Haine MS

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Haine MS		104107903
Address 1		
1516 Haine School Road		
Address 2		
City	**State**	**Zip Code**
Cranberry Twp	PA	16066
Chief School Administrator		**Chief School Administrator Email**
Dr Tracy L Vitale		vitaletl@svsd.net
Principal Name		
Erin Wilcher		
Principal Email		
wilcherej@svsd.net		
Principal Phone Number		**Principal Extension**
724-766-1325		4020
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Marie Palano		palanome@svsd.net

Vision for Learning

Vision for Learning

Our school is dedicated to teaching students to be respectful, responsible and ready to learn. Our goal is to help each child to reach their fullest potential by implementing a standards-aligned curriculum and a tiered system of support. As a multi-tiered support system school, we use student data from various sources to inform our instructional decision making. In classrooms, educators act as facilitators in guiding students to be self-directed learners who are eager to explore, innovate and make a meaningful impact in our community. Our school-wide Title I program leverages highly qualified faculty and staff to support students. In collaboration with families and community, we create an environment that offers challenging opportunities and experiences for students of diverse backgrounds while continuing to address the social emotional needs of all of our students. This year, we will continue to make strategic, data-driven decisions to provide students with appropriate enrichment and intervention opportunities.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	**False** 1	**False** 2	**False** 3	**False** 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
ELA interim goal/target data indicated 70.3% of our students are proficient or advanced which is on track to meet the statewide 2030 goal of 81.1%.	We maintained the same performance from the previous year, but our percentage of students meeting the goal moved from 72.7% to 70.3%. The state average is 54.5%.
Math interim goal/target data indicated 59.4% of our students are proficient or advanced which is on track to meet the statewide 2030 goal of 71.8%.	We maintained the same performance from the previous year but increased our percentage of students meeting the goal from 55.3% to 59.4% The state average is 38.3%.
Math students demonstrated a growth score 94% which surpasses the statewide growth standard of 70%.	We exceeded the growth expectations from the previous year, but our percentage of students decreased from 100% to 94%. The state average is 74.9%.

Challenges

Indicator	Comments/Notable Observations
Regular attendance percentage does not meet the statewide performance standard of 94.1%	Our percentage of regular attendance decreased from 89.3% to 88.5%, but is still above the state average of 73.9%.
ELA students did not show academic growth and are not on track to meet the statewide 2030 goal of 70%	Our annual academic growth expectations went from 71.0% in 21-22 to 60% in 22-23. The state average is 75.4%

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

Strengths

Indicator ELA interim goal/target (proficient or advanced) data indicated our overall student population and the subgroups of Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, or combined ethnicity increased since the previous year. **ESSA Student Subgroups** African-American/Black, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Black: Insufficient sample to 40% Hispanic: 55.0% to 76.2% 2 or More Races: 75.9% to 86.2% Economically Disadvantages: 47.6% to 53.2% Students with Disabilities: 34.4% to 36.8% Combined Ethnicity: First data point 70.4%
Indicator Math interim goal/target (proficient or advanced) data indicated our overall student population and the subgroups of Black, Hispanic, White, 2 or more races, Economically Disadvantaged, English Learner and combine ethnicity improved in comparison to the previous year. **ESSA Student Subgroups** African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners	**Comments/Notable Observations** Black: Insufficient sample to 35.5% Hispanic: 30.0% to 52.2% White: 57.1% to 60.3% 2 or More Races: 62.1% to 65.5% Economically Disadvantages: 34.5% to 39.6% English Learner: 14.3 to 26.3% Combined Ethnicity: First data point 53.4%
Indicator While our overall English Language Arts data decreased for meets the standards and demonstrates growth data indicated, the subgroups of economically disadvantaged, student with disabilities, and combined ethnicity increased in comparison to the previous year. **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Economically Disadvantaged: 70.0% to 71.0% Student with Disabilities: 69.0% to 75.0% Combined Ethnicity: First data point 85.0%
Indicator Math indicated increased growth for meets the standards and demonstrates growth data indicated the subgroups of Asian, and English Learner increased since the previous year. **ESSA Student Subgroups** Asian (not Hispanic), English Learners	**Comments/Notable Observations** Asian: Insufficient Sample to 90.0% English Learner: Insufficient Sample to 85.0%

Challenges

Indicator	Comments/Notable Observations
Indicator ELA interim goal/target (proficient or advanced) data indicated students meeting the qualification of Asian, White, or English Learner decreased from the previous year and fall below the statewide 2030 goal of 81.1%. **ESSA Student Subgroups** Asian (not Hispanic), White, English Learners	**Comments/Notable Observations** Asian: 64.0% to 56.7% White: 75.1% to 71.2% English Learner: 35.0% to 30.6%
Indicator Math interim goal/target (proficient or advanced) data indicated students meeting the qualification of Asian or Student with Disabilities decreased from the previous year and fall below the statewide 2030 goal of 71.8%. **ESSA Student Subgroups** Asian (not Hispanic), Students with Disabilities	**Comments/Notable Observations** Asian: 64.0% to 63.3% Student with Disabilities: 26.7% to 25.5%
Indicator ELA interim goal/target data indicated students meeting the qualification of Students with Disabilities were at 36.8% which falls below the statewide 2030 goal of 81.1%. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations**
Indicator ELA interim goal/target data indicated students meeting the qualification of Economically Disadvantaged were at 53.2% which falls below the statewide 2030 goal of 81.1%. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations**
Indicator ELA interim goal/target data indicated students meeting the qualification of Black were at 40.0% which falls below the statewide 2030 goal of 81.1%. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations**
Indicator ELA data for meeting annual academic growth indicated students meeting the qualification of White or 2 or More Races did not meet the standard demonstrating growth. **ESSA Student Subgroups**	**Comments/Notable Observations** White: 69.0% to 56.0% 2 or More Races: 79.0% to 73.0%

Multi-Racial (not Hispanic), White	
Indicator While our Math data for meeting annual academic growth indicated all student groups exceeded the standard of demonstrating growth, students meeting the qualification of White, 2 or more races, economically disadvantaged, or student with disabilities decreased in comparison to the previous year. **ESSA Student Subgroups** Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** White: 100% to 84.0% 2 or More Races: 92.0% to 77.0% Economically Disadvantaged: 96.0% to 76.0% Student with Disabilities: 81.0% to 77.0%
Indicator ELA interim goal/target data indicated students meeting the qualification of English Learner were at 30.6% which falls below the statewide 2030 goal of 81.1%. **ESSA Student Subgroups** English Learners	**Comments/Notable Observations**
Indicator Math interim goal/target data indicated students meeting the qualification of Students with Disabilities were at 25.5% which falls below the statewide 2030 goal of 71.8%. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations**
Indicator Math interim goal/target data indicated students meeting the qualification of Black were at 35.0% which falls below the statewide 2030 goal of 71.8%. **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations**
Indicator Math interim goal/target data indicated students meeting the qualification of Economically Disadvantaged were at 39.6% which falls below the statewide 2030 goal of 71.8%. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations**
Indicator Math interim goal/target data indicated students meeting the qualification of English Learner were at 26.3% which falls below the statewide 2030 goal of 71.8%.	**Comments/Notable Observations**

ESSA Student Subgroups	
English Learners	

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.

ELA interim goal/target (proficient or advanced) data indicated our overall student population and the subgroups of Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, or combined ethnicity increased since the previous year.
Math interim goal/target (proficient or advanced) data indicated our overall student population and the subgroups of Black, Hispanic, White, 2 or more races, Economically Disadvantaged, English Learner and combine ethnicity since the previous year.
While our overall English Language Arts data decreased for meets the standards and demonstrates growth data indicated, the subgroups of economically disadvantaged, student with disabilities, and combined ethnicity increased since the previous year.
Math indicated growth for meets the standards and demonstrates growth data indicated the subgroups of Asian, and English Learner increased since the previous year.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ELA interim goal/target data indicated students meeting the qualification of Students with Disabilities were at 36.8% which falls below the statewide 2030 goal of 81.1%.
ELA interim goal/target data indicated students meeting the qualification of Economically Disadvantaged were at 53.2% which falls below the statewide 2030 goal of 81.1%.
Math interim goal/target data indicated students meeting the qualification of Students with Disabilities were at 25.5% which falls below the statewide 2030 goal of 71.8%.
Math interim goal/target data indicated students meeting the qualification of Economically Disadvantaged were at 39.6% which falls below the statewide 2030 goal of 71.8%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Universal Screener (STAR/aimswebPlus)	Fidelity of universal screening requires that a system be in place to assess the health of Core Instruction for all students. Grade level teachers meet regularly to discuss student learning outcomes and plan for hands on authentic exercises that promote student learning. Screening data is used to inform planning as well as instructional practices. Using data to inform decisions, teachers have the information they need to change predicted outcomes earlier rather than later, especially for the most vulnerable students.
aimswebPlus	Data is used to support student learning by developing and delivering lessons focused on interventions for students who are experiencing difficulty in a particular concept.

English Language Arts Summary

Strengths

We administer fall, winter and spring universal screening benchmark assessments (STAR/aimswebPlus) to all students yearly to monitor student growth and performance throughout the school year.
We analyze student specific data from the AIMSwebPlus to determine areas of need and provide a multi-tiered system of support.
We use various data sources to progress monitor student learning and adjust programming and instructional practices.
In a schoolwide program, all students can receive additional services and students identified as most at risk are given additional assistance. The MTSS framework promotes improved instruction for all students and focuses on grade level standards and effective instructional strategies for intervention.

Challenges

Using spring data for fall intervention may or may not determine or confirm deficit skill areas accurately.
The NWEA MAP Growth assessment previously administered may not accurately assess specific ELA components such as Oral Reading Fluency.
While the schoolwide program allows all students to receive additional services and students identified as most at risk are given additional assistance, scheduling and staffing such intervention time is challenging.

Mathematics

Data	Comments/Notable Observations
Universal Screener (STAR/aimswebPlus)	Fidelity of universal screening requires that a system be in place to assess the health of Core Instruction for all students. Grade level teachers meet regularly to discuss student learning outcomes and plan for hands on

	authentic exercises that promote student learning. Screening data is used to inform planning as well as instructional practices. Using data to inform decisions, teachers have the information they need to change predicted outcomes earlier rather than later, especially for the most vulnerable students.
aimswebPlus	Data is used to support student learning by developing and delivering lessons focused on interventions for students who are experiencing difficulty in a particular concept.

Mathematics Summary

Strengths

We administer fall, winter and spring universal screening benchmark assessments (STAR/aimswebPlus) to all students yearly to monitor student growth and performance throughout the school year.
We analyze student specific data from the aimswebPlus to determine areas of need and provide a multi-tiered system of support.
We use various data sources to progress monitor student learning and adjust programming and instructional practices.

Challenges

While the schoolwide program allows all students to receive additional services and students identified as most at risk are given additional assistance, scheduling and staffing such intervention time is challenging.
Using spring data for fall intervention may or may not determine or confirm deficit skill areas accurately.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Not assessed in grades 5 and 6.	We offer science and CIRC (Creativity-Innovation-Research- Center) courses to infuse STEM education into our curriculums.

Science, Technology, and Engineering Education Summary

Strengths

We do not receive science academic growth scores. Not assessed in grades 5 and 6.

Challenges

We do not receive science academic growth scores. Not assessed in grades 5 and 6.

Related Academics

Career Readiness

Data	Comments/Notable Observations
According to the FRPAI 22-23 SY data, 93.7% of students met the career standards benchmark.	Our data is higher than the statewide average, but we did not meet the performance standard of 98.0% and decreased from the previous year (97.6% to 93.7%). Our counselors try to meet with individual students who were not able to complete the career prompts with their class.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

According to the FRPAI 22-23 SY data, 93.7% of students met 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.

Counselors provide more opportunities for students to meet the career standards than required by the state to ensure all students meet the standards.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ELA interim goal/target (proficient/advanced) data indicated students meeting the qualification of English Learner were at 30.6% which falls below the statewide 2030 goal of 81.1%.	A decrease from the previous year 35.0% to 30.6%
Math interim goal/target (proficient/advanced) data indicated students meeting the qualification of English Learners were at 26.3% which falls below the statewide 2030 goal of 71.8%.	An increase from the previous year 14.3% to 26.3%
While the students categorized as English Learners are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the Math standards with an 85% in performance data.	

Students with Disabilities

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

Data	Comments/Notable Observations
ELA interim goal/target (proficient/advanced) data indicated students meeting the qualification of Students with Disabilities were at 36.8% which falls below the statewide 2030 goal of 81.1%.	An increase from the previous year 34.4% to 36.8%
Math interim goal/target (proficient/advanced) data indicated students meeting the qualification of Students with Disabilities were at 25.5% which falls below the statewide 2030 goal of 71.8%.	A decrease from the previous year 26.7% to 25.5%
While the students with disabilities are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the ELA standards moving from a 69% to 75% in performance data.	An increase in the past 3 years 57% to 69% to 75%

The students with disabilities are not obtaining a proficient or advanced score on the PSSA and our students are showing a decline on the Math standards moving from an 81% to 77% in performance data.	A decrease from the previous year and consistent among the 3 years 77% to 81% to 77%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA interim goal/target (proficient/advanced) data indicated students meeting the qualification of Economically Disadvantaged were at 53.2% which falls below the statewide 2030 goal of 81.1%.	An increase from the previous year 47.6% to 53.2%
Math interim goal/target (proficient/advanced) data indicated students meeting the qualification of Economically Disadvantaged were at 39.6% which falls below the statewide 2030 goal of 71.8%.	An increase from the previous year 34.5% to 39.6%
While the students categorized as economically disadvantaged are not obtaining a proficient or advanced score on thePSSA, our students are showing growth on the ELA standards moving from a 70% to 71% in performance data.	An increase in the past 3 years 60% to 70% to 71%
The students who are categorized as economically disadvantaged are not obtaining a proficient or advanced score on the PSSA and our students are showing a decline on the Math standards moving from a 96% to 76% in performance data.	A decrease from the previous year and consistent among the 3 years 71% to 96% to 76%

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.

While the students categorized as English Learners are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the Math standards with an 85% in performance data.
While the students with disabilities are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the ELA standards moving from a 69% to 75% in performance data.
While the students categorized as economically disadvantaged are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the ELA standards moving from a 70% to 71% in performance data.
While the students categorized as economically disadvantaged are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the ELA standards moving from a 60% to 70% in performance data.
While the students with disabilities are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the Math standards moving from a 71% to 96% in performance data.

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 students with disabilities are not obtaining a proficient or advanced score on the PSSA and our students are showing a decline on the Math standards moving from an 81% to 77% in performance data.
The students who are categorized as economically disadvantaged are not obtaining a proficient or advanced score on the PSSA and our students are showing a decline on the Math standards moving from a 96% to 76% in performance data.
ELA interim goal/target data indicated students meeting the qualification of English Learner were at 30.6% which falls below the statewide 2030 goal of 81.1% and a decrease from the previous year of 35%
Data indicates that while the subgroup population of Hispanic students met or exceed the interim target and increase performance from the previous year, the subgroup populations of Asian and Black students did not meet the statewide goal or interim target in English Language Arts.
Data indicates that while the subgroup populations of Hispanic and Asian students met or exceed the interim target and increase performance from the previous year, the subgroup population Black students did not meet the statewide goal or interim target in Math.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
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	Emerging

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?

Collectively shape the vision for continuous improvement of teaching and learning *
Align curricular materials and lesson plans to the PA Standards
Identify professional learning needs through analysis of a variety of data
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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?

Implement a multi-tiered system of supports for academics and behavior
Identify and address individual student learning needs
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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
ELA interim goal/target (proficient or advanced) data indicated our overall student population and the subgroups of Black, Hispanic, 2 or more races, Economically Disadvantaged, Student with Disabilities, or combined ethnicity increased since the previous year.	False
Math interim goal/target (proficient or advanced) data indicated our overall student population and the subgroups of Black, Hispanic, White, 2 or more races, Economically Disadvantaged, English Learner and combine ethnicity since the previous year.	False
While our overall English Language Arts data decreased for meets the standards and demonstrates growth data indicated, the subgroups of economically disadvantaged, student with disabilities, and combined ethnicity increased since the previous year.	False
Math indicated growth for meets the standards and demonstrates growth data indicated the subgroups of Asian, and English Learner increased since the previous year.	False
We administer fall, winter and spring universal screening benchmark assessments (STAR/aimswebPlus) to all students yearly to monitor student growth and performance throughout the school year.	False
We analyze student specific data from the AIMSwebPlus to determine areas of need and provide a multi-tiered system of support.	True
We use various data sources to progress monitor student learning and adjust programming and instructional practices.	True
In a schoolwide program, all students can receive additional services and students identified as most at risk are given additional assistance. The MTSS framework promotes improved instruction for all students and focuses on grade level standards and effective instructional strategies for intervention.	False
We administer fall, winter and spring universal screening benchmark assessments (STAR/aimswebPlus) to all students yearly to monitor student growth and performance throughout the school year.	True
We analyze student specific data from the aimswebPlus to determine areas of need and provide a multi-tiered system of support.	False
We use various data sources to progress monitor student learning and adjust programming and instructional practices.	False

We do not receive science academic growth scores. Not assessed in grades 5 and 6.	False
According to the FRPAI 22-23 SY data, 93.7% of students met the career standards benchmark.	False
While the students categorized as English Learners are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the Math standards with an 85% in performance data.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Align curricular materials and lesson plans to the PA Standards	False
While the students categorized as economically disadvantaged are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the ELA standards moving from a 70% to 71% in performance data.	False
While the students with disabilities are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the ELA standards moving from a 69% to 75% in performance data.	False
Collectively shape the vision for continuous improvement of teaching and learning *	False
Identify professional learning needs through analysis of a variety of data	False
While the students categorized as economically disadvantaged are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the ELA standards moving from a 60% to 70% in performance data.	False
While the students with disabilities are not obtaining a proficient or advanced score on the PSSA, our students are showing growth on the Math standards moving from a 71% to 96% in performance data.	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
ELA interim goal/target data indicated students meeting the qualification of Economically Disadvantaged were at 53.2% which falls below the statewide 2030 goal of 81.1%.	False
Math interim goal/target data indicated students meeting the qualification of Students with Disabilities were at 25.5% which falls below the statewide 2030 goal of 71.8%.	False
Math interim goal/target data indicated students meeting the qualification of Economically Disadvantaged were at 39.6% which falls below the statewide 2030 goal of 71.8%.	False
ELA interim goal/target data indicated students meeting the qualification of Students with Disabilities were at 36.8% which falls below the statewide 2030 goal of 81.1%.	False

While the schoolwide program allows all students to receive additional services and students identified as most at risk are given additional assistance, scheduling and staffing such intervention time is challenging.	False
Using spring data for fall intervention may or may not determine or confirm deficit skill areas accurately.	False
Counselors provide more opportunities for students to meet the career standards than required by the state to ensure all students meet the standards.	False
Using spring data for fall intervention may or may not determine or confirm deficit skill areas accurately.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Identify and address individual student learning needs	True
Implement a multi-tiered system of supports for academics and behavior	True
ELA interim goal/target data indicated students meeting the qualification of English Learner were at 30.6% which falls below the statewide 2030 goal of 81.1% and a decrease from the previous year of 35%	False
The students who are categorized as economically disadvantaged are not obtaining a proficient or advanced score on the PSSA and our students are showing a decline on the Math standards moving from a 96% to 76% in performance data.	False
The students with disabilities are not obtaining a proficient or advanced score on the PSSA and our students are showing a decline on the Math standards moving from an 81% to 77% in performance data.	False
We do not receive science academic growth scores. Not assessed in grades 5 and 6.	False
While the schoolwide program allows all students to receive additional services and students identified as most at risk are given additional assistance, scheduling and staffing such intervention time is challenging.	False
The NWEA MAP Growth assessment previously administered may not accurately assess specific ELA components such as Oral Reading Fluency.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Data indicates that while the subgroup population of Hispanic students met or exceed the interim target and increase performance from the previous year, the subgroup populations of Asian and Black students did not meet the statewide goal or interim target in English Language Arts.	False
Data indicates that while the subgroup populations of Hispanic and Asian students met or exceed the interim target and increase performance from the previous year, the subgroup population Black students did not meet the statewide goal or interim target in Math.	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.

Certainly! Here's a statement you can use: "Developing and implementing a multi-tiered system of supports (MTSS) for both academics and behaviors is a complex and ongoing challenge. We recognize that this process requires significant resources, collaboration, and continuous refinement to effectively meet the diverse needs of all students. Despite these challenges, we remain deeply committed to advancing our efforts. We will continue to work diligently, leveraging the expertise of our educators, the feedback from our community, and the latest research to create an inclusive and supportive environment where every student can thrive academically and behaviorally.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Implement a multi-tiered system of supports for academics and behavior	The MTSS Core and Intervention teams will use benchmark data to determine tiered interventions groups and core instruction focus areas.	True
Identify and address individual student learning needs	Monthly interventionist meetings and core team data meetings after each benchmark will be built into the school calendar for problem-solving purposes.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
We analyze student specific data from the AIMSwebPlus to determine areas of need and provide a multi-tiered system of support.	Students in the 10%ile and below will receive a tier 3 intervention, students in the 11-25%ile will receive a tier 2 intervention, and students within the 26%ile and above will receive a tier 1 intervention or enrichment.
We use various data sources to progress monitor student learning and adjust programming and instructional practices.	We will us a variety of data sources including diagnostic formative and summative. These will include NWEA, AIMSweb and other progress monitoring tools to monitor student learning.
We administer fall, winter and spring universal screening benchmark assessments (STAR/aimswebPlus) to all students yearly to monitor student growth and performance throughout the school year.	Assessments will be given to all students (fall-winter-spring) data will be analyzed to support student learning.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We are committed to supplementing our reading and math programs by providing additional support to students who may be struggling with various early literacy skills. The Multi-Tiered System of Support (MTSS) framework is being used

| | to make sure every child in school receives the appropriate level of instruction that leads to proficiency in grade-level learning goals. |
| | Students will receive small group instruction to target specific skills based on individual needs. The level of support is flexible and based on student need. |

Goal Setting

Priority: We are committed to supplementing our reading and math programs by providing additional support to students who may be struggling with various early literacy skills. The Multi-Tiered System of Support (MTSS) framework is being used to make sure every child in school receives the appropriate level of instruction that leads to proficiency in grade-level learning goals.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the year, we will implement an MTSS tiered intervention system to support students qualifying for a tier 2 and tier 3 intervention by scoring below the 25%ile during the 24-25 SY.			
Measurable Goal Nickname (35 Character Max)			
MTSS Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administrators and teachers will review the universal screener to appropriately identify students in need of an intervention.	Students will receive an intervention during their WIN time to support their academic needs and student progress will be monitored. Adjustments to the instructional program will be made as necessary.	Administrators and teachers will review the universal screener to appropriately identify students in need of an intervention.	Students will receive an intervention during their WIN time to support their academic needs and student progress will be monitored. Adjustments to the instructional program will be made as necessary.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
We will continue to implement a Multi-tiered System of Support in the content area of ELA. Students scoring below the 25%ile on the universal screener will qualify for a tier 2 or tier 3 intervention during the 24-25 SY.			
Measurable Goal Nickname (35 Character Max)			
MTSS ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administrators and teachers will review the universal screener to appropriately identify students in need of an intervention.	Students will receive an intervention during their WIN time to support their academic needs and student progress will be monitored.	Administrators and teachers will review the universal screener to appropriately identify students in need of an intervention.	Students will receive an intervention during their WIN time to support their academic needs and student progress will be monitored.

	Adjustments to the instructional program will be made as necessary.		Adjustments to the instructional program will be made as necessary.

Priority: Students will receive small group instruction to target specific skills based on individual needs. The level of support is flexible and based on student need.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
During the 24-25 SY, students qualifying for a tier 2 or 3 intervention will receive small group instruction targeting specific skills and essential standards. Students in these intervention groups will grow academically at a rate greater than similar peer groups to close the learning gaps.			
Measurable Goal Nickname (35 Character Max)			
Math Small Groups			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administrators and teachers will review the universal screener to appropriately identify students in need of an intervention.	Students will receive an intervention during their WIN time to support their academic needs and student progress will be monitored. Adjustments to the instructional program will be made as necessary.	Administrators and teachers will review the universal screener to appropriately identify students in need of an intervention.	Students will receive an intervention during their WIN time to support their academic needs and student progress will be monitored. Adjustments to the instructional program will be made as necessary.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
During the 24-25 SY, students qualifying for a tier 2 or 3 intervention will receive small group instruction targeting specific skills and essential standards. Students in these intervention groups will grow academically at a rate greater than similar peer groups to close the learning gaps.			
Measurable Goal Nickname (35 Character Max)			
ELA Small Groups			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administrators and teachers will review the universal screener to appropriately	Students will receive an intervention during their WIN time to support their academic needs and student	Administrators and teachers will review the universal screener to appropriately	Students will receive an intervention during their WIN time to support their academic needs and student

identify students in need of an intervention.	progress will be monitored. Adjustments to the instructional program will be made as necessary.	identify students in need of an intervention.	progress will be monitored. Adjustments to the instructional program will be made as necessary.

Action Plan

Measurable Goals

MTSS Math	MTSS ELA
Math Small Groups	ELA Small Groups

Action Plan For: Math Interventions

Measurable Goals:
• By the end of the year, we will implement an MTSS tiered intervention system to support students qualifying for a tier 2 and tier 3 intervention by scoring below the 25%ile during the 24-25 SY. • During the 24-25 SY, students qualifying for a tier 2 or 3 intervention will receive small group instruction targeting specific skills and essential standards. Students in these intervention groups will grow academically at a rate greater than similar peer groups to close the learning gaps.

Action Step		**Anticipated Start/Completion Date**	
Using universal screener data, tier 2/3 interventions will be implemented for students who are at risk of not meeting end of year learning targets.		2024-09-23	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administration	Do the Math, Freckle	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students will grow at a rate greater than peers in a similar group to close their learning gaps.	Intervention Teachers, Administration, MTSS Core Team, Monthly Data Meetings

Action Plan For: ELA Interventions

Measurable Goals:
• During the 24-25 SY, students qualifying for a tier 2 or 3 intervention will receive small group instruction targeting specific skills and essential standards. Students in these intervention groups will grow academically at a rate greater than similar peer groups to close the learning gaps.

- We will continue to implement a Multi-tiered System of Support in the content area of ELA. Students scoring below the 25%ile on the universal screener will qualify for a tier 2 or tier 3 intervention during the 24-25 SY.

Action Step		Anticipated Start/Completion Date	
Using universal screener data, tier 2/3 interventions will be implemented for students who are at risk of not meeting end of year learning targets.		2024-09-23	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administration	iSpire, Sonday, Haggerty, Freckle, UFLI	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will grow at a rate greater than peers in similar groups to close learning gaps	Intervention Teachers, Administration, MTSS Core Team, Monthly Data Meetings

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	• Math Interventions • ELA Interventions	Full Time Interventionist salary/benefits - all Title II and Title IV funds are transferred to Title I.	101000.00	
Total Expenditures			101000	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math Interventions	Using universal screener data, tier 2/3 interventions will be implemented for students who are at risk of not meeting end of year learning targets.
ELA Interventions	Using universal screener data, tier 2/3 interventions will be implemented for students who are at risk of not meeting end of year learning targets.

Universal Screener PD

Action Step
• Using universal screener data, tier 2/3 interventions will be implemented for students who are at risk of not meeting end of year learning targets.

Audience
All Interventionists

Topics to be Included
How to use the data to identify students in need of a tier 2/3 intervention How to identify student's specific learning needs

Evidence of Learning
Develop intervention groups based on student needs

Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administration	2024-09-23	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	3x/ year

Observation and Practice Framework Met in this Plan
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 3e: Demonstrating Flexibility and Responsiveness
• 1b: Demonstrating Knowledge of Students
• 4b: Maintaining Accurate Records
• 3d: Using Assessment in Instruction
• 1c: Setting Instructional Outcomes

This Step Meets the Requirements of State Required Trainings

Math Intervention(s) PD

Action Step
• Using universal screener data, tier 2/3 interventions will be implemented for students who are at risk of not meeting end of year learning targets.
Audience
Math Interventionists
Topics to be Included
Do the Math Resource Freckle Resource
Evidence of Learning
Implementation of the programs

Lead Person/Position	Anticipated Start	Anticipated Completion
Buidling Administration	2024-09-23	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 3e: Demonstrating Flexibility and Responsiveness	
• 1d: Demonstrating Knowledge of Resources	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

ELA Intervention(s) PD

Action Step
• Using universal screener data, tier 2/3 interventions will be implemented for students who are at risk of not meeting end of year learning targets.
Audience
ELA Interventionists
Topics to be Included

iSpire, Haggerty, Sonday, UFLI, Freckle		
Evidence of Learning		
Implementation of the programs		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Administration	2024-09-23	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 3e: Demonstrating Flexibility and Responsiveness 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Erin Wilcher	2024-06-25
School Improvement Facilitator Signature	**Date**
Marie Palano	2024-08-20