**Hamilton El Sch**  
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| School District | | 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** | | |
| Yaliza Morales | | |
| **Principal Email** | | |
| yalizamorales@sdlancaster.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 717-291-6166 | | 18510 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Karen Wynn | | kewynn@sdlancaster.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Philip Ludwig | Principal | James Hamilton Elementary School | psludwig@sdlancaster.org |
| Amy Spina | Education Specialist | James Hamilton Elementary School | ajspina@sdlancaster.org |
| Melanie Abney | School Counselor | James Hamilton Elementary School | mlabney@sdlancaster.org |
| Kari Sangrey | Other | James Hamilton Elementary School | karisangrey@sdlancaster.org |
| Carmen Guaigua | Parent | James Hamilton Elementary School |  |
| Beth Horst | Community Member | The Edible Classroom | beth@theedibleclassroom.org |
| Karen Wynn | District Level Leaders | School District of Lancaster | kewynn@sdlancaster.org |
| Chantelle Delaney | Education Specialist | James Hamilton Elementary School | ckdelaney@sdlancaster.org |
| Dr. Keith Miles Jr. | Chief School Administrator | School District of Lancaster | keithmiles@sdlancaster.org |
| Martha Cullen Hakim | Teacher | School District of Lancaster | mjcullenhakim@sdlancaster.org |
| Yaliza Morales | Other | School District of Lancaster | yalizamorales@sdlancaster.org |
| Jessica Sherman | District Level Leaders | School District of Lancaster | jasherman@sdlancaster.org |
| Christina Ortega | District Level Leaders | School District of Lancaster | christinaortega@sdlancaster.org |
| Steven T. Hart | Other | School District of Lancaster | sthart@sdlancaster.org |
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# Vision for Learning

**Vision for Learning**

Through a partnership between home and school, Hamilton Elementary School embraces diversity and cultivates life-long learners to become productive members of society.

# 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 |
|  |  |
| Mathematics PSSA Achievement | Increase in the number of students scoring Proficient/Advanced on the Mathematics PSSA. |
| ELA PSSA Growth | Increase in ELA growth as measured by PVAAS. |
| Mathematics PSSA Growth | Increase in Mathematics growth as measured by PVAAS. |
| Mathematics PSSA - Advanced | Increase in the number of students earning Advanced ratings on the Mathematics PSSA. |
|  |  |
| Science PSSA Achievement | Increase in the number of students scoring Proficient/Advanced on the Science PSSA. |
| Science PSSA Growth | Increase in Science growth as measured by PVAAS. |
| Science PSSA - Advanced | Increase in the number of students earning Advanced ratings on the Science PSSA. |
| Student Attendance | Increase in the number of students demonstrating consistent attendance. |
| Third Grade ELA | Increase in the number of students earning Proficient ratings on the third grade ELA PSSA. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
|  |  |
| English Language Growth and Attainment | Decrease in the number of English Language students demonstrating proficiency. |
| ELA PSSA Achievement | Minimal increase in the number of students scoring Proficient/Advanced on the ELA PSSA. |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  PSSA: English Language Arts Achievement  **ESSA Student Subgroups**  Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Students in the Hispanic student group, the Economically Disadvantaged student group, the English Learner student group, and the Students with Disabilities student group all demonstrated increased proficiency on ELA PSSA testing. |
| **Indicator**  PSSA: Mathematics Achievement  **ESSA Student Subgroups**  African-American/Black, Hispanic, Economically Disadvantaged, English Learners | **Comments/Notable Observations**  Students in the All Student Group, the Black student group, the Hispanic student group, the Economically Disadvantaged student group, and the English Learner student group all demonstrated increased proficiency on Mathematics PSSA testing. |
| **Indicator**  PSSA: English Language Arts Growth  **ESSA Student Subgroups**  Hispanic, Economically Disadvantaged, English Learners | **Comments/Notable Observations**  Students in the All Student Group, the Hispanic student group, the Economically Disadvantaged student group, and the English Learner student group all demonstrated growth on the ELA PSSA testing. |
| **Indicator**  PSSA: Science Achievement  **ESSA Student Subgroups**  Hispanic, Economically Disadvantaged | **Comments/Notable Observations**  Students in the All Student Group and the Economically Disadvantaged student group demonstrated growth on the Science PSSA testing. |
| **Indicator**  PSSA: Science Growth  **ESSA Student Subgroups**  Hispanic, Economically Disadvantaged | **Comments/Notable Observations**  Students in the All Student Group, the Hispanic student group, and the Economically Disadvantaged student group all demonstrated growth on the ELA PSSA testing. |
| **Indicator**  Attendance: Percent Persistent Attendance  **ESSA Student Subgroups**  African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Students in the All Student Group, the Black student group, the Hispanic student group, the White student group, the Economically Disadvantaged student group, the English Learner student group, and the Students with Disabilities student group all demonstrated increasingly consistent daily attendance. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  PSSA: English Language Arts  **ESSA Student Subgroups**  African-American/Black | **Comments/Notable Observations**  Students in the Black subgroup have lower Proficiency than other subgroups on the ELA PSSA test. |
| **Indicator**  PSSA: Mathematics  **ESSA Student Subgroups**  Hispanic, Economically Disadvantaged, English Learners | **Comments/Notable Observations**  Decrease in growth for all subgroups (All Student Group, Economically Disadvantaged, Hispanic, & English Learner) on the PSSA Mathematics test. |
| **Indicator**  PSSA: Science  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  Decrease in Proficiency for the Hispanic subgroup on Science PSSA testing from previous year. |
| **Indicator**  **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** |

## 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.

|  |
| --- |
| PSSA ELA Achievement: Increase in the number of students scoring Proficient/Advanced on ELA PSSA. |
| PSSA ELA Growth: Increase in ELA growth as measured by PVAAS. |
| PSSA Mathematics Achievement: Increase in the number of students scoring Proficient/Advanced on the Mathematics PSSA. |
| PSSA Mathematics Growth: Increase in Mathematics growth as measured by PVAAS. |
| Percent Persistent Attendance: Students in the All Student Group, the Black student group, the Hispanic student group, the White student group, the Economically Disadvantaged student group, the English Learner student group, and the Students with Disabilities student group all demonstrated increasingly consistent daily attendance. |

### 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.

|  |
| --- |
| PSSA ELA: Students in the Black subgroup have lower Proficiency than other subgroups on the ELA PSSA test. |
| PSSA Science: Decrease in Proficiency for the Hispanic subgroup on Science PSSA testing from previous year. |
| PSSA Mathematics: Decrease in growth for all subgroups (All Student Group, Economically Disadvantaged, Hispanic, & English Learner) on the PSSA Mathematics test. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| IRLA | Mid-year data showed 0.57 years worth of average student growth. |
| IRLA | Mid-year data showed 53% of students were On Target for IRLA reading level. |
| STAR ELA | Ongoing STAR assessments growth showed progress towards standards mastery. |
| PSSA ELA | 20% of students were Proficient or Advanced |
| PVAAS ELA Growth | ELA growth, according to PVAAS, was 97/100. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| IRLA: Mid-year data showed 53% of students were On Target for IRLA reading level. |
| IRLA: Mid-year data showed 0.57 years worth of average student growth. |
| STAR ELA: Ongoing STAR assessments showed progress towards standards mastery. |
| PVAAS Growth: ELA growth, according to PVAAS, was 97/100. |

### Challenges

|  |
| --- |
| PSSA ELA: 20% of students were Proficient or Advanced. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| STAR Mathematics | Ongoing STAR assessments showed progress towards standards mastery. |
| PSSA Mathematics | Student data on the Mathematics PSSA shows a decrease from 3rd to 5th grades. |
| PSSA Mathematics | 21% of students were Proficient or Advanced in Mathematics |
| PVAAS Mathematics Growth | Mathematics growth, according to PVAAS, was 77/100. |

## Mathematics Summary

### Strengths

|  |
| --- |
| STAR Mathematics: Ongoing STAR assessments showed progress towards standards mastery. |
| PVAAS Mathematics Growth: Mathematics growth, according to PVAAS, was 77/100. |

### Challenges

|  |
| --- |
| PSSA Mathematics: 21% of students were Proficient or Advanced in Mathematics. |
| PSSA Mathematics: Student data on the Mathematics PSSA showed a decrease in proficiency from 3rd to 5th grade. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| PSSA Science | 47% of students were Proficient or Advanced in Science. |
| PVAAS Science Growth | Science growth, according to PVAAS, was 75/100. |
| PSSA Science | PSSA Science Proficiency is relatively unchanged from 2021-2023. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| PSSA Science: 47% of students were Proficient or Advanced in Science. |
| PSSA Science Growth: Science growth, according to PVAAS, was 75/100. |

### Challenges

|  |
| --- |
| PSSA Science: PSSA Science Proficiency is relatively unchanged from 2021-2023. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Regular School Attendance | 79.9% of students had regular attendance. The PA state average was 73.9% |
| Career Standards Benchmark - higher than PA state average. | 98% of Hamilton students met the Career Standards Benchmark. The PA state average was 89.6%. |

## 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% of Hamilton students met the Career Standards Benchmark. The PA state average was 89.6%. |
| 79.9% of students had regular attendance. The PA state average was 73.9% |

### 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.

|  |
| --- |
| 79.9% of students at Hamilton Elementary had regular attendance. |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| English Language Growth & Attainment | Hamilton students growth and attainment (30.8%) decreased from the previous year. (42.5%) |
|  |  |
|  |  |

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Students with Disability subgroup - ELA | PSSA achievement data shows that the percentage of Proficient/Advanced of Students with Disabilities increased last year. |
|  |  |
|  |  |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| PSSA ELA Proficiency | Students in the Economically Disadvantaged subgroup are achieving lower Proficient and Advanced rates than the All Student Groups on PSSA ELA tests. |
| PSSA Mathematics Proficiency | Students in the Economically Disadvantaged subgroup are achieving lower Proficient and Advanced rates than the All Student Groups on PSSA Mathematics tests. |
| PSSA Science Proficiency | Students in the Economically Disadvantaged subgroup are achieving lower Proficient and Advanced rates than the All Student Groups on PSSA Science tests. |
| PSSA ELA Growth | Students in the Economically Disadvantaged subgroup are achieving higher rates of growth than the All Student Group on PVAAS ELA growth. |
| PSSA Mathematics Growth | Students in the Economically Disadvantaged subgroup are achieving higher rates of growth than the All Student Group on PVAAS Mathematics growth. |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Hispanic | The Hispanic subgroup performance on PSSA assessments lags behind the All Student Group performance in ELA, Mathematics, and Science. |

## 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.

|  |
| --- |
| PSSA achievement data shows that the percentage Proficient/Advanced of Students with Disabilities increased last year. |
| Students in the Economically Disadvantaged subgroup are achieving higher rates of growth than the All Student Group on PVAAS ELA growth. |
| Students in the Economically Disadvantaged subgroup are achieving higher rates of growth than the All Student Group on PVAAS Mathematics growth. |
|  |
|  |

### 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.

|  |
| --- |
| The Hispanic subgroup performance on PSSA assessments lags behind the All Student Group performance in ELA, Mathematics, and Science. |
| Hamilton students growth and attainment (30.8%) decreased from the previous year. (42.5%) |
|  |
|  |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Operational |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Operational |
| 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 | Emerging |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Emerging |

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Operational |
| 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 | Exemplary |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Operational |

## 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 | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Exemplary |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| 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 | Emerging |
| Use multiple professional learning designs to support the learning needs of staff | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

## Summary

### Strengths

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

|  |
| --- |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community. |
| 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. |

### 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?

|  |
| --- |
| Identify professional learning needs through analysis of a variety of data. |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. |
| Identify and address individual student learning needs. |
| Monitor and evaluate the impact of professional learning on staff practices and student learning. |

# 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 |
| PSSA Mathematics Achievement: Increase in the number of students scoring Proficient/Advanced on the Mathematics PSSA. | True |
| PSSA Mathematics Growth: Increase in Mathematics growth as measured by PVAAS. | True |
| PSSA ELA Growth: Increase in ELA growth as measured by PVAAS. | True |
| PSSA ELA Achievement: Increase in the number of students scoring Proficient/Advanced on ELA PSSA. | True |
| IRLA: Mid-year data showed 53% of students were On Target for IRLA reading level. | False |
| IRLA: Mid-year data showed 0.57 years worth of average student growth. | False |
| STAR ELA: Ongoing STAR assessments showed progress towards standards mastery. | False |
| STAR Mathematics: Ongoing STAR assessments showed progress towards standards mastery. | False |
| PSSA Science: 47% of students were Proficient or Advanced in Science. | False |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community. | False |
| Foster a culture of high expectations for success for all students, educators, families, and community members. | False |
| PSSA achievement data shows that the percentage Proficient/Advanced of Students with Disabilities increased last year. | True |
| 98% of Hamilton students met the Career Standards Benchmark. The PA state average was 89.6%. | True |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school. | False |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. | False |
| Percent Persistent Attendance: Students in the All Student Group, the Black student group, the Hispanic student group, the White student group, the Economically Disadvantaged student group, the English Learner student group, and the Students with Disabilities student group all demonstrated increasingly consistent daily attendance. | True |
| PVAAS Growth: ELA growth, according to PVAAS, was 97/100. | False |
| PVAAS Mathematics Growth: Mathematics growth, according to PVAAS, was 77/100. | False |
| PSSA Science Growth: Science growth, according to PVAAS, was 75/100. | False |
| 79.9% of students had regular attendance. The PA state average was 73.9% | False |
| Students in the Economically Disadvantaged subgroup are achieving higher rates of growth than the All Student Group on PVAAS ELA growth. | False |
| Students in the Economically Disadvantaged subgroup are achieving higher rates of growth than the All Student Group on PVAAS Mathematics growth. | 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 |
| PSSA Science: Decrease in Proficiency for the Hispanic subgroup on Science PSSA testing from previous year. | False |
| PSSA Mathematics: Decrease in growth for all subgroups (All Student Group, Economically Disadvantaged, Hispanic, & English Learner) on the PSSA Mathematics test. | False |
| PSSA ELA: Students in the Black subgroup have lower Proficiency than other subgroups on the ELA PSSA test. | False |
| PSSA ELA: 20% of students were Proficient or Advanced. | False |
| PSSA Mathematics: 21% of students were Proficient or Advanced in Mathematics. | True |
| PSSA Mathematics: Student data on the Mathematics PSSA showed a decrease in proficiency from 3rd to 5th grade. | False |
| 79.9% of students at Hamilton Elementary had regular attendance. | False |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. | False |
| PSSA Science: PSSA Science Proficiency is relatively unchanged from 2021-2023. | False |
| Identify and address individual student learning needs. | True |
| The Hispanic subgroup performance on PSSA assessments lags behind the All Student Group performance in ELA, Mathematics, and Science. | True |
| Hamilton students growth and attainment (30.8%) decreased from the previous year. (42.5%) | False |
| Identify professional learning needs through analysis of a variety of data. | False |
| Monitor and evaluate the impact of professional learning on staff practices and student learning. | False |

## 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, Hamilton needs to focus on Tier 1 content instruction in Mathematics, ELA, and Science.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| PSSA Mathematics: 21% of students were Proficient or Advanced in Mathematics. | This is an improvement from previous years, but still lags behind SDoL and state averages. The new Bridges curriculum should help improve proficiency in mathematics, but that will take time as teachers become more familiar with the resource. | True |
| Identify and address individual student learning needs. | Academic and behavioral needs at Tiers 2 and 3 remain a priority as we look to fill gaps in student learning and ensure adequate staffing and interventions for students. | True |
| The Hispanic subgroup performance on PSSA assessments lags behind the All Student Group performance in ELA, Mathematics, and Science. | This pattern is observed in ELA, Mathematics, and Science data from the PSSA tests. The Hispanic subgroup is Hamilton's largest subgroup and represents a wide range of learners. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| PSSA achievement data shows that the percentage Proficient/Advanced of Students with Disabilities increased last year. | English Learners are benefitting from more individualized instruction and supports. |
| PSSA Mathematics Achievement: Increase in the number of students scoring Proficient/Advanced on the Mathematics PSSA. | Students at Hamilton exceeded the growth standard in Mathematics according to PSSA testing (96/100) |
| PSSA Mathematics Growth: Increase in Mathematics growth as measured by PVAAS. | Increase from 7.2% to 12.2% according to PSSA testing. |
| PSSA ELA Growth: Increase in ELA growth as measured by PVAAS. | Students at Hamilton met the growth standard in ELA according to PSSA testing (72/100). |
| PSSA ELA Achievement: Increase in the number of students scoring Proficient/Advanced on ELA PSSA. | Increase from 19.6 to 20.4% according to PSSA testing. |
| 98% of Hamilton students met the Career Standards Benchmark. The PA state average was 89.6%. | Students are regularly completing the Xello lessons in alignment with SDoL's College and Career initiatives. |
| Percent Persistent Attendance: Students in the All Student Group, the Black student group, the Hispanic student group, the White student group, the Economically Disadvantaged student group, the English Learner student group, and the Students with Disabilities student group all demonstrated increasingly consistent daily attendance. | Attendance incentives and supports in the building are contributing to the increase in daily attendance. Continuing to support families, communicating with them around student attendance, and aligning resources to address attendance issues should be a priority moving forward. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | If we focus on meaningful Tier 1 mathematics instruction, timely data analysis, and implementing effective interventions, teachers will increase overall proficiency in mathematics as measured by the PSSA testing. |
|  | If we focus on Tier 2 academic and behavioral needs and interventions, utilizing the existing MTSS process, teachers will make referrals, track data, and implement meaningful interventions to increase student growth. |
|  | 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 students needs are met across all tiers in ELA, Mathematics, and Science. |

# Goal Setting

## 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 students needs are met across all tiers in ELA, Mathematics, and Science.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 1, 2025, 60% of Kindergarten students will meet or exceed grade level requirements for growth as measured by data in the IRLA. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA - K5 | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By October 24, 2024, 100% of kindergarten students at Hamilton will have baseline data entered into SchoolPace. | By January 14, 2025, 25% of kindergarten students at Hamilton will meet or exceed grade level requirements for growth as measured by data in the IRLA. | By March 25, 2025, 45% of kindergarten students at Hamilton will meet or exceed grade level requirements for growth as measured by data in the IRLA. | By June 1, 2025, 60% of kindergarten students at Hamilton will meet or exceed grade level requirements for growth as measured by data in the IRLA. |

## Priority: If we focus on Tier 2 academic and behavioral needs and interventions, utilizing the existing MTSS process, teachers will make referrals, track data, and implement meaningful interventions to increase student growth.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 1, 2025, 75% of classrooms will demonstrate Tier 3 PBIS strategies with fidelity as measured by data collected from Synergy. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| SEL - Tier 3 | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By October 24, 2024, 100% of staff will receive training on Tier 3 processes in Synergy and supports. | By January 14, 2025, 25% of classrooms will demonstrate Tier 3 PBIS strategies with fidelity as measured by data collected from Synergy. | By March 25, 2025, 50% of classrooms will demonstrate Tier 3 PBIS strategies with fidelity as measured by data collected from Synergy. | By June 1, 2025, 75% of classrooms will demonstrate Tier 3 PBIS strategies with fidelity as measured by data collected from Synergy. |

## Priority: If we focus on meaningful Tier 1 mathematics instruction, timely data analysis, and implementing effective interventions, teachers will increase overall proficiency in mathematics as measured by the PSSA testing.

|  |  |  |  |
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| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 1, 2025, 75% of second grade students will meet or exceed grade level requirements for growth as measured by data from STAR assessments. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| 2nd - Mathematics | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By October 24, 2024, 100% of second grade students at Hamilton will have baseline data from STAR assessments. | By January 14, 2025, 25% of second grade students will meet or exceed grade level requirements for growth as measured by data from STAR assessments. | By March 25, 2025, 50% of second grade students will meet or exceed grade level requirements for growth as measured by data from STAR assessments. | By June 1, 2025, 75% of second grade students will meet or exceed grade level requirements for growth as measured by data from STAR assessments. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| SEL - Tier 3 | ELA - K5 |
| 2nd - Mathematics |

## Action Plan For: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

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| **Measurable Goals:** |
| * By June 1, 2025, 60% of Kindergarten students will meet or exceed grade level requirements for growth as measured by data in the IRLA. |

|  |  |  |  |
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| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement all aspects of the elementary English Language Arts curriculum and ARC program as written. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Chantelle Delaney / Instructional Coach | ELA curriculum guides, IRLA, ARC resources | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilize the IRLA and SchoolPace to establish baseline data, set goals, and track progress. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Chantelle Delaney / Instructional Coach | IRLA, SchoolPace, data analysis time. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Engage in monthly grade level team meetings to analyze data, inform core instruction, and provide tiered supports. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Chantelle Delaney / Instructional Coach | IRLA, SchoolPace data, STAR assessment data, grade level team meeting time. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Engage in monthly Student of Concern (SOC) meetings to analyze data, identify students in need of additional supports, and plan tiered interventions. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Beverly Tyson-Wilson / Academic Interventionist | SchoolPace data, STAR assessment data, classroom assessment data, grade level team meetings | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Participate in Professional Development on evidence-based strategies used in tiered ELA instruction. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Phil Ludwig / Principal | Professional Development Materials, Professional Development time, Additional Pay for staff | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilization of Title 1 funding to support ELA achievement and continued student growth. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Phil Ludwig / Principal | Title 1 Funds include: Title 1 PD: $3000 Title 1 Additional Pay: $3000 Title 1 Intervention Resources: $4000 Title 1 Learning Extensions: $4000 | Yes |  |

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| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Increase the number of kindergarten students who are performing at or above grade level expectations as measured by SchoolPace data. | Weekly checks in SchoolPace by building leadership team members Weekly updates of student data in SchoolPace by teachers Monthly grade level team meetings with teachers and leadership team Monthly Student of Concern meetings with teachers and Academic Interventionist |

## Action Plan For: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

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| **Measurable Goals:** |
| * By June 1, 2025, 75% of second grade students will meet or exceed grade level requirements for growth as measured by data from STAR assessments. |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement all aspects of the elementary Mathematics curriculum and Bridges program as written. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Chantelle Delaney / Instructional Coach | Mathematics curriculum guides Bridges resources Bridges intervention materials PD materials Professional Development time Additional Pay | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Administer STAR Mathematics assessments to establish baseline data, set goals, and track growth. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Chantelle Delaney / Instructional Coach | STAR assessments Renaissance platform Grade level team meetings Data analysis meetings | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Participate in Professional Development on evidence-based strategies and best practices used in tiered mathematics instruction. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Chantelle Delaney / Instructional Coach Beverly Tyson-Wilson / Academic Interventionist Phil Ludwig / Principal | Professional Development materials, Professional Development time, Additional Pay for staff | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Utilization of Title 1 funding to support Mathematics achievement and student growth | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Phil Ludwig / Principal | Title 1 Funds include: Title 1 PD: $3000 Title 1 Additional Pay: $3000 Title 1 Intervention Resources: $4000 Title 1 Learning Extensions: $4000 | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Completion of STAR data tracking and goal setting processes monthly | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Chantelle Delaney / Instructional Coach Phil Ludwig / Principal | Professional Development time, Grade level team meeting time, Renaissance/STAR data, classroom observations, STAR tracking forms, Additional Pay | Yes |  |

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| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Increase the number of students performing on or above grade level expectations in mathematics. | - Academic Interventionist schedule monitored monthly by Principal - Mathematics intervention groups monitored monthly by grade level teachers, Instructional Coach, Academic Interventionist, and Principal - MTSS plans monitored monthly by MTSS team - Review of mathematics lesson plans and data monthly by grade level teachers, Instructional Coach, Academic Interventionist, and Principal - Conduct formal and informal classroom visits to monitor implementation and provide feedback to teachers. |

## Action Plan For: Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes

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| **Measurable Goals:** |
| * By June 1, 2025, 75% of classrooms will demonstrate Tier 3 PBIS strategies with fidelity as measured by data collected from Synergy. |

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| **Action Step** | | **Anticipated Start/Completion Date** | |
| Participate in Professional Development on evidence based strategies used in PBIS & social-emotional learning. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kari Sangrey / Dean of Students Melanie Abney / School Counselor Phil Ludwig / Principal | Professional Development materials, Professional Development time, Additional Pay for staff | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement the academic and behavioral components of the MTSS process for students in Tiers 1, 2, & 3 | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kari Sangrey / Dean of Students Melanie Abney / School Counselor Phil Ludwig / Principal | ARC/IRLA data, Renaissance/STAR data, classroom observations, summative/formative classroom assessments, district assessments, grade level team meeting time, data team meeting time, additional pay for staff | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Weekly MTSS meetings to evaluate referrals, track progress, recommend interventions, and determine next steps for academics and behaviors. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Chantelle Delaney / Instructional Coach Beverly Tyson-Wilson / Academic Interventionist Melanie Abney / School Counselor Lea Fornoff / School Social Worker Lindsey Manferdini / School Psychologist Kari Sangrey / Dean of Students Phil Ludwig / Principal | Weekly MTSS meetings, ARC/IRLA data, Renaissance/STAR data, Synergy platform, bi-monthly grade-level Student of Concern meetings | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Increased fidelity with MTSS processes at Tier 3 and increased Student Support Plans with positive outcomes for students. | Weekly MTSS meeting agendas reviewed by Principal. Weekly MTSS meetings conducted with fidelity by MTSS team. Bi-monthly Student of Concern meetings with Leadership Team representation. |

# 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 | * Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. * Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades * Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes | Building Instructional Coach | 76810 |
| Other Expenditures | * Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. * Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades * Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes | Parent Engagement | 5870 |
| Instruction | * Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. * Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades * Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes | Supplies/Materials | 11000 |
| Instruction | * Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. * Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades * Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes | Additional Pay for staff | 5000 |
| Other Expenditures | * Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. * Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades * Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes | Professional Development | 2417 |
| Total Expenditures | | | | 101097 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. | Implement all aspects of the elementary English Language Arts curriculum and ARC program as written. |
| Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. | Participate in Professional Development on evidence-based strategies used in tiered ELA instruction. |
| Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. | Utilization of Title 1 funding to support ELA achievement and continued student growth. |
| Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades | Implement all aspects of the elementary Mathematics curriculum and Bridges program as written. |
| Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades | Participate in Professional Development on evidence-based strategies and best practices used in tiered mathematics instruction. |
| Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades | Utilization of Title 1 funding to support Mathematics achievement and student growth |
| Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades | Completion of STAR data tracking and goal setting processes monthly |
| Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes | Participate in Professional Development on evidence based strategies used in PBIS & social-emotional learning. |

## Tiered Supports/MTSS

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Participate in Professional Development on evidence based strategies used in PBIS & social-emotional learning. | | |
| **Audience** | | |
| Hamilton teachers and support staff | | |
| **Topics to be Included** | | |
| Review of MTSS and PBIS procedures/expectations. Review of Synergy platform and expectations for Requests for Support and Tier 1 Academic Differentiation plans. Review of interventions for Tiers 1+, 2, and 3. Review of best practices for data collection, timelines for interventions, collaboration between colleagues, and communications with families. Review of bimonthly Student of Concern meeting schedules and Leadership Team assignments. | | |
| **Evidence of Learning** | | |
| Increased accuracy with MTSS submissions (Requests for Support, Tier 1 Academic Differentiation plans), ongoing data collection from teachers for interventions, ongoing intervention implementation with students, ongoing communications with families regarding MTSS process and student progress. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Kari Sangrey / Dean of Students | 2024-08-13 | 2024-10-09 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Once during August PD week with staff |
| **Observation and Practice Framework Met in this Plan** | |
| * 1c: Setting Instructional Outcomes * 4c: Communicating with Families * 3d: Using Assessment in Instruction * 4b: Maintaining Accurate Records * 4e: Growing and Developing Professionally * 2d: Managing Student Behavior | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Bi-Monthly Student of Concern Meetings |
| **Observation and Practice Framework Met in this Plan** | |
| * 1c: Setting Instructional Outcomes * 1b: Demonstrating Knowledge of Students * 4b: Maintaining Accurate Records * 2d: Managing Student Behavior | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Classroom/school visitation | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3c: Engaging Students in Learning * 2b: Establishing a Culture for Learning * 4c: Communicating with Families * 4b: Maintaining Accurate Records * 2a: Creating an Environment of Respect and Rapport | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## ELA - K5

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Implement all aspects of the elementary English Language Arts curriculum and ARC program as written. * Participate in Professional Development on evidence-based strategies used in tiered ELA instruction. * Utilization of Title 1 funding to support ELA achievement and continued student growth. | | |
| **Audience** | | |
| Hamilton Teaching Staff | | |
| **Topics to be Included** | | |
| Review of ARC data from 2023-2024 SY, review of ARC guidelines and timelines, review of materials in IRLA/Foundational Skills Toolkits/SchoolPace, review of student data. | | |
| **Evidence of Learning** | | |
| Conferencing schedules in SchoolPace are up-to-date and appropriate for student needs, classroom observations of ARC and SchoolPace in action, ongoing data entry and progress in SchoolPace, referrals for Tier 1+ Academic Differentiation Plans, intervention schedules, staffing, and groupings. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Chantelle Delaney / Instructional Coach | 2024-08-13 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Once during the August PD week with staff |
| **Observation and Practice Framework Met in this Plan** | |
| * 1a: Demonstrating Knowledge of Content and Pedagogy * 1c: Setting Instructional Outcomes * 3d: Using Assessment in Instruction * 1d: Demonstrating Knowledge of Resources * 4b: Maintaining Accurate Records | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly during Academic Grade-Level Team Meetings |
| **Observation and Practice Framework Met in this Plan** | |
| * 1f: Designing Student Assessments * 1c: Setting Instructional Outcomes * 1d: Demonstrating Knowledge of Resources * 4b: Maintaining Accurate Records * 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Classroom/school visitation | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 1e: Designing Coherent Instruction * 3d: Using Assessment in Instruction * 3c: Engaging Students in Learning * 2b: Establishing a Culture for Learning | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly coaching cycles with Instructional Coach |
| **Observation and Practice Framework Met in this Plan** | |
| * 1c: Setting Instructional Outcomes * 1b: Demonstrating Knowledge of Students * 1e: Designing Coherent Instruction * 4e: Growing and Developing Professionally * 1d: Demonstrating Knowledge of Resources | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

## Mathematics - 2nd

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Implement all aspects of the elementary Mathematics curriculum and Bridges program as written. * Participate in Professional Development on evidence-based strategies and best practices used in tiered mathematics instruction. * Utilization of Title 1 funding to support Mathematics achievement and student growth * Completion of STAR data tracking and goal setting processes monthly | | |
| **Audience** | | |
| Hamilton Teaching Staff | | |
| **Topics to be Included** | | |
| Bridges program review/overview, review of Bridges Intervention materials, review of Curriculum & Instruction Guides for Mathematics, review of Renaissance/STAR data from 2023-2024 SY, co-planning. | | |
| **Evidence of Learning** | | |
| Classroom observations of Bridges program, data digs through Renaissance/STAR data, monthly grade level team meeting notes, monthly STAR data protocol updates, review of Tier 1+ Academic Differentiation Plans, review of lesson plans, intervention plans, groupings, and schedules. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Chantelle Delaney / Instructional Coach | 2024-08-13 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Once during August PD week with staff |
| **Observation and Practice Framework Met in this Plan** | |
| * 1d: Demonstrating Knowledge of Resources * 1e: Designing Coherent Instruction * 1c: Setting Instructional Outcomes * 3c: Engaging Students in Learning * 1a: Demonstrating Knowledge of Content and Pedagogy * 1f: Designing Student Assessments * 4b: Maintaining Accurate Records | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly coaching cycles with teachers |
| **Observation and Practice Framework Met in this Plan** | |
| * 1e: Designing Coherent Instruction * 4b: Maintaining Accurate Records * 1d: Demonstrating Knowledge of Resources * 1c: Setting Instructional Outcomes * 4a: Reflecting on Teaching * 3c: Engaging Students in Learning | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Classroom/school visitation | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
| * 3c: Engaging Students in Learning * 1e: Designing Coherent Instruction * 2b: Establishing a Culture for Learning * 1c: Setting Instructional Outcomes | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly during Academic Grade-Level Team Meetings |
| **Observation and Practice Framework Met in this Plan** | |
| * 3d: Using Assessment in Instruction * 3c: Engaging Students in Learning * 1c: Setting Instructional Outcomes * 4b: Maintaining Accurate Records * 1e: Designing Coherent Instruction | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

# Approvals & Signatures

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| --- |
| **Uploaded Files** |
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|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Yaliza Morales | 2024-11-22 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |