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

# Profile and Plan Essentials

|  |  |  |
| --- | --- | --- |
| **School** | | AUN/Branch |
| Lafayette Elementary | | 113364002 |
| **Address 1** | | |
| 1000 Fremont Street | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Lancaster | PA | 17603 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr. Keith Miles | | keithmiles@sdlancaster.org |
| **Principal Name** | | |
| Marian Grill | | |
| **Principal Email** | | |
| mggrill@sdlancaster.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 717-291-6183 | | 89510 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Karen Wynn | | kewynn@sdlancaster.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Marian Grill | Principal | Lafayette | mggrill@sdlancaster.org |
| Tricia Cortes | Teacher | Lafayette | tecortes@sdlancaster.org |
| Kim Nguyen | Social Worker | Lafayette | yknguyen@sdlancaster.org |
| Carly Hunter | Guidance Counselor | Lafayette | cmhunter@sdlancaster.org |
| Jody Charles | Teacher | Lafayette | jlcharles@sdlancaster.org |
| Bethann Hinnenkamp | Principal | Lafayette | bahinnenkamp@sdlancaster.orgg |
| Wynne Kinder | Community Member | Wellness Works | wynnekinder@gmail.com |
| Tracy Flowers | Paraprofessional | Secretary AFSCME | tlflowers@sdlancaster.org |
| Josiah Keene | District Level Leaders | Director | jjkeene@sdlancaster.org |
| Dr. Miles | District Level Leaders | Superintendent | kemiles@sdlancaster.org |
| Alicia Cruz | Parent | School Community Organization | aliciacruz68@gmail.com |
| Haydee Diaz | Parent | School Community Organization | colon.haydee23.hc@gmail.com |
| Elizabeth McGee Fredericks | Teacher | Dean | emcgee-fredericks@sdlancaster.org |
| Katherine Groom | Teacher | School Psychologist | kegroom@sdlancaster.ord |
| Beth Horst | Community Member | Edible Classrooms | beth@theedibleclassroom.org |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Vision for Learning

**Vision for Learning**

At Lafayette, where every community member matters, we aspire to provide an environment that creates positive and productive relationships and encourages the desire to be a lifelong learner

# 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 |
| Math PVAAS | All Student Group Meets the standard Demonstration Growth meets or exceeds Statewide Average Growth and Meeting Statewide Growth Standard in Math. |
| ELA PVAAS | All Student Group Meets the standard Demonstration Growth meets or exceeds Statewide Average Growth and Meeting Statewide Growth Standard in LEA |
| Science PVAAS | All Student Group Meets the standard Demonstration Growth meets or exceeds Statewide Average Growth and Meeting Statewide Growth Standard in Science |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| English / Language Arts (Achievement) | English Learners are scoring lower than the ALL student group on the ELA PSSA |
| Mathematics / Algebra (Achievement) | English Learners are scoring lower than the ALL student group on the Math PSSA |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  Math PSSA  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  Increase in number of students scoring proficient/advanced on Math PSSA |
| **Indicator**  ELA PSSA  **ESSA Student Subgroups** | **Comments/Notable Observations**  Increase in number of students scoring proficient/advanced on ELA PSSA |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  ELA PSSA  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  English Learners are scoring lower than ALL student groups in ELA PSSA |
| **Indicator**  Math PSSA  **ESSA Student Subgroups** | **Comments/Notable Observations**  English Learners are scoring lower than ALL student groups in Math PSSA |

## Summary

### Strengths

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

|  |
| --- |
| Increase in number of students scoring proficient/advanced on Math PSSA |
| Increase in number of students scoring proficient/advanced on ELA PSSA |

### 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.

|  |
| --- |
| English Learners are scoring lower than ALL student groups on the Math PSSA |
| English Learners are scoring lower than ALL student groups on the ELA PSSA |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| STAR ELA | students are high growth |
| IRLA | 58.3% of students are reading on grade level |

## English Language Arts Summary

### Strengths

|  |
| --- |
| 1:1 data meetings between the coach and teachers to analyze data and plan interventions |
| Accuracy level checks to ensure students are reading on the correct level |
| Multi tiered conferencing with students to ensure students are being met with individually for differentation purposes |
| Data analysis and planning during PLC to ensure that instruction is meeting students' needs. |

### Challenges

|  |
| --- |
| Students with disabilities PSSA and PVAAS scores are lower than all students in ELA, |
| English Learners PSSA and PVAAS scores are lower than all students in ELA, |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Star Math | Students with disabilities scored lower on star testing while they have high growth. |
| STAR Math | 7 out of 8 classes are high growth for star testing |

## Mathematics Summary

### Strengths

|  |
| --- |
| 1:1 data meetings between the coach and teachers to analyze data and plan interventions |
| Data analysis and planning during PLC to ensure that instruction is meeting students' needs. |
| After school program focuses on math |

### Challenges

|  |
| --- |
| English Learners PSSA and PVAAS scores are lower than all students in math. |
| Students with disabilities PSSA and PVAAS scores are lower than all students in math. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Science PSSA Data | 53.8% of students are proficient or advanced on the science PSSA. |
| Science PSSA Data | The all student group and economincally disadvanted group scored 5% below the school wide average on the science PSSA. |
| Science PSSA Data | The student with disabilities sub group scored below the school wide proficiency level on the school wide science PSSA. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| Increase in the number of students scoring proficient/advanced on the Science PSSA |
| Economically disadvantaged went up in science |

### Challenges

|  |
| --- |
| The all student group and economincally disadvanted group scored less than 5% below the school wide average on the science PSSA. |
| The student with disabilities sub group scored below the school wide proficiency level on the school wide science PSSA. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| College & Career Activities | Student participation in College & Career activities within the school (I.e., Career Fair, First Friday, Career/College Lessons, etc.) |
| College & Career Activities | Strength Career benchmark significantly higher than the state 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.

|  |
| --- |
| Student participation in College & Career activities within the school (I.e., Career Fair, First Friday, Career/College Lessons, etc.) |

### 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.

|  |
| --- |
| Student participation in College & Career activities within the school (I.e., Career Fair, First Friday, Career/College Lessons, etc.) |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| ELA PSSA | 21.2 % of students were proficient or advanced |
| Math PSSA | 13.5% of students were proficient or advanced |
|  |  |

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| ELA PSSA | 2% were advanced or proficent |
| Math PSSA | 5.8% were advanced or proficient |
| Science PSSA2 | 25% were advanced or proficient |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Economically disadvantaged increased in science | 100% increase in PVAAS |
| Economically disadvantaged increased in math | 78% increase in PVAAS |
|  |  |

## Student Groups by Race/Ethnicity

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

## 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.

|  |
| --- |
| Economically disadvantaged went up in science |
| Strength Career benchmark significantly higher than the state average |
| Economically disadvantaged went up in math |
| Student with disabilities increased in PVAAS, 25% |
|  |

### 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.

|  |
| --- |
| Hispanic group decrease in ELA |
| ELA decrease in Economically disadvantaged |
| Black group decreased in Math |
| Black group decreased 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 | Exemplary |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Operational |
| 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 | Exemplary |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Exemplary |

## 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 | Exemplary |
| Use multiple professional learning designs to support the learning needs of staff | Exemplary |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Exemplary |

## Summary

### Strengths

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

|  |
| --- |
| Provide frequent, timely, and systematic feedback and support on instructional practices |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community |
| Use a wide variety of assessments (including diagnostic, formative and summative) to monitor student learning and adjust programs and instructional practices. |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |

### 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 and address individual student learning needs |
| Collectively shape the vision for continuous improvement of teaching and learning |
| Implement a multi-tiered system of supports for academics and behavior |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

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

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Increase in number of students scoring proficient/advanced on ELA PSSA | True |
| Increase in number of students scoring proficient/advanced on Math PSSA | True |
| 1:1 data meetings between the coach and teachers to analyze data and plan interventions | False |
| Accuracy level checks to ensure students are reading on the correct level | True |
| Increase in the number of students scoring proficient/advanced on the Science PSSA | False |
| Student participation in College & Career activities within the school (I.e., Career Fair, First Friday, Career/College Lessons, etc.) | False |
| 1:1 data meetings between the coach and teachers to analyze data and plan interventions | True |
| Economically disadvantaged went up in science | False |
| Strength Career benchmark significantly higher than the state average | False |
| Data analysis and planning during PLC to ensure that instruction is meeting students' needs. | True |
| Provide frequent, timely, and systematic feedback and support on instructional practices | True |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | True |
| Use a wide variety of assessments (including diagnostic, formative and summative) to monitor student learning and adjust programs and instructional practices. | True |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | True |
| Economically disadvantaged went up in science | False |
| Economically disadvantaged went up in math | False |
| Multi tiered conferencing with students to ensure students are being met with individually for differentation purposes | True |
| Data analysis and planning during PLC to ensure that instruction is meeting students' needs. | False |
| After school program focuses on math | False |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | False |
| Student with disabilities increased in PVAAS, 25% | 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 |
| English Learners are scoring lower than ALL student groups on the Math PSSA | True |
| English Learners are scoring lower than ALL student groups on the ELA PSSA | True |
| Students with disabilities PSSA and PVAAS scores are lower than all students in ELA, | False |
| English Learners PSSA and PVAAS scores are lower than all students in ELA, | False |
| Student participation in College & Career activities within the school (I.e., Career Fair, First Friday, Career/College Lessons, etc.) | False |
| English Learners PSSA and PVAAS scores are lower than all students in math. | False |
| Students with disabilities PSSA and PVAAS scores are lower than all students in math. | False |
| ELA decrease in Economically disadvantaged | False |
| The all student group and economincally disadvanted group scored less than 5% below the school wide average on the science PSSA. | False |
| Implement a multi-tiered system of supports for academics and behavior | True |
| Collectively shape the vision for continuous improvement of teaching and learning | False |
| The student with disabilities sub group scored below the school wide proficiency level on the school wide science PSSA. | False |
| Identify and address individual student learning needs | False |
| Hispanic group decrease in ELA | False |
| Black group decreased in Math | False |
| Black group decreased in ELA | 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.

If we provide specific and targeted strategies for academics and behavior then students will have more success.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| English Learners are scoring lower than ALL student groups on the Math PSSA | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify steps for instruction then student needs are met across all tiers in MATH | True |
| English Learners are scoring lower than ALL student groups on the ELA PSSA | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify steps for instruction then student needs are met across all tiers in ELA | True |
| Implement a multi-tiered system of supports for academics and behavior | If we implement a tiered instructional system that allows teachers to deliver evidence based strategies across tiers that is informed by data from screening, progress monitoring, and outcome assessment as seen in our MTSS process for behaviors then students needs are met across all tiers in SEL. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Increase in number of students scoring proficient/advanced on ELA PSSA | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify steps for instruction then student needs are met across all tiers in ELA |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Feedback is provided frequently and allows for PD for teachers and grows the teachers' practice. |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Leadership has been able to provide resources and instruction due to maximizng their capacity. |
| Use a wide variety of assessments (including diagnostic, formative and summative) to monitor student learning and adjust programs and instructional practices. | Analysis of PVAAS, PSSA, STAR, IRLA and district assessments to provide appropriate student experiences to close academic gaps. |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Received PBIS for Tier 1 implementation. |
| 1:1 data meetings between the coach and teachers to analyze data and plan interventions | analyze data to make sound instructional decision for interventions in math. |
| Data analysis and planning during PLC to ensure that instruction is meeting students' needs. | PLC be-monthly to analyze data and plan instruction and ensure that instruction is meeting students' needs. |
| Accuracy level checks to ensure students are reading on the correct level | Ensure that students are accurately leveled so they receive instruction that meets their needs. |
| Multi tiered conferencing with students to ensure students are being met with individually for differentation purposes | Teachers have a fluid conferencing schedule to meet with students in a mulit tiered fashion that allows for differentation based on student need. |
| Increase in number of students scoring proficient/advanced on Math PSSA | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify steps for instruction then student needs are met across all tiers in Science. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | If we implement a tiered instructional system that allows teachers to deliver evidence based instruction across tiers that is informed by data from screening, progress monitoring, and outcome assessment to identify steps for instruction then student needs are met across all tiers in MATH. |
|  | 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 steps for instruction then student needs are met across all tiers in ELA |
|  | If we implement a tiered instructional system that allows teachers to deliver evidence based strategies across tiers that is informed by data from screening, progress monitoring, and outcome assessment as seen in our MTSS process for behaviors then students needs are met across all tiers in SEL. |

# 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 steps for instruction then student needs are met across all tiers in MATH.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30th, 2025 60% of K-3 students will show 1 or 1+years growth as measured by STAR Math SGP | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| STAR Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 15% of K-3 students will show 1 or 1+years growth as measured by STAR Math | 30% of K-3 students will show 1 or 1+years growth as measured by STAR Math | 45% of K-3 students will show 1 or 1+years growth as measured by STAR Math | 60% of K-3 students will show 1 or 1+years growth as measured by STAR Math |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30, 2025 70% teachers observed will provide systematic feedback to students that will allow students to monitor and reflect on their learning. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math Supports | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 15% of teachers observed will provide systematic feedback and will be measured using evaluation tool and walkthrough tool. | 35% of teachers observed will provide systematic feedback and will be measured using evaluation tool and walkthrough tool. | 45% of teachers observed will provide systematic feedback and will be measured using evaluation tool and walkthrough tool. | 70%of teachers observed will provide systematic feedback and will be measured using evaluation tool and walkthrough tool. |

## 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 steps for instruction then student needs are met across all tiers in ELA

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30, 2025 70% teachers observed will provide systematic feedback to students that will allow students to monitor and reflect on their learning. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA Support | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| of teachers observed will 15% 15% of teachers will provide systematic feedback and will be measured using evaluation tool and walkthrough tool. | of teachers observed will 30% 30% of teachers will provide systematic feedback and will be measured using evaluation tool and walkthrough tool. | 45% of teachers observed will provide systematic feedback and will be measured using evaluation tool and walkthrough tool. | 70% of teachers observed will provide systematic feedback and will be measured using evaluation tool and walkthrough tool. |

## Priority: If we implement a tiered instructional system that allows teachers to deliver evidence based strategies across tiers that is informed by data from screening, progress monitoring, and outcome assessment as seen in our MTSS process for behaviors then students needs are met across all tiers in SEL.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025 Wellnes Works will have a WW session for each class and support specifc students with tier 2 interventions | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| WW | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 15% of classrooms will have a WW session | 30% of classrooms will have a WW session | 45% of classrooms will have a WW session | 70% of classrooms will have a WW session |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Social emotional learning | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 70% of students in the MTSS process will have reached at least one academic/social emotional goal in their plan. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| MTSS | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| 15% by 10/27 of students in the MTSS process will have reached at least one academic/social emotional goal in their plan. | 35% by 1/16 of students in the MTSS process will have reached at least one academic/social emotional goal in their plan. | 50% by 3/22 of students in the MTSS process will have reached at least one academic/social emotional goal in their plan. | 70% by June 2023 of students in the MTSS process will have reached at least one academic/social emotional goal in their plan. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Math Supports | STAR Math |
| ELA Support | WW |
| MTSS |

## Action Plan For: Systematic Monitoring and Reflection to improve academic outcomes

|  |
| --- |
| **Measurable Goals:** |
| * By June 30, 2025 70% teachers observed will provide systematic feedback to students that will allow students to monitor and reflect on their learning. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Create PD for teachers about the beneifts of student monitoring and reflection and resources . | | 2024-08-12 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Tricia Cortes Instructional Coach | Tiime | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| If teachers have professional development about student monitoring and reflection then students will be able to monitor their learning and progress to improve academic outcomes. | Instrucional leadership, quarterly, walkthrough observation. |

## Action Plan For: Provide evidence based instruction and interventions

|  |
| --- |
| **Measurable Goals:** |
| * By June 30th, 2025 60% of K-3 students will show 1 or 1+years growth as measured by STAR Math SGP * By June 30, 2025 70% teachers observed will provide systematic feedback to students that will allow students to monitor and reflect on their learning. * By June 30, 2025 70% teachers observed will provide systematic feedback to students that will allow students to monitor and reflect on their learning. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Teachers will have collaborative planning with the Instructional Coach once a week and bi-monthly PLCs. This will ensure evidence based instruction | | 2024-08-19 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Marian Grill Principal Beth Ann Hinnenkamp Assistant Principal Tricia Cortes Instrructional Coach Melissa Hutchinson Intervention Specialist | Time to meet weekly, math seeds, reading eggs | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| If teachers meet weekly and bi-monthly with instructional leadership for intentional planning then this will lead to purposeful instruction. | Instructional Leadership, weekly and bi-monthly, observation |

## Action Plan For: MTSS

|  |
| --- |
| **Measurable Goals:** |
| * By June 30th, 2025 60% of K-3 students will show 1 or 1+years growth as measured by STAR Math SGP * By June 2025 Wellnes Works will have a WW session for each class and support specifc students with tier 2 interventions * By June 30, 2025 70% teachers observed will provide systematic feedback to students that will allow students to monitor and reflect on their learning. * By June 30, 2025 70% teachers observed will provide systematic feedback to students that will allow students to monitor and reflect on their learning. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Weekly MTSS team meetings to monitor progress of students in all levels Using Synergy to chart student progress and analyze student outcomes. | | 2024-08-12 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Marian Grill Principal Beth Ann Hinnenkamp Assistant Principal Tricia Cortes Instrructional Coach Melissa Hutchinson Intervention Specialist Carly Hunter School Counselor | Synergy | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| If teachers are given support for Tier 2 and Tier 3 students with academics and behaviors then there will be higher student outcomes. | Weekly and monthly, Students of Concern meetings, use Synergy for data analysis. |

## Action Plan For: Social Emontional Learning

|  |
| --- |
| **Measurable Goals:** |
| * By June 2025 Wellnes Works will have a WW session for each class and support specifc students with tier 2 interventions |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Students will receive at least one lesson from Wellness Works to work on social emotional learning. | | 2024-09-02 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Marian Grill Principal Beth Ann Hinnenkamp Assistant Principal Carly Hunter School Counselor | Wellness Works | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Edible Classrooms will work with students classes and with student groups to enhance social emotional learning | | 2024-08-26 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Marian Grill Principal Beth Ann Hinnenkamp Assistant Principal Carly Hunter School Counselor | Edible Classrooms | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| If students have instruction and access to Wellness Works and Edible Classrooms then they will learn coping strategies and have social emotional learning opportunities throughout the year. | MTSS team, weekly, student of concerns. |

# 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 | * Systematic Monitoring and Reflection to improve academic outcomes * Provide evidence based instruction and interventions * MTSS * Social Emontional Learning | Instructional Coach | 77600 |
| Instruction | * Systematic Monitoring and Reflection to improve academic outcomes * Provide evidence based instruction and interventions * MTSS * Social Emontional Learning | Parent Engagement | 2816 |
| Instruction | * Systematic Monitoring and Reflection to improve academic outcomes * Provide evidence based instruction and interventions * MTSS * Social Emontional Learning | Additional Staff | 71789 |
|  |  |  |  |
| Total Expenditures | | | | 152205 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Systematic Monitoring and Reflection to improve academic outcomes | Create PD for teachers about the beneifts of student monitoring and reflection and resources . |
| MTSS | Weekly MTSS team meetings to monitor progress of students in all levels Using Synergy to chart student progress and analyze student outcomes. |

## The Power of Planning

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Create PD for teachers about the beneifts of student monitoring and reflection and resources . * Weekly MTSS team meetings to monitor progress of students in all levels Using Synergy to chart student progress and analyze student outcomes. | | |
| **Audience** | | |
| LEA and Leadership | | |
| **Topics to be Included** | | |
| The relevance of students monitoring and reflecting on their progress How to implement Resources to help How this supports the MTSS process | | |
| **Evidence of Learning** | | |
| This will be evident through leadership observation and engagement with students and staff. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Marian Grill Principal Beth Ann Hinnenkamp Assistant Principal Tricia Cortes Instructional Coach | 2024-08-13 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day | Quaterly |
| **Observation and Practice Framework Met in this Plan** | |
| * 4b: Maintaining Accurate Records * 3a: Communicating with Students | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Marian Grill | 2024-11-18 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |