

BLAIN EL SCH

132 Blain Rd

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Blain Elementary will ensure access to literacy and math instruction that relies on data-driven, best practice strategies for all students. Students reading below grade level will be supported through a variety of instructional intervention techniques both in the regular education classroom and from a certified reading specialist. Blain Elementary students will also have access to the services of a Math Interventionist who will provide instructional support to students who are identified as not meeting grade level expectations. Additionally, in order to support the social and emotional development of our students, Blain will continue to implement the PATHS curriculum in PreK-2 and Responsive Classroom in grades PreK-5.

STEERING COMMITTEE

Name	Position	Building/Group
Tonya Kepner	Principal	Blain Elementary
Stacy O'Toole	Reading Specialist	Blain Elementary
Erin Monn	Instructional Coach	West Perry School District
Michele Dubaich	District Level Leaders	West Perry School District
Debra Hansbury	Teacher	Blain Elementary
Mary Shenk	Paraprofessional	Blain Elementary
Doreen Kelly	Paraprofessional	Blain Elementary
Heidi Adair	Paraprofessional	Blain Elementary
Olney Innerst	Parent	Parent
Elizabeth Stone	Teacher	Blain Elementary
Beth Bellaji	Teacher	Blain Elementary
Jodi Zendt	Teacher	Blain Elementary
Sarah Rice	Teacher	Blain Elementary

Name

Position

Building/Group

Lois Parker

Community Member

Community Library of Western Perry County

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Our math interventionist will continue providing targeted interventions to students who are performing below grade level in mathematics.	Mathematics
Expectations for regular communication through the district's online communication tool will be communicated. Efforts will be made to work collaboratively with the PTO to coordinate additional parent engagement opportunities. In addition, more frequent reminders and opportunities to access the district's communication tools will be provided to families.	Parent and family engagement
Our reading specialist and paraprofessionals will continue providing interventions and support to students in K-3, and our Instructional coaches will continue providing professional development to classroom teachers to support growth in reading. In addition, phonemic awareness and phonics resources are being purchased to support explicit and systematic instruction. A district-created phonics assessment will no longer be utilized and a nationally-normed universal screener will be implemented.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy	
Reading Specialist and Paraprofessionals	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Proficiency Goal	80% of K-2 students will meet the Acadience end-of-year proficiency benchmarks.
Parent and Family Engagement Goal	The reading specialist, building principal, and PTO will plan and coordinate four parent and family engagement events. These events will be communicated through School Messenger, Facebook, and/or SeeSaw.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Reading specialist and paraprofessionals will provide weekly interventions for students needing additional reading support.	2023-08-24 - 2024-06-04	Reading Specialist	Leveled Literacy texts, phonemic awareness resources (Heggerty), explicit phonics-based instruction materials, and reading interventions; Federal funds will be used to pay the salary/benefits of the reading specialist and two paraprofessionals.
Reading specialist will provide resources or support to families monthly.	2023-08-24 - 2024-06-04	Reading Specialist	Parent contact information; Federal funds will be used to fund Seesaw (family engagement communication tool); Parent education resources

Anticipated Outcome
Increased number of students meeting end-of-year reading targets

Monitoring/Evaluation
Acadience benchmark and progress monitoring assessments



Evidence-based Strategy

Math Interventionist

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Achievement Goal	Students in need of math interventions will be identified through a district math assessment and/or classroom teacher input and will be provided with weekly math interventions by the math intervention specialist and/or the classroom teacher.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Math interventions will be provided to students who have been identified as needing additional math support.	2023-08-24 - 2024-06-04	Math Interventionist and Classroom Teachers	District assessments (pilot of Acadience Math); district curricular materials (Eureka Math)

Anticipated Outcome

Increased number of students meeting end-of-year mathematics targets

Monitoring/Evaluation

District benchmark assessments according to the district assessment calendar

Evidence-based Strategy

Instructional Coaching

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Reading Proficiency Goal 80% of K-2 students will meet the Acadience end-of-year proficiency benchmarks.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Instructional coaches will provide professional development and ongoing support related to literacy-best practices.

2023-08-24 -
2024-06-04

Instructional
Coaches

Literacy-Best Practices & Materials including Heggerty, UFLI, decodable texts, sound walls, etc.

Anticipated Outcome

Increased number of students meeting end-of-year reading targets; increased number of teachers engaging in best practices

Monitoring/Evaluation

Acadience benchmark and progress monitoring assessments according to the district assessment calendar; PA-EETP monthly walkthrough data

Evidence-based Strategy

Parent and Family Engagement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Parent and Family Engagement Goal

The reading specialist, building principal, and PTO will plan and coordinate four parent and family engagement events. These events will be communicated through School Messenger, Facebook, and/or SeeSaw.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

The reading specialist, building principal, and PTO will plan and coordinate four parent and family engagement events.

2023-08-24 -
2024-06-04

Reading Specialist and Building Principal

Event-specific materials determined through collaboration with PTO members; PTO funds; Parent education resources

All parent and family engagement events will be communicated through School Messenger, Facebook, and/or SeeSaw.

2023-08-24 -
2024-06-04

Building principal

Facebook, School Messenger, SeeSaw

Explicit instruction on becoming a school visitor or volunteer will be provided to families to increase parent and family engagement.

2023-08-24 -
2024-06-04

Building principal

Quarterly newsletters through S'more; Orientation PowerPoint presentation; volunteer checklist from district website; QR code to link to online volunteer packet to be displayed during school events

Explicit instruction on becoming a school visitor or

2023-08-24 -

Building

Quarterly newsletters through S'more;

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
volunteer will be provided to families to increase parent and family engagement.	2024-06-04	principal	Orientation PowerPoint presentation; volunteer checklist from district website; QR code to link to online volunteer packet to be displayed during school events
Provide SeeSaw training for professional staff to maximize communication features offered by this tool and emphasize academic connections with classroom happenings	2023-08-21 - 2023-08-21	Building principal and instructional coaches	District expectations for SeeSaw use; professional development on features of SeeSaw
Provide SeeSaw training for professional staff to maximize communication features offered by this tool and emphasize academic connections with classroom happenings	2023-08-21 - 2023-08-21	Building principal and instructional coaches	District expectations for SeeSaw use; professional development on features of SeeSaw

Anticipated Outcome
Increased parent and family engagement participation

Monitoring/Evaluation
Parent and Family Engagement End-of-Year Survey; Event sign-in sheets; Feedback forms from parent and family engagement events



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The reading specialist, building principal, and PTO will plan and coordinate four parent and family engagement events. These events will be communicated through School Messenger, Facebook, and/or SeeSaw. (Parent and Family Engagement Goal)	Parent and Family Engagement	Provide SeeSaw training for professional staff to maximize communication features offered by this tool and emphasize academic connections with classroom happenings	08/21/2023 - 08/21/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The reading specialist, building principal, and PTO will plan and coordinate four parent and family engagement events. These events will be communicated through School Messenger, Facebook, and/or SeeSaw. (Parent and Family Engagement Goal)	Parent and Family Engagement	Provide SeeSaw training for professional staff to maximize communication features offered by this tool and emphasize academic connections with classroom happenings	08/21/2023 - 08/21/2023

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

Tonya M. Kepner

2023-08-11

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Mathematics - Proficient or Advanced Achievement on Pennsylvania State Assessments

Career Readiness Standard

PVAAS Growth Data - ELA

Our reading specialist and paraprofessionals continue to provide reading interventions utilizing research-based best practice instructional models to students who are reading below grade level.

The instructional coach supported teachers in the development and implementation of high quality literacy instruction.

The percentage of students in grades K-3 scoring at the proficient level on the district phonics assessment maintained the level of progress from 2021-2022 to 2022-2023.

Students have historically performed well above the state average on the fourth grade Science PSSA.

Our math interventionist was able to provide interventions that targeted gaps in previous grade level skills.

Challenges

ELA Achievement Data

PVAAS Growth - Mathematics

The number of students meeting year-end grade level expectations is below 80% on the Rigby.

The number of students meeting year-end phonics expectations is below 80% on the district phonics assessment.

There is not a comprehensive math data tool to screen students K through 5 in order to track student performance and to proactively identify students in need of intervention.

When students are absent during structured career lessons, individual make-up sessions need to be held.

There are not currently any math intervention protocols that target word problems.

Classroom-created assessment tools are used. No district assessment tool exists for science.

Implement evidence-based strategies to engage families to

Strengths

Students identified as economically disadvantaged performed similarly (95.0%) in comparison to the all student group (96.0%) in the area of ELA Growth.

Individualized math interventions have impacted student growth in the area of fact fluency.

100% of students met the career readiness standard for the 2022-2023 school year.

Identify and address individual student learning needs

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

The school counselor is utilizing Smart Futures to support the Career Readiness curriculum.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

The percentage of students (K-3) who reached benchmark or made a year's worth of growth according to the Rigby assessment increased from 57% in 2021-2022 to 71% in 2022-2023.

Science is an area of high student engagement during

Challenges

support learning

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

Neither the all student group (55.6%) nor the economically disadvantaged group (45.9%) made the ELA Achievement target in 2022-2023.

Curriculum will need to be revised based upon the new science standards.

While students complete the required number of assignments in Smart Futures, ensuring that the correct number of strands are met can be challenging.

Strengths

observations.

Students identified as economically disadvantaged performed above level (70.0%) in comparison to the all student group (54.0%) in the area of math.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
PVAAS Growth - Mathematics	Our math interventionist will continue providing targeted interventions to students who are performing below grade level in mathematics.	✓
Implement evidence-based strategies to engage families to support learning	Expectations for regular communication through the district's online communication tool will be communicated. Efforts will be made to work collaboratively with the PTO to coordinate additional parent engagement opportunities. In addition, more frequent reminders and opportunities to access the district's communication tools will be provided to families.	✓
The number of students meeting year-end phonics expectations is below 80% on the district phonics assessment.	Our reading specialist and paraprofessionals will continue providing interventions and support to students in K-3, and our Instructional coaches will continue providing professional development to classroom teachers to support growth in reading. In addition, phonemic awareness and phonics resources are being purchased to support explicit and systematic instruction. A district-created phonics assessment will no longer be utilized and a nationally-normed universal screener will be implemented.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Reading Specialist and Paraprofessionals

Action Steps	Anticipated Start/Completion Date
Reading specialist and paraprofessionals will provide weekly interventions for students needing additional reading support.	08/24/2023 - 06/04/2024
Monitoring/Evaluation	Anticipated Output
Acadience benchmark and progress monitoring assessments	Increased number of students meeting end-of-year reading targets
Material/Resources/Supports Needed	PD Step
Leveled Literacy texts, phonemic awareness resources (Heggerty), explicit phonics-based instruction materials, and reading interventions; Federal funds will be used to pay the salary/benefits of the reading specialist and two paraprofessionals.	no



Action Steps**Anticipated Start/Completion Date**

Reading specialist will provide resources or support to families monthly.

08/24/2023 - 06/04/2024

Monitoring/Evaluation**Anticipated Output**

Acadience benchmark and progress monitoring assessments

Increased number of students meeting end-of-year reading targets

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

Parent contact information; Federal funds will be used to fund Seesaw (family engagement communication tool); Parent education resources

no



Action Plan: Math Interventionist

Action Steps

Anticipated Start/Completion Date

Math interventions will be provided to students who have been identified as needing additional math support.

08/24/2023 - 06/04/2024

Monitoring/Evaluation

Anticipated Output

District benchmark assessments according to the district assessment calendar

Increased number of students meeting end-of-year mathematics targets

Material/Resources/Supports Needed

PD Step

District assessments (pilot of Acadience Math); district curricular materials (Eureka Math)

no



Action Plan: Instructional Coaching

Action Steps	Anticipated Start/Completion Date
Instructional coaches will provide professional development and ongoing support related to literacy-best practices.	08/24/2023 - 06/04/2024

Monitoring/Evaluation	Anticipated Output
Acadience benchmark and progress monitoring assessments according to the district assessment calendar; PA-EETEP monthly walkthrough data	Increased number of students meeting end-of-year reading targets; increased number of teachers engaging in best practices

Material/Resources/Supports Needed	PD Step
Literacy-Best Practices & Materials including Heggerty, UFLI, decodable texts, sound walls, etc.	no

Action Plan: Parent and Family Engagement

Action Steps**Anticipated Start/Completion Date**

The reading specialist, building principal, and PTO will plan and coordinate four parent and family engagement events.

08/24/2023 - 06/04/2024

Monitoring/Evaluation**Anticipated Output**

Parent and Family Engagement End-of-Year Survey; Event sign-in sheets; Feedback forms from parent and family engagement events

Increased parent and family engagement participation

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

Event-specific materials determined through collaboration with PTO members; PTO funds; Parent education resources

no



Action Steps**Anticipated Start/Completion Date**

All parent and family engagement events will be communicated through School Messenger, Facebook, and/or SeeSaw.

08/24/2023 - 06/04/2024

Monitoring/Evaluation**Anticipated Output**

Parent and Family Engagement End-of-Year Survey; Event sign-in sheets; Feedback forms from parent and family engagement events

Increased parent and family engagement participation

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

Facebook, School Messenger, SeeSaw

no



Action Steps	Anticipated Start/Completion Date
Explicit instruction on becoming a school visitor or volunteer will be provided to families to increase parent and family engagement.	08/24/2023 - 06/04/2024

Monitoring/Evaluation	Anticipated Output
Parent and Family Engagement End-of-Year Survey; Event sign-in sheets; Feedback forms from parent and family engagement events	Increased parent and family engagement participation

Material/Resources/Supports Needed	PD Step
Quarterly newsletters through S'more; Orientation PowerPoint presentation; volunteer checklist from district website; QR code to link to online volunteer packet to be displayed during school events	no



Action Steps	Anticipated Start/Completion Date
Explicit instruction on becoming a school visitor or volunteer will be provided to families to increase parent and family engagement.	08/24/2023 - 06/04/2024
Monitoring/Evaluation	Anticipated Output
Parent and Family Engagement End-of-Year Survey; Event sign-in sheets; Feedback forms from parent and family engagement events	Increased parent and family engagement participation
Material/Resources/Supports Needed	PD Step
Quarterly newsletters through S'more; Orientation PowerPoint presentation; volunteer checklist from district website; QR code to link to online volunteer packet to be displayed during school events	no

Action Steps**Anticipated Start/Completion Date**

Provide SeeSaw training for professional staff to maximize communication features offered by this tool and emphasize academic connections with classroom happenings

08/21/2023 - 08/21/2023

Monitoring/Evaluation**Anticipated Output**

Parent and Family Engagement End-of-Year Survey; Event sign-in sheets; Feedback forms from parent and family engagement events

Increased parent and family engagement participation

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

District expectations for SeeSaw use; professional development on features of SeeSaw

yes



Action Steps**Anticipated Start/Completion Date**

Provide SeeSaw training for professional staff to maximize communication features offered by this tool and emphasize academic connections with classroom happenings

08/21/2023 - 08/21/2023

Monitoring/Evaluation**Anticipated Output**

Parent and Family Engagement End-of-Year Survey; Event sign-in sheets; Feedback forms from parent and family engagement events

Increased parent and family engagement participation

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

District expectations for SeeSaw use; professional development on features of SeeSaw

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The reading specialist, building principal, and PTO will plan and coordinate four parent and family engagement events. These events will be communicated through School Messenger, Facebook, and/or SeeSaw. (Parent and Family Engagement Goal)	Parent and Family Engagement	Provide SeeSaw training for professional staff to maximize communication features offered by this tool and emphasize academic connections with classroom happenings	08/21/2023 - 08/21/2023
The reading specialist, building principal, and PTO will plan and coordinate four parent and family engagement events. These events will be communicated through School Messenger, Facebook, and/or SeeSaw. (Parent and Family Engagement Goal)	Parent and Family Engagement	Provide SeeSaw training for professional staff to maximize communication features offered by this tool and emphasize academic connections with classroom happenings	08/21/2023 - 08/21/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
SeeSaw training for professional staff	PreK through 5th grade professional staff (classroom teachers, special subject teachers, school counselors, reading specialists, math interventionists, special education teachers, speech clinicians)	District expectations for use of SeeSaw during the 2023-2024 school year including: -Logging in - Creating a QR code to link families to SeeSaw classrooms -Making a post -Sending a direct message -Emphasizing academic content when making posts

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Monthly SeeSaw posts sharing classroom happenings with an emphasis on academic connections	08/21/2023 - 06/04/2024	Building 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
Share with all stakeholders through staff faculty meeting and PTO (Parent-Teacher Organization) meeting	-Final) Title I Plan contents (strengths, needs, goals - Action plan steps	One-time meeting with agenda and minutes	Blain Elementary Staff Blain PTO Members	September 2003
