

Portage Area El Sch

School Level Plan

07/01/2019 - 06/30/2020

School Profile

Demographics

Portage Area El Sch

84 Mountain Ave
Portage, PA 15946-1806
814-736-9636-1420

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Patrick Noel
Superintendent: Eric Zelanko

Stakeholder Involvement

Name	Role
Emily Steberger	Academic Recovery Liaison : School Improvement Plan
Patrick Noel	Building Principal
Bonnie Fox	Business Representative : School Improvement Plan
Diane Corte	Community Representative : School Improvement Plan
Jennifer Pisarski	Ed Specialist - Other : School Improvement Plan
Christina Franey	Elementary School Teacher - Regular Education : Schoolwide Plan
Annette Lutz	Elementary School Teacher - Regular Education : School Improvement Plan
Brian Randall	High School Teacher - Regular Education : School Improvement Plan
Kayla Fisher	Middle School Teacher - Regular Education : School Improvement Plan
Nicole Panick	Parent : School Improvement Plan

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Portage Area School District provides guidance, technical assistance, and support to their school in developing schoolwide Title I programs. Currently, the schoolwide program utilizes a variety of programs and resources in order to provide tailored instruction to meet student needs. Assessments are used to identify areas of weakness and provide instruction to improve those weak areas and assist students in meeting grade level goals. Wilson Reading System, Wilson Foundations, Visualizing and Verbalizing, Anchor Comprehension Workshop, and Fountas and Pinnell's Leveled Literacy Intervention are all used to provide instruction. Title I teachers were trained in Leveled Literacy Intervention and Wilson Foundations. Title I staff continue to be trained in Visualizing and Verbalizing. Grade-level teachers, special education teachers and Title I staff all participated in EduPlanet. Lastly, grade level teachers in grades four through six along with special education teachers are continuing to be trained in text dependent analysis strategies. This assistance provided was high quality professional development for staff which aided in the success of the schoolwide Title I Program.

Provider	Meeting Date	Type of Assistance
Benchmark Literacy	9/27/2017	Anchor Comprehension Workshop Training
Heinemann (Fountas and Pinnell)	7/14/2016	Leveled Literacy Training
Heinemann (Fountas and Pinnell)	7/15/2016	Leveled Literacy Training
Heinemann (Fountas and Pinnell)	10/26/2016	Leveled Literacy Training
Jackie Myers	3/13/2017	Text Dependent Analysis
Jackie Myers	1/23/2018	Text Dependent Analysis Training
Lindamood-Bell	8/28/2018	Visualizing and Verbalizing Online training
Valley Network	8/19/2019	Online Professional Development
Wilson Foundations	3/29/2017	In Classroom coaching/professional development
Wilson Foundations	10/25/2016	In Classroom coaching/professional

		development
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Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title I Part A	\$257033.00
Title II Part A	\$35780.00
Title IV	\$19480.00

State/Local Grant Program	Amount of Grant
LEA Funds	\$38555.00

Needs Assessment

School Accomplishments

Accomplishment #1:

Portage Area Elementary school has reviewed multiple data sources. After review, PVASS indicates significant or moderate evidence of growth in all tested subject areas for all grade levels. PSSA data indicates that Portage Elementary has closed the achievement gap in the area of Mathematics.

Participation rates exceeded the goal with 96.5. Attendance rates are also reasonably high with 95.62. The schoolwide Title I program works with students in kindergarten through third grade and provides opportunities and instruction for students to improve their instructional and independent reading levels. Extensive data is currently available for comparison to analyze the implementation of the program(s).

Accomplishment #2:

In January 2019, Portage Area Elementary was awarded the Keystone Award for being a High Progress Distinguished Title I School. The elementary school is among the top 158 school in the state to be awarded. With over 3,000 schools, the be reconized as one of the top 5% is a major accomplishment.

School Concerns

Concern #1:

After reviewing multiple data sources, two areas of concern are closing the achievement gap in ELA and Mathematics. Overall, Portage would like to increase the number of students who are proficient or advanced in all subject areas. Portage Area Elementary school is working toward increasing rigor in all subject areas across all grade levels.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

After reviewing multiple data sources, two areas of concern are closing the achievement gap in ELA and Mathematics. Overall, Portage would like to increase the number of students who are proficient or advanced in all subject areas. Portage Area Elementary school is working toward increasing rigor in all subject areas across all grade levels.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Formal and informal teacher evaluation data.

Specific Targets: Improved teacher performance evaluation scores through the Danielson model.

Strategies:

5 Characteristics for High Quality Professional Development

Description:

"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.

Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010." (Source <http://files.eric.ed.gov/fulltext/ED510366.pdf>)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Use of SAS to influence curriculum framework

Description:

All Staff members in the Portage Area School District will use the PDE SAS website to assist with curriculum mapping, alignment, and ideas for instruction. Staff members will receive training to help navigate the SAS site.

Start Date: 8/20/2017 **End Date:** 6/1/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- 5 Characteristics for High Quality Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: 5 Characteristics for High Quality Professional Development
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Start	End	Title	Description	Provider	Type	App.
8/20/2017	6/1/2019	Use of SAS to influence curriculum framework	All Staff members in the Portage Area School District will use the PDE SAS website to assist with curriculum mapping, alignment, and ideas for instruction. Staff members will receive training to help navigate the SAS site.	IU8	IU	Yes
		Person Responsible Administrative Team		SH 2.0	S 1	EP 40

Knowledge

Teachers will gain knowledge and understanding of the SAS website, teachers will use this knowledge in order to plan, prepare, implement, and assess standards aligned lessons.

Supportive Research

Research supports aligning lessons to standardized content.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Portage Area El Sch in the Portage Area SD has been duly reviewed by a *Quality Review Team* convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Portage Area El Sch in the Portage Area SD for the 2019-2020 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director