**King El Sch**  
TSI 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** | | |
| Florence Krane | | |
| **Principal Email** | | |
| fbkrane@lancaster.k12.pa.us | | |
| **Principal Phone Number** | | **Principal Extension** |
| 717-291-6178 | | 88510 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
|  | |  |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Florence Krane | Principal | King Elementary | fbkrane@sdlancaster.org |
| Amanda Esterly | Student and Family Resource Specialist | King Elementary | amandaesterly@sdlancaster.org |
| Jessica Sherman | District Level Leaders | School District of Lancaster | jasherman@sdlancaster.org |
| Maria Flores | Parent | King Elementary |  |
| Camile Hopkins | District Level Leaders | School District of Lancaster | cahopkins@sdlancaster.org |
| Isaias Rodriguez | Community Member | King Elementary | isaiasrodriguez@sdlancaster.org |
| Stephanie Boyer | Teacher | King Elementary | sbboyer@sdlancaster.org |
| Celenia Calderon | Teacher | King Elementary | celeniacalderon@sdlancaster.org |
| Brandon Heuyard | Other | King Elementary | bcheuyard@sdlancaster.org |
| Marie Byler | District Level Leaders | School District of Lancaster | mwbyler@sdlancaster.org |
| Salinda Kendig | Teacher | King Elementary | skkendig@sdlancaster.org |
| Samantha Little | Teacher | King Elementary | salittle@sdlancaster.org |
| Jennifer Warren | District Level Leaders | School District of Lancaster | jjwarren@sdlancaster.org |
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# Vision for Learning

**Vision for Learning**

Together, with families and our diverse community, we will educate the whole child in a safe, nurturing and challenging environment. Our students will take ownership and persevere as successful learners and responsible citizens.

# 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 | The Academic Growth Score in ELA for all student groups met the statewide average growth score. King Elementary Growth Scored was 70. |
| Math | The Academic Growth Score in Math for all student groups exceeded the statewide growth score. King Elementary l Average Growth Score was 71. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| ELA | All student groups showed a decline in proficiency during the 2022-2023 school year, except for English Language Learners, whose performance remained stable. |
| Math | Student groups experienced a decline in proficiency during the 2022-2023 school year (16.1), with the exception of the Hispanic group, which showed an increase in performance. |
|  |  |
|  |  |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  ELA  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  The average growth score of Students with Disabilities was 73, surpassing the statewide growth score standard. |
| **Indicator**  Math  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  The average growth score of Students with Disabilities was 82, surpassing both the statewide average growth score and standard. |
| **Indicator**  Math  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  The Hispanic group had a 1.4% increase in proficiency. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  ELA  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  English Learners achieved a proficiency rate of 30.8% during the 2022-2023 school year. Historically, this subgroup has consistently underperformed compared to their peers. Throughout the year, the proficiency rate of English Learners has been as follows: 2018-2019 - 18.4% 2019-2020- 18.4% 2020-2021- 10.2% 2021-2022- 17.1 % |
| **Indicator**  Math  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  English Learners achieved a proficiency rate of 15% during the 2022-2023 school year. Historically, this subgroup has consistently underperformed compared to their peers. Throughout the year, the proficiency rate of English Learners has been as follows: 2018-2019- 11.8% 2019-2020- 11.8% 2020-2021- 6.1% 2021-2022- 16.7% |
| **Indicator**  ELA  **ESSA Student Subgroups**  African-American/Black, Hispanic | **Comments/Notable Observations**  The Hispanic group decreased in proficiency by 4.4% . The Black group decreased in proficiency by 13.6 percent. |
| **Indicator**  Math  **ESSA Student Subgroups** | **Comments/Notable Observations**  The Black group decreased in proficiency by 6%. |

## 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.

|  |
| --- |
| The Academic Growth Score in ELA for all student groups matched the statewide average growth score. King Elementary School achieved a Growth Score of 70. |
| The Academic Growth Score in Math for all student groups surpassed the statewide growth score. King Elementary School achieved an Average Growth Score of 71. |

### 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.

|  |
| --- |
| All student groups decreased in performance during the 22-23 school year (25.3) for the exception of the English Language Learners. |
| Student groups decrease in performance during the 22-23 school year (16.1%) for the exception of Hispanic group who increased in performance. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| School Pace | 4th grade finished the year at 53% Proficient in reading. |
| School Pace | 61% of 5th graders finished the year "At Risk" or "Emergency" for reading |
| School Pace | 50% of 3rd graders finished the year "At Risk" or "Emergency" for reading |

## English Language Arts Summary

### Strengths

|  |
| --- |
| 4th grade finished the year at 53% Proficient in reading. |

### Challenges

|  |
| --- |
| 61% of 5th graders finished the year "At Risk" or "Emergency" for reading |
| 50% of 3rd graders finished the year "At Risk" or "Emergency" for reading |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star Math | The majority of students in 3rd 4th and 5th grade did not meet proficiency benchmarks in tested areas. |
| Star Math | The majority of students in 3rd 4th and 5th grade did not meet proficiency benchmarks in tested areas. |
| Star Math | 12% of 3rd graders made had high achievement and high growth. |

## Mathematics Summary

### Strengths

|  |
| --- |
| The majority of students in 3rd 4th and 5th grade did not meet proficiency benchmarks in tested areas. |

### Challenges

|  |
| --- |
| The majority of students in 3rd 4th and 5th grade did not meet proficiency benchmarks in tested areas. |
| 12% of 3rd graders made had high achievement and high growth. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Local assessments | All student group had a 2% decrease in proficiency. |
| Local assessments | Special education students struggled with reading directions for labs and inquiry because a lack of adapted material. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| All student group had a 2% decrease in proficiency. |

### Challenges

|  |
| --- |
| Special education students struggled with reading directions for labs and inquiry because a lack of adapted material. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| All student groups - 96.8% Statewide Average- 89.6% | All student groups at King Elementary School surpassed the statewide average. |

## 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.

|  |
| --- |
| All student groups at King Elementary School surpassed the statewide average. |

### 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.

|  |
| --- |
| King Elementary School subgroups have not achieved 100% since the 2019-2020 school year. |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Students who are English Language Learners are performing below the statewide average in performance 30.8%. The statewide average was 54.5% in ELA | Although there has been in increase in performance. English Language Learners are not meeting Statewide goal. |
| Students who are English Language Learners are performing below the statewide average in performance 15%. The statewide average was 38.3 in Math | There was a decrease in performance from previous school year and are currently not meeting Statewide Goal |
|  |  |

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Students with Disabilities are performing below the statewide average in proficiency (2.7%). The statewide average was 54.5% in ELA. | There was a decrease in performance for Students with Disabilities in ELA. |
| Students with Disabilities are performing below the statewide average in proficiency (2.7%). The statewide average was 38.3% in Math. | There was a decrease in performance for Students with Disabilities in Math. |
|  |  |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Students who are economically disadvantaged are performing below the statewide average in proficiency (24.8%). The statewide average was 54.5% in ELA | Student skills are not consistently transferring to standards-based assessments. There is a need for consistent implementation of evidence-based practices and adherence to district programs and resources in all classrooms for all students. |
| Students who are economically disadvantaged are performing below the statewide average in proficiency (15.3 %). The statewide average was 38.3% in Math. | Student skills are not consistently transferring to standards-based assessments. There is a need for consistent implementation of evidence-based practices and adherence to district programs and resources in all classrooms for all students. |
|  |  |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Black | The Black group decreased in proficiency by 13.6 percent in ELA |
| Hispanic | The Hispanic group decreased in proficiency by 4.4% in 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.

|  |
| --- |
| Students who are economically disadvantaged academic growth score was 71 in ELA and 70 in Math |
| English Learners achieved a proficiency rate increased during the 2022-2023 school year. |
| Students with Disabilities academic growth score was 73 in 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.

|  |
| --- |
| There was a decrease in performance for Students with Disabilities in ELA and Math |
| Student skills are not consistently transferring to standards-based assessments. There is a need for consistent implementation of evidence-based practices and adherence to district programs and resources in all classrooms for all students. |
| English Learners achieved a proficiency rate of 30.8% during the 2022-2023 school year. Historically, this subgroup has consistently underperformed compared to their peers. |
| The Hispanic group decreased in proficiency by 4.4% in ELA |
| The Black group decreased in proficiency by 13.6 percent in ELA |

# 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 | 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 | 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 | Emerging |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Emerging |
| 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 | Emerging |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Emerging |
| Implement a multi-tiered system of supports for academics and behavior | Emerging |
| Implement evidence-based strategies to engage families to support learning | Emerging |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Emerging |

## 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 | 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?

|  |
| --- |
| Collectively shape the vision for continuous improvement of teaching and learning. |
| Monitor and evaluate the impact of professional learning on staff practices and student learning. |
| Continuously monitor implementation of the school improvement plan and adjust as needed. |

### 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 systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Implement a multi-tiered system of supports for academics with fidelity. |
| Foster a culture of high expectations for success for all students, educators, families, and community members. |

# 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 |
| The Academic Growth Score in ELA for all student groups matched the statewide average growth score. King Elementary School achieved a Growth Score of 70. | True |
| The Academic Growth Score in Math for all student groups surpassed the statewide growth score. King Elementary School achieved an Average Growth Score of 71. | True |
| 4th grade finished the year at 53% Proficient in reading. | False |
| The majority of students in 3rd 4th and 5th grade did not meet proficiency benchmarks in tested areas. | False |
| English Learners achieved a proficiency rate increased during the 2022-2023 school year. | True |
| Students who are economically disadvantaged academic growth score was 71 in ELA and 70 in Math | False |
| All student group had a 2% decrease in proficiency. | False |
| Students with Disabilities academic growth score was 73 in ELA | False |
| Collectively shape the vision for continuous improvement of teaching and learning. | False |
| Monitor and evaluate the impact of professional learning on staff practices and student learning. | False |
| All student groups at King Elementary School surpassed the statewide average. | False |
| Continuously monitor implementation of the school improvement plan and adjust as needed. | True |

## 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 |
| All student groups decreased in performance during the 22-23 school year (25.3) for the exception of the English Language Learners. | True |
| Student groups decrease in performance during the 22-23 school year (16.1%) for the exception of Hispanic group who increased in performance. | True |
| 61% of 5th graders finished the year "At Risk" or "Emergency" for reading | False |
| 50% of 3rd graders finished the year "At Risk" or "Emergency" for reading | False |
| There was a decrease in performance for Students with Disabilities in ELA and Math | False |
| Student skills are not consistently transferring to standards-based assessments. There is a need for consistent implementation of evidence-based practices and adherence to district programs and resources in all classrooms for all students. | True |
| English Learners achieved a proficiency rate of 30.8% during the 2022-2023 school year. Historically, this subgroup has consistently underperformed compared to their peers. | False |
| 12% of 3rd graders made had high achievement and high growth. | False |
| The Hispanic group decreased in proficiency by 4.4% in ELA | False |
| The Black group decreased in proficiency by 13.6 percent in ELA | False |
| Special education students struggled with reading directions for labs and inquiry because a lack of adapted material. | True |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | True |
| Implement a multi-tiered system of supports for academics with fidelity. | True |
| Foster a culture of high expectations for success for all students, educators, families, and community members. | True |
| King Elementary School subgroups have not achieved 100% since the 2019-2020 school year. | False |
| The majority of students in 3rd 4th and 5th grade did not meet proficiency benchmarks in tested areas. | 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.

There needs to be consistent use of evidenced-based practices and fidelity to District programs and resources across all classrooms for all students.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| All student groups decreased in performance during the 22-23 school year (25.3) for the exception of the English Language Learners. |  | False |
| Student groups decrease in performance during the 22-23 school year (16.1%) for the exception of Hispanic group who increased in performance. |  | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Align to the districts TOA by increasing academic achievement in both ELA and Math | True |
| Implement a multi-tiered system of supports for academics with fidelity. | Align to the districts TOA by increasing academic achievement in both ELA and Math | False |
| Foster a culture of high expectations for success for all students, educators, families, and community members. |  | False |
| Student skills are not consistently transferring to standards-based assessments. There is a need for consistent implementation of evidence-based practices and adherence to district programs and resources in all classrooms for all students. | Align to the TSI designation | True |
| Special education students struggled with reading directions for labs and inquiry because a lack of adapted material. |  | False |

## Analyzing Strengths

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| --- | --- |
| Analyzing Strengths | Discussion Points |
| English Learners achieved a proficiency rate increased during the 2022-2023 school year. |  |
| The Academic Growth Score in ELA for all student groups matched the statewide average growth score. King Elementary School achieved a Growth Score of 70. |  |
| The Academic Growth Score in Math for all student groups surpassed the statewide growth score. King Elementary School achieved an Average Growth Score of 71. |  |
| Continuously monitor implementation of the school improvement plan and adjust as needed. |  |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | IF we guarantee equitable access to evidence-based practices and adhere to district programs and resources, Then all students will show academic growth and achievement. |
|  | IF we ensure professional development and feedback is provided to staff on a frequent basis THEN all learners will demonstrate academic growth and achievement to their peers. |

# Goal Setting

## Priority: IF we guarantee equitable access to evidence-based practices and adhere to district programs and resources, Then all students will show academic growth and achievement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By the 4th quarter of the 2024-2025 school year, each grade level will reach an SBP of 50 as measured by the Star Renaissance Growth Proficiency chart. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| MTSS Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By Q1, 100 % of students will have an established STAR Math baseline and progress monitoring will commence. | By Q2 of the school year 2024-2025, students will show progress on the Star Math by reaching an SGP of 17 as measured by the Star Renaissance Growth Proficiency chart. | By Q3 of the school year 2024-2025, students will show progress on the Star Math by reaching an SGP of 34 as measured by the Star Renaissance Growth Proficiency chart. | By Q4 of the school year 2024-2025, each grade level will reach an SGP of 50 as measured by the Star Renaissance Growth Proficiency chart. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| English Language Growth and Attainment | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By the 4th quarter of the 2024-2025 school year, the overall proficiency in the building will reach 65%, as measured by the IRLA School Data Wall Report. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| MTSS ELA | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By Q1, 100 % of all students will have established goals and growth markers as measured by the IRLA School Data Wall Report from May 2024. New students to the District will have established goals and growth markers for grade level proficiency levels. | By Q2, 100% of grade levels will be on target and/or have demonstrated growth by 15% for their grade level as measured by the IRLA Data Wall Report. | By Q3, 100% of grade levels will be on target and/or show progress by 10% for their grade level as measured by the IRLA Data Wall School Pace Report. | By Q4 of the 2024-2025 school year, the overall proficiency in the building will reach 65%, as measured by the IRLA School Data Wall Report. |

## Priority: IF we ensure professional development and feedback is provided to staff on a frequent basis THEN all learners will demonstrate academic growth and achievement to their peers.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By Q4 of the 2024-2025 school year English Language Learners will show an average growth of 40 SGP on the Star Renaissance Growth Proficiency Chart. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| English Language Learners Academic Goal to align with TSI designation | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By Q1, 100 % of English language learners will have an established STAR Math baseline and progress monitoring will commence. | By Q2 of the school year 2024-2025, English language learners will show an average growth of 14 SGP on the Star Renaissance Growth Proficiency Chart. | By Q3 of the school year 2024-2025, English language Learners will show an average growth of 28 SGP on the Star Renaissance Growth Proficiency Chart. | By Q4of the school year 2024-2025, English language learners will show an average growth of 40 SGP on the Star Renaissance Growth Proficiency Chart. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| MTSS Math | MTSS ELA |
|  | English Language Learners Academic Goal to align with TSI designation |

## Action Plan For: MTTS- ELA

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| --- |
| **Measurable Goals:** |
| * By the 4th quarter of the 2024-2025 school year, the overall proficiency in the building will reach 65%, as measured by the IRLA School Data Wall Report. |

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| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Engage in Professional Development in the areas of purposeful planning for conferences and small group instruction, progression of content standards, and the use of IRLA and Star Reading date to drive instruction. | | 2024-08-20 | 2024-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| All professional staff/ Instructional Coach/ Coordinator of Elementary ELA | ARC Core material SchoolPace data STAR Reading data Instructional Coach | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Professional development in the following areas: How to give the IRLA? How to interpret the data to plan for instruction? Effective use of district bedded materials and resources. | | 2024-10-07 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Professional Staff, Instructional Coach, Reading Specialist, Interventionist | Instructional Coach SchoolPace STAR Reading | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Quarterly Accuracy Check on SchoolPace | | 2024-10-07 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach, District coach, Principal, and Assistant Principal | Instructional Coach | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| By the 4th quarter of the 2024-2025 school year, the overall proficiency in the building will reach 65%, as measured by the IRLA School Data Wall Report. | Quarterly using the IRLA tool and Star Reading date with the Instructional Coach, Reading Specialist and Interventionist to ensure students are being progressed monitor and demonstrating growth towards proficiency. |

## Action Plan For: MTSS Math

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| --- |
| **Measurable Goals:** |
| * By the 4th quarter of the 2024-2025 school year, each grade level will reach an SBP of 50 as measured by the Star Renaissance Growth Proficiency chart. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Adhere to written expectations for Bridges/Core Curriculum implementation | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| All professional staff | Bridges Professional Development Instructional Coach | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Engage in monthly data team meetings to inform core/ tiered planning and instruction | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| All professional staff/ Instructional Coach/Interventionists/Coordinator of Elementary STEM | Bridges STAR Math data Instructional Coach | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| By Q4 of the 2024-2025 school year, each grade level will reach an SBP of 50 as measured by the Star Renaissance Growth Proficiency chart. | Quarterly using the STAR math assessment with the instructional coach and interventionist |

## Action Plan For: TSI ELD

|  |
| --- |
| **Measurable Goals:** |
| * By Q4 of the 2024-2025 school year English Language Learners will show an average growth of 40 SGP on the Star Renaissance Growth Proficiency Chart. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Engage in monthly data team meetings to inform core and tiered planning and instruction | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Coach/Interventionists/Coordinator of Elementary STEM/ Dr. Carmen Rowe, Principal, ELD teachers | Bridges, STAR Math Data/ Instructional Coach, Dr. Carmen Rowe, District ELD coordinator | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Professional Development for staff on effective strategies on interaction English Language learners | | 2024-08-20 | 2024-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Dr. Carmen Rowe | Dr. Carmen Rowe | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Small Group Coaching sessions with teachers on effective instructional strategies for English Language Learners | | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Dr. Carmen Rowe, Instructional Coach, Principal | Dr. Carmen Rowe | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| By Q4 of the 2024-2025 school year English Language Learners will show an average growth of 40 SGP on the Star Renaissance Growth Proficiency Chart. | Quarterly monitoring of ELD student progress on STAR asessment with teachers, instructional coach, principal, district ELD coordinator, and Dr. Carmen Rowe |

# 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 | * MTTS- ELA * MTSS Math * TSI ELD | Building Instructional Coach | 66135 |
| Other Expenditures | * MTTS- ELA * MTSS Math * TSI ELD | Parent Engagement | 2488 |
| Instruction | * MTTS- ELA * MTSS Math * TSI ELD | Additional staff to support MTSS | 82079 |
|  |  |  |  |
| Total Expenditures | | | | 150702 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| MTTS- ELA | Engage in Professional Development in the areas of purposeful planning for conferences and small group instruction, progression of content standards, and the use of IRLA and Star Reading date to drive instruction. |
| MTTS- ELA | Professional development in the following areas: How to give the IRLA? How to interpret the data to plan for instruction? Effective use of district bedded materials and resources. |
| MTTS- ELA | Quarterly Accuracy Check on SchoolPace |
| MTSS Math | Adhere to written expectations for Bridges/Core Curriculum implementation |
| MTSS Math | Engage in monthly data team meetings to inform core/ tiered planning and instruction |
| TSI ELD | Engage in monthly data team meetings to inform core and tiered planning and instruction |
| TSI ELD | Professional Development for staff on effective strategies on interaction English Language learners |
| TSI ELD | Small Group Coaching sessions with teachers on effective instructional strategies for English Language Learners |

## Title 1 Professional Development for Academics

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Professional Development for staff on effective strategies on interaction English Language learners | | |
| **Audience** | | |
| All Professional Staff | | |
| **Topics to be Included** | | |
| IRLA data dig disgracing START Math Data Key consideration when lesson planning for Els | | |
| **Evidence of Learning** | | |
| Increase academic achievement in ELA and Math | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Leadership Team, Dr. Rowe | 2024-08-20 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Quarterly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

# Approvals & Signatures

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

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Dr Keith Miles | 2024-11-15 |
| **Building Principal Signature** | **Date** |
| Florence Krane | 2024-11-15 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |