

YOUNGSVILLE EL SCH

232 2nd St

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

The Youngsville Elementary School team will work collaboratively with the Warren County School District teachers and academic coaching team, parents, and community to address gaps in education, specifically math and reading, and ensure all students are able to learn and grow in all educational options available: in-school, virtual, and hybrid.

STEERING COMMITTEE

Name	Position	Building/Group
Elizabeth Kent	Principal	Youngsville Elementary School
Christine Rooney	Reading Specialist	Youngsville Elementary School
Tricia McCray	Reading Specialist	Youngsville Elementary School
Colleen Vignere	Reading Specialist	Youngsville Elementary School
Paul Crider	Special Education Supervisor	Youngsville Elementary School
Laura Bierbower	School Counselor	Youngsville Elementary School
Lesley Walters	Parent	Youngsville Elementary School
Laura Stanton	Parent	Youngsville Elementary School
Kelly Sullivan	Parent	Youngsville Elementary School
Lindsey Sanford	Parent	Youngsville Elementary School
Misty Moore	Business Representative	Youngsville Elementary School

Name

Position

Building/Group

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>PSSA math scores will increase by supporting the implementation of strategies learned from professional development into classroom instruction. PSSA math scores will increase by using quality resources and providing teachers with the tools to best use those resources. PSSA math scores will increase by increasing parent involvement with student math mastery.</p>	<p>Mathematics Parent and family engagement</p>
<p>PSSA ELA scores will increase by improving the implementation of strategies and practices learned from professional development into classroom instruction. PSSA ELA scores will increase by reinforcing best instructional and management practices at the school and district level.</p>	<p>English Language Arts Parent and family engagement</p>

ACTION PLAN AND STEPS

Evidence-based Strategy
Parent and Family Engagement
Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Math Parent and Family Engagement

Using the PSSA, Grade 3-4 Mathematics scores will improve from 2018-2019 to 2021-2022.

ELA Parent and Family Engagement

Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022.

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

Collaborate with grade level colleagues across the district to determine a set of math skills each grade level will request parents to actively support at home in their child's mastery of those skills.

2021-08-30 -
2022-02-21

Elizabeth Kent

Math manipulatives

Anticipated Outcome

Increase in parent and family engagement by 10%

Monitoring/Evaluation

Completion and return of at home activities monthly

Evidence-based Strategy

Targeted Math Professional Development

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math PSSA Score Improvement

Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2021-2022 By 5%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Math teachers will participate in professional development trainings that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.

0021-10-04 -
2022-05-27

Lisa
Franklin/Academic
Coaches

Coaching

Anticipated Outcome

Professional Development Attendance and Evaluations Math PSSA Score Improvement of at least 5%

Monitoring/Evaluation

Myon and AR reports

Evidence-based Strategy

Targeted English Language Arts Professional Development: Text Dependent Questions-Pathways to Close and Critical Reading

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts PSSA Score Improvement	Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022 By 5%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-5 ELA teachers will receive training and ongoing support in Text Dependent Questioning to learn effective instruction in close and critical reading through a book study.	2021-08-30 - 2022-05-27	Lynn Shultz/Supervisor of Elementary Education	Text Dependent Questions Close and Critical Reading Resources

Anticipated Outcome

Professional Development Attendance and Evaluation ELA PSSA Score Improvement of at least 5%

Monitoring/Evaluation

Building and district administrators will track attendance and record evaluations for curricular professional development sessions; ELA CDT and PSSA Scores

Evidence-based Strategy

Strategic and Explicit Writing Instruction: Step Up to Writing Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts PSSA Score Improvement	Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022 By 5%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-5 ELA teachers will receive training and ongoing support with the Step Up to Writing program.	2021-08-30 - 2021-08-30	Lynn Shultz/Supervisor of Elementary Education	Step Up to Writing Manuals

Anticipated Outcome

ELA PSSA Score Improvement of at least 5%

Monitoring/Evaluation

ELA CDT and PSSA Scores

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2021-2022 By 5%. (Math PSSA Score Improvement)	Targeted Math Professional Development	Math teachers will participate in professional development trainings that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.	10/04/0021 - 05/27/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022 By 5%. (English Language Arts PSSA Score Improvement)	Targeted English Language Arts Professional Development: Text Dependent Questions- Pathways to Close and Critical Reading	K-5 ELA teachers will receive training and ongoing support in Text Dependent Questioning to learn effective instruction in close and critical reading through a book study.	08/30/2021 - 05/27/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022 By 5%. (English Language Arts PSSA Score Improvement)	Strategic and Explicit Writing Instruction: Step Up to Writing Program	K-5 ELA teachers will receive training and ongoing support with the Step Up to Writing program.	08/30/2021 - 08/30/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 Mathematics scores will improve from 2018-2019 to 2021-2022. (Math Parent and Family Engagement)	Parent and Family Engagement	Collaborate with grade level colleagues across the district to determine a set of math skills each grade level will request parents to actively support at home in their child's mastery of those skills.	08/30/2021 - 02/21/2022

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

School Improvement Facilitator Signature

Building Principal Signature

Elizabeth Kent

2021-07-29

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

2018-2019 Science PSSA: The All Student Group met the Interim Goal/Improvement Target with 71.3% achieving proficient or advanced.

2018-2019 Science PSSA: The All Student Group exceeded the Standard Demonstrating Growth with an Academic Growth Score of 80.5.

2018-2019 ELA PSSA: All Student Group participation in the English Language Arts/Literature PSSA was 95.5%.

The All Student Group participation rate in the math PSSA was 95.5, while the subgroup Economically Disadvantaged participation rate was 93.8 and the Students with Disabilities subgroup's participation rate was 89.9%.

2018-2019 Science PSSA: The All Student Group did meet the Interim Goal/Improvement Target with 71.3% achieving proficient or advanced and exceeded the Statewide Average which was 66%.

The All Student Group participation rate in the science PSSA was 96.6%.

Challenges

2018-2019 ELA PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 49.2% achieving proficient or advanced.

2018-2019 Math PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 26.3% achieving proficient or advanced.

2018-2019 English Language Arts/Literature PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 49.2% achieving proficient or advanced and fell below the Statewide Average which was 62.1%.

2018-2019 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 25.3% achieving proficient or advanced and scores decreased from the previous year.

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged did not meet the Interim Goal/Improvement Target with 39.7% achieving proficient or advanced and scores decreased from the year before.

2018-2019 Math PSSA: The All Student Group did not meet the

Strengths

2018-2019 Career Standards Benchmark: The All Student Group exceeded the Statewide Average of 89.8% completion rate with a completion rate of 90.4%.

2018-2019 Science PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 43.5% achieving proficient or advanced and scores increased from the year before.

2018-2019 Science PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 67.2% achieving proficient or advanced and scores increased from the year before.

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

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

Challenges

Interim Goal/Improvement Target with 26.3% achieving proficient or advanced and fell below the Statewide Average which was 45.2%.

2018-2019 Math PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 16% achieving proficient or advanced.

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 17.4% achieving proficient or advanced.

2018-2019 Science PSSA: The subgroup Students with Disabilities met the Interim Goal/Improvement Target with 43.5% achieving proficient or advanced, while 56.5% scored below proficiency.

2018-2019 Career Standards Benchmark: The All Student Group did not meet the Interim Goal/Improvement Target with 90.4% completion rate which was 98%

2018-2019 Math PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 16% achieving proficient or advanced, but their scores did increase from the year before.

2018-2019 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 25.3% achieving proficient or advanced and scores decreased from the

Challenges

previous year.

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 17.4% achieving proficient or advanced, and scores increased from the year before.

2018-2019 Math PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 17.4% achieving proficient or advanced, and scores increased from the year before.

Implement evidence-based strategies to engage families to support learning.

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

Most Notable Observations/Patterns

The all student group not meeting the interim targets in reading and math are areas of weakness that need address.

Challenges	Discussion Point	Priority for Planning
<p>2018-2019 ELA PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 49.2% achieving proficient or advanced.</p>	<p>Grade 3 scored basic in the following categories: • Literature Text: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas • Informational Text: Craft and Structure, Integration of Knowledge and Ideas Grade 4 scored basic in the following categories: • Literature Text: Craft and Structure, Integration of Knowledge and Ideas • Informational Text: Key Ideas and Details, Integration of Knowledge and Ideas, Conventions of Standard English, Text Dependent Analysis Grade 5 scored basic in the following categories: • Literature Text: Key Ideas and Details • Informational Text: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Conventions of Standard English, Knowledge of Language, Text Dependent Analysis</p>	
<p>2018-2019 Math PSSA: The All Student Group did not meet the Interim Goal/Improvement Target with 26.3% achieving proficient or advanced.</p>	<p>Grade 3 scored basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Geometry • Measurement and Data Grade 4 scored basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Geometry • Measurement and Data Grade 5 scored below basic or basic in the following categories: • Numbers and Operations In Base Ten and Fractions • Operations and Algebraic Thinking • Geometry • Measurement and Data</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Parent and Family Engagement

Action Steps	Anticipated Start/Completion Date
Collaborate with grade level colleagues across the district to determine a set of math skills each grade level will request parents to actively support at home in their child's mastery of those skills.	08/30/2021 - 02/21/2022

Monitoring/Evaluation	Anticipated Output
Completion and return of at home activities monthly	Increase in parent and family engagement by 10%

Material/Resources/Supports Needed	PD Step
Math manipulatives	yes

Action Plan: Targeted Math Professional Development

Action Steps	Anticipated Start/Completion Date
Math teachers will participate in professional development trainings that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.	10/04/0021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Myon and AR reports	Professional Development Attendance and Evaluations Math PSSA Score Improvement of at least 5%
Material/Resources/Supports Needed	PD Step
Coaching	yes
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Action Plan: Targeted English Language Arts Professional Development: Text Dependent Questions-Pathways to Close and Critical Reading

Action Steps	Anticipated Start/Completion Date
K-5 ELA teachers will receive training and ongoing support in Text Dependent Questioning to learn effective instruction in close and critical reading through a book study.	08/30/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
Building and district administrators will track attendance and record evaluations for curricular professional development sessions; ELA CDT and PSSA Scores	Professional Development Attendance and Evaluation ELA PSSA Score Improvement of at least 5%

Material/Resources/Supports Needed	PD Step
Text Dependent Questions Close and Critical Reading Resources	yes



Action Plan: Strategic and Explicit Writing Instruction: Step Up to Writing Program

Action Steps	Anticipated Start/Completion Date
K-5 ELA teachers will receive training and ongoing support with the Step Up to Writing program.	08/30/2021 - 08/30/2021

Monitoring/Evaluation	Anticipated Output
ELA CDT and PSSA Scores	ELA PSSA Score Improvement of at least 5%

Material/Resources/Supports Needed	PD Step
Step Up to Writing Manuals	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 math scores will improve from 2018-2019 to 2021-2022 By 5%. (Math PSSA Score Improvement)	Targeted Math Professional Development	Math teachers will participate in professional development trainings that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.	10/04/0021 - 05/27/2022
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022 By 5%. (English Language Arts PSSA Score Improvement)	Targeted English Language	K-5 ELA teachers will receive training and	08/30/2021 - 05/27/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Arts Professional Development: Text Dependent Questions- Pathways to Close and Critical Reading	ongoing support in Text Dependent Questioning to learn effective instruction in close and critical reading through a book study.	
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022 By 5%. (English Language Arts PSSA Score Improvement)	Strategic and Explicit Writing Instruction: Step Up to Writing Program	K-5 ELA teachers will receive training and ongoing support with the Step Up to Writing program.	08/30/2021 - 08/30/2021
Using the PSSA, Grade 3-4 Mathematics scores will improve from 2018-2019 to 2021-2022. (Math Parent and Family Engagement)	Parent and Family Engagement	Collaborate with grade level colleagues across the district to determine a set of math skills each grade level will	08/30/2021 - 02/21/2022
Using the PSSA, Grade 3-4 ELA scores will improve from 2018-2019 to 2021-2022. (ELA Parent and Family Engagement)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		request parents to actively support at home in their child's mastery of those skills.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Targeted Math Professional Development	K-5 Math Teachers	Instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Evaluation	10/04/2021 - 05/27/2022	Lisa Franklin/Academic Coaches

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step

Audience

Topics of Prof. Dev

Targeted English Language Arts Professional Development

K-5 ELA Teachers

Writing instructional strategies, Step Up to Writing Program, Text Dependent Question, Close Reading, Critical Reading

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Professional Development Evaluation

08/30/2021 - 05/27/2022

Lynn Shultz/Supervisor of Elementary Education

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step	Audience	Topics of Prof. Dev
Parent and Family Engagement	K-5 Math teachers	Math skills to be reinforced at home with parents, math activities/programs/methods parents can use to actively support mastery of the math skills

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Evaluation	08/30/2021 - 02/21/2022	Elizabeth Kent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	
4c: Communicating with Families	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inform parents and community of YES's Title Plan	Title Plan: Priorities, goals, strategies	Letter, Meetings, Facebook, and Web page.	Parents/Guardians and Community	October 2021
Inform faculty and staff of YES's Title Plan components	Title Plan: Data, priorities, goals, strategies, professional development	Faculty Meeting, Grade Level Meetings, Staff Meetings, Professional Development	Faculty and Staff	October 2021
