

**Haine El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Haine Elementary School		104107903
<b>Address 1</b>		
1516 Haine School Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Cranberry Township	PA	16066
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Tracy Vitale		vitaletl@svsd.net
<b>Principal Name</b>		
Kristen White		
<b>Principal Email</b>		
whitekd@svsd.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
7247761581		4001
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Marie Palano		palanome@svsd.net

## **Vision for Learning**

### **Vision for Learning**

In collaboration with family and community, the mission of the Seneca Valley School District is to provide a nurturing and safe environment with academically challenging opportunities, emphasizing digital citizenship, innovation, and global awareness in order to prepare our students to be productive and contributing citizens.

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Haine Elementary historically performs above the state targets for ELA and Math on state assessments.	Intervention and enrichment programs (Multi-Tiered Systems of Support) accelerate student learning.
Curriculum aligned to PA Core Standards	Curriculum Teams identify Essential Standards and develops proficiency scales to measure student progress throughout the school year. Student work is analyzed, and an indicator is provided to articulate progress toward the yearlong learning target.
MTSS Core Team Building Level Data Team Interventionist Team YESS/MTSS Parent Meeting Team PBIS Core Team	There are various building level teams designed to accelerate student learning and meet the needs of all learners. Each of these teams have overlapping interests, but different purposes and team members. These teams include: MTSS (RTI for SLD, Core Team, Building Level Data Teams, Interventionist Team, and YESS/MTSS Parent Meetings.
Professional Learning Communities (PLC)	PLCs create a culture of shared ownership in which educators discuss instructional strategies and resources to meet students' needs. PLC's meet to review grade level data, and plan for instruction that supports students reaching identified learning targets.
Focus on creating a strong Social Emotional Learning Community with the implementation of daily, uninterrupted morning meetings.	Morning Meetings utilizing elements from Responsive Classroom support creating a culture of respect and support of an inclusive school community. PBIS creates a positive and supportive environment, prevents challenging behaviors, improves overall well-being, enhances learning environments, and equips students with valuable life skills. Our approach prioritizes proactive strategies and collaboration to foster positive behavior and success.
Structure for reviewing data following the closure of each universal screening window.	MTSS data teams and PLCs review school and grade level data a minimum of three times a year, following the universal screener of AimsWeb for grades K-2 and STAR for grades 3 and 4.

Additional interventionists have been added to accelerate student learning and address opportunity and achievement gaps.	Staff is allocated based on student need. Additional interventionists have been added to accelerate student learning gaps, provide specific interventions that target student skill deficits, and an added opportunity for enrichment.
Additional English as a Second Language teachers have been added to support the increasing population of English Learners at Haine Elementary.	Teachers are now Seneca Valley employees with access to resources, professional development and supports that will enhance the quality of instructional practices.

### Challenges

Indicator	Comments/Notable Observations
RTI for SLD	SVSD submitted a request to PDE for approval to begin utilizing RTI for SLD. Our district team of school psychologists, administrators, directors, teachers, and parents, we believe the RTI approach will improve our ability to identify and address learning difficulties before they escalate. By utilizing a tiered system of interventions, as outlined in our MTSS Handbook, we ensure that each student's needs are met in a targeted and timely manner. This approach allows us to provide appropriate support, interventions, and accommodations to all students. Furthermore, we are confident in our ability to provide accurate and timely progress monitoring, data collection, and adjustments to interventions as required by the RTI process.
To ensure the fidelity of core instruction and the effectiveness of interventions, teachers need more time to collaborate.	Professional Learning Communities take place for all grade levels that include special educators, general education teachers, and interventionists that support students growth.

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

#### Strengths

<b>Indicator</b> Data-informed decisions utilizing the PLC process. <b>ESSA Student Subgroups</b> Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> Professional Learning Communities meet regularly to create common assessments and address the four guiding questions of a PLC.
<b>Indicator</b> Data Team Meetings <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> Haine Elementary Building Level Data Team includes grade level classroom teachers and special education teachers who meet with the MTSS Core Team to review benchmark assessment data to analyze universal screening data and review proposed intervention

Economically Disadvantaged, English Learners, Students with Disabilities	groups. This provides grade level reps the opportunity to share their input prior to finalizing intervention groups. Skill focused groups are created that include both remediation and extensions of learning groups based on data.
<p><b>Indicator</b>          Focused collaboration with Interventionists to better communicate student progress and provide necessary services and supports for students.</p> <p><b>ESSA Student Subgroups</b>          Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>          PLCs provide weekly designate time for educators to collaborate with education specialists.</p>
<p><b>Indicator</b>          A collective focus on structured literacy, effective instructional practices, and quality resources.</p> <p><b>ESSA Student Subgroups</b>          Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>          Professional Development will continue to focus on the Science of Reading/Structured Literacy. Research-based resources will be used to support quality instruction with a focus on foundational skills.</p>
<p><b>Indicator</b>          Focus on students from vulnerable groups with an extended day kindergarten program.</p> <p><b>ESSA Student Subgroups</b>          Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>          Students in four groups: those that qualify for free/reduced lunch, English Language Learners, students experiencing homelessness or are in foster care, and students with an IEP are provided the opportunity to enroll in an extended day kindergarten program that provides supplemental learning opportunities to bridge the knowledge gap, address deficit skills, and extend student learning through play with authentic academic and social/emotional experiences.</p>

### Challenges

<p><b>Indicator</b>          Enhancing the extended day kindergarten program for vulnerable subgroups.</p> <p><b>ESSA Student Subgroups</b>          Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>          Some students continue to display weaknesses in reading comprehension following the years of COVID learning interruptions.</p>
<p><b>Indicator</b></p>	<p><b>Comments/Notable Observations</b></p>

<p>Establishing time for professional development focused on structured literacy that is ongoing and tailored to meet the specific needs of and context of the teachers and the school.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Teachers need time to implement what they've learned in the classroom. This way, they can reflect on the outcomes and discuss challenges.</p>
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**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.

<p>Additional interventionists have been added to accelerate student learning and address opportunity and achievement gaps.</p>
<p>Data Team Meetings - Data team is made up of stakeholders from each grade level and interventionists to review student data after assessments have been completed three times a year.</p>
<p>Data driven decisions utilizing the PLC process - Professional Learning Communities meet regularly to create common assessments and address the four guiding questions of a PLC.</p>
<p>Data Team Meetings</p>
<p>Addition of teachers that specifically teach English Language Learners are now employed by Seneca Valley.</p>

**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.

<p>Enhancing the extended day kindergarten program for vulnerable subgroups.</p>
<p>Establishing time for professional development focused on structured literacy that is ongoing and tailored to meet the specific needs of and context of the teachers and the school.</p>





## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
PSSA ELA: Grade 3 66.23% advanced and proficient	154 students tested
PSSA	All Student Groups Exceed the Standard Demonstrating Growth
Assessment Protocol	The district assessment protocol clearly defines when and how to administer benchmark assessments to gather additional information about student achievement and growth measures.
Universal Screening	Individual and grade level universal screening data is consistently reviewed and utilized to make data informed decisions for each learner.
PSSA ELA: Grade 4 72.60% advanced and proficient	146 students tested

### English Language Arts Summary

#### Strengths

T1 Instruction given to all students (core instruction) through general education curriculum and differentiated instruction. 80% of students should respond to Tier 1 instruction. If more than 20% of students are struggling to demonstrate an understanding of any one essential skill or standard, the concept should be addressed in core instruction/Tier 1.
T3 Approximately 5% of students may need this level of intervention. Students scoring between 1-10%ile on a universal screener (aimswebPlus/STAR, PSSA, PVAA) may receive a Tier 3 intervention.
T2 Approximately 15% of students may need this level of intervention. Students scoring between 11-25%ile on a universal screener (aimswebPlus, STAR, PSSA, PVAAS) may receive a Tier 2 intervention.
RTI for SLD was developed, approved and implemented during the 2023-24 school year. This process is utilized to determine if students need additional supports (SDIs) throughout the school day.

#### Challenges

Administrators and teachers will work collaboratively to evaluate the effectiveness interventions. Additional steps will be implemented to monitor how students respond to interventions.
Additional resources will be added to T3 interventions to utilize when data suggests a student is not responding to the intervention.

### Mathematics

Data	Comments/Notable Observations
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PSSA Math: Grade 3 67.52% proficient and advanced	157 students tested
PSSA	All Student Group Meets the Standard Demonstrating Growth
Assessment Protocol	The district assessment protocol clearly defines when and how to administer benchmark assessments to gather additional information about student achievement and growth measures.
Universal Screening	Individual and grade level universal screening data is consistently reviewed and utilized to make data informed decisions for each learner.
PSSA Math: Grade 4 57.82% proficient and advanced	147 students tested

## Mathematics Summary

### Strengths

The district assessment protocol clearly defines when and how to administer assessments to gather additional information about student learning.
Individual and grade level universal screening data is consistently reviewed and utilized to make data informed decisions for each learner.
RTI for SLD process was approved and implemented during the 2023-24 school year. This process is utilized to determine if students need additional support (SDIs) throughout the school day.

### Challenges

Additional resources will be added to T2 and T3 interventions to utilize when data suggests a student is not responding to the intervention.
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PDE SAS	The school will focus on the integration of the new PDE science standards.
PSSA	All Student Group Meets 2030 Statewide Goal
PSSA	All Student Group Exceeds the Standard Demonstrating Growth

## Science, Technology, and Engineering Education Summary

### Strengths

Teachers will continue to embed STEM as a cross curricular focus.
Teachers will continue to utilize hands on and problem-based approaches to science instruction (inquiry-based instructional strategies).

## Challenges

The approval of the new science standards will require much time and consideration as administrators and teachers study the standards and effective instructional strategies.

The approval of the new science standards will require much time and consideration as administrators and teachers select resources and plan for the phased implementation.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
As per the FRPAI, Career Readiness data does not apply due to grade span and reporting requirements.	As per the FRPAI, Career Readiness data does not apply due to grade span and reporting requirements.
The school counselor at Haine Elementary works collaboratively with classroom teachers to deliver quality yearly lessons that meet identified standards for various grade levels.	As per PDE, in preparation for future reporting years, student participation in and completion of career readiness activities is monitored, archived, and reported via the district's online portal.

### 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.

The school counselor provides quality lessons for students that provide a strong foundation for career exploration at the elementary level.

The school counselor provides classroom lessons with research-based resources for all grade levels.

As per PDE, in preparation for future reporting years, student participation in and completion of career readiness activities is monitored, archived, and reported via the district's online portal.

### 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.

Connecting career standards at the K-4 level can be challenging. School wide effort is needed.

The school continues outreach efforts to engage with local businesses to develop partnerships and opportunities to enhance student learning.

The local CTC places a strong focus on students from secondary schools thus making connections at the K-4 level difficult.

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
ESL services are included in our MTSS Framework. Students who meet the criteria for a T2 or T3 intervention will receive targeted small group instruction in addition to ESL services.	ESL teachers actively participate in MTSS Core Team meetings to make data-informed decisions. The ESL teachers, classroom teachers, and interventionists collaborate routinely to coordinate delivery of services and ensure students are making appropriate progress.
The English Learner population at Haine Elementary School is the largest in the school district.	As the ESL student population continues to increase, the school must consider how best to support students and families.
The English Learner population at Haine Elementary continues to grow at a rapid pace.	English Language Learners participate in whole group, researched based core instruction as well as receiving targeted interventions and supports both via inclusion and small group instruction.

### Students with Disabilities

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

Data	Comments/Notable Observations
Special Education - Supplemental Programming	Data is analyzed to ensure students with disabilities, who qualify, also receive targeted small interventions in reading and/or math within the MTSS Framework during a designated intervention period. This is in addition to the IEP and SDIs. Progress is monitored and data is analyzed to ensure students are responding to the intervention. Students with disabilities may also qualify for additional supplemental programs such as extended day kindergarten.
RTI for SLD	After careful consideration and consultation with MIU4, our district team of school psychologists, administrators, directors, teachers, and parents, believes the RTI approach will improve our ability to identify and address learning difficulties before they escalate. By utilizing a tiered system of interventions, as outlined in our MTSS Handbook, we can ensure that each student's needs are met in a targeted and timely manner. This

	approach will allow us to provide appropriate support, interventions, and accommodations to all students. Furthermore, we are confident in our ability to provide accurate and timely progress monitoring, data collection, and adjustments to interventions as required by the RTI process.
PSSA-Grade 4	Students with Disabilities met the standard demonstrating growth in ELA and Science
PSSA	All student groups did not meet the achievement goal (percent Proficient or Advanced) in ELA
PSSA PVAAS	All student groups exceeded the standard demonstrating growth in ELA and Science.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Economically Disadvantaged - Supplemental Programming	Students who are economically disadvantaged may qualify for targeted small group instruction within the MTSS framework. Students who are ED may also qualify for additional supplemental programs such as extended day kindergarten, after school programs and summer programs.
PSSA PVAAS	Students considered economically disadvantaged met the standard demonstrating growth in ELA and Math.
PSSA ELA	Students considered economically disadvantaged did not meet the statewide goal for Percent Proficient or Advanced on the ELA PSSA.
PSSA Math	Students considered economically disadvantaged did not meet the statewide goal for Percent Proficient or Advanced on the Math PSSA.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	PSSA results indicate 30% of Black students are proficient/advanced in ELA. 30% are proficient/advanced in Math. In many circumstances, the student group breakdown does not contain valuable information about the achievement and growth of diverse groups of students because the enrollment is not high enough to report through PDE. However, much effort and

	attention is dedicated to analyzing state and local assessment data to ensure equitable opportunities to address the knowledge gap are provided. ??? check all areas.
Asian	PSSA results indicate 85% in the Asian group are at/above proficient/advanced in ELA. 85% are proficient/advanced in Math.
Hispanic	PSSA results indicate 45% of the Hispanic (any race) group are at/above proficient/advanced in ELA. 38.1 % are proficient/advanced in Math.
2 or More Races	PSSA results indicate 70.6% of the Multi-Racial (not Hispanic) group are at/above proficient/advanced in ELA. 58.5% are proficient/advanced in Math.
White	PSSA results indicate 69.9% of White (Not Hispanic) group are at/above proficient/advanced in ELA. 66.5% are proficient/advanced in Math.

## 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.

Early interventions in reading and math are prioritized and delivered to all qualifying students regardless of student group or IEP status.
ESL teachers actively participate in MTSS Core Team meetings to make data-informed decisions. The ESL teachers, classroom teachers, and interventionists collaborate routinely to coordinate delivery of services and ensure students are making appropriate progress.
Data is analyzed to ensure students with disabilities, who qualify, also receive targeted small interventions in reading and/or math within the MTSS Framework during a designated intervention period. This is in addition to the IEP and SDIs. Progress is monitored and data is analyzed to ensure students are responding to the intervention. Students with disabilities may also qualify for additional supplemental programs such as extended day kindergarten, after school programs and summer programs.

### 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.

Designating time throughout the teacher workday for professional development focused on supporting academically at-risk students is a challenge.
As the ESL student population continues to increase, the school must consider how best to support students and families.



In many circumstances, the student group breakdown does not contain valuable information about the achievement and growth of diverse groups of students because the enrollment is not high enough to report through PDE. However, much effort and attention is dedicated to analyzing state and local assessment data to ensure equitable opportunities to address the knowledge gap are provided.

## 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	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
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	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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	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	Exemplary

### 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	Exemplary
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?

Foster a culture of high expectations for success for all students, educators, families, and community members
Collectively shape the vision for continuous improvement of teaching and learning
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

### 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 behavior (Tier 2 and Tier 3)
Implement evidence-based strategies to engage families to support learning
Provide frequent, timely, and systematic feedback and support on 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
Data Team Meetings	True
Additional interventionists have been added to accelerate student learning and address opportunity and achievement gaps.	True
Data Team Meetings - Data team is made up of stakeholders from each grade level and interventionists to review student data after assessments have been completed three times a year.	True
Data driven decisions utilizing the PLC process - Professional Learning Communities meet regularly to create common assessments and address the four guiding questions of a PLC.	True
T1 Instruction given to all students (core instruction) through general education curriculum and differentiated instruction. 80% of students should respond to Tier 1 instruction. If more than 20% of students are struggling to demonstrate an understanding of any one essential skill or standard, the concept should be addressed in core instruction/Tier 1.	True
T3 Approximately 5% of students may need this level of intervention. Students scoring between 1-10%ile on a universal screener (aimswebPlus/STAR, PSSA, PVAA) may receive a Tier 3 intervention.	False
T2 Approximately 15% of students may need this level of intervention. Students scoring between 11-25%ile on a universal screener (aimswebPlus, STAR, PSSA, PVAAS) may receive a Tier 2 intervention.	False
The district assessment protocol clearly defines when and how to administer assessments to gather additional information about student learning.	True
Teachers will continue to utilize hands on and problem-based approaches to science instruction (inquiry-based instructional strategies).	False
Early interventions in reading and math are prioritized and delivered to all qualifying students regardless of student group or IEP status.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Collectively shape the vision for continuous improvement of teaching and learning	True
The school counselor provides quality lessons for students that provide a strong foundation for career exploration at the elementary level.	False

ESL teachers actively participate in MTSS Core Team meetings to make data-informed decisions. The ESL teachers, classroom teachers, and interventionists collaborate routinely to coordinate delivery of services and ensure students are making appropriate progress.	False
Data is analyzed to ensure students with disabilities, who qualify, also receive targeted small interventions in reading and/or math within the MTSS Framework during a designated intervention period. This is in addition to the IEP and SDIs. Progress is monitored and data is analyzed to ensure students are responding to the intervention. Students with disabilities may also qualify for additional supplemental programs such as extended day kindergarten, after school programs and summer programs.	False
Individual and grade level universal screening data is consistently reviewed and utilized to make data informed decisions for each learner.	True
Teachers will continue to embed STEM as a cross curricular focus.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
The school counselor provides classroom lessons with research-based resources for all grade levels.	False
As per PDE, in preparation for future reporting years, student participation in and completion of career readiness activities is monitored, archived, and reported via the district's online portal.	False
Addition of teachers that specifically teach English Language Learners are now employed by Seneca Valley.	False
RTI for SLD was developed, approved and implemented during the 2023-24 school year. This process is utilized to determine if students need additional supports (SDIs) throughout the school day.	False
RTI for SLD process was approved and implemented during the 2023-24 school year. This process is utilized to determine if students need additional support (SDIs) throughout the school day.	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
Enhancing the extended day kindergarten program for vulnerable subgroups.	False
Establishing time for professional development focused on structured literacy that is ongoing and tailored to meet the specific needs of and context of the teachers and the school.	True
Administrators and teachers will work collaboratively to evaluate the effectiveness interventions. Additional steps will be implemented to monitor how students respond to interventions.	False

Additional resources will be added to T3 interventions to utilize when data suggests a student is not responding to the intervention.	False
The school continues outreach efforts to engage with local businesses to develop partnerships and opportunities to enhance student learning.	False
Additional resources will be added to T2 and T3 interventions to utilize when data suggests a student is not responding to the intervention.	False
Connecting career standards at the K-4 level can be challenging. School wide effort is needed.	True
Designating time throughout the teacher workday for professional development focused on supporting academically at-risk students is a challenge.	True
The approval of the new science standards will require much time and consideration as administrators and teachers select resources and plan for the phased implementation.	False
In many circumstances, the student group breakdown does not contain valuable information about the achievement and growth of diverse groups of students because the enrollment is not high enough to report through PDE. However, much effort and attention is dedicated to analyzing state and local assessment data to ensure equitable opportunities to address the knowledge gap are provided.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
The approval of the new science standards will require much time and consideration as administrators and teachers study the standards and effective instructional strategies.	False
As the ESL student population continues to increase, the school must consider how best to support students and families.	True
Implement a multi-tiered system of supports for behavior (Tier 2 and Tier 3)	True
Implement evidence-based strategies to engage families to support learning	True
The local CTC places a strong focus on students from secondary schools thus making connections at the K-4 level difficult.	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.

During the 2023-24 school year, PDE approved RTI for SLD to be utilized in the district. Response to Intervention is the assessment process/approach to determine the discrepancy between where a child is currently performing in comparison to the performance of their age/grade level peers and if the student is growing at an adequate rate to ultimately achieve grade level expectations. We believe that the RTI framework greatly enhances our ability to identify and support students with learning difficulties and fosters a more inclusive and comprehensive learning environment. The district invested a significant amount of time and effort researching and developing ideas to

create a comprehensive intervention program to accelerate student learning which is instrumental in how we approach RTI for SLD. Further, as the population of students categorized as English Language Learners increases, professional development for teachers is critical to creating a supportive environment in the school as well as fostering connections with parents.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Establishing time for professional development focused on structured literacy that is ongoing and tailored to meet the specific needs of and context of the teachers and the school.		False
Connecting career standards at the K-4 level can be challenging. School wide effort is needed.		False
Implement a multi-tiered system of supports for behavior (Tier 2 and Tier 3)	The current schoolwide plan will be strengthened to support a schoolwide focus on behavior expectations by way of formalizing and implementing PBIS.	True
Implement evidence-based strategies to engage families to support learning	With a more comprehensive schoolwide positive behavior support system, students are able to receive targeted support more quickly and from behavior experts.	True
Designating time throughout the teacher workday for professional development focused on supporting academically at-risk students is a challenge.		False
As the ESL student population continues to increase, the school must consider how best to support students and families.	A school wide focus on making meaningful parent/guardian engagement opportunities for all families is necessary.	False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
T1 Instruction given to all students (core instruction) through general education curriculum and differentiated instruction. 80% of students should respond to Tier 1 instruction. If more than 20% of students are struggling to demonstrate an understanding of any one essential skill or standard, the concept should be addressed in core instruction/Tier 1.	
Early interventions in reading and math are prioritized and delivered to all qualifying students regardless of student group or IEP status.	What I Need (WIN) time scheduled during the day to provide extension and remediation for all learners.
Data Team Meetings	



Additional interventionists have been added to accelerate student learning and address opportunity and achievement gaps.	
Data Team Meetings - Data team is made up of stakeholders from each grade level and interventionists to review student data after assessments have been completed three times a year.	Data is reviewed after each assessment window that includes both remediation and extensions of learning to enhance student progress.
Data driven decisions utilizing the PLC process - Professional Learning Communities meet regularly to create common assessments and address the four guiding questions of a PLC.	Common assessments and Report of Student Progress
The district assessment protocol clearly defines when and how to administer assessments to gather additional information about student learning.	
Collectively shape the vision for continuous improvement of teaching and learning	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Focus on project based learning, frequent formative assessment, daily small group instruction, WIN targeted interventions/extensions, MTSS implementation and universal screenings given three times a year.
Individual and grade level universal screening data is consistently reviewed and utilized to make data informed decisions for each learner.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Behavior is directly connected to student learning. By developing and implementing a comprehensive and consistent approach to reinforcing positive student behavior, students will have greater access to their learning.
	Behavior is directly connected to student learning. By developing and implementing a comprehensive and consistent approach to reinforcing positive student behavior, students will have greater access to their learning. Engaging families in this process is essential to success.



## Goal Setting

**Priority: Behavior is directly connected to student learning. By developing and implementing a comprehensive and consistent approach to reinforcing positive student behavior, students will have greater access to their learning. Engaging families in this process is essential to success.**

<b>Outcome Category</b>			
School climate and culture			
<b>Measurable Goal Statement (Smart Goal)</b>			
With the implementation of morning meetings, a structured schoolwide positive behavior support system, and staff training, all students will develop a common understanding of schoolwide expectations by participating in classroom lessons that incorporate modeling of actions and behaviors and effective positive behavior management strategies that will support a safe and nurturing school environment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
SWPBS			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
All students participate in morning meeting. Enhanced SWPBS team.	All students participate in morning meeting and have an opportunity to receive recognition.	SWPBS team will analyze data to determine specific building wide needs throughout the year.	SWPBS team will analyze data and plan for the identified needs of the school in the 2025-26 school year.

**Priority: Behavior is directly connected to student learning. By developing and implementing a comprehensive and consistent approach to reinforcing positive student behavior, students will have greater access to their learning.**

<b>Outcome Category</b>			
School climate and culture			
<b>Measurable Goal Statement (Smart Goal)</b>			
Utilizing the schoolwide positive behavior support plan, all students will be introduced to the building expectations that are needed to create a safe and nurturing classroom environment conducive to positive learning outcomes.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS Behavior			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Administration and SWPBS team will analyze data from the teacher referral system to track behaviors and antecedents to behaviors, both major and minors.	Administration and the SWPBS team will share behavior data with staff.	Data will be shared with staff to determine interventions, and next steps will be identified.	Data will be shared with all stakeholders in order to determine appropriate supports and interventions.



## Action Plan

### Measurable Goals

SWPBS	MTSS Behavior
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### Action Plan For: SWPBS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>With the implementation of morning meetings, a structured schoolwide positive behavior support system, and staff training, all students will develop a common understanding of schoolwide expectations by participating in classroom lessons that incorporate modeling of actions and behaviors and effective positive behavior management strategies that will support a safe and nurturing school environment.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Training during the 2024-25 school year for staff on Tier 2 and 3 interventions.		2024-08-16	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tom McKelvey	Financial support from PTO, MIU 4, SWPBS team meetings	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Additional training for staff on Tier 2 and 3 behavioral interventions will greatly enhance likelihood of improvements in student behavior.	The SWPBS team and administration will routinely monitor student trends in data.

### Action Plan For: SWPBS

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>With the implementation of morning meetings, a structured schoolwide positive behavior support system, and staff training, all students will develop a common understanding of schoolwide expectations by participating in classroom lessons that incorporate modeling of actions and behaviors and effective positive behavior management strategies that will support a safe and nurturing school environment.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Behavior data will be reviewed monthly with the MTSS team.		2024-08-16	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Tom McKelvey	Team meetings, professional development, MIU 4, district leadership	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Review of behavior data monthly with staff will assist with reinforcing areas of the school where behaviors of concern are occurring.	SWPBS team and administration will routinely monitor trends in student data. Based on data, additional supports and/or changes in instruction and/or supervision may be needed.

## 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.

<b>eGrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>• SWPBS</li><li>• SWPBS</li></ul>	Reading Specialists Salaries	\$200,000.00
<b>Total Expenditures</b>			<b>0</b>

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
SWPBS	Training during the 2024-25 school year for staff on Tier 2 and 3 interventions.
SWPBS	Behavior data will be reviewed monthly with the MTSS team.

### Structured Literacy

Action Step		
<ul style="list-style-type: none"> <li>Training during the 2024-25 school year for staff on Tier 2 and 3 interventions.</li> </ul>		
Audience		
General Education Teacher		
Topics to be Included		
Heggerty, UFLI, additional research based instructional materials		
Evidence of Learning		
Review of universal screeners a minimum of three times a year to determine success of interventions.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kristen White, Principal	2024-10-01	2025-05-30

### Learning Format

Type of Activities	Frequency
Other	Minimum of three times a year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	





## Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Kristen White	2024-08-15
School Improvement Facilitator Signature	Date
Marie Palano	2024-08-15