

JAMES GETTYS EL SCH

898 Biglerville Rd

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The vision of James Gettys Elementary School is to ensure that each student will achieve maximum growth through high expectations and differentiated support. All teachers will utilize best practices while teaching to high standards given appropriate resources. All students, parents, and staff will work together to create a nurturing community in which everyone belongs and demonstrates exemplary character.

STEERING COMMITTEE

Name	Position	Building/Group
Ted Wells	Building Principal	James Gettys Elementary School
Kathleen Sease	Elementary School Teacher	James Gettys Elementary School
Christina Cooley	Ed Specialist	James Gettys Elementary School
Sara Nugent	Ed Specialist	James Gettys Elementary School
Laura Shafer	Ed Specialist	James Gettys Elementary School
Jenny Harrison	Parent	PTO - JGES
Kathy Schiefer	Parent	James Gettys Elementary School
Allison Symmes	Parent	PTO- JGES
Suzanne Spokus	Parent	James Gettys Elementary School
Dr. Jason Perrin	Chief School Administrator	GASD
Dr. Christine Lay	District Level Leaders	GASD
Kelly Dewees	District Level Leaders	GASD
Jerrod Smith	Education Specialist	James Gettys Elementary

Name	Position	Building/Group
Andrea Bortner	Education Specialist	James Gettys Elementary
Mindy Bortner	Education Specialist	James Gettys Elementary
Rebecca Morris	Education Specialist	GASD
Carrie McMaster	Education Specialist	James Gettys Elementary
Marie L. Smith	Community Member	Schmitt's Interiors

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Providing a variety of formats for family engagement.	Parent and family engagement
Design a schedule or provide time to meet with colleagues to plan for instructional needs of all students.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy
Implement research based core phonics instructional program

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Reading Composite Score Growth	Grade level liaisons will meet monthly for an extended time.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize reading specialists to provide	2022-08-22 -	Ted Wells, JG Principal	Title 1 funds - \$400,000 salaries, \$200,000

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
supplemental support for students.	2023-05-31	Reading Specialists	benefits
Use ESSR ARP funds to employ a literacy coach to assist our staff with the implementation and instruction of our core phonics program.	2022-08-22 - 2023-05-31	Ted Wells, JG Principal Dr. Lay / Assistant Superintendent	Use ESSR ARP Funds to employ literacy coach- \$52,000 for salary, \$58,000 for benefits.
Purchase and utilize decodable texts.	2022-08-22 - 2023-05-31	Ted Wells, JG Principal Rebecca Morris, Reading Coach Dr. Lay - Assistant Superintendent	Use ESSR ARP funds to purchase decodable texts, \$112,034.96. Use Title 1 funds to purchase decodable texts via Title 1 supplies to support supplemental reading services- K-2, 3-5, \$29,585
Create monthly schedule for grade level liaison to meet with grade levels to determine growth and needs of students	2022-08-22 - 2023-05-25	Ted Wells, Principal	time to meet

Anticipated Outcome

Improved benchmark scores.

Monitoring/Evaluation

progress monitoring materials, grade level minutes



Evidence-based Strategy

Parent and Family Engagement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Parent and Family
Engagement &
Transparency of Data

The school will provide four opportunities for parent engagement which may include virtual or in-person options as appropriate.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Use Seesaw communication tool to
communicate and hold (4) literacy nights for
families.

2022-08-22 -
2023-05-31

Ted Wells, JG
Principal Reading
Specialists

Use Title 1 funds to purchase Seesaw and
supplies for family engagement events,
\$6,554.

Anticipated Outcome

Increased parent engagement, in-person visits/collaboration with school

Monitoring/Evaluation

Agendas, Sign in sheets

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade level liaisons will meet monthly for an extended time. (Reading Composite Score Growth)	Implement research based core phonics instructional program	Purchase and utilize decodable texts.	08/22/2022 - 05/31/2023

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.

School Board Minutes or Affirmation Statement

2022-08-15

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Ted Wells

2022-09-21

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA All Student Group - Core Instruction and Interventions have been successful in helping students to exceed the statewide average.

Math All Student Group - Core Instruction and Interventions have been successful in helping students to exceed the statewide average.

Science All Student Group - Core Instruction and enrichment activities have been successful in helping students to exceed the statewide average as well as the Interim Goal.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

School Wide Positive Behavior Committee developed and implemented a plan to support positive behavior across all grade levels

In Math, 88% of students of identified as economically disadvantaged met academic growth expectation (PVAAS 20-21)

Challenges

ELA- School Level: did not meet the interim goal.

Math- School Level: did not meet the interim goal.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Implement evidence-based strategies to engage families to support learning

In ELA, 34% of students with disabilities scored proficient or advanced on the PSSAs (20-21)

In Math, 21.9% of students with disabilities scored proficient or advanced on the PSSAs (20-21)

In Math, 41.0% of students identified as economically disadvantaged scored proficient or advanced on the PSSAs (20-21).

Students are limited in choices during Career Day based on scheduling and volunteer presenters.

Strengths

In ELA, 84% of students identified as economically disadvantaged met academic growth expectation (PVAAS 20-21)

In Science, 84% of students identified as economically disadvantaged were proficient or advanced on the science PSSA (20-21)

Programs were made available to students in grades 3, 4, 5 to explore up to 5 different career paths.

94% of Kindergarten students scored at or above benchmark for PSF score.

82% of Kindergarten students scored at or above benchmark for their Acadience reading composite score.

88% of 4th Grade students scored at or above the benchmark for the ORF accuracy score.

90% of kindergarten students scored at or above the benchmark for math composite score.

86% of 4th grade students scored at or above the benchmark for math computation.

93% of 5th grade students scored at or above the benchmark for math composite score.

Challenges

Only 52% of 3rd grade students scored at or above the benchmark for the ORF word correct score.

Only 58% of 1st grade students scored at or above benchmark for reading composite score.

Only 54% of 2nd grade students scored at or above benchmark for reading composite score.

Only 54.1% of 3rd grade students performed proficient or advanced on the 2022 PSSAs ELA, which is below before the state average.

Only 64% of 2nd grade students scored at or above benchmark on their Acadience composite score.

Only 50% of 2nd grade students scored at or above benchmark on computation.

Only 51% of 3rd grade students scored at or above benchmark in computation.

Only 69% of 4th grade students scored at or above benchmark on concepts and applications.

Only 50% of 2nd grade students scored at or above benchmark in math computation. (Acadience)

Strengths

3rd, 4th, and 5th grade students scored above the state average on math PSSAs 2022. (3rd - 51%, 4th -51%, 5th-58%)

85.7% of our 4th grade students scored proficient or advanced on the 2022 PSSAs. Above the state avg. of 75.8%

Challenges

Only 52% of 3rd grade students scored at or above the benchmark for the Acadience ORF word correct score.

Most Notable Observations/Patterns

We would like to improve in the areas of family engagement and collaboration in order to make progress towards our interim target.

Challenges

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Implement evidence-based strategies to engage families to support learning

Discussion Point

Design a schedule that allows specialists to collaborate with classroom teachers.

-Designing engaging parent/family events -return to allowing visitors in buildings (Covid)

Priority for Planning

ADDENDUM B: ACTION PLAN

Action Plan: Implement research based core phonics instructional program

Action Steps	Anticipated Start/Completion Date
Utilize reading specialists to provide supplemental support for students.	08/22/2022 - 05/31/2023
Monitoring/Evaluation	Anticipated Output
progress monitoring materials, grade level minutes	Improved benchmark scores.
Material/Resources/Supports Needed	PD Step
Title 1 funds - \$400,000 salaries, \$200,000 benefits	no

Action Steps**Anticipated Start/Completion Date**

Use ESSR ARP funds to employ a literacy coach to assist our staff with the implementation and instruction of our core phonics program.

08/22/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

progress monitoring materials, grade level minutes

Improved benchmark scores.

Material/Resources/Supports Needed**PD Step**

Use ESSR ARP Funds to employ literacy coach- \$52,000 for salary, \$58,000 for benefits.

no



Action Steps**Anticipated Start/Completion Date**

Purchase and utilize decodable texts.

08/22/2022 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

progress monitoring materials, grade level minutes

Improved benchmark scores.

Material/Resources/Supports Needed**PD
Step**

Use ESSR ARP funds to purchase decodable texts, \$112,034.96. Use Title 1 funds to purchase decodable texts via Title 1 supplies to support supplemental reading services- K-2, 3-5, \$29,585

yes



Action Steps**Anticipated Start/Completion Date**

Create monthly schedule for grade level liaison to meet with grade levels to determine growth and needs of students

08/22/2022 - 05/25/2023

Monitoring/Evaluation**Anticipated Output**

progress monitoring materials, grade level minutes

Improved benchmark scores.

Material/Resources/Supports Needed**PD Step**

time to meet

no



Action Plan: Parent and Family Engagement

Action Steps	Anticipated Start/Completion Date
Use Seesaw communication tool to communicate and hold (4) literacy nights for families.	08/22/2022 - 05/31/2023

Monitoring/Evaluation	Anticipated Output
Agendas, Sign in sheets	Increased parent engagement, in-person visits/collaboration with school

Material/Resources/Supports Needed	PD Step
Use Title 1 funds to purchase Seesaw and supplies for family engagement events, \$6,554.	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade level liaisons will meet monthly for an extended time. (Reading Composite Score Growth)	Implement research based core phonics instructional program	Purchase and utilize decodable texts.	08/22/2022 - 05/31/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Parent Engagement Sessions	JGES parents/families	Tips for successful parent engagement, training resources from PAFPC.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Sharing of information with families during family events.	08/22/2022 - 05/25/2023	Ted Wells
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Communicate this plan via our faculty meetings, school website, newsletters, our back-to-school nights, and parent events.	Reading & Math programs, assistance and interventions, data, and student progress.	Electronic and in-person communications.	parents, community, faculty	August 17, 2022 - May 25, 2023 Communications will begin beginning of the year at opening staff meetings, Kinder Orientation, Back-to-School nights, opening meeting, parent newsletter, website. Communication will continue throughout the year via in-person events, newsletters, website, and parent-teacher conferences.
