

CORRY AREA PRIMARY SCH

423 East Wayne St

Schoolwide Title 1 School Plan | 2020 - 2021

Steering Committee

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Vision for Learning

Corry Area Primary School is a place in which solid foundational skills are established in a compassionate learning environment where all children are respected, encouraged and valued by dedicated and caring staff.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Regular Attendance of all student group is 88.2 which outperforms the state wide average of 85.8	No
The school's mission-Corry Area Primary School is a place in which solid foundational skills are established in a compassionate learning environment where all children are respected, encouraged, and valued by dedicated and caring staff.	No
Title 1 faculty has the ability to reach children exceptionally	No
Eureka Math being fully implemented at all grade levels K-5 is yielding positive results, as students matriculate from the Primary school to the Intermediate.	Yes
Students are familiar with Science concepts at an earlier age	Yes
Students receive routine Guidance lessons beginning in Kindergarten	No
Students are exposed to various careers via speakers, field trips, and classroom visitors	No
Teacher preparation regarding Early Literacy is excellent	No
Attendance at Family Involvement events is wonderful	No
Implement evidence-based strategies to engage families to support learning	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
Collectively shape the vision for continuous improvement of teaching and learning	No
Implement a multi-tiered system of supports for academics and behavior	Yes

Challenges

Challenge	Consideration In

	Plan
Grade 3 ELA Early Indicator of Success only at state average	No
Parent Involvement	No
Early Literacy	No
Only scoring at state average for Grade 3 ELA puts an emphasis on the Primary school to maintain, or even increase performance of early literacy	Yes
Students who transfer into our district, not having Eureka Math exposure previously, have a difficult time assimilating to the language used	Yes
There is a need for more instructional time, so as to fully delve into all science related topics of interest to children	No
Early childhood literacy continues to lack in terms of Kindergarten readiness	Yes
Early Literacy instructional practice and delivery, considering at-risk population, is an area of focus	No
Targeted Family Engagement follow through (and abilities) are lacking in student households	Yes
Monitor and evaluate the impact of professional learning on staff practices and student learning	Yes
Continuously monitor implementation of the school improvement plan and adjust as needed	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Eureka Math being fully implemented at all grade levels K-5 is yielding positive results, as students matriculate from the Primary school to the Intermediate.	
Students are familiar with Science concepts at an earlier age	
Implement evidence-based strategies to engage families to support learning	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	
Implement a multi-tiered system of supports for academics and behavior	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Only scoring at state average for Grade 3 ELA puts an emphasis on the Primary school to maintain, or even increase performance of early literacy		Yes	Corry Area Primary School must continue to increase early childhood literacy
Students who transfer into our district, not having Eureka Math exposure previously, have a difficult time assimilating to the language used		Yes	Create a toolbox of Eureka Math terms and definitions for students moving into our district after Kindergarten
Early childhood literacy continues to lack in terms of Kindergarten readiness		Yes	Corry Area School District must reach out to parents of pre-schoolers with district expectations and strategies
Targeted Family Engagement follow through (and abilities) are lacking in student households		Yes	Create a "check and see" for post Family Engagement events

Monitor and evaluate the impact of professional learning on staff practices and student learning		No	
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Goal Setting

Priority: Corry Area Primary School must continue to increase early childhood literacy						
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Early Literacy	Via the BAS, Study Island benchmark, and teacher observation, CASD students exiting Grade 2 will score at least 75% proficiency (expected grade level)	Grade 2 Exit Ticket	BAS	SI Benchmark	Teacher Observation	SI Benchmark

Priority: Create a toolbox of Eureka Math terms and definitions for students moving into our district after Kindergarten						
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	Corry Area School District will create a toolbox of Eureka Math terms and definitions, which will be handed out to all students who move into the district beyond the end of a child's first semester Kindergarten year.	Eureka Tools and Terms	Gather terms	Gather terms	Produce booklet	Review booklet and revise

Priority: Corry Area School District must reach out to parents of pre-schoolers with district expectations and strategies						
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Community Engagement	Corry Area School District will publicize our Pre-Kindergarten (birth to K enrollment) expectations and benchmarks expected to be mastered	Birth to K Expectations	create skeletal expectations	Review expectations with Early Learning Committee	Publish expectations	Distribute expectations to parents, businesses, churches, etc.

Priority: Create a "check and see" for post Family Engagement events						
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Parent and family engagement	Corry Area Primary School will create a post Family Engagement event checklist for parents to review with their children.	Family Engagement....After the Event	review previous FI events for effectiveness	gather parent input and create post event checklist (with strategies)	issue 1st post event checklist	review parental input from checklists returned

Action Plan

Action Plan for: Create a Culture for learning					
Measurable Goals	Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Grade 2 Exit Ticket 	Students reading/comprehension levels will increase		Grade 2 Study Island Benchmark (end of year)		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Students will read for 20 minutes per night at least 4 days per week	10/12/2020	06/04/2021	Principal/teacher	books, books, books	No

Action Plan for: Vocabulary Acquisition					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Eureka Tools and Terms 		completed booklet of terms and definitions		PSSA Math standards attainment, language acquisition	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
From Kindergarten to Grade 6, teachers will submit key terms and definitions, all to be bound in a Eureka Math Toolbox of terms.	10/12/2020	06/04/2021	Principal	terms, definitions, bindings	No

Action Plan for: Increase at-home learning				
Measurable Goals		Anticipated Output		Monitoring/Evaluation
<ul style="list-style-type: none"> • Birth to K Expectations • Family Engagement....After the Event 		Poster containing age level expectations of children prior to Kindergarten enrollment and checklist of post Family Engagement event activities		level of active engagement by parents, in child's education
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed
Parents will be active participants in child's learning, from birth to graduation	10/12/2020	06/05/2021	Teachers/Admin./Title 1 Coordinator	handouts, video production, parental access
				PD Step? Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase at-home learning	<ul style="list-style-type: none">• Parents will be active participants in child's learning, from birth to graduation

Professional Development Activities

Parents-You can do this!						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	biological parents, step parents, guardians, grandparents	Developmental/Educational benchmarks from birth to Kindergarten enrollment, activities families can take part in post Family Engagement event	Kindergarten readiness increases	Principal	10/12/2020	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	1x/month			Language and Literacy Acquisition for All Students		