

## **TUSSEY MOUNTAIN EL**

1110 Mifflin St

Schoolwide Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

Mission Statement: The continuing mission of the Tussey Mountain School District is to provide a safe, stimulating, and challenging environment where every person has an equal opportunity to attain the knowledge and skills necessary to become lifelong learners who contribute positively to society. School Vision: United in purpose and working together, we create an outstanding environment where all children and teachers are excited to come to school, learn, and strive for excellence.

STEERING COMMITTEE

Name	Position	Building/Group
Jerry Shoemake	Chief School Administrator	Tussey Mountain School District
Wayland Heath	Principal	Tussey Mountain Elementary School
Jessica Little	Teacher	Tussey Mountain Elementary School
Christy Leonard	Teacher	Tussey Mountain Elementary School
Lindsey Corrigan	Teacher	Tussey Mountain Elementary School
Stephanie Horton	Teacher	Tussey Mountain Elementary School
Morgan Stoudnour	Reading Specialist	Tussey Mountain Elementary School
Rebecca Treece	Parent	Tussey Mountain School District
Melanie Baer	Education Specialist	Tussey Mountain School District
Denelle Diehl	District Level Leaders	Tussey Mountain School District
Ashley Love	Community Member	Tussey Mountain School District

Name	Position	Building/Group

# ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Teachers in grades K-2 have been trained in Enhanced Core Reading Instruction. This will help to provide uniformity to Early Literacy and Reading Instruction at the K-2 level. It will also allow teachers to use evidence-based instructional practices within each K-2 classroom to teach Early Literacy and Reading skills.	Early Literacy  English Language Arts
A Multi-Tiered System of Support will help to provide tailored instruction in Reading and Math through data-based class assignments and intervention groups. Reading Comprehension and Oral Reading Fluency will be a primary focus in grades 2-4.	English Language Arts  English Language Arts  Mathematics

# ACTION PLAN AND STEPS

Evidence-based Strategy
Enhanced Core Reading Instruction

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Kindergarten - Letter Naming Fluency	65% of students in Kindergarten will meet the benchmark for Letter Naming Fluency as measured by the AIMSweb Plus LNF Assessment.
Grade One - Nonsense Word Fluency	65% of students in Grade One will meet the benchmark for Nonsense Word Fluency as measured by the AIMSweb Plus NWF Assessment.
Grade 2 - Oral Reading Fluency	60% of students in Grade 2 will meet the benchmark for Oral Reading Fluency as measured by the AIMSweb Plus ORF assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers in grades K-2 will implement Enhanced Core Reading Instruction during the 23-24 school year. Interventionists will provide small group intervention using the Enhanced Core Reading Instruction model.	2023-08-23 - 2024-05-29	Wayland Heath / Elementary Principal	2 Reading Specialists 1 Reading Interventionist ECRI Materials ECRI Coaching / PD Support \$233,054 of the total Title I Funds, which is \$338,576, will be used to pay for 2 Reading Specialists and 1 Reading Interventionist to support this goal.

## Anticipated Outcome

Students in grades K-2 will meet Early Literacy and Reading goals. Students in grade 2 will meet Oral Reading Fluency Goals.

## Monitoring/Evaluation

Student progress will be monitored quarterly.

Evidence-based Strategy

Multi-Tiered System of Support

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Kindergarten - Letter Naming Fluency	65% of students in Kindergarten will meet the benchmark for Letter Naming Fluency as measured by the AIMSweb Plus LNF Assessment.
Grade One - Nonsense Word Fluency	65% of students in Grade One will meet the benchmark for Nonsense Word Fluency as measured by the AIMSweb Plus NWF Assessment.
Grade 2 - Oral Reading Fluency	60% of students in Grade 2 will meet the benchmark for Oral Reading Fluency as measured by the AIMSweb Plus ORF assessment.
Grades 2-4 Number Sense Fluency	65% of students in grades 2-4 will meet the benchmark for Number Sense Fluency as measured by the AIMSweb Plus NSF Assessment.
Grades 2-4 Reading Comprehension	65% of students in Grade 2-4 will meet the benchmark for Reading Comprehension as measured by the AIMSweb Plus RC assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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A Multi-Tiered System of Support will be implemented in Grades K-4. Students will receive data-based intervention in the areas of Reading and Math.	2023-08-23 - 2024-05-29	Wayland Heath	MTSS Student Materials Reading Specialists Reading Interventionist Math Interventionists \$338,576 of the total Title I funds, which is \$338,576 will be used to provide a MTSS system in both Math and Reading. These funds will provide 2 Reading Specialists, 1 Reading Interventionist, and 2 Math Interventionists.
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#### **Anticipated Outcome**

Students will receive intervention based on the data collected through the Multi-Tiered System of Support. Students in grades K-4 will meet the anticipated Reading and Math goals during the 23-24 school year as a result of the Multi-Tiered System of Support.

#### **Monitoring/Evaluation**

Students will be benchmarked three times per year. Students receiving Tier 2 intervention will be monitored every other week. Students receiving Tier 3 intervention will be monitored weekly.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
65% of students in Kindergarten will meet the benchmark for Letter Naming Fluency as measured by the AIMSweb Plus LNF Assessment. (Kindergarten - Letter Naming Fluency)	Enhanced Core Reading Instruction	Teachers in grades K-2 will implement	08/23/2023 - 05/29/2024
65% of students in Grade One will meet the benchmark for Nonsense Word Fluency as measured by the AIMSweb Plus NWF Assessment. (Grade One - Nonsense Word Fluency)		Enhanced Core Reading Instruction during the 23-24 school year.	
60% of students in Grade 2 will meet the benchmark for Oral Reading Fluency as measured by the AIMSweb Plus ORF assessment. (Grade 2 - Oral Reading Fluency)		Interventionists will provide small group intervention using the Enhanced Core Reading Instruction model.	



## 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	J. Jerry Shoemake	2023-06-22
School Improvement Facilitator Signature		
Building Principal Signature	Wayland Heath	2023-06-22

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The percentage of students scoring proficient or advanced in Science was 69%, which exceeded the statewide average by 15%.

The percentage of students scoring proficient or advanced in mathematics was 46%, which exceeded the statewide average by 10%.

A Multi-Tiered System of Support is established in the area of Reading for grades K-4. This system directly contributes in a positive manner to student achievement. We are currently working to strengthen the system through further development of the process and procedures associated with the system.

We have implemented Enhanced Core Reading Instruction in grades K-2 over the past two years. We have noticed good results in our local assessment data as a result of Enhanced Core Reading Instruction.

AIMSweb data is collected for Math and is used to provide formal data-driven intervention support.

AIMSweb assessments have given us a method of determining skill deficits for all students in grades K-4.

### Challenges

Students scoring proficient or advanced in ELA was 4% lower than the state average.

Students in the economically disadvantaged category increased their attendance rate, but did not meet the attendance standard. The attendance rate was 4% less than the statewide average.

ECRI implementation will help to provide a solid foundation to students in Early Literacy skills as students move into Grades 3 and 4.

Students need to receive more practice in Oral Reading Fluency both in school and at home on a daily basis.

Many of the Related Academics Areas do not apply to Tussey Mountain Elementary School due to its configuration as a K-4 school.

Implement Math Intervention system in grades K and 1 to help provide a solid foundation in Early Numeracy skills.

Provide more Early Numeracy and Mathematics intervention support to students in grades K-4

## Strengths

The Science curriculum in Grade 4 allows students to experience and apply the knowledge as they learn. This is often done through hands-on experiments and data collection.

Grade 4 Science scores are well-above the statewide average.

Grade 4 Science also uses a Coach Book that helps to teach the key ideas and understandings of the Grade 4 Curriculum.

Teachers have been trained to implement ECRI in grades K-2.

The All Student Group met the Regular Attendance standard and exceeded the statewide average.

All student groups met the growth standards for the Science Assessment.

AIMSweb Data

MTSS System is established in grades K-4.

Guidance Counselor provides Career Readiness lessons and activities to students in grades K-4. Two pieces of evidence collected annually.

67% of Economically Disadvantaged students scored Proficient or Advanced on the Grade 4 Science Assessment.

## Challenges

Phonics Instruction in Grades K-2

Continue to strengthen and build upon MTSS system.

All groups fell short of the statewide growth standard for ELA.

We plan to provide students with more practice in Oral Reading Fluency both in the classroom and at home on a regular basis during the upcoming school year.

Provide more intervention in the area of Early Numeracy and Mathematics in grades K-4.

Economically Disadvantaged students increased their performance in all subject areas except Science. However, they did not meet state performance targets.

Phonics Instruction needs to be improved in the primary grade levels to provide a strong foundation in the area of Early Literacy skills.

More intervention support is necessary in the area of Mathematics to help support students that are not meeting the proficiency standards.

Provide necessary resources to continue to provide quality science instruction through hands-on experiments and data collection.

## Strengths

A large percentage of the overall proficiency rate in ELA, Math, and Science came from students considered as Economically Disadvantaged.

Math fact practice has provided students with more practice with math facts, particularly in grades 1-2, to help prepare them for the more in-depth math material that is delivered in grades 3-4.

MTSS - Both Reading and Math

Using a variety of assessments to monitor student learning.

Curriculum, Instruction, and Assessments are aligned to PA Standards

Enhanced Core Reading Instruction

Math Intervention Support

## Challenges

Continue to make attendance a priority with parents.

Need additional MTSS Tools for Math and Early Numeracy

Community Involvement

Reading interventionists would allow more students to receive one-on-one support in the area of Early Literacy and Reading.

Strengthen the Math MTSS System through more intervention resources.

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### Most Notable Observations/Patterns

The most notable observations of the needs assessment include issues related to Attendance, ELA, and Math scores for the school. School attendance is an area that needs to be continually targeted. Attendance Incentives should be provided to students and Attendance should be an area targeted by the school PBIS system. The area of ELA needs to be targeted and improved upon by strengthening phonics instruction, mainly in grades K-2. More math intervention needs to be provided to struggling students with the assistance of math interventionists.

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#### Challenges

#### Discussion Point

#### Priority for Planning

Provide more Early Numeracy and Mathematics intervention support to students in grades K-4

The MTSS System needs to be continually strengthened to provide more intervention opportunities in Reading and Math

Phonics Instruction in Grades K-2

This is a primary focus area for the school. Teachers have been trained on Enhanced Core Reading Instruction. This will help to improve the quality of instruction received in the area of phonics and will help to provide some uniformity to the instruction provided.



Continue to make attendance a priority with parents.

PBIS System will be used to promote and incentivize regular attendance.

ECRI implementation will help to provide a solid foundation to students in Early Literacy skills as students move into Grades 3 and 4.

Challenges	Discussion Point	Priority for Planning
Students need to receive more practice in Oral Reading Fluency both in school and at home on a daily basis.	MTSS interventionists are necessary to provide students with targeted instruction on identified skill deficits in both Math and Reading.	✓
Phonics Instruction needs to be improved in the primary grade levels to provide a strong foundation in the area of Early Literacy skills.		
More intervention support is necessary in the area of Mathematics to help support students that are not meeting the proficiency standards.		

ADDENDUM B: ACTION PLAN

Action Plan: Enhanced Core Reading Instruction

Action Steps	Anticipated Start/Completion Date
Teachers in grades K-2 will implement Enhanced Core Reading Instruction during the 23-24 school year. Interventionists will provide small group intervention using the Enhanced Core Reading Instruction model.	08/23/2023 - 05/29/2024
Monitoring/Evaluation	Anticipated Output
Student progress will be monitored quarterly.	Students in grades K-2 will meet Early Literacy and Reading goals. Students in grade 2 will meet Oral Reading Fluency Goals.
Material/Resources/Supports Needed	PD Step
2 Reading Specialists 1 Reading Interventionist ECRI Materials ECRI Coaching / PD Support \$233,054 of the total Title I Funds, which is \$338,576, will be used to pay for 2 Reading Specialists and 1 Reading Interventionist to support this goal.	yes



**Action Plan: Multi-Tiered System of Support**

Action Steps		Anticipated Start/Completion Date
A Multi-Tiered System of Support will be implemented in Grades K-4. Students will receive data-based intervention in the areas of Reading and Math.		08/23/2023 - 05/29/2024
Monitoring/Evaluation		Anticipated Output
Students will be benchmarked three times per year. Students receiving Tier 2 intervention will be monitored every other week. Students receiving Tier 3 intervention will be monitored weekly.		Students will receive intervention based on the data collected through the Multi-Tiered System of Support. Students in grades K-4 will meet the anticipated Reading and Math goals during the 23-24 school year as a result of the Multi-Tiered System of Support.
Material/Resources/Supports Needed		PD Step
MTSS Student Materials Reading Specialists Reading Interventionist Math Interventionists \$338,576 of the total Title I funds, which is \$338,576 will be used to provide a MTSS system in both Math and Reading. These funds will provide 2 Reading Specialists, 1 Reading Interventionist, and 2 Math Interventionists.		no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
65% of students in Kindergarten will meet the benchmark for Letter Naming Fluency as measured by the AIMSweb Plus LNF Assessment. (Kindergarten - Letter Naming Fluency)	Enhanced Core Reading Instruction	Teachers in grades K-2 will implement	08/23/2023 -
65% of students in Grade One will meet the benchmark for Nonsense Word Fluency as measured by the AIMSweb Plus NWF Assessment. (Grade One - Nonsense Word Fluency)		Enhanced Core Reading Instruction during the 23-24 school year.	05/29/2024
60% of students in Grade 2 will meet the benchmark for Oral Reading Fluency as measured by the AIMSweb Plus ORF assessment. (Grade 2 - Oral Reading Fluency)		Interventionists will provide small group intervention using the Enhanced Core Reading Instruction model.	

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# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
ECRI Training	Teachers in Grades K-2	ECRI Routines in ELA Instruction
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student will show growth in the area of phonics and early literacy skills as a result of the ECRI system.	08/23/2023 - 05/29/2024	Morgan Stoudnour
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
3c: Engaging Students in Learning		
2b: Establishing a Culture for Learning		
4b: Maintaining Accurate Records		
1e: Designing Coherent Instruction		
3d: Using Assessment in Instruction		
4d: Participating in a Professional Community		

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**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The 23-24 Schoolwide Plan will be posted to the district website.	22-23 SWP	School Website	Parents and District Stakeholders	July 1, 2023

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