

FULTON EL SCH

225 W Orange St

TSI Title 1 School Plan | 2023 - 2024

## Steering Committee

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## Vision for Learning

"All students, every day, learning and growing socially, emotionally, and academically" is the vision for all students at Robert Fulton Elementary School. As we progress academically, we need to understand and work through all student needs. To do this, we need to analyze existing student data and apply what is needed for growth to state academic standards. Breaking down these standards is pivotal to creating lesson plans that intentionally target student learning. The ever-growing need for social and emotional learning is also a priority. Working with all stakeholders, we will grow and maintain relationships to better service all student needs. A balance is created between social, emotional and academic learning so that students can trust the learning environment while building a solid community foundation to be a part of as they mature.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
There was an increase in the number of students demonstrating growth in the IRLA reading data 2020/2021 21.6% 2021/2022 31.5% 2022/2023 54% Average reading growth 1.12 years- 2023	Yes
The Economically Disadvantaged subgroup Increased in Math in 2022 from 4.3% to 11.5%. Proficiency and advanced.	No
Increase in % proficient and advanced on Science PSSA all student group.	No
The All Student Group increased in performance from the previous year - PSSA Science	No
The All Student Group increased in performance from the previous year - PSSA Math	No
College and Career Readiness: Exceeded Target 98.3%	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school in creating relationships with all stakeholders through school sponsored events and innovating classroom lessons.	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	No
The STAR math data is trending at a higher percentage range than the PSSA Future Ready Index data.	Yes

### Challenges

Challenge	Consideration In Plan
There is evidence that the school has decline in performance from the previous year with ELs but still does not meet the statewide goal for ELA/Literature	No
Students continue to struggle with proficiency in numbers and operations.	No
N/A	No

Student skills are not consistently transferring to standards-based assessments	No
Provide frequent, timely, and systematic feedback and support on instructional practices through the observation, supervision and evaluation process in all content area classrooms.	No
Implement evidence-based strategies to engage families to support learning through school-sponsored events and consistent communication and feedback.	No
Monitor and evaluate the impact of professional learning on staff practices and student learning to ensure professional growth.	No
There needs to be consistent use of evidence-based practices and fidelity to District programs and resources across all classrooms for all students.	Yes
PA Index Reporting Year for English Learners show a decline in proficiency and advanced academic expectations. Evidence shows that the student group did not meet the statewide goal target.	Yes
Math PA Index Reporting Year for English Learners show a decline in proficiency and advanced academic expectations. Evidence shows that the student group did not meet the statewide goal target.	No
Students did not meet the state wide average on Science PSSA.	No
Decrease in the students scoring proficient and advanced - PSSA Math, which includes the ELs for achievement.	No
Student skills are not consistently transferring to standards-based assessments	No

### Most Notable Observations/Patterns

Tiered 1 Core instruction is inconsistent across all classrooms. The school needs to refocus on core content instruction in MATH and ELA by aligning timely and consistent feedback to teachers that support student outcomes.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
There was an increase in the number of students demonstrating growth in the IRLA reading data 2020/2021 21.6% 2021/2022 31.5% 2022/2023 54% Average reading growth 1.12 years- 2023	Teachers are well versed and understand the standards. The lessons they create are rigorous that are usually aligned. Task and task analysis must be top priority to improve scores.
The STAR math data is trending at a higher percentage range than the PSSA Future Ready Index data.	

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
There needs to be consistent use of evidence-based practices and fidelity to District programs and resources across all classrooms for all students.	Tiered one core instructional delivery must include the use of evidence-based materials for ELA and math.	Yes	If we ensure that there is equitable access to evidence-based core instructional practices and fidelity to District programs and resources AND timely, cohesive, consistent feedback is provided to all stakeholders, THEN all students will demonstrate growth and achievement.
PA Index Reporting Year for English Learners show a decline in proficiency and advanced academic expectations. Evidence shows that the student group did not meet the statewide goal target.	DDI analysis of the ACCESS scores are not used for instructional planning.	Yes	If we ensure that there is a variety of assessments including diagnostic, formative, and summative to monitor student learning AND adjust programs and instructional practices, THEN all students will demonstrate growth and achievement.

## Goal Setting

**Priority:** If we ensure that there is equitable access to evidence-based core instructional practices and fidelity to District programs and resources AND timely, cohesive, consistent feedback is provided to all stakeholders, THEN all students will demonstrate growth and achievement.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	By Q4, the end of the 23-24 school year building proficiency total will be 56%	ELA IRLA	By Q1, 100% of all students will have established goals and growth markers as measured by the IRLA - School Data Wall report.	By Q2, 43% of students will be on target by grade (for Reading level) and/or have demonstrated proficiency for their grade level as measured by the IRLA School Data Wall Report.	By Q2, 51% of students will be on target by grade (for Reading level) and/or have demonstrated proficiency for their grade level as measured by the IRLA School Data Wall Report.	By Q4, the end of the 23-24 school year building proficiency total will be 56% as measured by the IRLA School Data Wall Report.
Mathematics	By Q4, 50% of students will show grade-level proficiency from the STAR Consolidated Assessment Proficiency Math Report.	STAR Math	By Q1, 100% of students will have an established STAR Consolidated Assessment Proficiency Math Report for baseline and progress monitoring will commence.	By Q2, 42% of students will show grade level proficiency from the STAR Consolidated Assessment Proficiency Math Report for baseline and progress monitoring will commence.	By Q3, 50% of students will show grade level proficiency from the STAR Consolidated Assessment Proficiency Math Report for baseline and progress monitoring will commence.	By Q4, 58% of students will show grade-level proficiency from the STAR Consolidated Assessment Proficiency Math Report.

**Priority:** If we ensure that there is a variety of assessments including diagnostic, formative, and summative to monitor student learning AND adjust programs and instructional practices, THEN all students will demonstrate growth and achievement.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Regular Attendance	By Q4, school wide attendance, as measured by the report: District Chronic Absenteeism Snapshot, will have a decrease of 8% from the end of the 22-23 school year as compared to the 23-24 school year.	Chronic Absenteeism	By the end of Q1, 100% of students with Chronic Absenteeism as identified by report: District Chronic Absenteeism Snapshot from the end of year 22-23 school will serve as baseline data.	By the end of Q2, 100% of students who have been identified as meeting the “regular attendance” criteria will have documented AIC plans and interventions, family contacts and community referrals as appropriate. Ensure that Tier 1 Attendance Supports are all in place school wide.	By the end of Q3, 100% of students who are identified as having Chronic Absenteeism will have documented intervention strategies with corresponding MTSS plans developed, reviewed and revised, resources and support will be documented as appropriate to each child.	By Q4, school wide attendance as measured by report: District Chronic Absenteeism Snapshot will have a decrease of 8% from the end of the 22-23 school year as compared to the 23-24 school year.



## Action Plan

**Action Plan for: PRACTICE 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices**

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>ELA IRLA</li> <li>STAR Math</li> </ul>		The outcome will include multiple feedback data. The principal will provide walkthrough feedback data. The teacher will have to develop the DDI data collection sheet. Students will have an electronic data form for track goal setting.		Progress monitoring will occur: Bi-weekly and monthly	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Engage in professional development in the areas of purposeful planning for conferences and small group instruction, progression of content standards, and the use of IRLA data	08/22/2023	05/31/2024	Instructional coach, Literacy Interventionist, district coach,	Data, district resources, materials	Yes
Use the DDI Protocol to analyze various data to guide and adjust instructional practices. Teachers will develop a plan for tracking students, especially ELs' progress.	08/22/2023	05/31/2024	Instructional coach, Literacy Interventionist, district coach,	Data, district resources, materials	
Establish expectations for the effective use of collaborative planning time.	08/22/2023	05/31/2024	School Administrative team- Principal	Data, district resources	
Administrators will engage in walk-throughs to identify building-wide patterns and trends and provide feedback	08/22/2023	05/31/2024	Administration -Principal, District personnel	Data, district resources, PA-ETEP	

**Action Plan for: PRACTICE 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices**

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>• ELA IRLA</li> <li>• STAR Math</li> </ul>		Educators will have multiple touchpoints in feedback. The school team will have ownership of the data as a result of the PLC meetings, walkthroughs, and student conferencing.		Bi-weekly and weekly	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Teachers will engage in student conferencing and goal setting after each administration of the STAR assessment.	08/22/2023	05/31/2024	Instructional coach, Literacy Interventionist, district coach,	Data, district resources	
During PLC's review data and intentionally plan for flexible grouping of students.	08/22/2023	05/31/2024	Instructional coach, Literacy Interventionist, district coach, and school administration	Data, district resources- FRECKLE	
Use of questioning that promotes critical thinking and discourse among students. Teachers will be encouraged to use constructive math conversations that will yield inquiry and stimulate mathematical thinking.	08/22/2023	05/31/2024	Instructional coach, district coach, classroom teacher	Data, district resources	Yes
Administrators will engage in walk-throughs to ensure that there is fidelity to District Programs and resources and core instruction.	08/22/2023	05/31/2024	Administration team - Principal Content coordinators,	Data, district resources	No
Ongoing line of dialogue/feedback between Coach/Administrator/Teacher will be established for feedback for student growth and development	08/22/2023	05/31/2024	School Administration Team Instructional coach	Data, district resources	No

## Action Plan for: Attendance Works

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Chronic Absenteeism</li> </ul>		The anticipated output will be an increase in students' daily attendance and a decrease in chronically absent students.		SFRS, Guidance counselor monitoring daily,	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Ensure that the necessary staff are trained and understand the guidelines and definitions as set forth by PDE for student attendance.	08/22/2023	09/29/2023	Student Family Liaison Specialists, Guidance Counselor	Data, district resources	Yes
Set up systems that track and monitor "Regular Attendance" and "Chronic Absenteeism."	08/22/2023	09/29/2023	Student Family Liaison Specialists, Guidance Counselor	Data, district resources	No
Ensure that Tier 1 Attendance Supports are in place school wide.	08/22/2023	05/31/2024	Student Family Liaison Specialists, Guidance Counselor	Data, district resources	No
Students who have been identified as meeting the "regular attendance" criteria should have documented AIC plans and interventions, family contacts, and community referrals as appropriate.	08/22/2023	05/31/2024	Student Family Liaison Specialists, Guidance Counselor School Administration	Data, district resources	No
Students who are identified as having Chronic Absenteeism will have documented intervention strategies that will be reviewed and revised, and resources and support will be documented as appropriate to each child.	08/22/2023	05/31/2024	School Leadership Team Student Family Liaison Specialists, Guidance Counselor School Administration	Data, District Resources	No

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
PRACTICE 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	<ul style="list-style-type: none"><li>Engage in professional development in the areas of purposeful planning for conferences and small group instruction, progression of content standards, and the use of IRLA data</li></ul>
PRACTICE 3: Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	<ul style="list-style-type: none"><li>Use of questioning that promotes critical thinking and discourse among students. Teachers will be encouraged to use constructive math conversations that will yield inquiry and stimulate mathematical thinking.</li></ul>
Attendance Works	<ul style="list-style-type: none"><li>Ensure that the necessary staff are trained and understand the guidelines and definitions as set forth by PDE for student attendance.</li></ul>

## Professional Development Activities

Meaningful Math Conversations						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Use of questioning that promotes critical thinking and discourse among students. Teachers will be encouraged to use constructive math conversations that will yield inquiry and stimulate mathematical thinking.</li> </ul>	All educators, Classroom teachers, and specialist teachers.	Foundational Principles of constructive math conversation What is a meaningful math conversation setting norms to conduct the math conversations Modeling Benefits of constructive math conversations	Walkthrough feedback Observation of practice Coaching feedback	Instructional coach, District content coordinator,	08/22/2023	05/30/2024
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					