverview Intermediate Unit
Implementing MTSS in the classrooms.	2020-09-01 - 2021-06-11	Jacob Saullo, Principal	
Student Support Team meetings scheduled and held to discuss concerns about specific students and what interventions and strategies need to be put into place for student success.	2020-09-01 - 2021-06-11	Jacob Saullo, Principal	Assessment/student data
Data discussions with grade levels where discussions will be held about student progress.	2020-09-01 - 2021-06-11	Jacob Saullo, Principal	Assessment/student data

Anticipated Outcome

Following the MTSS model, our goal will be to see a decrease in students that are in tier 2 and 3. This will be achieved by reviewing student data which includes assessments, observations, and teacher/parent input.

Monitoring/Evaluation

This will be monitored and evaluated through assessment results, observations, and communication with teachers and parents.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>To track students in intervention groups they will receive the STAR/STAR Early Literacy Assessments four times per year. These assessments provide the following types of data: informational text, literature, comprehension, growth, scaled scores, projected scaled scores. This assessment indicates students' performance categorized as: urgent intervention, on-watch, at benchmark, above benchmark. (STAR KIDS)</p> <p>We will utilize our Intermediate Unit Training and Consultation (TaC) professionals to train our teaching staff on the multi-tiered system of support as well as co-teaching and differentiation to better support the needs of all of students. This will be measured by analyzing the data of our STAR assessments (ELA and math) for all of our students Kindergarten through sixth grade. This will give us insight to their strengths and areas for improvement and how to group the students specifically. This data will be reviewed during monthly Student Support Team meetings and quarterly data discussions. (STAR GROUPING)</p>	MTSS	Provide MTSS training to all teachers.	08/26/2020 - 06/30/2021

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.

School Board Minutes or Affirmation Statement _____ ;

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

Superintendent/Chief Executive Officer

Kevin M. Briggs

2020-08-19

School Improvement
Facilitator Signature

Building Principal Signature

Jacob Saullo

2020-05-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

English Language Arts/Literature: All Student Group Meets Interim Goal/Improvement Target = 69.5%

Mathematics/Algebra: All Student Group Meets Interim Goal/Improvement Target = 61.9%

Using STAR Benchmark Data, we are able to identify student strengths and challenges, which allows us to provide appropriate instruction for those students so they can reach or go above grade equivalency.

Using On-Hand Benchmark Data, we are able to understand what PA standards and anchors that students need further assistance with. This will assist teachers' planning and instruction to improve the skills needed to be successful in those areas.

DIBELS Next Benchmark testing started this year. We were able to align core instruction to individual needs and target intervention groups for specific instruction. Unfortunately, with the school closure due to COVID-19, end of the year Benchmark testing was unavailable for comparisons.

Using STAR Benchmark Data, we are able to identify student strengths and challenges, which allows us to provide appropriate instruction for those students so they can reach or go above grade equivalency.

Using On-Hand Benchmark Data, we are

Challenges

ELA Economically Disadvantage Student Group is not meeting statewide goal/interim target with a 55%

Math Economically Disadvantage Student Group is not meeting interim target with a 76%

In order to see improvement for our economically disadvantaged students that completed the state-wide PSSA tests, struggling students would need to be identified and place into small intervention groups. This would allow for teachers to work on specific skills and target areas of need which would enhance their learning and growth.

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Collecting data and using it in a way to help students.

Strengths

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Teachers visited local area businesses and developed age appropriate lesson plans.

Students completed activities after they visited local area businesses.

Students were able to visit local businesses and were able to communicate with the employees from these businesses.

ELA State Assessment - 41% of students with disabilities are meeting or exceeding the Statewide goal/interim target.

ELA State Assessment - 62.9% of Economically Disadvantage students are meeting or exceeding the Statewide goal/interim target.

Challenges

Complications on trying to make activities age appropriate.

Math State Assessment - only 20.5% of students with disabilities are meeting or exceeding the Statewide goal/interim target which is below the target of 23.6%

ELA State Assessment - 55% of Economically Disadvantage students are meeting the Standard Demonstrating Growth score but is below the State target and has decreased in performance from the previous year.

Implement a multi-tiered system of supports for academics and behavior: During the 19-20 school year, we had 8 teachers and administrators were trained on Enhanced Core Reading Instruction and Multi-Tiered System of Supports. The plan is to expand and train all teachers in the building in order to promote student success.

Implement evidence-based strategies to engage families to support learning: The school puts on educational programs that are intended to provide learning support but has a weak parent showing.

English Language Arts/Literature: All Student Group Did Not Meet the Standard Demonstrating Growth = 66%

Strengths

Math State Assessment - 55.2% of Economically Disadvantage students are meeting or exceeding the Statewide goal/interim target

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices: We use STAR Assessments for K-6, Dibels Next for K-3, and Onhand Benchmarks for 3-6.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically: During the 19-20 school year our district hired Resource officers, we created the Caring Closet to assist students who need clothing, personal hygiene, and school supplies, implemented Too Good for Drugs for K-6 grade, and have Regional Counseling Center comes in and meets with students.

Collectively shape the vision for continuous improvement of teaching and learning: We have data discussion fours a year to discuss student progress and needs, and we have Student Support Team meetings every six weeks to discuss students who are or may be at risk.

Most Notable Observations/Patterns

Due to societal issues that students are facing and the decline in support from home, student growth in ELA has become stagnant. The district will need to invest in a variety of interventions in order to improve student achievement. Focusing in the primary grades will ensure that students are receiving a strong educational foundation that will provide the skills they need to learn in any type of environment. As a low-income rural school district, Valley Grove SD offers full day kindergarten to help close achievement gaps. Our program provides academic and social development support ensuring successful transition into first grade and long-term educational success. To help our teachers increase achievement in ELA and offer more support to our students, we are implementing a multi-tiered system of support. Through this process, teachers will be able to effectively analyze the needs of our students to provide them with a variety of interventions. Using student data from STAR/Early STAR Literacy and Dibels Next, teachers will identify the students greatest areas of need and provide the appropriate interventions. These include Enhanced Core Reading Instruction, Heggerty Phonemic Awareness Curriculum, and Wilson Reading System. Due to increased learning support needs in the primary grades the district has added a new learning support classroom in first grade. A 2019-20 kindergarten teacher has been moved into the new learning support classroom for 2020-21 leaving a kindergarten teaching vacancy. The vacancy will be filled by moving a Title funded reading specialist that provided supplementary instruction in 2019-20 into the classroom. Title I monies will follow the teacher and help maintain our current kindergarten program in place by funding 90% of her salary and benefits. Having a background in reading, this teacher will also aid in implementing the multi-tiered system of supports to ensure that we are adequately and effectively meeting the needs of all of our learners.

Challenges

Discussion Point

Priority for Planning

ELA Economically Disadvantage Student Group is not meeting statewide goal/interim target with a 55%

Math Economically Disadvantage Student Group is not meeting interim target with a 76%

In order to see improvement for our economically disadvantaged students that

The root cause for this challenge is due to the COVID-19 global pandemic. Students were unable to



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

completed the state-wide PSSA tests, struggling students would need to be identified and place into small intervention groups. This would allow for teachers to work on specific skills and target areas of need which would enhance their learning and growth.

receive consistent intervention. For the 2020-21 school year intervention groups will be comprised of struggling students who are identified as most at need. Students will be taught specific skills according to their needs to enhance their growth and learning.

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Collecting data and using it in a way to help students.

Complications on trying to make activities age

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

appropriate.

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Implement a multi-tiered system of supports for academics and behavior: During the 19-20 school year, we had 8 teachers and administrators were trained on Enhanced Core Reading Instruction and Multi-Tiered System of Supports. The plan is to expand and train all teachers in the building in order to promote student success.

Due to the COVID-19 global pandemic we were not able to fully implement and continue a multi-tiered system of support. In the 2020-21 school year it is our goal to train the entire staff and fully implement a multi-tiered system of support.



Implement evidence-based strategies to engage families to support learning: The school puts on educational programs that are intended to provide learning support but has a weak parent showing.

English Language Arts/Literature: All Student Group Did Not Meet the

Due to societal issues that students are facing and the decline in support from home, student growth in ELA



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

Standard Demonstrating
Growth = 66%

has become stagnant. The district will need to invest in a variety of interventions in order to improve student achievement. Focusing in the primary grades will ensure that students are receiving a strong educational foundation that will provide the skills they need to learn in any type of environment.

ADDENDUM B: ACTION PLAN

Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
Provide MTSS training to all teachers.	08/26/2020 - 06/30/2021
Monitoring/Evaluation	Anticipated Output
This will be monitored and evaluated through assessment results, observations, and communication with teachers and parents.	Following the MTSS model, our goal will be to see a decrease in students that are in tier 2 and 3. This will be achieved by reviewing student data which includes assessments, observations, and teacher/parent input.
Material/Resources/Supports Needed	PD Step
Riverview Intermediate Unit	yes

Action Steps**Anticipated Start/Completion Date**

Implementing MTSS in the classrooms.

09/01/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

This will be monitored and evaluated through assessment results, observations, and communication with teachers and parents.

Following the MTSS model, our goal will be to see a decrease in students that are in tier 2 and 3. This will be achieved by reviewing student data which includes assessments, observations, and teacher/parent input.

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

no

Action Steps**Anticipated Start/Completion Date**

Student Support Team meetings scheduled and held to discuss concerns about specific students and what interventions and strategies need to be put into place for student success.

09/01/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

This will be monitored and evaluated through assessment results, observations, and communication with teachers and parents.

Following the MTSS model, our goal will be to see a decrease in students that are in tier 2 and 3. This will be achieved by reviewing student data which includes assessments, observations, and teacher/parent input.

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

Assessment/student data

no

Action Steps**Anticipated Start/Completion Date**

Data discussions with grade levels where discussions will be held about student progress.

09/01/2020 - 06/11/2021

Monitoring/Evaluation**Anticipated Output**

This will be monitored and evaluated through assessment results, observations, and communication with teachers and parents.

Following the MTSS model, our goal will be to see a decrease in students that are in tier 2 and 3. This will be achieved by reviewing student data which includes assessments, observations, and teacher/parent input.

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

Assessment/student data

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>To track students in intervention groups they will receive the STAR/STAR Early Literacy Assessments four times per year. These assessments provide the following types of data: informational text, literature, comprehension, growth, scaled scores, projected scaled scores. This assessment indicates students' performance categorized as: urgent intervention, on-watch, at benchmark, above benchmark. (STAR KIDS)</p> <p>We will utilize our Intermediate Unit Training and Consultation (TaC) professionals to train our teaching staff on the multi-tiered system of support as well as co-teaching and differentiation to better support the needs of all of students. This will be measured by analyzing the data of our STAR assessments (ELA and math) for all of our students Kindergarten through sixth grade. This will give us insight to their strengths and areas for improvement and how to group the students specifically. This data will be reviewed during monthly Student Support Team meetings and quarterly data discussions. (STAR GROUPING)</p>	MTSS	Provide MTSS training to all teachers.	08/26/2020 - 06/30/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
IU#6 Professional Development	All Kindergarten through sixth grade teachers and paraprofessionals	Multi-Tiered Systems of Supports, Social/Emotional Learning, Differentiated Instruction, Co-Teaching, Deescalation strategies
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Through classroom observation and student data collection	08/26/2020 - 08/28/2020	Jacob Saullo, Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Stakeholder meeting	Review and discuss SWP	in person meeting	Parents, teachers, community stakeholders	June 8, 2020
Digital Access	Schoolwide plan review	on-line (school website, school Facebook page)	Parents, teachers, community stakeholders	June 8, 2020 - September 1, 2020
