

## **AKRON EL SCH**

125 S 11th St

Schoolwide Title 1 School Plan | 2021 - 2022

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### **VISION FOR LEARNING**

To guide the direction of our school, the team will actively collaborate and communicate as a community that promotes ownership and professionalism for the Akron Elementary School. Our work will improve the academic and social learning of all our students.



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Analyze data including math and reading during reflective planning time and team time to share strategies for student learning growth.	Professional learning
We need additional data to assure that we are addressing these needs for our students	Social emotional learning
Differentiated instruction based on reading data will support targeted goals for each student. Students working on specific activities and targeted small group instruction to make reading growth.	English Language Arts

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Reading Progress and Accuracy Through Goal setting	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Progress and	Students will improve in their oral reading accuracy in grades 1-4. Students will each have targeted reading

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

Accuracy Through  
Individual Reading Goals

goals and strategies to utilize during grow time to meet their individual reading needs.

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

Grade level teams with support from interventionist, principal, and instructional coach will analyze reading data and target skills for each student to make progress in their reading accuracy.

2021-09-06 -  
2022-06-03

Rachel  
Martin/Intervention  
specialist

data meetings per grade  
level established during the  
school year

**Anticipated Outcome**

Student Accadience scores will improve in reading accuracy. Each student will have established reading strategies and goals for reading grow time.

**Monitoring/Evaluation**

MTSS team and grade level data meetings will review grade level growth throughout the school year in the area of reading.

**Evidence-based Strategy**

Professional Learning Through Collaboration

**Measurable Goals**

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

Professional Learning  
Through Collaboration for  
Student Growth and  
progress

Staff will engage in data discussions during reflective planning, data meetings, and professional development to support the learning needs of students.

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

Grade level and Department teams will meet to analyze student data to determine learning strategies yielding positive learning growth for students.

2021-09-06 -  
2021-06-03

Sheri  
Horner/principal

Reflective Planning Time  
scheduled throughout the  
school year.

**Anticipated Outcome**

Reflective planning will take place every other cycle to analyze student progress and instructional strategies utilized for student learning growth.

**Monitoring/Evaluation**

ongoing documentation summarizing discussion points.

**Evidence-based Strategy**

Use of data to identify areas of needs

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Social Emotional Screener	By the end of the 2021-2022 school year social emotional screeners will be used to with all students and data reviewed by school team to see if additional supports are needed for individual students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Social emotional screeners will be used with all students and data reviewed by the school team to see if additional supports are needed for individual students.	2021-08-30 - 2022-06-03	Principal	PASS, Well-Being Index, Whole Child Survey

## Anticipated Outcome

School team will assure that all students have the opportunity to participate in social emotional screeners. This data will be used to identify students that may need extra support.

## Monitoring/Evaluation

Well Being Index

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Staff will engage in data discussions during reflective planning, data meetings, and professional development to support the learning needs of students. (Professional Learning Through Collaboration for Student Growth and progress)	Professional Learning Through Collaboration	Grade level and Department teams will meet to analyze student data to determine learning strategies yielding positive learning growth for students.	09/06/2021 - 06/03/2021

## 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.**



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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

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Building Principal Signature

Sheri Horner

2021-07-21

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Mathematics PVAAS

Science PSSA

Economically disadvantaged group is above the state average in math PSSA data.

cornerstone projects incorporate knowledge, skills, and dispositions.

School lessons on dispositions and focus on transferring dispositions to school and daily life.

Students are happy to be at school as indicated on a survey.

Align curricular materials and lesson plans to the PA Standards

Collectively shape the vision for continuous improvement of teaching and learning

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

### Challenges

ELA growth for economically disadvantaged

reading proficiency

Economically disadvantaged group is below the state average in reading PSSA data.

There is an identified need of how Related Academics are assessing the skills of our LRG Profile. Continue to develop choice activities for students to demonstrate their learning in a variety of methods.

Continue to help students identify strategies to help regulate their emotions and focus during school.

Identify professional learning needs through analysis of a variety of data

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

Utilize small group rotation model to differentiate learning for

## Strengths

Kindergarten students make growth in Acadience data in phoneme segmentation fluency throughout the school year, an increase of 13%.

Second grade Acadience data. The percentage of students at or above benchmark in oral reading fluency retell increased from 77% at mid-year to 88% at the end of the school year.

First grade students make growth in Acadience nonsense word fluency throughout the school year, an increase of 24% from beginning of the year to the end of the school year.

Freckle adaptive software levels in grades 3 and 4. In Domain areas of Base Ten and Algebraic thinking 85% of 3rd grade students were growing in the Domain and 89% of fourth graders were growing in the domain area.

Mathseeds software growth in levels in grades K and 1. 85% of grade K and 1 students at the end of the school year are at or above grade level in their Mathseeds level.

Competencies and learning targets have been identified for all Science courses in grades K-12. Scheduled STEAM days throughout the school year for students in K-4.

Curriculum analysis of standards and learning targets in science to integrate collaboration, communication, critical thinking,

## Challenges

reading for all students.

Establish assessment data to track and monitor social emotional well being.

Oral reading fluency accuracy Acadience data in first grade at the end of the school year, 72% were at or above grade level.

Grade 3 Acadience MAZE data indicated 68% of students were at or above grade level at the end of the school year.

Math Freckle Software Benchmark standard area of geometry, 40% of 3rd graders were struggling in the domain area. 34% of 4th graders were struggling in the domain area.

Mathseeds Data from the 2020-2021 school year indicated the class average number of lessons completed varied slightly from Kindergarten to first grade classrooms from 35 lessons per child completed to 60 lessons per child completed.

Creation of rubrics to provide feedback to students on learning targets, dispositions, and collaboration, communication, creativity, and critical thinking.

## Strengths

creativity, and dispositions.

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## Most Notable Observations/Patterns

Early reading skills, Having identified learning targets, and math problem solving and applied math skills

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## Challenges

Math Freckle Software Benchmark standard area of geometry, 40% of 3rd graders were struggling in the domain area. 34% of 4th graders were struggling in the domain area.

Oral reading fluency accuracy Acadience data in first grade at the end of the school year, 72% were at or above grade level.

Creation of rubrics to provide feedback to students on learning targets, dispositions, and collaboration, communication, creativity, and critical thinking.

## Discussion Point

prioritize the science of reading/support structured literacy. Emphasis in the past was more on whole word reading. New research supports orthographic mapping. Utilization of resources to support early reading skills.

## Priority for Planning

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

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

Utilization of building goals to establish focus areas during reflective planning time in teams, data meetings, and faculty meetings.

Continue to help students identify strategies to help regulate their emotions and focus during school.

Utilize small group rotation model to differentiate learning for reading for all students.

Plan and differentiate small group learning during all parts of the rotation model for students during the reading block.

Establish assessment data to track and monitor social emotional well being.

We need additional data to assure that we are addressing these needs for our students

## ADDENDUM B: ACTION PLAN

### Action Plan: Reading Progress and Accuracy Through Goal setting

Action Steps	Anticipated Start/Completion Date
Grade level teams with support from interventionist, principal, and instructional coach will analyze reading data and target skills for each student to make progress in their reading accuracy.	09/06/2021 - 06/03/2022

Monitoring/Evaluation	Anticipated Output
MTSS team and grade level data meetings will review grade level growth throughout the school year in the area of reading.	Student Accadience scores will improve in reading accuracy. Each student will have established reading strategies and goals for reading grow time.

Material/Resources/Supports Needed	PD Step
data meetings per grade level established during the school year	no

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## Action Plan: Professional Learning Through Collaboration

Action Steps	Anticipated Start/Completion Date
Grade level and Department teams will meet to analyze student data to determine learning strategies yielding positive learning growth for students.	09/06/2021 - 06/03/2021
Monitoring/Evaluation	Anticipated Output
ongoing documentation summarizing discussion points.	Reflective planning will take place every other cycle to analyze student progress and instructional strategies utilized for student learning growth.
Material/Resources/Supports Needed	PD Step
Reflective Planning Time scheduled throughout the school year.	yes
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**Action Plan: Use of data to identify areas of needs**

**Action Steps**

**Anticipated Start/Completion Date**

Social emotional screeners will be used with all students and data reviewed by the school team to see if additional supports are needed for individual students.

08/30/2021 - 06/03/2022

**Monitoring/Evaluation**

**Anticipated Output**

Well Being Index

School team will assure that all students have the opportunity to participate in social emotional screeners. This data will be used to identify students that may need extra support.

**Material/Resources/Supports Needed**

**PD Step**

PASS, Well-Being Index, Whole Child Survey

no





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Staff will engage in data discussions during reflective planning, data meetings, and professional development to support the learning needs of students. (Professional Learning Through Collaboration for Student Growth and progress)	Professional Learning Through Collaboration	Grade level and Department teams will meet to analyze student data to determine learning strategies yielding positive learning growth for students.	09/06/2021 - 06/03/2021



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev	
Professional Learning Through Collaboration	professional staff	Professional learning will include explaining the protocol steps of reflective planning. Learning will include analysis of data and identifying strengths and grow areas. Staff will learn instructional strategies to implement to engage students in the learning process.	
Evidence of Learning		Anticipated Timeframe	Lead Person/Position
Staff will be able to identify specific learning strategies learned from collaboration with team to support student progress in learning skills and competencies.		09/06/2021 - 06/03/2022	Sheri Horner/principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:	
		Teaching Diverse Learners in an Inclusive Setting	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The School Wide Plan will be posted to the school Federal Programs website.	School-Wide Plan	District Website	parents and families	Fall 2021

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