**Washington El Sch**
TSI Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- |
| **School** | AUN/Branch |
| Washington El Sch | 113364002 |
| **Address 1** |
| 545 S Ann St |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| Lancaster | PA | 17602 |
| **Chief School Administrator** | **Chief School Administrator Email** |
| Dr Keith Miles  | keithmiles@sdlancaster.org |
| **Principal Name** |
| Patrick Muench |
| **Principal Email** |
| pcmuench@lancaster.k12.pa.us |
| **Principal Phone Number** | **Principal Extension** |
| 7172916275 |  |
| **School Improvement Facilitator Name** | **School Improvement Facilitator Email** |
| Karen Wynn | kewynn@sdlancaster.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Patrick Muench  | Principal  | Washington  | pcmuench@sdlancaster.org  |
| Shannon Hawk  | Assistant Principal  | Washington  | skhawk@lancaster.k12.pa.us  |
| Joseph Torres  | Dean of Students  | Washington  | josephtorres@sdlancaster.org  |
| Ashley Martinez  | Reading Specialist  | Washington  | ashleymartinez@sdlancaster.org  |
| Ashley Subers  | Reading Specialist  | Washington  | AHSubers@sdlancaster.org  |
| Karen Wynn  | Director of Instructional Programs  | School District of Lancaster  | kewynn@sdlancaster.org  |
| Phoebe Radcliffe  | Community School Director  | Boys and Girls Club of Lancaster  | pcradcliffe@sdlancaster.org  |
| Jessica Sherman  | District Level Leaders  | School District of Lancaster  | jasherman@sdlancaster.org  |
| Keith Miles  | Chief School Administrator  | School District of Lancaster  | keithmiles@sdlancaster.org  |
| Nilsa Garcia  | Paraprofessional  | Washington  | nilgarcia@sdlancaster.org  |
| Brianne Mull-Delaney  | Teacher  | Washington  | blmulldelaney@sdlancaster.org  |
| Hilary Hoffman  | Teacher  | Washington  | hahoffman@sdlancaster.org  |
| Jessica Torres  | Parent  | Washington  | jt6430777@gmail.com  |
| Wes Emlet  | District Level Leaders  | School District of Lancaster  | waemlet@sdlancaster.org  |
| Laura Trimble  | District Level Leaders  | School District of Lancaster  | lmtrimble@sdlancaster.org  |
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# Vision for Learning

**Vision for Learning**

All students are provided high quality and innovative instruction in order to ensure every child has equitable opportunities for positive outcomes leaving elementary school.

# 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 |
| Proficient of Advanced on ELA PSSA | Increased the number of students scoring proficient or advanced in ELA PSSA |
| Regular Attendance | All student group increased regular attendance from 2022-2023 Year |
| Proficient or Advanced on Math PSSA | Increased the number of students scoring proficient or advanced in Math PSSA |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Proficient of Advanced on ELA PSSA | The number of students in the "Students with Disabilities" subcategory on ELA PSSAs does not meet statewide expectations. |
| Proficient or Advanced on Math PSSA | The number of students scoring proficient or advanced on Math PSSAs does not meet statewide expectations. |
| Proficient or Advanced on ELA PSSA | The number of students scoring proficient or advanced on ELA PSSAs does not meet statewide expectations. |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**Proficient or Advanced on ELA PSSA**ESSA Student Subgroups**Hispanic | **Comments/Notable Observations**The Hispanic subgroup outperformed the All Student group on the ELA PSSA. |
| **Indicator**Proficient or Advanced on Math PSSA**ESSA Student Subgroups**Hispanic | **Comments/Notable Observations**The Hispanic subgroup outperformed the All Student group on the Math PSSA. |
| **Indicator**Proficient or Advanced on ELA PSSA**ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**The subgroup of Students with Disabilities increased the level of proficiency on ELA PSSAs |
| **Indicator**Proficient or Advanced on ELA PSSA**ESSA Student Subgroups**Economically Disadvantaged | **Comments/Notable Observations**The number of students in the Economically Disadvantaged Subgroup outpaced the "All student" group |

### Challenges

|  |  |
| --- | --- |
| **Indicator**Proficient or Advanced on ELA PSSA**ESSA Student Subgroups**English Learners | **Comments/Notable Observations**The English Language Learners subgroup underperformed the All Student Group in ELA PSSAs |
| **Indicator**Proficient or Advanced on Math PSSA**ESSA Student Subgroups**Economically Disadvantaged | **Comments/Notable Observations**The Economically Disadvantaged subgroup underperformed the State Average and 2030 Goal interim targets. |
| **Indicator**Proficient or Advanced on ELA PSSA**ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**The number of students in the Students with Disabilities subgroup underperformed the all student group. |

## 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.

|  |
| --- |
| Increased the number of students scoring proficient or advanced in ELA PSSA |
| Increased the number of students scoring proficient or advanced in Math PSSA |
| All student group increased regular attendance from 2022-2023 Year |

### 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.

|  |
| --- |
| The number of students scoring proficient or advanced on Math PSSAs does not meet statewide expectations. |
| The number of students scoring proficient or advanced on ELA PSSAs does not meet statewide expectations. |
| The number of students in the "Students with Disabilities" subcategory on ELA PSSAs does not meet statewide expectations.  |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Local Assessment: IRLA  | SchoolPace data shows a schoolwide growth in students reaching proficiency as measured by the IRLA Data Wall. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| IRLA data shows an average reading level growth of 1.14 years for the 22-23 school year. |

### Challenges

|  |
| --- |
| According to the SchoolPace Data Wall, the third grade class has the highest amount of students in the "At Risk" category as measured by IRLA. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Local Assessment: STAR Math | Evidence of school wide growth of the number of students at or above proficiency as measured by the STAR Math Assessment.  |

## Mathematics Summary

### Strengths

|  |
| --- |
| STAR Math assessment reports show a increase of 17% of students scoring proficient or advanced from the Fall assessment window. |

### Challenges

|  |
| --- |
| STAR Math assessment reports show that third grade has the lowest number of students reaching proficient or advanced on the Spring STAR Math assessment. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| PVAAS Science Grade 4 | Evidence that the School Meets or Exceeds the Standard for PA Academic Growth |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| All student subgroups showed growth as measured by the Future Ready PA Index. |

### Challenges

|  |
| --- |
| 52.9% of students in fourth grade scored proficient/advanced on Science PSSA. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Future Ready Index | All student group exceeded the statewide average. |
| Future Ready Index | 93.4% of students in the all student group met the performance standard  |

## 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.

|  |
| --- |
| According to the Future Ready Index, All student group exceeded the statewide average. |
| 93.4% of students in the all student group met the performance standard  |

### 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.

|  |
| --- |
| The Hispanic subgroup showed a decrease in performance from the previous year.  |
| The Hispanic subgroup underperformed the all student group.  |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| ELA PSSA | The English Language Learner subgroup shows incremental growth in the number of students performing proficient or advanced on ELA PSSAs by nearly 12% over 5 years. This subgroup underperforms the state average. |
| Math PSSA | The English Language Learner subgroup shows incremental growth in the number of students performing proficient or advanced on Math PSSAs by over 11% over 5 years. This subgroup underperforms the state average. |
| Local Assessments | Local assessments show that the English Language Learner Subgroup is demonstrating similar positive trends to those shown on PSSAs. |

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| ELA PSSA | The Students with Disabilities subgroup shows incremental growth in the number of students performing proficient or advanced on ELA PSSAs by 6% over 5 years. This subgroup underperforms the state average. |
| Math PSSA | The Students with Disabilities subgroup shows incremental growth in the number of students performing proficient or advanced on Math PSSAs by nearly 7% over 5 years. This subgroup underperforms the state average. |
| Local Assessments | Local assessments show that the Students with Disabilities Subgroup is demonstrating similar positive trends to those shown on PSSAs. |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| ELA PSSA | The Economically Disadvantaged subgroup shows incremental growth in the number of students performing proficient or advanced on ELA PSSAs by 12% over 5 years. This subgroup underperforms the state average and has not surpassed 2018-2019 levels of proficiency. |
| Math PSSA | The Economically Disadvantaged subgroup shows incremental growth in the number of students performing proficient or advanced on ELA PSSAs by 10% over 5 years. This subgroup underperforms the state average but has surpassed 2018-2019 levels of proficiency. |
| Local Assessments | Local assessments show that the Economically Disadvantaged Subgroup is demonstrating similar positive trends to those shown on PSSAs. |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Hispanic  | According to the Future Ready PA Index, the hispanic student subgroup performed lower than the all student group on Math PSSAs |

## 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.

|  |
| --- |
| The Hispanic student subgroup increased their performance from the previous year on the ELA and Math PSSAs |
| The Hispanic student subgroup showed an increase outperformed the all student group on ELA PSSAs.  |
|  |
|  |
|  |

### 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.

|  |
| --- |
| According to the Future Ready PA Index, the Hispanic student subgroup underperformed the all student group on Math PSSAs |
| According to the Future Ready PA Index, the Hispanic student subgroup underperformed the all student group in the area of regular attendance.  |
|  |
|  |
|  |

# 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 | 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 | Operational |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Operational |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Emerging |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Exemplary |
| 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 | Operational |
| Use multiple professional learning designs to support the learning needs of staff | Operational |
| 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?

|  |
| --- |
| Building leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |
| Implement evidence-based strategies to engage families to support learning |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school |
| Identify professional learning needs through analysis of a variety of data |

### 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?

|  |
| --- |
| Align curriculum, assessments, and instruction to the PA Standards |
| 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 |

# 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 |
| Increased the number of students scoring proficient or advanced in ELA PSSA | True |
| Increased the number of students scoring proficient or advanced in Math PSSA | True |
| All student group increased regular attendance from 2022-2023 Year | False |
| IRLA data shows an average reading level growth of 1.14 years for the 22-23 school year.  | False |
| The Hispanic student subgroup increased their performance from the previous year on the ELA and Math PSSAs | False |
| The Hispanic student subgroup showed an increase outperformed the all student group on ELA PSSAs.  | False |
| All student subgroups showed growth as measured by the Future Ready PA Index. | False |
| STAR Math assessment reports show a increase of 17% of students scoring proficient or advanced from the Fall assessment window.  | False |
| According to the Future Ready Index, All student group exceeded the statewide average. | False |
| Implement evidence-based strategies to engage families to support learning | False |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | True |
| Identify professional learning needs through analysis of a variety of data | False |
| 93.4% of students in the all student group met the performance standard  | False |
| Building leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | 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 |
| The number of students scoring proficient or advanced on Math PSSAs does not meet statewide expectations. | True |
| The number of students scoring proficient or advanced on ELA PSSAs does not meet statewide expectations. | True |
| The number of students in the "Students with Disabilities" subcategory on ELA PSSAs does not meet statewide expectations.  | False |
| According to the SchoolPace Data Wall, the third grade class has the highest amount of students in the "At Risk" category as measured by IRLA. | False |
| The Hispanic subgroup showed a decrease in performance from the previous year.  | False |
| STAR Math assessment reports show that third grade has the lowest number of students reaching proficient or advanced on the Spring STAR Math assessment.  | False |
| The Hispanic subgroup underperformed the all student group.  | False |
| According to the Future Ready PA Index, the Hispanic student subgroup underperformed the all student group on Math PSSAs | False |
| 52.9% of students in fourth grade scored proficient/advanced on Science PSSA. | False |
| According to the Future Ready PA Index, the Hispanic student subgroup underperformed the all student group in the area of regular attendance.  | False |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | False |
| Continuously monitor implementation of the school improvement plan and adjust as needed | False |
| Align curriculum, assessments, and instruction to the PA Standards | 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.

The team identified the importance of using a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| The number of students scoring proficient or advanced on Math PSSAs does not meet statewide expectations. | If we ensure that there is equitable access to evidence-based core instructional practices and fidelity to District programs and resources and use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then all students will demonstrate growth and achievement in Math. | True |
| The number of students scoring proficient or advanced on ELA PSSAs does not meet statewide expectations. | If we ensure that there is equitable access to evidence-based core instructional practices and fidelity to District programs and resources and use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then all students will demonstrate growth and achievement in ELA. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Utilize the Community School model to promote the vision of the School and School District. |
| Increased the number of students scoring proficient or advanced in ELA PSSA |  |
| Increased the number of students scoring proficient or advanced in Math PSSA |  |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | If we ensure that there is equitable access to evidence-based core instructional practices and fidelity to District programs and resources and use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then all students will demonstrate growth and achievement in Math. |
|  | If we ensure that there is equitable access to evidence-based core instructional practices and fidelity to District programs and resources and use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then all students will demonstrate growth and achievement in ELA. |

# Goal Setting

## Priority: If we ensure that there is equitable access to evidence-based core instructional practices and fidelity to District programs and resources and use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then all students will demonstrate growth and achievement in Math.

|  |
| --- |
| **Outcome Category** |
| Mathematics  |
| **Measurable Goal Statement (Smart Goal)** |
| By May 29th 2025, there will be a total proficiency rate of 57% as measured by the STAR Consolidated Assessment Math Proficiency Report. |
| **Measurable Goal Nickname (35 Character Max)** |
| Mathematics |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By Oct 24, 2024, there will be a total proficiency rate of 40% as measured by the STAR Consolidated Assessment Math Proficiency Report. | By January 14, 2025,, there will be a total proficiency rate of 52% as measured by the STAR Consolidated Assessment Math Proficiency Report.  | By March 25, 2025, there will be a total proficiency rate of 55% as measured by the STAR Consolidated Assessment Math Proficiency Report. | By May 29th 2025, there will be a total proficiency rate of 57% as measured by the STAR Consolidated Assessment Math Proficiency Report. |

## Priority: If we ensure that there is equitable access to evidence-based core instructional practices and fidelity to District programs and resources and use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, then all students will demonstrate growth and achievement in ELA.

|  |
| --- |
| **Outcome Category** |
| English Language Arts  |
| **Measurable Goal Statement (Smart Goal)** |
| By May 29th 2025, 75% of students will be on target by grade (for Reading level) as measured by the IRLA School Data Wall by Grade Level Report.(This is prior to the IRLA level change) |
| **Measurable Goal Nickname (35 Character Max)** |
| ELA |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By October 24, 2024, building level proficiency will have met or surpassed end of year 2024 IRLA proficiency level as measured by the IRLA School Data Wall by Grade Level Report. | By January 14, 2025, 54% of students will be on target by grade and/or have demonstrated proficiency for their grade level as measured by the IRLA School Data Wall by Grade Level Report.  | By March 25, 2025, 65% of students will be on target by grade (for Reading level) and/or have demonstrated proficiency for their grade level as measured by the IRLA School Data Wall by Grade Level Report.  | By May 29th 2025, 75% of students will be on target by grade (for Reading level) as measured by the IRLA School Data Wall by Grade Level Report.(This is prior to the IRLA level change) |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Mathematics  | ELA |

## Action Plan For: Consistent use of evidenced based Tier 1 Core Instructional practices

|  |
| --- |
| **Measurable Goals:** |
| * By May 29th 2025, there will be a total proficiency rate of 57% as measured by the STAR Consolidated Assessment Math Proficiency Report.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Engage in professional development in the areas of formative assessment practices, assessment analysis, and data-informed instruction with the use of STAR Math and Bridges assessment data | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers, Instructional Coach, Administration  | Bridges Curriculum, District Pacing guide, PA Standards, STAR Assessments  | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Conduct instructional walkthroughs to monitor implementation of data-informed instruction and formative assessment practice and provide feedback to teachers. | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Administration | Danielson Framework, Teacher lesson plans, district pacing guides. | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Administer baseline assessments for all students using STAR assessment.  | 2024-08-20 | 2024-10-24 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | STAR Assessment | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Conduct regular multi-disciplinary team meetings to discuss student assessment data and instructional best practices or strategies.  | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers, Administration, Instructional Coach | Data analysis protocol | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Conduct instructional leadership meetings to analyze building level data trends and design responsive team meetings and professional development. | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Administration | STAR data, Data protocols  | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Implement all components of the Bridges curriculum with fidelity | 2024-08-20 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Bridges Curriculum resources | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Administer and analyze student assessment data regularly to inform instructional decisions | 2024-08-20 | 2025-05-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | STAR data, Data protocols, Curricular assessments | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Implement unit screeners prior to each unit to inform planning and instruction.  | 2024-08-20 | 2025-05-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | Bridges Curriculum Resources | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Monitor student attendance data and implement tiered systems of support for growth in student success | 2024-08-20 | 2025-05-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Student and Family Resource Specialists | Attendance Data, attendance incentives | No  |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| By May 29th 2025, there will be a total proficiency rate of 57% as measured by the STAR Consolidated Assessment Math Proficiency Report. | Monthly instructional leadership meetings including instructional coach, teachers, and administration to review local assessments and relevent data as it pertains to the anticipated output. Quarterly reviews with School Improvement Team will be held to present and share quarterly progress and determine next steps. School Improvement Planning Team includes administration, teachers, instructional coach, and community members.  |

## Action Plan For: Consistent use of evidenced based Tier 1 Core Instructional practices

|  |
| --- |
| **Measurable Goals:** |
| * By May 29th 2025, 75% of students will be on target by grade (for Reading level) as measured by the IRLA School Data Wall by Grade Level Report.(This is prior to the IRLA level change)
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Engage in professional development in the areas of formative assessment practices, assessment analysis, and data-informed instruction with the use of STAR ELA and IRLA assessment data | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers, Instructional Coach, Administration  | District Pacing guide, PA Standards, STAR Assessments, ARC resources | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Conduct instructional walkthroughs to monitor implementation of data-informed instruction and formative assessment practice and provide feedback to teachers. | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Administration | Danielson Framework, Teacher lesson plans, district pacing guides. | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Administer baseline assessments for all students using IRLA | 2024-08-13 | 2024-10-24 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | IRLA Assessment tool, ARC resources | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Engage in IRLA data 1:1’s to analyze student data and create data-based action steps.  | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach, Teachers | Data protocols | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Progress Monitor student growth in regular and equitable intervals. | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers, Administration | Data protocols, Curricular assessments | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Implement all elements of ARC core with fidelity | 2024-08-30 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | ARC Core Resources, District curriculum and instruction resources | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Administer and analyze student assessment data including IRLA progress monitoring and common assessments within the Curriculum and Instruction guides to inform instructional decisions. | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers | IRLA, Curricular Assessments, Data Protocols | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Implement systems of goal setting and incentives aligned to building PBIS to reinforce and track academic growth in the areas of reading and writing.  | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Dean of Students, Teachers | PBIS resources | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Conduct regular multi-disciplinary team meetings to discuss student assessment data and instructional best practices or strategies.  | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Teachers, Administration, Instructional Coach | Data Analysis protocols | No  |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| By May 29th 2025, 75% of students will be on target by grade (for Reading level) as measured by the IRLA School Data Wall by Grade Level Report.(This is prior to the IRLA level change) | Monthly instructional leadership meetings including instructional coach, teachers, and administration to review local assessments and relevent data as it pertains to the anticipated output. Quarterly reviews with School Improvement Team will be held to present and share quarterly progress and determine next steps. School Improvement Planning Team includes administration, teachers, instructional coach, and community members.  |

# 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  | * Consistent use of evidenced based Tier 1 Core Instructional practices
 | Building Coach | 77600 |
| Instruction  | * Consistent use of evidenced based Tier 1 Core Instructional practices
 | Additional Building Staff | 65586 |
| Other Expenditures  | * Consistent use of evidenced based Tier 1 Core Instructional practices
 | Family Engagement | 13558 |
| Instruction  | * Consistent use of evidenced based Tier 1 Core Instructional practices
 | Supplies | 35563 |
| Total Expenditures | 192307 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Consistent use of evidenced based Tier 1 Core Instructional practices  | Engage in professional development in the areas of formative assessment practices, assessment analysis, and data-informed instruction with the use of STAR Math and Bridges assessment data |
| Consistent use of evidenced based Tier 1 Core Instructional practices  | Engage in professional development in the areas of formative assessment practices, assessment analysis, and data-informed instruction with the use of STAR ELA and IRLA assessment data |

## Building Level Professional Development

|  |
| --- |
| **Action Step** |
| * Engage in professional development in the areas of formative assessment practices, assessment analysis, and data-informed instruction with the use of STAR ELA and IRLA assessment data
* Engage in professional development in the areas of formative assessment practices, assessment analysis, and data-informed instruction with the use of STAR Math and Bridges assessment data
 |
| **Audience** |
| All professional Staff and relevant Paraprofessional Staff |
| **Topics to be Included** |
| Core Standards-Aligned Instruction Best Instructional Practices Best Practices in Formative Assessment and Data Analysis District Resources Fidelity to District Programs  |
| **Evidence of Learning** |
| Observational Data, Teachers' Lesson Plans, Student Data, Instructional Walkthroughs |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Administration | 2024-08-13 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Inservice day  | Monthly |
| **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

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

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Dr Keith Miles | 2024-11-15 |
| **Building Principal Signature** | **Date** |
| Patrick Muench | 2024-11-14 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |