

THOMAS W HOLTZMAN JR EL SCH

1910 Linglestown Rd

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

World Class. Every Day. In Every Way.

STEERING COMMITTEE

Name	Position	Building/Group
Mr. Pat Raugh	District Level Leaders	STSD Administration
Mr. Keith Edmonds	Principal	Thomas W. Holtzman Elementary School
Mrs. Jennifer Strohm	School Counselor	Thomas W. Holtzman Elementary School
Mrs. Michele Yeagy	Reading Specialist	Thomas W. Holtzman Elementary School
Mrs. Katrina Fry	Reading Specialist	Thomas W. Holtzman Elementary School
Mrs. Carrie Martin	Director of Special Education & Pupil Services	STSD Administration
Mrs. Megan Krot	Education Specialist	Thomas W. Holtzman Elementary School
Mrs. Asia Schroeder	Parent	Thomas Holtzman Elementary Sch
Dr. Kristi Prime	District Level Leaders	STSD Administration
Ms. Cara Klinger	District Level Leaders	STSD Administration
Stephen Colston	Community Member	Susquehanna Township
Courtney Colston	Community Member	Susquehanna Township

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
With the increased diversity of the district, we have not focused our efforts to address the needs of our increasing EL population. We will use our assessments to identify and target the specific learning needs of our English language learners.	English Language Growth and Attainment
While we have common assessments, we have identified that interrater reliability is a challenge. We will provide professional learning opportunities to our staff to remedy this issue .	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Goal Setting	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Interrater reliability	Teachers will administer assessments according to the standard protocol 100% of the time. This will allow the teacher the opportunity to triangulate data across multiple assessments.
EL Growth and Attainment	Using the MAP and Acadience assessments, we will identify and target the specific learning needs of our English language learners.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
After assessments are administered, teachers or designated staff will deliver summary reports from the assessment	2022-09-16 - 2023-05-12	Reading Specialists/EL Teacher	WIDA Screener MAP Assessment Results Acadience Assessment Results
Teachers will be given guidance on how to interpret the data from the assessments to set goals for learners.	2022-09-16 - 2023-05-12	Reading Specialist/EL Teacher	Administrative Support

Anticipated Outcome

Teachers will develop plans and set goals with the learners. Teachers will have current performance data and goals for each assessment.

Monitoring/Evaluation

Teachers, EL Teacher, Reading Specialists, and Administration will monitor the performance data and goals throughout the year.

Evidence-based Strategy

Professional Learning Community

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Interrater reliability	Teachers will administer assessments according to the standard protocol 100% of the time. This will allow the

Goal Nickname**Measurable Goal Statement (Smart Goal)**

teacher the opportunity to triangulate data across multiple assessments.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Assessment teams will be identified to assess students to provide consistency in the testing protocol.

2022-09-06 -
2022-09-30

Building Principal

We will identify the disparate data between the MAP and Acadience in order to impact test protocol to allow the triangulation of data moving forward.

2022-10-03 -
2023-01-20

Reading Specialists, Data and Curriculum Dept,
Building Principal

\$282,641.57 for teacher salaries

We will identify the disparate data between the MAP and Acadience in order to determine if the the change in testing protocol was effective.

2023-03-17 -
2023-05-31

Reading Specialist, Data and Curriculum Dept,
Building Administration

Anticipated Outcome

Calibrated/aligned results across the assessments

Monitoring/Evaluation

Reading Specialists, the Data and Curriculum Dept, and the Building Administration will monitor the assessment results and alignment of the assessments through the testing sessions during the year.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will administer assessments according to the standard protocol 100% of the time. This will allow the teacher the opportunity to triangulate data across multiple assessments. (Interrater reliability)</p> <p>Using the MAP and Acadience assessments, we will identify and target the specific learning needs of our English language learners. (EL Growth and Attainment)</p>	Goal Setting	Teachers will be given guidance on how to interpret the data from the assessments to set goals for learners.	09/16/2022 - 05/12/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Patrick L Raugh

2022-12-07

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

MTSS Process

Encouraging PSSA data from CL pilot

Use of data to identify students who need a math intervention

Encouraging PSSA data from CL pilot

Met or surpassed state average on the Science PSSA

Our students acquire more than the required pieces of evidence

Maintain intervention block for struggling learners

Curricular materials are aligned with PA Standards

Above Statewide average on 4th Grade Science test. 65.1%

Math PSSA Scores for 3rd and 5th grade students in CL pilot vs traditional

ELA PSSA Scores for 3rd and 5th grade students in CL pilot vs traditional

Challenges

Providing support to students who are identified as ELL

Maintaining students at or above grade level benchmarks/proficiency status

Consistent use of ELA materials

Consistent use of formal and informal assessments

Lack of Tier 2 and 3 intervention

Lack of a fluency screener

Lack of common assessments

Lack of a universal screener

No tier 2 or 3 interventions

Scheduling appropriate instructional time for science

Remote learning has made it difficult for students to reach the required pieces of evidence.

Our EL English Language Growth and Attainment scores were

Challenges

below state average - 20.9%

Our hispanic attendance rate is below all other subgroups - 78.6.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Provide frequent, timely, and systematic feedback and support on instructional practices

Foster a culture of high expectations for success for all students, educators, families, and community members

We are struggling to support the ever increasing population of English Language Learners.

Did not meet the All Student Group Performance Standard Target in English Language Arts - 45.6%. 11% drop.

Did not meet the All Student Group Performance Standard in Math - 22.2%.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Our EL English Language Growth and Attainment scores were below state average - 20.9%

Acadience and MAP results used to develop plans for students

Consistent use of formal and informal assessments

Acadience Reading, Acadience Math, PSI

Provide frequent, timely, and systematic feedback and support on instructional practices

ADDENDUM B: ACTION PLAN

Action Plan: Goal Setting

Action Steps	Anticipated Start/Completion Date
After assessments are administered, teachers or designated staff will deliver summary reports from the assessment	09/16/2022 - 05/12/2023
Monitoring/Evaluation	Anticipated Output
Teachers, EL Teacher, Reading Specialists, and Administration will monitor the performance data and goals throughout the year.	Teachers will develop plans and set goals with the learners. Teachers will have current performance data and goals for each assessment.
Material/Resources/Supports Needed	PD Step
WIDA Screener MAP Assessment Results Acadience Assessment Results	no



Action Steps**Anticipated Start/Completion Date**

Teachers will be given guidance on how to interpret the data from the assessments to set goals for learners.

09/16/2022 - 05/12/2023

Monitoring/Evaluation**Anticipated Output**

Teachers, EL Teacher, Reading Specialists, and Administration will monitor the performance data and goals throughout the year.

Teachers will develop plans and set goals with the learners. Teachers will have current performance data and goals for each assessment.

Material/Resources/Supports Needed**PD Step**

Administrative Support

yes

Action Plan: Professional Learning Community

Action Steps**Anticipated Start/Completion Date**

Assessment teams will be identified to assess students to provide consistency in the testing protocol.

09/06/2022 - 09/30/2022

Monitoring/Evaluation**Anticipated Output**

Reading Specialists, the Data and Curriculum Dept, and the Building Administration will monitor the assessment results and alignment of the assessments through the testing sessions during the year.

Calibrated/aligned results across the assessments

Material/Resources/Supports Needed**PD Step**

no



Action Steps**Anticipated Start/Completion Date**

We will identify the disparate data between the MAP and Acadience in order to impact test protocol to allow the triangulation of data moving forward.

10/03/2022 - 01/20/2023

Monitoring/Evaluation**Anticipated Output**

Reading Specialists, the Data and Curriculum Dept, and the Building Administration will monitor the assessment results and alignment of the assessments through the testing sessions during the year.

Calibrated/aligned results across the assessments

Material/Resources/Supports Needed**PD Step**

\$282,641.57 for teacher salaries

no



Action Steps**Anticipated Start/Completion Date**

We will identify the disparate data between the MAP and Acadience in order to determine if the the change in testing protocol was effective.

03/17/2023 - 05/31/2023

Monitoring/Evaluation**Anticipated Output**

Reading Specialists, the Data and Curriculum Dept, and the Building Administration will monitor the assessment results and alignment of the assessments through the testing sessions during the year.

Calibrated/aligned results across the assessments

Material/Resources/Supports Needed**PD Step**

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Teachers will administer assessments according to the standard protocol 100% of the time. This will allow the teacher the opportunity to triangulate data across multiple assessments. (Interrater reliability)</p> <p>Using the MAP and Acadience assessments, we will identify and target the specific learning needs of our English language learners. (EL Growth and Attainment)</p>	Goal Setting	Teachers will be given guidance on how to interpret the data from the assessments to set goals for learners.	09/16/2022 - 05/12/2023



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Goal Setting	Classroom Teachers	Components of the Assessments Grade Level Norms Overall testing results

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers should be able to distinguish between the different achievement levels on each assessment. Teachers should be able to work with learners to set goals for each of the assessments.	09/16/2022 - 05/31/2023	Reading Specialists

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Agenda provided for Professional Development	Goal Setting and Assessment Calibration	Email	TWH Professional Staff	Week before 9/16/2022
