

CORRY AREA INTRMD SCH

100 W Main St

Schoolwide Title 1 School Plan | 2020 - 2021

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Melissa Nuhfer	Assist. Elementary Principal	CAIS	mnuhfer@corrysd.net
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Vision for Learning

As adopted years ago, the vision of CAIS reads: Corry Area Intermediate School will provide a challenging yet positive and engaging school experience for every child, where academic, social, emotional, and physical growth are the result of careful planning, teacher collaboration, and strong community partnerships. Each year, this vision is discussed with parents, teachers, and other stakeholders, only to be adopted again and again.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Math Economically Disadvantage subgroup exceeded growth standard	No
100% of student body met the Career Standards Benchmark.	No
For multiple years now, CAIS grade 4 growth standard in Science as been 100	Yes
Overall ELA, Math, and Science Growth scores all exceeded state average.	Yes
Grade 3 and 4 ELA scores have trended upward each of the last 5 years	Yes
Teachers have created stronger connections with students, beginning with Corry Area Primary Teachers. Creating student connections has been a districtwide goal for two years now.	No
Grade 3 and 4 Math scores have trended upward each of the last 5 years	No
all four subgroups met or exceeded the statewide goal, respective of Growth	Yes
Our ED population exceeded the overall state Science average by 21%.....having such a high ED population, this had a dramatic effect on our schoolwide proficiency	No
Exceeding the state average by over 30% advanced bodes well for our building status	No
with 100% of our students meeting the career standards benchmark, a high standard has been set by all.....this high standard reflects our commitment to children and meeting stated expectations	No
our guidance department has a real sense of state expectations and coordinates programs and activities accordingly	No
ED and SwD did meet or exceed statewide goals/interim targets for Science	No
Grade 3 Math and ELA scores have increase 5 years straight	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	No
Foster a culture of high expectations for success for all students, educators, families, and community members	Yes

Align curricular materials and lesson plans to the PA Standards	No
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Challenges

Challenge	Consideration In Plan
Only 12.9% of Grade 3 Students with Disabilities scored P/A	No
All Students with Disabilities fell well below the Math proficiency goal at 12.6 % P/A	Yes
Grade 5 ELA proficiency continues to lag far behind state average while grade 3 and 4 exceed	No
Only 12.9% of Grade 3 Students with Disabilities scored P/A in ELA	No
Students with Disabilities fell well below the ELA proficiency goal at 14.4 % P/A	Yes
Grade 5 ELA proficiency lags far behind that of the state average	No
All ELA subgroups failed to meet the statewide goal and/or interim target. However, the all student subgroup has reduced by 1/2 the gap from meeting the previous year's statewide goal	No
All ELA subgroups decreased their growth scores, albeit meeting the interim target. The all student subgroup has reduced each of the last two previous years.....77, 90, 100, 80	No
more steady Math Growth scores are needed to establish continuity in services from grade to grade (53, 100, 100, 62, 82)	Yes
Schoolwide, our Economically Disadvantaged and Students with Disabilities Math proficiency MUST increase, so as to achieve our mission	No
Our Students with Disabilities needs to increase Science proficiency...while we did meet the interim target, we are trending in the wrong direction	No
although not directly related to CAIS, our high school graduation rate must increase	No
ED and SwD failed to meet statewide goals and/or interim targets for ELA and Math	Yes
All student ELA and Math performance must remedy the falloff from grade 3 to grade 5	Yes
Monitor and evaluate the impact of professional learning on staff practices and student learning	No

Continuously monitor implementation of the school improvement plan and adjust as needed

Yes

Most Notable Observations/Patterns

this SWP tool is easy to use and understand

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
For multiple years now, CAIS grade 4 growth standard in Science as been 100	
Overall ELA, Math, and Science Growth scores all exceeded state average.	Meeting state averages are fine, but our personal high standards expect more
Grade 3 and 4 ELA scores have trended upward each of the last 5 years	Interesting trend but falloff at grade 5 must cease
all four subgroups met or exceeded the statewide goal, respective of Growth	
Grade 3 Math and ELA scores have increase 5 years straight	Interesting trend but falloff at grade 5 must cease
Foster a culture of high expectations for success for all students, educators, families, and community members	School Culture has been a high priority in our district for many years now

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
All Students with Disabilities fell well below the Math proficiency goal at 12.6 % P/A		No	
Students with Disabilities fell well below the ELA proficiency goal at 14.4 % P/A		No	
more steady Math Growth scores are needed to establish continuity in services from grade to grade (53, 100, 100, 62, 82)	kids vary from year to year will not suffice	Yes	Growth scores varying this much provide no basis for consistent decision making
ED and SwD failed to meet statewide goals and/or interim targets for ELA and Math	these have always been concerning populations, respective of ELA and Math	Yes	CASD subgroup proficiency in ELA and Math must increase

<p>All student ELA and Math performance must remedy the falloff from grade 3 to grade 5</p>	<p>with the exception of one year, this trend has occurred over and over</p>	<p>Yes</p>	<p>Instructional practices used in Grade 3 must be replicated through Grade 5</p>
<p>Continuously monitor implementation of the school improvement plan and adjust as needed</p>		<p>No</p>	

Goal Setting

Priority: Growth scores varying this much provide no basis for consistent decision making

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	CASD administration, faculty, and staff will meet quarterly to create curriculum benchmarks and implement similar instructional practices across each grade level.	Continuous Improvement-Growth	student benchmarks	analyze benchmark performance and adjust curriculum accordingly	student benchmarks	analyze Growth scores for consistency and upward trend

Priority: CASD subgroup proficiency in ELA and Math must increase

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Social emotional learning	Subgroup populations across grade levels must be more clearly defined and targeted SEL instruction shall be delivered 1-2 times per week.	SEL for Subgroups	clearly identify subgroup population	targeted SEL instruction planned	student benchmarks	PSSA subgroup proficiency

Priority: Instructional practices used in Grade 3 must be replicated through Grade 5

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Professional learning	Instructional planning, practices, and delivery in grades 3 and 4 must be replicated in grade 5	3+4=5	review quarterly plans/units	compare benchmark performance across grade level	review final PSSA push for curricular consistency and match it against curriculum maps	grade 5 performance aligning to previous grade 3 and 4 scores

Action Plan

Action Plan for: Daily Learning Targets					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Continuous Improvement-Growth 3+4=5 		coordinated educational delivery with high expectation across grade levels		are DLTs posted and do students know what is expected	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Teachers will collaborate across grade levels and agree to present DLTs every day	10/02/2020	06/04/2021	Principal, Grade Level Coordinators	share planning, practices, assessments	Yes

Action Plan for: Teach Strategies, Not Just Content					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> SEL for Subgroups 		1-2 times per week, teacher will present SEL lesson to class, with targeted instruction to those identified on subgroup listing		monitor formative assessments and each benchmark given, monitor attendance of subgroup participants	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
students subgroup list will be shared ASAP and teachers within each grade level will create SEL opportunities for those kids in particular	10/02/2020	06/04/2021	Principal/Administration/GLCs	identified student subgroup list, SEL examples	Yes

Action Plan for: Teach Strategies, Not Just Content

Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> SEL for Subgroups 		1-2 times per week, teacher will present SEL lesson to class, with targeted instruction to those identified on subgroup listing		monitor formative assessments and each benchmark given, monitor attendance of subgroup participants	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
students subgroup list will be shared ASAP and teachers within each grade level will create SEL opportunities for those kids in particular	10/02/2020	06/04/2021	Principal/Administration/GLCs	identified student subgroup list, SEL examples	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Daily Learning Targets	<ul style="list-style-type: none"> Teachers will collaborate across grade levels and agree to present DLTs every day
Teach Strategies, Not Just Content	<ul style="list-style-type: none"> students subgroup list will be shared ASAP and teachers within each grade level will create SEL opportunities for those kids in particular
Teach Strategies, Not Just Content	<ul style="list-style-type: none"> students subgroup list will be shared ASAP and teachers within each grade level will create SEL opportunities for those kids in particular

Professional Development Activities

Supporting the Needs							
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date	
	regular education/special education/encore teachers who have the identified children in class	subgroup identification	Teachers will better know their students	principal	10/02/2020	06/04/2021	
Learning Formats							
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings		
Professional Learning Community (PLC)	every 4.5 weeks				Language and Literacy Acquisition for All Students		

Reintroducing the DLTs						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	all teachers	Each day's learning target will be somehow communicated with students	are they posted, can students convey what is being taught that day?	Principal	10/02/2020	06/04/2021
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Action research	daily			Teaching Diverse Learners in an Inclusive Setting		