

Mercer Area El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Mercer Area Elementary School		104435003
Address 1		
301 Lamor Road		
Address 2		
City	State	Zip Code
Mercer	PA	16137
Chief School Administrator		Chief School Administrator Email
Ronald Rowe		rrowe@mercer.k12.pa.us
Principal Name		
Greg Acre		
Principal Email		
gacre@mercer.k12.pa.us		
Principal Phone Number		Principal Extension
7246625102		3010
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Julie Harris	Elementary School Teacher	Mercer Elementary School	jharris@mercer.k12.pa.us
Kristen Sansone	Elementary School Teacher	Mercer Elementary School	ksansone@mercer.k12.pa.us
Allyson Rust	Elementary School Guidance Counselor	Mercer Elementary School	arust@mercer.k12.pa.us
Jillian Braden	District School Psychologist	Mercer Area School District	jbraden@mercer.k12.pa.us
Shirley Spiegel	Elementary School Administration	Mercer Elementary School	sspiegel@mercer.k12.pa.us
Brenda Pierce-Doland	Parent	Parent	binniek99@gmail.com
Rod Bobby	Board Member	Board Member	rkbobby@hotmail.com
Greg Acre	Principal	Title I Coordinator/Principal	gacre@mercer.k12.pa.us
Michael Piddington	District Level Leaders	Assistant Superintendent	mpiddington@mercer.k12.pa.us
Nancy Smith	Teacher	Mercer Elementary School	nsmith@mercer.k12.pa.us
Lisa Wishart	Teacher	Mercer Elementary School	lwishart@mercer.k12.pa.us
Jennifer Winger	Community Member	Parent	pootie24winger@gmail.com
Mark Roman	Other	Transportation Director	mroman@mercer.k12.pa.us

Vision for Learning

Vision for Learning

The mission of the Mercer Area School District, with community support, is to educate each student to be an involved responsible citizen. Upon graduation, all students will be prepared to succeed in an ever-changing society by utilizing critical thinking and lifelong learning to become stewards of their communities. The vision of Mercer Area Elementary is to challenge each student to the best of their ability, strengthening both their academic and social skills in preparation for future academic development and community involvement.

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	True 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 Group Exceeds Performance Standard - Career Standards Benchmark	Mercer data shows 100% of students met career standards benchmark, which is 10.4% above the statewide average. This also puts Mercer Elementary above the Statewide Performance Standard (98.0%).
Proficient or Advanced on Pennsylvania State Assessments- Mathematics/Algebra	Mercer data from most recent, available state mathematics assessment shows that 53.9% of students met proficient or advanced goal, which is almost 15.6% above the statewide average.
Proficient or Advanced on Pennsylvania State Assessments- Science/Biology	Mercer data from most recent, available state science assessment shows 86.5% of students met proficient or advanced goal, which is 22.9% higher than the statewide average
Meeting Annual Academic Growth Expectations - English Language Arts	Mercer data from most recent, available state assessment shows an Academic Growth Score of 71.0 in English Language Arts. The Statewide Growth Standard for this category is 70.0.
Meeting Annual Academic Growth Expectations - Science	Mercer data from most recent, available state assessment shows an Academic Growth Score of 74.0 in English Language Arts. The Statewide Growth Standard for this category is 70.0.
Advanced on Pennsylvania State Assessments - English Language Arts, Mathematics/Algebra, and Science/Biology	Mercer students earned Advanced status that surpassed statewide averages in all three subject areas. In the area of ELA, 23.8% of Mercer students scored Advanced (8.8% higher than statewide average). In the area of Math, 18.5% of Mercer students scored Advanced (4.5% higher than statewide average). In the area of Science, 40.9% of Mercer students scored Advanced (14.9% higher than statewide average).
All Student Group Meets Performance Standard - Regular Attendance	Mercer data demonstrates that 84.3% of students are not chronically absent. This is 10.4% greater than the statewide average.

Challenges

Indicator	Comments/Notable Observations
All Student Group Did Not Meet the Standard Demonstrating Growth - Mathematics/Algebra	Mercer data from most recent, available data shows 50.0% of students met mathematics academic growth score, which is 24.9% below the statewide average. This is also 20% lower than the Statewide Growth Standard.
All Student Group Meets Interim Goal/Improvement Target - English Language Arts/Literature	Mercer data from most recent, available English language arts data shows that 61.9% of students met proficient or advanced goal, which is 7.4% above the statewide average. However, this is currently 19.2% behind the Statewide 2030 Goal.
All Student Group Meets Performance Standard -	Mercer Elementary achieved 84.3% of students with regular attendance. This is 10.4% higher than the

Regular Attendance	statewide average. However, this is 9.8% lower than the Statewide Performance Standard.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Student Group Breakdown - Science/Biology ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Mercer data from most recent, available records show that students categorized as 'economically disadvantaged' met the science benchmark with success of 70.7% of the students
Indicator All Student Group Meets the Standard Demonstrating Growth - English Language Arts/Literature ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Mercer data from most recent, available records show that 69.0% of students in the category of Students with Disabilities met the ELA annual growth goal.

Challenges

Indicator Early Indicator of Success - Grade 3 Reading ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Upon deeper examination of 3rd grade student data: Only 32.3% of students with disabilities met the academic benchmarks in reading
Indicator Early Indicator of Success - Grade 3 Reading ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Upon deeper examination of 3rd grade student data: Only 44.4% of economically disadvantaged students met academic benchmarks in reading
Indicator Proficient or Advanced on Pennsylvania State Standards - English Language Arts/Literature ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Only 48.7% of students who are considered 'economically disadvantaged' met the benchmark of proficient or advanced on the English Language Arts assessment.
Indicator Proficient or Advanced on Pennsylvania State Standards - Mathematics/Algebra I ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Only 29.6% of students who are considered as 'students with disabilities' met the benchmark of proficient or advanced on the Mathematics assessment.

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.

Mercer data from most recent, available records show that students categorized as 'economically disadvantaged' met the science benchmark with success of 70.7% of the students
Mercer data shows 100% of students met career standards benchmark, which is 10.4% above the statewide average. This also puts Mercer Elementary above the Statewide Performance Standard (98.0%).
Mercer data from most recent, available state mathematics assessment shows that 53.9% of students met proficient or advanced goal, which is almost 15.6% above the statewide average.
Mercer data from most recent, available state assessment shows an Academic Growth Score of 71.0 in English Language Arts. The Statewide Growth Standard for this category is 70.0.
Mercer students earned Advanced status that surpassed statewide averages in all three subject areas. In the area of ELA, 23.8% of Mercer students scored Advanced (8.8% higher than statewide average). In the area of Math, 18.5% of Mercer students scored Advanced (4.5% higher than statewide average). In the area of Science, 40.9% of Mercer students scored Advanced (14.9% higher than statewide average).

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.

Upon deeper examination of 3rd grade student data: Only 32.3% of students with disabilities met the academic benchmarks in reading.
Upon deeper examination of 3rd grade student data: Only 44.4% of economically disadvantaged students met academic benchmarks in reading.
Only 48.7% of students who are considered 'economically disadvantaged' met the benchmark of proficient or advanced on the English Language Arts assessment.
Only 29.6% of students who are considered as 'students with disabilities' met the benchmark of proficient or advanced on the Mathematics assessment.
Mercer data from most recent, available data shows 50.0% of students met mathematics academic growth score, which is 24.9% below the statewide average. This is also 20% lower than the Statewide Growth Standard.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA Data	PSSA data demonstrates certain areas of success at various grade levels in the elementary school. Information gathered from this data provides greater feedback and assistance to administration regarding scheduling and content support.
NWEA Diagnostic Testing	NWEA MAP testing is gathered 3x per year. This data is evaluated by the individual teachers, data teams, administrators, and parents.

English Language Arts Summary

Strengths

NWEA testing takes place at three different points during the school year (fall, winter, spring). This provides baseline data and provides a snapshot of student performance during the year. Teachers are able to take information from this MAP testing to determine the academic needs of the students and then tailor instruction to meet those needs.

Students enjoy manipulating technology and utilizing educational programming through the use of Edmentum/Study Island and other programs to assist with interactive digital learning. This provides an opportunity to engage students and track their progress through academic standards in ELA.

Challenges

Access to technology and prevalent resources for students. Not all students have the ability to access educational programming online outside of school through Edmentum /Study Island.

Testing fatigue. Students take the NWEA assessments three times per year. If they have been with the school since Kindergarten, they are very familiar with the testing process. It has been observed that students have a difficult time with the winter test, as they are partway through the year and coming off of winter break.

Availability of PSSA data. It takes a while for PSSA data to be received and disseminated to LEAs. This information can be used to assist with the planning and operations of the school system (i.e. specified areas/grade levels of intervention). The school uses available resources to measure the benchmark, but sometimes the benchmark results do not mirror the PSSA information.

Mathematics

Data	Comments/Notable Observations
NWEA Diagnostic Testing	NWEA MAP testing is gathered 3x per year. This data is evaluated by the individual teachers, data teams, administrators, and parents.
PSSA Data	PSSA data demonstrates certain areas of success at various grade levels in the elementary school. Information gathered from this data provides greater feedback and assistance to administration regarding scheduling and content support.

Mathematics Summary

Strengths

NWEA testing takes place at three different points during the school year (fall, winter, spring). This provides baseline data and provides a snapshot of student performance during the year. Teachers are able to take information from this MAP testing to determine the academic needs of the students and then tailor instruction to meet those needs.

Students enjoy manipulating technology and utilizing educational programming through the use of Edmentum/Study Island and other digital interactive programs. This provides an opportunity to engage students and track their progress through academic standards in Mathematics.

Challenges

Access to technology and prevalent resources for students. Not all students have the ability to access educational programming online outside of school through Edmentum/Study Island.

Testing fatigue. Students take the NWEA assessments three times per year. If they have been with the school since Kindergarten, they are very familiar with the testing process. It has been observed that students have a difficult time with the winter test, as they are partway through the year and coming off of winter break.

Availability of PSSA data. It takes a while for PSSA data to be received and disseminated to LEAs. This information can be used to assist with the planning and operations of the school system (i.e. specified areas/grade levels of intervention). The school uses available resources to measure the benchmark, but sometimes the benchmark results do not mirror the PSSA information.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Data	Historical PSSA data demonstrates large areas of success with the Science assessment. Information gathered from this data provides greater feedback and assistance to administration regarding scheduling and content support.

Science, Technology, and Engineering Education Summary

Strengths

The students really enjoy science and have historically done very well with PSSA Science testing. Our preparatory programs in 3rd and 4th grade have shown high levels of success for students.

The elementary school has a fantastic science laboratory that is accessible to all students K-6. Investments by the school district and through access to different grants have provided extra resources.

Inclusion of Project Lead the Way curriculum has enriched student learning experiences and exposure to STEM learning at the elementary setting.

Challenges

The adjustment to the new STEELS standards will be new territory for the teachers and the students as well. While the elementary students have done historically well on the science assessment, this will be new.

Content support is limited with the new STEELS standards. Resources have been explored through the SAS STEELS Hub, but this has not provided nearly enough content support.

The students will be tested in a different grade level this year. Historically, our 5th grade assessment scores are lower than that of the 4th grade assessment scores. This has remained largely true, regardless of the student body or achievement level.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Ready Benchmark Folders and Data Sheets	Our guidance department works exceptionally well with the students to ensure that artifacts are collected and that students are meeting these career ready benchmarks. Students who are absent on the day of an artifact have opportunity for alternative activity.
Career Ready Benchmark Folders and Data Sheets	Teachers work closely with the guidance department to integrate different activities and opportunities into the learning environment across grade levels

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.

Our guidance department works exceptionally well with the students to ensure that artifacts are collected and that students are meeting these career ready benchmarks. Students who are absent on the day of an artifact have opportunity for alternative activity.

Teachers work closely with the guidance department to integrate different activities and opportunities into the learning environment across grade levels
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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.

It is always difficult to maintain accurate records of what individual students need caught up in the event that they are not present during an artifact day. As a result, meticulous care is needed and consistent communication is a requirement between the guidance department and the classroom.

Reliability of attendance is one of the greatest challenges faced by the school district. The attendance data shown in the Future Ready documents demonstrate that the attendance for the elementary school is subpar and below the statewide target.

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
NWEA	Using information from the NWEA diagnostic test will provide the regular education teacher and the special education teacher with the opportunity to tailor instruction to the needs of the individual. These are also instrumental in establishing and monitoring goals.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Academic Tracking Performance and PVAAS Data	Using the information that the school has available, our staff will be best informed as to the academic progress of our students who may be labeled as Economically Disadvantaged

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
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White	
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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 educational team, including all supports, are wonderful communicators and collaborators. Due to the small size of the school, the students are known on an individual basis.
The staff is familiar with the data sources and comfortable in understanding what the data is telling them regarding the individual student.

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.

The school district is largely homogeneous with approximately 92.4% of the students reporting as "white". This is a challenge in that there are many data categories that are marked as IS because we have so little diversity.
In large part, most educators do not know how to best approach students who might be labeled as Economically Disadvantaged and making any adjustments with instruction and expectations.

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	Exemplary
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	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	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	Operational

Summary

Strengths

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Implement a multi-tiered system of supports for academics and behavior
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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 professional learning needs through analysis of a variety of data
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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
Mercer students earned Advanced status that surpassed statewide averages in all three subject areas. In the area of ELA, 23.8% of Mercer students scored Advanced (8.8% higher than statewide average). In the area of Math, 18.5% of Mercer students scored Advanced (4.5% higher than statewide average). In the area of Science, 40.9% of Mercer students scored Advanced (14.9% higher than statewide average).	True
Mercer students earned Advanced status that surpassed statewide averages in all three subject areas. In the area of ELA, 22.1% of Mercer students scored Advanced (6.9% higher than statewide average). In the area of Math, 17.8% of Mercer students scored Advanced (3.2% higher than statewide average). In the area of Science, 43.2% of Mercer students scored Advanced (19.4% higher than statewide average).	False
Mercer data from most recent, available state assessment shows an Academic Growth Score of 71.0 in English Language Arts. The Statewide Growth Standard for this category is 70.0.	False
Mercer data from most recent, available records show that students categorized as 'economically disadvantaged' met the science benchmark with success of 70.7% of the students	False
Mercer data shows 100% of students met career standards benchmark, which is 10.4% above the statewide average. This also puts Mercer Elementary above the Statewide Performance Standard (98.0%).	False
Mercer data from most recent, available state mathematics assessment shows that 53.9% of students met proficient or advanced goal, which is almost 15.6% above the statewide average.	False
NWEA testing takes place at three different points during the school year (fall, winter, spring). This provides baseline data and provides a snapshot of student performance during the year. Teachers are able to take information from this MAP testing to determine the academic needs of the students and then tailor instruction to meet those needs.	True
Students enjoy manipulating technology and utilizing educational programming through the use of Edmentum/Study Island and other programs to assist with interactive digital learning. This provides an opportunity to engage students and track their progress through academic standards in ELA.	False
Students enjoy manipulating technology and utilizing educational programming through the use of Edmentum/Study Island and other digital interactive programs. This provides an opportunity to engage students and track their progress through academic standards in Mathematics.	False
The students really enjoy science and have historically done very well with PSSA Science testing. Our preparatory programs in 3rd and 4th grade have shown high levels of success for students.	False
The elementary school has a fantastic science laboratory that is accessible to all students K-6. Investments by the school district and through access to different grants have provided extra resources.	False

Our guidance department works exceptionally well with the students to ensure that artifacts are collected and that students are meeting these career ready benchmarks. Students who are absent on the day of an artifact have opportunity for alternative activity.	False
The educational team, including all supports, are wonderful communicators and collaborators. Due to the small size of the school, the students are known on an individual basis.	False
NWEA testing takes place at three different points during the school year (fall, winter, spring). This provides baseline data and provides a snapshot of student performance during the year. Teachers are able to take information from this MAP testing to determine the academic needs of the students and then tailor instruction to meet those needs.	False
Inclusion of Project Lead the Way curriculum has enriched student learning experiences and exposure to STEM learning at the elementary setting.	False
Teachers work closely with the guidance department to integrate different activities and opportunities into the learning environment across grade levels	False
The staff is familiar with the data sources and comfortable in understanding what the data is telling them regarding the individual student.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	True
Implement a multi-tiered system of supports for academics and behavior	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Partner with local businesses, community organizations, and other agencies to meet the needs of 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
Only 29.6% of students who are considered as 'students with disabilities' met the benchmark of proficient or advanced on the Mathematics assessment.	False
Upon deeper examination of 3rd grade English Language Arts student data: Only 35.7% of students with disabilities met the academic benchmarks in reading	False
Upon deeper examination of 3rd grade student data: Only 44.4% of economically disadvantaged students met academic benchmarks in reading.	True
Only 48.7% of students who are considered 'economically disadvantaged' met the benchmark of proficient or advanced on the English Language Arts assessment.	False
Upon deeper examination of 3rd grade student data: Only 32.3% of students with disabilities met the academic benchmarks in reading.	True
Testing fatigue. Students take the NWEA assessments three times per year. If they have been with the school since Kindergarten, they are very familiar with the testing process. It has been observed that students have a difficult time with the	False

winter test, as they are partway through the year and coming off of winter break.	
Access to technology and prevalent resources for students. Not all students have the ability to access educational programming online outside of school through Edmentum/Study Island.	False
Testing fatigue. Students take the NWEA assessments three times per year. If they have been with the school since Kindergarten, they are very familiar with the testing process. It has been observed that students have a difficult time with the winter test, as they are partway through the year and coming off of winter break.	False
The adjustment to the new STEELS standards will be new territory for the teachers and the students as well. While the elementary students have done historically well on the science assessment, this will be new.	False
It is always difficult to maintain accurate records of what individual students need caught up in the event that they are not present during an artifact day. As a result, meticulous care is needed and consistent communication is a requirement between the guidance department and the classroom.	False
Access to technology and prevalent resources for students. Not all students have the ability to access educational programming online outside of school through Edmentum /Study Island.	False
Availability of PSSA data. It takes a while for PSSA data to be received and disseminated to LEAs. This information can used to assist with the planning and operations of the school system (i.e. specified areas/grade levels of intervention). The school uses available resources to measure the benchmark, but sometimes the benchmark results do not mirror the PSSA information.	False
Availability of PSSA data. It takes a while for PSSA data to be received and disseminated to LEAs. This information can used to assist with the planning and operations of the school system (i.e. specified areas/grade levels of intervention). The school uses available resources to measure the benchmark, but sometimes the benchmark results do not mirror the PSSA information.	False
Mercer data from most recent, available data shows 50.0% of students met mathematics academic growth score, which is 24.9% below the statewide average. This is also 20% lower than the Statewide Growth Standard.	False
Content support is limited with the new STEELS standards. Resources have been explored through the SAS STEELS Hub, but this has not provided nearly enough content support.	False
The school district is largely homogeneous with approximately 92.4% of the students reporting as "white". This is a challenge in that there are many data categories that are marked as IS because we have so little diversity.	False
In large part, most educators do not know how to best approach students who might be labeled as Economically Disadvantaged and making any adjustments with instruction and expectations.	True
Reliability of attendance is one of the greatest challenges faced by the school district. The attendance data shown in the Future Ready documents demonstrate that the attendance for the elementary school is subpar and below the statewide target.	False
Identify professional learning needs through analysis of a variety of data	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
The students will be tested in a different grade level this year. Historically, our 5th grade assessment scores are lower than that of the 4th grade assessment scores. This has remained largely true, regardless of the student body or achievement level.	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 information that was dissected from the Future Ready Index was something that was completely new for most of the team. The team appreciated the color coding and visualization of information.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Upon deeper examination of 3rd grade student data: Only 44.4% of economically disadvantaged students met academic benchmarks in reading.	Student performance in reading varies amongst 3rd-6th grade and has not been consistent over the past years. Providing additional support to the students during non-core time will provide the students with help.	True
Upon deeper examination of 3rd grade student data: Only 32.3% of students with disabilities met the academic benchmarks in reading.	Growth measures for mathematics have been a challenge for the elementary school and the district for years. While the school does a nice job with bringing the low students to average and the average students to high, there is a deficiency in taking the high students to higher achievements.	True
In large part, most educators do not know how to best approach students who might be labeled as Economically Disadvantaged and making any adjustments with instruction and expectations.	This is an area that will require greater professional development and learning for the professional teaching staff.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
NWEA testing takes place at three different points during the school year (fall, winter, spring). This provides baseline data and provides a snapshot of student performance during the year. Teachers are able to take information from this MAP testing to determine the academic needs of the students and then tailor instruction to meet those needs.	Staff has great background knowledge of these MAP resources and what they can do to utilize the information
Mercer students earned Advanced status that surpassed statewide averages in all three subject areas. In the area of ELA, 23.8% of Mercer students scored Advanced (8.8% higher than statewide average). In the area of Math, 18.5% of Mercer students scored Advanced (4.5% higher than statewide average). In the area of Science, 40.9% of Mercer students scored Advanced (14.9% higher than statewide average).	This provides some foundation to grow. One of the biggest challenges is to encourage further growth for high achieving students as they progress through higher grade levels.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	This is an agreed item. The schoolwide positive behavior system is engrained within the fabric of this school community
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Teachers have an opportunity to get involved with various leadership teams. Many of the staff members are involved in community organizations as well

Priority Challenges

Analyzing Priority	Priority Statements
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Challenges	
	Students meeting achievement goals in the areas of English Language Arts is a concern that needs to be addressed. Traditionally, the Title I teachers primarily support English Language Arts at the primary level. By focusing on the foundation, our teachers were not able to provide as much support in 3rd or 4th grade. By changing the schedule to provide for more intervention supports, the students should benefit.
	Knowing that this has been an issue in years past with mathematics academic growth, the school needs to consider making alterations to practices and individualize instruction to what the student needs instead of getting through the material. Additional supports through our Title I support staff can provide tailored to the needs of the child. Data will be utilized from multiple sources to determine the needs of the students and the specific support that can be utilized by the teacher.

Goal Setting

Priority: Students meeting achievement goals in the areas of English Language Arts is a concern that needs to be addressed. Traditionally, the Title I teachers primarily support English Language Arts at the primary level. By focusing on the foundation, our teachers were not able to provide as much support in 3rd or 4th grade. By changing the schedule to provide for more intervention supports, the students should benefit.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
This goal reinforces that students should be maintaining academic achievement as they progress through elementary school. Students receiving Title I intervention services receive assistance in the areas of Reading and Math. By comparing the student against their own academic achievement on the PSSA test from the previous year, the student performance should demonstrate that they are either maintaining their proficiency level or increasing their proficiency level. For example, a student in 5th grade who earned a 'basic' on their 4th grade ELA PSSA should receive either a 'basic', 'proficient' or 'advanced' on their 5th grade ELA PSSA. That same student should not be dropping to a lower proficiency level after receiving additional Title I support. The goal will be met if 75% of the 4th-6th grade students either maintain the same level of proficiency or increase proficiency from the previous school year.			
Measurable Goal Nickname (35 Character Max)			
ELA Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline student assessments will be provided via NWEA MAP testing during the month of September	Utilizing data from the NWEA benchmark and the first marking period grades, student interventions will be devised by the grade levels and Title I teachers	Student assessments will be provided via the NWEA MAP testing during the month of January. Data will be evaluated based upon student progress in meeting learning objectives, academic grades, NWEA scores, etc.	Students in grades 3-6 will take the PSSA test in April/May. Additionally, final benchmark data from NWEA will be collected in late May. Results from the final benchmark should align with anticipated results on the PSSA. Results will be tabulated after PSSA scores become available from the state. By utilizing the measures listed in the goal statement, success will be determined by comparing results in 4th, 5th, and 6th grade.

Priority: Knowing that this has been an issue in years past with mathematics academic growth, the school needs to consider making alterations to practices and individualize instruction to what the student needs instead of getting through the material. Additional supports through our Title I support staff can provide tailored to the needs of the child. Data will be utilized from multiple sources to determine the needs of the students and the specific support that can be utilized by the teacher.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
This goal reinforces that students will be making academic growth throughout the school year. To determine if the students receiving Title I services are making			

adequate gains, the district utilizes NWEA MAP testing at three different sessions during the school year (fall, winter, spring). All students receive a baseline score in September. As the students are working with their teachers, they should be demonstrating academic growth that is shown through an increase in their RIT score. The students receive a "projected growth" score on the NWEA Achievement Status and Growth Summary Report after the students take their Fall test. The goal will be met if 80% of the K-6 students meet their "projected growth" score between the fall and spring testing sessions in the area of Mathematics.

Measurable Goal Nickname (35 Character Max)

Growth in Mathematics

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline student assessments will be provided via NWEA MAP testing during the month of September	Utilizing data from the NWEA benchmark and the first marking period grades, student interventions will be devised by the grade levels and Title I teachers	Student assessments will be provided via the NWEA MAP testing during the month of January. Data will be evaluated based upon student progress in meeting learning objectives, academic grades, NWEA scores, etc.	Students in grades 3-6 will take the PSSA test in April/May. Additionally, final benchmark data from NWEA will be collected in late May. Results from the final benchmark should align with anticipated results on the PSSA. Target would be for 80% of students to meet their annual growth goal and meeting the 'projected growth' score on the MAP testing

Action Plan

Measurable Goals

Growth in Mathematics	ELA Proficiency
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Action Plan For: Using Assessment to Drive Instruction

<p>Measurable Goals:</p> <ul style="list-style-type: none"> This goal reinforces that students will be making academic growth throughout the school year. To determine if the students receiving Title I services are making adequate gains, the district utilizes NWEA MAP testing at three different sessions during the school year (fall, winter, spring). All students receive a baseline score in September. As the students are working with their teachers, they should be demonstrating academic growth that is shown through an increase in their RIT score. The students receive a "projected growth" score on the NWEA Achievement Status and Growth Summary Report after the students take their Fall test. The goal will be met if 80% of the K-6 students meet their "projected growth" score between the fall and spring testing sessions in the area of Mathematics.

Action Step		Anticipated Start/Completion Date	
Federal funds would be utilized to assist with the staffing of individuals who could provide additional supports in the area of mathematics to identified students and for resources used by students and staff during these support sessions		2024-08-21	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Greg Acre, Principal	Funds will be utilized for professional staffing. The elementary school utilizes 4 full-time Title I teachers and 1 partial-time (50%) Title I teacher to support the students in the areas of ELA and Mathematics. Total expenditures for this staffing are \$287,734.00	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will complete three diagnostic tests throughout the school year. Students should witness growth in their RIT score during the year, regardless of age range.	Monitoring will take place after each testing session as the new data becomes available. Interventionists and teachers will evaluate the data. Alterations will be made to those specific student interventions throughout the year. Final evaluations will be made at the conclusion of the school year

Action Plan For: Student Achievement

<p>Measurable Goals:</p> <ul style="list-style-type: none"> This goal reinforces that students should be maintaining academic achievement as they progress through elementary school. Students receiving Title I intervention services receive assistance in the areas of Reading and Math. By comparing the student against their own academic achievement on the PSSA

test from the previous year, the student performance should demonstrate that they are either maintaining their proficiency level or increasing their proficiency level. For example, a student in 5th grade who earned a 'basic' on their 4th grade ELA PSSA should receive either a 'basic', 'proficient' or 'advanced' on their 5th grade ELA PSSA. That same student should not be dropping to a lower proficiency level after receiving additional Title I support. The goal will be met if 75% of the 4th-6th grade students either maintain the same level of proficiency or increase proficiency from the previous school year.

Action Step		Anticipated Start/Completion Date	
Federal funds would be utilized to assist with the staffing of individuals who could provide additional supports in the area of mathematics to identified students and for resources used by students and staff during these support sessions.		2024-08-21	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Greg Acre, Principal	Funds will be utilized for professional staffing. The elementary school utilizes 4 full-time Title I teachers and 1 partial-time (50%) Title I teacher to support the students in the areas of ELA and Mathematics. Total expenditures for this staffing are \$287,734.00	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
This goal reinforces that students should be maintaining academic achievement as they progress through elementary school. Students receiving Title I intervention services receive assistance in the areas of Reading and Math. By comparing the student against their own academic achievement on the PSSA test from the previous year, the student performance should demonstrate that they are either maintaining their proficiency level or increase their proficiency level. For example, a student in 5th grade who earned 'Basic' on their 4th grade PSSA ELA should receive either a "Basic", "Proficient" or "Advanced" on their 5th Grade PSSA ELA. That same student should not be dropping to a lower proficiency level after receiving additional Title I supports. The goal will be met if 75% of the 4th-6th grade students either maintain the same level of proficiency or increase proficiency from the previous school year.	Monitoring of this goal will take place during the school year through the evaluation of the district benchmarks. Monitoring will take place after each testing session, as well as after each marking period to determine student advancement towards their goals. Alterations will be made to those specific student interventions throughout the year. Final evaluations will be made as PSSA results come back through the state to determine if the students met their proficiency goals.

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Using Assessment to Drive Instruction	Federal funding would be utilized with the staffing of individuals who could provide additional supports in the areas of mathematics and English Language Arts	\$287,734
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Using Assessment to Drive Instruction	Federal funds would be utilized to assist with the staffing of individuals who could provide additional supports in the area of mathematics to identified students and for resources used by students and staff during these support sessions

Utilization of Student Data to Drive Instruction

Action Step		
<ul style="list-style-type: none"> Federal funds would be utilized to assist with the staffing of individuals who could provide additional supports in the area of mathematics to identified students and for resources used by students and staff during these support sessions 		
Audience		
Professional teaching staff - including Title I support staff		
Topics to be Included		
Understanding NWEA administration and MAP assessment, curriculum mapping, team collaboration, and planning		
Evidence of Learning		
Teachers will participate in and collaborate with professional learning experiences throughout the school year. These learning experiences will be facilitated by administration and vary depending upon the need and availability.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Greg Acre, Principal	2024-08-21	2025-05-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly meetings with grade level and department teams
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

Chief School Administrator	Date
Building Principal Signature	Date
Gregory R. Acre	2024-08-27
School Improvement Facilitator Signature	Date