

**EAST JUNIATA EL SCH**

54 Main St

Schoolwide Title 1 School Plan | 2022 - 2023

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## **VISION FOR LEARNING**

The EJES staff is dedicated to addressing the needs of each student while creating a safe learning environment wherein each child experiences optimal academic growth and social development.

STEERING COMMITTEE

Name	Position	Building/Group
Clint Mitchell	Principal	Juniata County School District
Missy Swartz	Community Member	Home and School Parent
Elizabeth Sheaffer	Education Specialist	MTSS
Bobbi Apple	Apple	Parent
Jessica Brosius	Education Specialist	Special Education Teacher
Renee	Elsasser	Regular Education
Deedre	Mitchell	Community
Gary	Dawson	Superintendent
Christie Holderman	District Level Leaders	Assistant Superintendent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Students in k-2 need to be proficient readers for students to score proficient and advanced at the upper-grade levels. Title 1 will be restructured to best meet the needs of our k-2 learners.	English Language Arts
Students need a foundation of Math skills to better understand complex mathematical concepts. Students in k-5 will utilize Spring Math with fidelity to master foundational Math skills.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
ECRI	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
k-2 ELA schedule ECRI	The Title I program will be restructured to focus more on grades K-2 (Title I program ) 100% of teachers in k-2 will utilize Enhanced Reading Intervention Strategies daily in their classroom.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Implement Wonders curriculum with ECRI routines	2022-08-30 - 2023-05-26	Clint Mitchell	Wonders Federal Funds: Approximately 450,000 supporting Title 1 Reading and Math
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#### Anticipated Outcome

70% proficiency with small group intervention and progress monitoring as needed.

#### Monitoring/Evaluation

3 times per year for all k-2 students. Ongoing for those not meeting benchmarks.

#### Evidence-based Strategy

My Math and Spring Math

#### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spring Math	Students in k-2 will improve their basic Mathematical skills. 60% of scores will increase.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement My Math and Spring Math Curriculum k-5	2022-08-30 - 2023-05-26	Clint Mitchell	Spring Math/My Math Curriculum/Acadience Benchmarking. Wonders Federal Funds: Approximately 450,000 supporting Title 1 Reading and

**Action Step**

**Anticipated  
Start/Completion**

**Lead  
Person/Position**

**Materials/Resources/Supports Needed**

Math

**Anticipated Outcome**

Increase in Acadience and PSSA Scores

**Monitoring/Evaluation**

3 times per year

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Title I program will be restructured to focus more on grades K-2 (Title I program ) 100% of teachers in k-2 will utilize Enhanced Reading Intervention Strategies daily in their classroom. (k-2 ELA schedule ECRI)	ECRI	Implement Wonders curriculum with ECRI routines	08/30/2022 - 05/26/2023

**PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students in k-2 will improve their basic Mathematical skills. 60% of scores will increase. (Spring Math)	My Math and Spring Math	Implement My Math and Spring Math Curriculum k-5	08/30/2022 - 05/26/2023

## 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).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

	Clint Mitchell	2022-11-08
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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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The number of students scoring proficient or advanced in Science exceeded the state average. We will have a way to go to meet the state goal in 2030.

All students in Grade 6 are showing a years growth in reading. All but the Lowest students are showing blue in PVAAS indicating well above growth.

All students are grade 5 are showing at least one year's growth through the 3yr average.

When reviewing PVAAS data our 6th grade students are all showing a year growth.

Our 5th grade our low and low middle students were showing growth.

We far exceeded the state average for students scoring proficient and advanced on the PSSA test.

Each student in K-6 has a library media class and class meeting with the school counselor. During this time students work on creating evidence portfolios that include career awareness and preparation.

### Challenges

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The number of economically disadvantaged, students scoring advanced or proficient on the ELA PA state assessment was below the state average.

The number of students scoring advanced or proficient on the ELA PA state assessment was below the state average.

The number of students scoring advanced or proficient on the Math PA state assessment was below the state average.

We need to have more students showing high evidence of growth by having more students score advanced on the PSSA test.

Getting all groups to exceed a years growth in 5th grade.

Students in the all groups but the low groups have not shown high evidence of growth in the PSSA test.

Making sure students moving in and out of the district has provided a challenge in maintaining their career evidence.

Identify and address individual student learning needs and use the data to shape instruction.

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## Strengths

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

Collectively shape the vision for continuous improvement of teaching and learning

Identify and address individual student learning needs

100% of the all student group is showing growth.

ECRI practices and the new Wonders program along training is assuring best practices are being used for phonics instruction.

## Challenges

Increasing the number of proficient and advanced students in reading and math.

Challenging the middle to top percentile of students while also focusing on struggling students.

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## Most Notable Observations/Patterns

Throughout the planning process, it is evident when reviewing data that consolidation tremendously impacted our student achievement in the year of consolidation. With COVID-19 and school closure, our team feels it is most important to identify student's current levels and provide on-level instruction to catch students up. Identifying current levels of ability will allow our students to grow and maintain grade-level expectations. We are seeing steady growth from our students and had a relatively normal school year with minimal interruptions during the 2021-22 school year. Preliminary data is showing steady improvement for the 2021-22 school year.

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Challenges	Discussion Point	Priority for Planning
The number of students scoring advanced or proficient on the ELA PA state assessment was below the state average.	Title I program will be restructured to better support K-2 students to improve student reading proficiency. We have adopted a new curriculum and also are implementing ECRI practices.	
The number of students scoring advanced or proficient on the Math PA state assessment was below the state average.	Students in k-5 will utilize "Spring Math" to identify areas of need and strength along with progress monitoring with Acadience to determine if interventions are working. Benchmarks testing in Study Island will determine learning needs for students on grade-level content.	

ADDENDUM B: ACTION PLAN

Action Plan: ECRI

Action Steps	Anticipated Start/Completion Date
Implement Wonders curriculum with ECRI routines	08/30/2022 - 05/26/2023
Monitoring/Evaluation	Anticipated Output
3 times per year for all k-2 students. Ongoing for those not meeting benchmarks.	70% proficiency with small group intervention and progress monitoring as needed.
Material/Resources/Supports Needed	PD Step
Wonders Federal Funds: Approximately 450,000 supporting Title 1 Reading and Math	yes
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**Action Plan: My Math and Spring Math**

Action Steps	Anticipated Start/Completion Date
Implement My Math and Spring Math Curriculum k-5	08/30/2022 - 05/26/2023

Monitoring/Evaluation	Anticipated Output
3 times per year	Increase in Acadience and PSSA Scores

Material/Resources/Supports Needed	PD Step
Spring Math/My Math Curriculum/Acadience Benchmarking. Wonders Federal Funds: Approximately 450,000 supporting Title 1 Reading and Math	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The Title I program will be restructured to focus more on grades K-2 (Title I program ) 100% of teachers in k-2 will utilize Enhanced Reading Intervention Strategies daily in their classroom. (k-2 ELA schedule ECRI)	ECRI	Implement Wonders curriculum with ECRI routines	08/30/2022 - 05/26/2023
Students in k-2 will improve their basic Mathematical skills. 60% of scores will increase. (Spring Math)	My Math and Spring Math	Implement My Math and Spring Math Curriculum k-5	08/30/2022 - 05/26/2023

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# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
ECRI Practices k-2	K-2 Teachers	ECRI Practice Routines
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Attendance at PD	08/24/2022 - 06/01/2023	Clint Mitchell
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Language and Literacy Acquisition for All Students
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**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post to website	School Wide Title Plan	Website	East Juniata Elementary School Parents, Teachers, and Community Members	November 15th 2022

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