

Hillview El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Hillview Elementary School		104432903
Address 1		
482 East Main Street		
Address 2		
City	State	Zip Code
Grove City	PA	16127
Chief School Administrator		Chief School Administrator Email
Dr. Jeffrey A. Finch		jeff.finch@gcasdk12.org
Principal Name		
Tammi Martin		
Principal Email		
tammi.martin@gcasdk12.org		
Principal Phone Number		Principal Extension
7249920176		
School Improvement Facilitator Name		School Improvement Facilitator Email
Tammi Martin		tammi.martin@gcasdk12.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Renee Coyne	Parent	Hillview Elementary School	renee.coyne@gmail.com
Amy Evans	Parent	Hillview Elementary School	abevans@gcc.edu
Ashlee Traister	Parent	Hillview Elementary School	ashleetraister@gmail.com
Katie Wilczak	Parent	Hillview Elementary School	kwilczak24@gmail.com
Ashley Kellog	Parent	Hillview Elementary School	ashleyltack@gmail.com
Amy Foley	Community Member	GC United Way	gcunitedway@zoominternet.net
Patty Wilson	Board Member	Board Member	patty.wilson@gcasdk12.org
Tammi Martin	Principal	Hillview Elementary School	tammi.martin@gcasdk12.org
Kevin Persch	Principal	Hillview Elementary School	kevin.persch@gcasdk12.org
Michael Parulo	Education Specialist	Hillview Elementary School	michal.parulo@gcasdk12.org
Renee Boyd	Teacher	Hillview Elementary School	renee.boyd@gcasdk12.org
Lori Verba	Teacher	Hillview Elementary School	lori.verba@gcasdk12.org
Deb Jacoby	Paraprofessional	Hillview Elementary School	deb.jacoby@gcasdk12.org
Joshua Weaver	District Level Leaders	District Office	joshua.weaver@gcasdk12.org
Denise Ferguson	Other	District Office	dense.ferguson@gcasdk12.org

Vision for Learning

Vision for Learning

Grove City Area School District strives to ensure that all high school graduates are equipped to succeed, at a minimum, in skilled workforce training and college entry programs so that they have viable pathways to support their pursuit of successful futures. Our graduates will have a deep and rich understanding of the subjects they have studied and they will be supported as they develop the following critical learner agency skills: demonstrate a disposition toward lifelong learning solve a wide range of problems and challenges by creatively applying solutions synthesize what they have learned and transfer that learning to new situations analyze new adversities and address them with confidence communicate effectively exhibit self-discipline lead collaboratively serve the community - as both an individual and as a contributing member of a team To be successful and effective, our students will be challenged to set high standards for themselves and to be prepared to work hard to achieve them. They will learn the importance of making sacrifices for the attainment of their long-term goals. The character of each student significantly matters to the future of our communities. They will learn to be inclusive and they will discover the value of being kind to all. Our students will be expected to appropriately process their emotions and behaviors all while thoughtfully working through setbacks with patience, perseverance, and an awareness of others. The Grove City Area School District is committed to providing a comprehensive course of study, along with the systems, resources, relationships and learning environments that will empower every student to achieve this vision. Additionally, our entire educational community will support and strive to continuously apply a growth mindset, promote self-advocacy for all students to achieve these expectations, and foster pathways for relevant personalized learning opportunities that may extend far beyond our established minimum expectations.

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
All student groups are a strength in ELA, Math and Science	Use of common assessment in all grade levels and targeted intervention/support results in the above-mentioned strengths.
Economically disadvantaged meet or exceed interim target in science	Use of common assessment in all grade levels and targeted intervention/support results in the above-mentioned strengths.

Challenges

Indicator	Comments/Notable Observations
All student groups not meeting statewide goals/interim target in math.	This is an area of concern that may be addressed through additional targeted intervention and support.
Students with disabilities do not meet statewide goal/interim target in ELA.	This is an area of concern that may be addressed through additional targeted intervention and support.

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

Strengths

Indicator Economically disadvantaged students meet or exceed interim target in science ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This is a trend we see building-wide
Indicator Economically disadvantaged students do not meet or exceed interim target in ELA or math, but are improving ESSA Student Subgroups	Comments/Notable Observations This is a trend we see building-wide

Economically Disadvantaged	
Indicator Students with disabilities do not meet or exceed interim target in ELA, math or science, but are improving ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This is a trend we see building-wide

Challenges

Indicator Students with disabilities do not meet statewide goal/interim target in ELA, math or science ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations This is a building-wide trend
Indicator Economically disadvantaged students do not meet the statewide goal/interim target in ELA and math ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This is a building-wide trend

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.

Economically disadvantaged students meet or exceed interim target in science
Economically disadvantaged students do not meet or exceed interim target in ELA and math, but are improving
Students with disabilities do not meet or exceed interim target in ELA, math or science, but are improving

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.

Students with disabilities do not meet statewide goal/interim target in ELA, math or science
Economically disadvantaged students do not meet the statewide goal/interim target in ELA and math

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA Results	The results from PSSA testing allowed us to identify strengths and challenges that need to be addressed.
Future Ready PA Index	The Future Ready Index compiles data around goals and interim targets.

English Language Arts Summary

Strengths

Students with disabilities do not meet or exceed interim target in ELA, but are improving
Economically disadvantaged students do not meet or exceed interim target in ELA, but are improving

Challenges

Students with disabilities do not meet or exceed interim target in ELA
Economically disadvantaged student do not meet or exceed the interim target in ELA

Mathematics

Data	Comments/Notable Observations
Future Ready PA Index	The Future Ready Index compiles data around goals and interim targets.
PSSA Results	The results from PSSA testing allowed us to identify strengths and challenges that need to be addressed.

Mathematics Summary

Strengths

Students with disabilities do not meet or exceed interim target in math, but are improving
Economically disadvantaged students do not meet or exceed interim target in math, but are improving

Challenges

Students with disabilities not meeting statewide goals/interim target in math
Economically disadvantaged students not meeting statewide goals/interim target in math

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NA	NA

Science, Technology, and Engineering Education Summary

Strengths

NA

Challenges

NA

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339 artifacts	Chapter 339 plan is implemented building-wide
Career Standards Benchmark	Grades 3-5 have met or exceeded statewide goal

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.

Meeting or exceeding the 2030 statewide goal in grades 3-5 on the career standards benchmark.

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.

Maintenance of effort regarding career standard benchmarks.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Index	Underperforming in Math grades 3-5
Future Ready Index	Underperforming in ELA target grades 3-5

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index	Underperforming in Math grades 3-5
Future Ready Index	Underperforming in ELA target grades 3-5

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.

Students with disabilities do not meet or exceed interim target in ELA and math, but are improving
Economically disadvantaged students do not meet or exceed interim target in ELA and math, but are improving

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.

Underperforming in ELA/Math grades 3-5 of students with disabilities
Underperforming in ELA/Math grades 3-5 of economically disadvantaged students

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	Exemplary
Identify and address individual student learning needs	Exemplary
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	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	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	Operational
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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Implement a multi-tiered system of supports for academics and behavior

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?

Build 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

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
Economically disadvantaged students do not meet or exceed interim target in ELA and math, but are improving	True
Students with disabilities do not meet or exceed interim target in ELA, math or science, but are improving	False
Economically disadvantaged students meet or exceed interim target in science	False
Students with disabilities do not meet or exceed interim target in ELA, but are improving	True
Economically disadvantaged students do not meet or exceed interim target in ELA, but are improving	False
Students with disabilities do not meet or exceed interim target in ELA and math, but are improving	False
Economically disadvantaged students do not meet or exceed interim target in ELA and math, but are improving	False
NA	False
Economically disadvantaged students do not meet or exceed interim target in math, but are improving	False
Students with disabilities do not meet or exceed interim target in math, but are improving	False
Meeting or exceeding the 2030 statewide goal in grades 3-5 on the career standards benchmark.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Implement a multi-tiered system of supports for academics and behavior	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
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Students with disabilities do not meet statewide goal/interim target in ELA, math or science	False
Economically disadvantaged students do not meet the statewide goal/interim target in ELA and math	False
Students with disabilities do not meet or exceed interim target in ELA	False
Economically disadvantaged student do not meet or exceed the interim target in ELA	False
Maintenance of effort regarding career standard benchmarks.	False
Students with disabilities not meeting statewide goals/interim target in math	False
Economically disadvantaged students not meeting statewide goals/interim target in math	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Underperforming in ELA/Math grades 3-5 of students with disabilities	True
Underperforming in ELA/Math grades 3-5 of economically disadvantaged students	True
Implement evidence-based strategies to engage families to support learning	True
NA	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 underperforming Math and ELA are stand out components that we recognize need to be addressed in order to improve our program.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Economically disadvantaged students not meeting statewide goals/interim target in math	This is an area of focus that will require additional local common assessment and targeted intervention. We also include counseling services.	False
Implement evidence-based strategies to engage families to support learning	Family engagement is an ongoing goal for our school. We provide parent involvement activities and refreshments as necessary.	False
Underperforming in ELA/Math grades 3-5 of students with disabilities	This is an area of focus that will require additional local common assessment and targeted intervention. We also include counseling services.	True
Underperforming in ELA/Math grades 3-5 of economically disadvantaged students	This is an area of focus that will require additional local common assessment and targeted intervention. We also include counseling services.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Students with disabilities do not meet or exceed interim target in ELA, but are improving	Identification of strategies used for this subgroup could be applied to other subgroups.
Economically disadvantaged students do not meet or exceed interim target in ELA and math, but are improving	Identification of strategies used for this subgroup could be applied to other subgroups.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Identification of students coupled with specific math deficits need to be completed. Once that identification takes place, research-based strategies need to be implemented in order to improve the current challenge.
	Identification of students coupled with specific ELA deficits need to be completed. Once that identification takes place, research-based strategies need to be implemented in order to improve the current challenge.

Goal Setting

Priority: Identification of students coupled with specific math deficits need to be completed. Once that identification takes place, research-based strategies need to be implemented in order to improve the current challenge.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
50% of students in grades K-5 will maintain or increase their national percentile rank on the FastBridge Early math or FastBridge A math from fall to spring			
Measurable Goal Nickname (35 Character Max)			
Math Supports			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify and assist students to reach 50% 4th quarter goal	Identify and assist students to reach 50% 4th quarter goal	Identify and assist students to reach 50% 4th quarter goal	50% of students in grades K-5 will maintain or increase their national percentile rank on the FastBridge Early math or FastBridge A math from fall to spring

Priority: Identification of students coupled with specific ELA deficits need to be completed. Once that identification takes place, research-based strategies need to be implemented in order to improve the current challenge.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
50% of students in grades K-5 will maintain or increase their national percentile rank on the FastBridge Early reading or FastBridge A reading benchmark assessment from fall to spring			
Measurable Goal Nickname (35 Character Max)			
English Language Arts Supports			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify and assist students to reach 50% 4th quarter goal	Identify and assist students to reach 50% 4th quarter goal	Identify and assist students to reach 50% 4th quarter goal	50% of students in grades K-5 will maintain or increase their national percentile rank on the FastBridge Early reading or FastBridge A reading benchmark assessment from fall to spring

Action Plan

Measurable Goals

English Language Arts Supports	Math Supports
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Action Plan For: English Language Arts Supports

Measurable Goals:
<ul style="list-style-type: none"> 50% of students in grades K-5 will maintain or increase their national percentile rank on the FastBridge Early reading or FastBridge A reading benchmark assessment from fall to spring

Action Step		Anticipated Start/Completion Date	
Schedule collaborative planning sessions focused on ELA interventions K-5		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Joshua J. Weave/Assistant Superintendent	SAS Website, various Tier 1, tier 2 interventions and best practices of others districts	Yes	
Action Step		Anticipated Start/Completion Date	
Review scope and sequence plan		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Joshua J. Weaver/Assistant Superintendent	SAS website and proposed scope and sequence plan	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
50% of students in grades K-5 will maintain or increase their national percentile rank on the FastBridge Early math or FastBridge A math benchmark assessment from fall to spring	Tammi Martin and staff, each quarter, review and analyze FastBridge results and adjust accordingly

Action Plan For: Math Supports

<p>Measurable Goals:</p> <ul style="list-style-type: none"> 50% of students in grades K-5 will maintain or increase their national percentile rank on the FastBridge Early math or FastBridge A math from fall to spring
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Action Step		Anticipated Start/Completion Date	
Schedules collaborative planning sessions focused on math interventions K-5		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
50% of students in grades K-5 will maintain or increase their national percentile rank on the FastBridge early math or FastBridge A math benchmark assessment from fall to spring	SAS website various tier 1, tier 2 interventions and best practices of other districts	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
50% of students in grades K-5 will maintain or increase their national percentile rank on the FastBridge early math or FastBridge A math benchmark assessment from fall to spring	Tammi Martin and staff, each quarter, review and analyze FastBridge results and adjust accordingly

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	<ul style="list-style-type: none">English Language Arts SupportsMath Supports	Salaries for 2 Title I teachers and 1.25 Title I aides	181244
Instruction	<ul style="list-style-type: none">English Language Arts SupportsMath Supports	Benefits for 2 Title I teachers and 1.25 Title I aides	130982
Instruction	<ul style="list-style-type: none">English Language Arts SupportsMath Supports	Salary for 1 school counselor	65650
Instruction	<ul style="list-style-type: none">English Language Arts SupportsMath Supports	Benefits for 1 school counselor	45733
Other Expenditures	<ul style="list-style-type: none">English Language Arts SupportsMath Supports	Parent Involvement	3000
Other Expenditures	<ul style="list-style-type: none">English Language Arts Supports	Homeless Set Aside	1000

	• Math Supports		
Total Expenditures			427609

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
English Language Arts Supports	Schedule collaborative planning sessions focused on ELA interventions K-5
Math Supports	Schedules collaborative planning sessions focused on math interventions K-5

Intervention planning meeting

Action Step		
<ul style="list-style-type: none"> Schedule collaborative planning sessions focused on ELA interventions K-5 		
Audience		
ELA teachers K-5		
Topics to be Included		
Evaluate current intervention plan, research additional interventions based on data an need, develop plan for intervention, implement plan. After plan is implemented evaluate and adjust accordingly		
Evidence of Learning		
ELA team will identify with new research-based interventions to implement in grades K-5		
Lead Person/Position	Anticipated Start	Anticipated Completion
Joshua Weaver and ELA chairs	2024-09-09	2025-05-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Intervention planning meetings

Action Step		
<ul style="list-style-type: none"> Schedules collaborative planning sessions focused on math interventions K-5 		
Audience		
Math teachers K-5		
Topics to be Included		
Evaluate current intervention plan, research additional interventions based on data and need, develop plan for intervention, implement plan. After plan is implemented evaluate and adjust accordingly		
Evidence of Learning		
Math team will identify with new research-based interventions to implement in grades K-5		
Lead Person/Position	Anticipated Start	Anticipated Completion
Joshua Weaver and math chairs	2024-09-09	2025-05-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Dr. Jeffrey A. Finch	2024-08-30
Building Principal Signature	Date
Dr. Tammi S. Martin	2024-08-30
School Improvement Facilitator Signature	Date