**Carter and MacRae El Sch**  
TSI Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Carter and MacRae El Sch | | 113364002 |
| **Address 1** | | |
| 251 S Prince St | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Lancaster | PA | 17603 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr Keith Miles | | keithmiles@sdlancaster.org |
| **Principal Name** | | |
| Rachel M. Esh | | |
| **Principal Email** | | |
| rmesh@lancaster.k12.pa.us | | |
| **Principal Phone Number** | | **Principal Extension** |
| 717-396-6842 | | 22510 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Karen Wynn | | kewynn@sdlancaster.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Karen Wynn | District Level Leaders | Carter Admin | kewynn@sdlancaster.org |
| Rachel Esh | Principal | Carter & MacRae Elementary | rmesh@sdlancaster.org |
| Missy Corrigan | Instructional Coach | Carter & MacRae Elementary | mgcorrigan@sdlancaster.org |
| Keith Corrigan | Teacher | Carter & MacRae Elementary | kscorrigan@sdlancaster.org |
| Brittnay Farnish | Teacher | Carter & MacRae Elementary | blfarnish@sdlancaster.org |
| Emilie Broadley | Teacher | Carter & MacRae Elementary | eabroadley@sdlancaster.org |
| Kristen Haase | Teacher | Carter & MacRae Elementary | kehaase@sdlancaster.org |
| Deanna Lamaster | Parent/community | Carter & MacRae Elementary | delamaster@pa.gov |
| Janet Betancourt | Parent | Carter & MacRae Elementary | jlbetancourt@sdlancaster.org |
| Megan Smith | Parent | School District of Lancaster | slsmith@sdlancaster.org |
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# Vision for Learning

**Vision for Learning**

All students learning and growing; academically, socially and emotionally

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **True** K | **True** 1 | **True** 2 | **True** 3 | **True** 4 | **True** 5 | **False** 6 |
| **False** 7 | **False** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| ELA PSSA | Increase in the number of students scoring Proficient/Advanced on the ELA PSSA |
|  |  |
|  |  |
|  |  |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| MATH and ELA PSSA, Special Education | Special Education students are scoring lower than the ALL student group on the Math and ELA PSSA |
| Social, Emotional, Behavior Learning | Tier 1, Tier 2 and Tier 3 MTSS |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |  |
| --- | --- |
| **Indicator**  ELA PSSA  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Increase in the number of students scoring Proficient/Advanced on the ELA |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  MATH PSSA  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  English Learners are scoring lower than the ALL student group on the Math PSSA |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Increase in the number of students scoring Proficient/Advanced on the ELA |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
| --- |
| Special Education students are scoring lower than the ALL student group on the Math and ELA PSSA |
| ELL students are scoring lower than the ALL student group on Math and ELA PSSA |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| IRLA | EOY 2024- IRLA Prof/Above K5- 55% 1st- 57% 2nd- 39% 3rd- 51% 4th- 50% 5th- 50% |

## English Language Arts Summary

### Strengths

|  |
| --- |
| Increase in the number of students scoring Proficient/Advanced on the ELA PSSA |

### Challenges

|  |
| --- |
| Learning gaps have widened as a result of COVID 19. As a result, the school needs to refocus on core content instruction in ELA. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| STAR Math | Only 16.6% of students scored at or above the state benchmark on STAR Math. |
| STAR Math | Over 50% of students are on track to meet or exceed 1 year of growth on STAR Math. |

## Mathematics Summary

### Strengths

|  |
| --- |
| Only 16.6% of students scored at or above the state benchmark on STAR Math. |

### Challenges

|  |
| --- |
| Over 50% of students are on track to meet or exceed 1 year of growth on STAR Math. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Science local assessment | English language learners and students with IEP's are under performing that all student group. |
| Science local assessment | All student group showed a significant increase on the local Science assessment. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| All student group showed a significant increase on the local Science assessment. |

### Challenges

|  |
| --- |
| English language learners and students with IEP's are under performing that all student group. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| College and Career Benchmark | 98.4% met |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| 98.4% met Career Benchmark |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| Not applicable |

# Equity Considerations

## English Learners

**True** This student group is not a focus in this plan.

## Students with Disabilities

**True** This student group is not a focus in this plan.

## Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| PVAAS ELA | ED subgroup exceeded the growth standard as measured by PVAAS. |
| PVAAS Math | ED subgroup exceeded the growth standard as measured by PVAAS. |
|  |  |

## Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Black | Only 16.6% of Black students scored at or above the state benchmark as measured by STAR Math. |
| Hispanic | The Hispanic subgroup met or exceeded a years worth of growth in both Math and ELA. |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| ED subgroup exceeded the growth standard as measured by PVAAS- (ELA) |
| ED subgroup exceeded the growth standard as measured by PVAAS- (Math) |
| The Hispanic subgroup met or exceeded a years worth of growth in both Math and ELA. |
|  |
|  |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| Only 16.6% of Black students scored at or above the state benchmark as measured by STAR Math. |
|  |
|  |
|  |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Emerging |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Emerging |
| Identify and address individual student learning needs | Operational |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Operational |

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Emerging |
| Collectively shape the vision for continuous improvement of teaching and learning | Operational |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Emerging |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Emerging |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Emerging |
| Implement evidence-based strategies to engage families to support learning | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Operational |

## Foster Quality Professional Learning

|  |  |
| --- | --- |
| Identify professional learning needs through analysis of a variety of data | Exemplary |
| Use multiple professional learning designs to support the learning needs of staff | Exemplary |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Operational |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
| --- |
| Provide frequent, timely, and systematic feedback and support on instructional practice |
| Foster a culture of high expectations for success for all students, educators, families, and community members |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically |
| Monitor and evaluate the impact of professional learning on staff practices and student learning |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
| --- |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
| Implement a multi-tiered system of supports for academics |
| Implement a multi-tiered system of supports for behavior |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Increase in the number of students scoring Proficient/Advanced on the ELA | True |
| Increase in the number of students scoring Proficient/Advanced on the ELA PSSA | False |
| Only 16.6% of students scored at or above the state benchmark on STAR Math. | False |
| All student group showed a significant increase on the local Science assessment. | False |
| ED subgroup exceeded the growth standard as measured by PVAAS- (ELA) | False |
| 98.4% met Career Benchmark | False |
| Provide frequent, timely, and systematic feedback and support on instructional practice | False |
| Foster a culture of high expectations for success for all students, educators, families, and community members | False |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | True |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | True |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | True |
| ED subgroup exceeded the growth standard as measured by PVAAS- (Math) | False |
| The Hispanic subgroup met or exceeded a years worth of growth in both Math and ELA. | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Special Education students are scoring lower than the ALL student group on the Math and ELA PSSA | True |
| ELL students are scoring lower than the ALL student group on Math and ELA PSSA | True |
| ELL students are scoring lower than the ALL student group on Math and ELA PSSA | True |
| Learning gaps have widened as a result of COVID 19. As a result, the school needs to refocus on core content instruction in ELA. | False |
| Not applicable | False |
| Over 50% of students are on track to meet or exceed 1 year of growth on STAR Math. | False |
| Implement a multi-tiered system of supports for behavior | True |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | True |
| Only 16.6% of Black students scored at or above the state benchmark as measured by STAR Math. | True |
| English language learners and students with IEP's are under performing that all student group. | False |
| Implement a multi-tiered system of supports for academics | True |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Learning gaps have widened as a result of COVID 19. As a result, the school needs to refocus on core content instruction in ELA and MATH and behavior supports. By establishing and implementing clear procedures, policies, and expectations which support MTSS, there will be fidelity of implementation as evidenced by improved student outcomes.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Special Education students are scoring lower than the ALL student group on the Math and ELA PSSA | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify next steps for instruction then student needs are met across all tiers in ELA. | True |
| Implement a multi-tiered system of supports for behavior | By establishing and implementing clear procedures, policies, and expectations which support MTSS, there will be fidelity of implementation as evidenced by improved social-emotional outcomes | True |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify next steps for instruction then student needs are met across all tiers in Math and ELA. | False |
| Implement a multi-tiered system of supports for academics | By establishing and implementing clear procedures, policies, and expectations which support MTSS, there will be fidelity of implementation as evidenced by improved student outcomes | True |
| Only 16.6% of Black students scored at or above the state benchmark as measured by STAR Math. |  | False |
| ELL students are scoring lower than the ALL student group on Math and ELA PSSA |  | False |
| ELL students are scoring lower than the ALL student group on Math and ELA PSSA |  | False |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Increase in the number of students scoring Proficient/Advanced on the ELA | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify next steps for instruction then student needs are met across all tiers in ELA. |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |  |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically |  |
| Monitor and evaluate the impact of professional learning on staff practices and student learning |  |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify next steps for instruction then student needs are met across all tiers in MATH |
|  | If we implement a tiered system of behavioral support, then student attendance will increase, discipline referrals will decrease, and student will use the strategies and resources necessary to deescalate. |
|  | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify next steps for instruction then student needs are met across all tiers in ELA |

# Goal Setting

## Priority: If we implement a tiered system of behavioral support, then student attendance will increase, discipline referrals will decrease, and student will use the strategies and resources necessary to deescalate.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30, 2025, 90% of classrooms will demonstrate use of a tiered 2 system of behavior support with fidelity as measured by an increase of attendance, a decrease of discipline referrals and student use of self regulating strategies to deescalate from Synergy MTSS plans, attendance and referral reports. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| SEL | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By October 24, 2024 40% of classrooms will demonstrate use of a tiered 2 system of behavior support with fidelity as measured by an increase of attendance, a decrease of discipline referrals and student use of self regulating strategies to deescalate from Synergy MTSS plans, attendance and referral reports. | By January 14, 2025 0% of classrooms will demonstrate use of a tiered 2 system of behavior support with fidelity as measured by an increase of attendance, a decrease of discipline referrals and student use of self regulating strategies to deescalate from Synergy MTSS plans, attendance and referral reports. | By March 25, 2025 80% of classrooms will demonstrate use of a tiered 2 system of behavior support with fidelity as measured by an increase of attendance, a decrease of discipline referrals and student use of self regulating strategies to deescalate from Synergy MTSS plans, attendance and referral reports. | By May 30, 2025 90% of classrooms will demonstrate use of a tiered 2 system of behavior support with fidelity as measured by an increase of attendance, a decrease of discipline referrals and student use of self regulating strategies to deescalate from Synergy MTSS plans, attendance and referral reports. |

## Priority: If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify next steps for instruction then student needs are met across all tiers in ELA

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By May 30, 2025, 20% of K-5th grade dually identified (ELL & Special Ed) group will meet or exceed IRLA grade level requirements as measured by SchoolPace. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| IRLA | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By October 24, 2024, 5% of K-5th grade dually identified (ELL & Special Ed) group will meet or exceed IRLA grade level requirements as measured by SchoolPace. | By January 14, 2025, 10% of K-5th grade dually identified (ELL & Special Ed) group will meet or exceed IRLA grade level requirements as measured by SchoolPace. | By March 25, 2025, 15% of K-5th grade dually identified (ELL & Special Ed) group will meet or exceed IRLA grade level requirements as measured by SchoolPace. | By May 30, 2025, 20% of K-5th grade dually identified (ELL & Special Ed) group will meet or exceed IRLA grade level requirements as measured by SchoolPace. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By May 30, 2025, 20% of 2nd-5th grade dually identified (ELL & Special Ed) student group will meet or exceed grade level requirements as measured by the STAR ELA assessment. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA STAR | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By October 24, 2024, 5% of 2nd-5th grade dually identified (ELL & Special Ed) student group will meet or exceed grade level requirements as measured by the STAR ELA assessment. | By January 14, 2025, 10% of 2nd-5th grade dually identified (ELL & Special Ed) student group will meet or exceed grade level requirements as measured by the STAR ELA assessment. | By March 25, 2025, 15% of 2nd-5th grade dually identified (ELL & Special Ed) student group will meet or exceed grade level requirements as measured by the STAR ELA assessment. | By May 30, 2025, 20% of 2nd-5th grade dually identified (ELL & Special Ed) student group will meet or exceed grade level requirements as measured by the STAR ELA assessment. |

## Priority: If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify next steps for instruction then student needs are met across all tiers in MATH

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By May 30, 2025, 20% of K-5th grade dually identified (ELL & Special Ed)student group will meet or exceed grade level requirements as measured by the STAR Math assessment. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By October 24, 2024, 5% of K-5th grade dually identified (ELL & Special Ed)student group will meet or exceed grade level requirements as measured by the STAR Math assessment. | By January 14, 2025, 10% of K-5th grade dually identified (ELL & Special Ed)student group will meet or exceed grade level requirements as measured by the STAR Math assessment. | By March 25, 2025, 15% of K-5th grade dually identified (ELL & Special Ed)student group will meet or exceed grade level requirements as measured by the STAR Math assessment. | By May 30, 2025, 20% of K-5th grade dually identified (ELL & Special Ed)student group will meet or exceed grade level requirements as measured by the STAR Math assessment. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By May 30, 2025 50% of K5-5th students will score at or above typical growth (40th current SGP) as measured by STAR Math assessment. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math Growth | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By October 24, 2024, 100% of K5-5th grade students will have completed baseline testing on the STAR Math assessment. | By January 14, 2025 30% of K5-5th grade students will score at or above typical growth (40th current SGP) as measured by the STAR Math assessment. | By March 25, 2025 40% of K5-5th grade students will score at or above typical growth (40th current SGP) as measured by the STAR Math assessment. | By May 30, 2025, 52% of K5-5th grade students will scored at or above typical growth (40th current SGP) as measured by the STAR Math assessment. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| SEL | IRLA |
| Math | ELA STAR |
| Math Growth |

## Action Plan For: Provide a tiered system of instructional supports and interventions

|  |
| --- |
| **Measurable Goals:** |
| * By June 30, 2025, 90% of classrooms will demonstrate use of a tiered 2 system of behavior support with fidelity as measured by an increase of attendance, a decrease of discipline referrals and student use of self regulating strategies to deescalate from Synergy MTSS plans, attendance and referral reports. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Adhere to written expectations for Bridges/Core Curriculum implementation | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teacher, Instructional Coach, Academic Interventionist, Principal, CIA team member | Bridges Materials/Teacher Resources | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilize grade level meetings and data to collaborate and mathematical instructional practices. | | 2024-09-16 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teacher, Instructional Coach, Academic Interventionist, Principal, CIA team member | Math STAR/Freckle data | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct instructional walkthroughs to monitor implementation and provide feedback to teachers. | | 2024-08-26 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal, CIA team member | Walkthrough Tool | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Increase in the number of students achieving greater than 40% SGP as measured by STAR Math assessment. | STAR Math data will be analyzed at the end of each district assessment window during grade level team meetings and SIP committee meetings. |

## Action Plan For: Provide a tiered system of instructional supports and intervention

|  |
| --- |
| **Measurable Goals:** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilize Tier meetings and data to collaborate and adjust literacy instructional practices. | | 2024-09-16 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teacher, Instructional Coach, Academic Interventionist, Principal, CIA team member | IRLA, STAR, Freckle | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Engage in Professional Development in the areas of purposeful planning for conferences and small group instruction, the progression of content standards, and the use of IRLA/STAR Reading assessment data | | 2024-08-13 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teacher, Instructional Coach, Academic Interventionist, Principal, CIA team member, ELD lead, Special Education | IRLA, STAR, Freckle | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct instructional walkthroughs to monitor implementation and provide feedback to teachers. | | 2024-08-27 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal, CIA team member, | Walkthrough Tool, | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Reduction in the number of ELD students identified for Tier 2 and Tier 3 instruction/supports. | Data from STAR ELA will be analyzed quarterly during grade level and SIP Committee meetings; IRLA data will be analyzed monthly during 1:1 coaching meetings with the Instructional Coach/Principal. |

## Action Plan For: Provide a tiers system of system of instructional supports and intervention

|  |
| --- |
| **Measurable Goals:** |
| * By May 30, 2025, 20% of K-5th grade dually identified (ELL & Special Ed) group will meet or exceed IRLA grade level requirements as measured by SchoolPace. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Adhere to written expectations for Bridges/Core Curriculum implementation | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teacher, Instructional Coach, Academic Interventionist, Principal, CIA team member | Bridges Materials/Teacher Resources | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilize grade level meetings and data to collaborate and mathematical instructional practices. | | 2024-08-26 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teacher, Instructional Coach, Academic Interventionist, Principal, CIA team member | Math STAR & Freckle data | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct instructional walkthroughs to monitor implementation and provide feedback to teachers. | | 2024-08-26 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal, CIA team member | Walkthrough tool | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Reduction in the number of ELD students identified for Tier 2 and Tier 3 instruction/supports. | Data from STAR ELA will be analyzed quarterly during grade level and SIP Committee meetings; IRLA data will be analyzed monthly during 1:1 coaching meetings with the Instructional Coach/Principal. |

# Expenditure Tables

## School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

## Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * Provide a tiered system of instructional supports and interventions * Provide a tiered system of instructional supports and intervention * Provide a tiers system of system of instructional supports and intervention | supplies | 28717 |
| Other Expenditures | * Provide a tiered system of instructional supports and interventions * Provide a tiered system of instructional supports and intervention * Provide a tiers system of system of instructional supports and intervention | professional development | 8426 |
| Other Expenditures | * Provide a tiered system of instructional supports and interventions * Provide a tiered system of instructional supports and intervention * Provide a tiers system of system of instructional supports and intervention | parent engagement | 3380 |
| Instruction | * Provide a tiered system of instructional supports and interventions * Provide a tiered system of instructional supports and intervention * Provide a tiers system of system of instructional supports and intervention | salary building coach | 90000 |
| Instruction | * Provide a tiered system of instructional supports and interventions * Provide a tiered system of instructional supports and intervention * Provide a tiers system of system of instructional supports and intervention | building coach benefits | 36094 |
| Total Expenditures | | | | 166617 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Provide a tiered system of instructional supports and intervention | Engage in Professional Development in the areas of purposeful planning for conferences and small group instruction, the progression of content standards, and the use of IRLA/STAR Reading assessment data |

## Designing flexible groups based on student data

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Engage in Professional Development in the areas of purposeful planning for conferences and small group instruction, the progression of content standards, and the use of IRLA/STAR Reading assessment data | | |
| **Audience** | | |
| Classroom teachers, ELD, LS. UA and Paraprofessionals | | |
| **Topics to be Included** | | |
| Planning for flexible grouping; Progression of flexible group; Procedures for flexible grouping; Analyzing data reports to determine area of need for groups of students. | | |
| **Evidence of Learning** | | |
| Curriculum based assessments; IRLA/STAR ELA data | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Principal, CIA team member, Instructional Coach. Interventionist | 2024-08-13 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1b: Demonstrating Knowledge of Students * 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * Board Affirmation Statement\_77ed1662.pdf |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Dr Keith Miles | 2024-11-15 |
| **Building Principal Signature** | **Date** |
| Rachel Esh | 2024-11-07 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |