

Ryan Gloyer MS

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Ryan Gloyer MS		104107903
Address 1		
122 Seneca School Rd		
Address 2		
City	State	Zip Code
Harmony	PA	16037
Chief School Administrator		Chief School Administrator Email
Dr Tracy L Vitale		vitaletl@svsd.net
Principal Name		
Dr. Anthony Babusci		
Principal Email		
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Principal Phone Number		Principal Extension
724-452-6043		3001
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Marie Palano		Dr. Marie Palano

Vision for Learning

Vision for Learning

At Ryan Gloyer Middle School, we envision a safe and inclusive learning environment where every student thrives. Our commitment to developmentally responsive practices informs everything we do, from designing our class schedules to offering enriching electives. We serve the whole student, recognizing their unique needs and strengths. By engaging students in community service, we foster empathy, citizenship, and a sense of purpose. Equity is at the forefront of our efforts, ensuring that all students receive the necessary support. We utilize data-driven decision-making to continuously improve our programs. Collaboration with students, parents, staff, and the wider community enriches our educational experience. Our interventions and enrichment activities are measurable and strategically designed to enhance academic success.

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	False 5	False 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Our SY 22-23 Interim Goal / Target data indicated 74.7% of our Science/ Biology testers scored Proficient or Advanced which is on track to meet the statewide 2033 Goal of 83%	The state average is 58.9%.
19.5 % of our ELA/ Literature testers scored Advanced surpassing the state average.	The statewide average is 15%
35.7% of our Science/Biology testers scored Advanced surpassing the state average.	The statewide average is 26%

Challenges

Indicator	Comments/Notable Observations
ELA/ Literature All Student Group did not meet interim goal/ improvement target.	Statewide 2033 Goal is 81.1%
Mathematics/ Algebra All Student Group did not meet interim goal/ improvement target.	Statewide 2033 Goal is 71.8%
ELA/ Literature All Student Group did not meet the standard demonstrating growth.	Our Academic Growth Score was 63.0. 70.0 was needed to meet Statewide Growth Standard
Mathematics/ Algebra All Student Group did not meet the standard demonstrating growth.	Our Academic Growth Score was 50.0. 70.0 was needed to meet Statewide Growth Standard.
37.3% of our Mathematics/Algebra students were advanced or proficient falling below the statewide average of 38.3%	37.3% of our students were advanced or proficient falling behind the 38.3% state average.

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

Strengths

<p>Indicator Our SY 22-23 Science/ Biology interim goal/ improvement target proficient or advanced data indicated our subgroup of 2 or More Races meets or exceeds target increase in performance from the previous year.</p> <p>ESSA Student Subgroups Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations 2021-2022 68.0%. 2022-2023 72.2%</p>
<p>Indicator Our SY 22-23 ELA/Literature interim goal/improvement target proficient or advanced data indicated our subgroup of African American/ Black of increasing our performance from the year before for the second year in a row.</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations 2020-2021 33.3%. 2021-2022 48.3%. 2022-2023 52.6%</p>
<p>Indicator Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities increased in performance from the previous year.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations 2021-2022 10.6%. 2022-2023 11.7%.</p>
<p>Indicator Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Economically Disadvantaged increased in performance from the previous year.</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations 2021-2022 18.5%. 2022-2023 19.7%.</p>

Challenges

<p>Indicator Our SY 22-23 ELA/Literature interim goal/improvement target proficient or advanced data indicated our subgroup of African American/ Black did not meet statewide goal increase in performance from the previous year.</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations 2020-2021 33.3%. 2021-2022 48.3%. 2022-2023 52.6%</p>
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<p>Indicator Our SY 22-23 Science/ Biology interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities decreased in performance from the previous year.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations 2021-2022 41.5%. 2022-2023 40.7%.</p>
<p>Indicator Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities is not meeting statewide goal/interim target.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations 2022-2023 11.7%.</p>
<p>Indicator Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Economically Disadvantaged is not meeting statewide goal/ interim target.</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations 2022-2023 19.7%</p>

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>Our SY 22-23 ELA/Literature interim goal/improvement target proficient or advanced data indicated our subgroup of African American/ Black of increasing our performance from the year before for the second year in a row.</p>
<p>Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities increased in performance from the previous year.</p>
<p>Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Economically Disadvantaged increased in performance from the previous year.</p>
<p>In SY 22-23, 19.5 % of our ELA/ Literature testers scored Advanced surpassing the state average.</p>
<p>In SY 22-23, 35.7% of our Science/Biology testers scored Advanced surpassing the state average.</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.

Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities is not meeting statewide goal/interim target.

Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities is not meeting statewide goal/interim target.

Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Economically Disadvantaged is not meeting statewide goal/ interim target.

In SY 22-23, 37.3% of our Mathematics/Algebra students were advanced or proficient falling below the statewide average of 38.3%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Universal Screeners NWEA & STAR	Each department meets together in Professional Learning Community Collaborative Teams two time per week. During those meetings, student data on local assessment is analyzed and used to inform future instruction. The data gathered provides students, teachers, and parents/guardians with current mastery and the opportunity to measure growth through future testing.
AIMSweb Plus	Data is used to support student learning by developing and delivering lessons focused on interventions for students who are experiencing difficulty with a particular concept.

English Language Arts Summary

Strengths

We provide three universal screening benchmark assessments (STAR as of the 24-25 SY) to all students yearly to monitor student growth and performance throughout the school year.
We analyze student specific data from the AIMSweb Plus 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.
During our WIN period, students identified as most at risk are given additional assistance.

Challenges

While our WIN period allows 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.

Mathematics

Data	Comments/Notable Observations
Universal Screeners NWEA & STAR	Each department meets together in Professional Learning Community Collaborative Teams two time per week. During those meetings, student data on local assessment is analyzed and used to inform future instruction. The data gathered provides students, teachers, and parents/guardians with current mastery and the opportunity to measure growth through future testing.
AIMSweb Plus	Data is used to support student learning by developing and delivering lessons focused on interventions for students who are experiencing difficulty with a particular concept.

Mathematics Summary

Strengths

We provide three universal screening benchmark assessments (STAR as of the 24-25 SY) to all students yearly to monitor student growth and performance throughout the school year.
We analyze student specific data from the AIMSweb Plus 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.
During our WIN period, students identified as most at risk are given additional assistance.

Challenges

While our WIN period allows 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
We do not utilize local assessment to measure growth or mastery in science.	We offer Integrated Science 7, Integrated Science 8. All students also enroll in Introduction to Visual Communication, Introduction to Manufacturing, Introduction to Robotics, and Coding to infuse STEM education into our curriculum.

Science, Technology, and Engineering Education Summary

Strengths

We offer Integrated Science 7, Integrated Science 8. All students also enroll in Introduction to Visual Communication, Introduction to Manufacturing, Introduction to Robotics, and Coding to infuse STEM education into our curriculum.
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Challenges

We do not utilize local assessment to measure growth or mastery in science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
According to the 22-23 SY data, 95.5% of students met the career standards benchmark	Our percentage exceeds the statewide average of 89.6; however, is short of the Statewide Performance Standard of 98%

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 addition of a new resource called Schoolinks has increased student engagement and relatability to career standards.
The establishment of Career Pathways has increased student connection to career standards.

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.

Students with disabilities are not meeting the statewide goal/ interim target.
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Students from the subgroup Hispanic are not meeting the statewide goal/ interim target.

Students from the subgroup Combined Ethnicity are not meeting the statewide goal/ interim target.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Our SY 22-23 ELA/ Literature goal/ improvement proficient and advanced data indicated students meeting the qualification of English Learner were at 8.3% which is below the statewide goal of 81.1%	Decreased from previous year 45% to 17.4%
Our SY 22-23 Math interim goal/ improvement proficient and advanced data indicated students meeting the qualification of English Learner were at a 17.4% which is below the statewide goal of 71.8%	Decreased from previous year 22.7% to 8.3%

Students with Disabilities

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

Data	Comments/Notable Observations
Our SY 22-23 ELA/ Literature goal/ improvement proficient and advanced data indicated students in the subgroup Student with Disabilities were at 29.4% which is below the statewide goal of 81.1%	Decreased from previous year 31.7% to 29.4%
Our SY 22-23 math goal/ improvement proficient and advanced data indicated students in the subgroup Student with Disabilities were at 11.7% which is below the statewide goal of 71.8%	Increased from previous year 10.6% to 11.7%
Our SY 22-23 science goal/ improvement proficient and advanced data indicated students in the subgroup Student with Disabilities were at 40.7% which is below the statewide goal of 83%	Decreased from previous year 41.5% to 40.7%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Our SY 22-23 ELA/ Literature goal/ improvement proficient and advanced data indicated students in the subgroup Economically Disadvantaged were at 51.7% which is below the statewide goal of 81.1%	Remained the same as previous year at 51.7%
Our SY 22-23 math goal/ improvement proficient and advanced data indicated students in the subgroup Economically Disadvantaged were at 19.7% which is below the statewide goal of 71.8%	Increased from previous year 18.5% to 19.7%
Our SY 22-23 science goal/ improvement proficient and advanced data indicated students in the subgroup Economically Disadvantaged were at 58% which is below the statewide goal of 83%	Increased from previous year 52.4% to 58%

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.

Our students with disabilities subgroup showed an increase from the previous year with the math goal/ improvement proficient and advanced data
Our Economically Disadvantaged subgroup increased math goal/ improvement proficient and advanced data.
Our Economically Disadvantaged subgroup increased science goal/ improvement proficient and advanced 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.

Our English Learner subgroup decreased math goal/ improvement proficient and advanced data.

Our English Learner subgroup decreased English Language Arts goal/ improvement proficient and advanced data.

Our students with disabilities subgroup showed a decrease from the previous year with the math goal/ improvement proficient and advanced data

Our students with disabilities subgroup showed a decrease from the previous year with the ELA Literature goal/ improvement proficient and advanced data

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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	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?

Collectively shape the vision for continuous improvement of teaching and learning
Use multiple professional learning designs to support the learning needs of staff
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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 an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior

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
Our SY 22-23 ELA/Literature interim goal/improvement target proficient or advanced data indicated our subgroup of African American/ Black of increasing our performance from the year before for the second year in a row.	False
Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities increased in performance from the previous year.	True
Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Economically Disadvantaged increased in performance from the previous year.	True
In SY 22-23, 19.5 % of our ELA/ Literature testers scored Advanced surpassing the state average.	True
In SY 22-23, 35.7% of our Science/Biology testers scored Advanced surpassing the state average.	True
We offer Integrated Science 7, Integrated Science 8. All students also enroll in Introduction to Visual Communication, Introduction to Manufacturing, Introduction to Robotics, and Coding to infuse STEM education into our curriculum.	False
We provide three universal screening benchmark assessments (STAR as of the 24-25 SY) to all students yearly to monitor student growth and performance throughout the school year.	True
We analyze student specific data from the AIMSweb Plus 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.	True
During our WIN period, students identified as most at risk are given additional assistance.	True
We provide three universal screening benchmark assessments (STAR as of the 24-25 SY) to all students yearly to monitor student growth and performance throughout the school year.	False
We analyze student specific data from the AIMSweb Plus 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
During our WIN period, students identified as most at risk are given additional assistance.	False

The addition of a new resource called Schoolinks has increased student engagement and relatability to career standards.	True
The establishment of Career Pathways has increased student connection to career standards.	True
Our students with disabilities subgroup showed an increase from the previous year with the math goal/ improvement proficient and advanced data	True
Our Economically Disadvantaged subgroup increased math goal/ improvement proficient and advanced data.	True
Our Economically Disadvantaged subgroup increased science goal/ improvement proficient and advanced data.	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Use multiple professional learning designs to support the learning needs of staff	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True

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
Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities is not meeting statewide goal/interim target.	True
Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities is not meeting statewide goal/interim target.	True
Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Economically Disadvantaged is not meeting statewide goal/ interim target.	True
In SY 22-23, 37.3% of our Mathematics/Algebra students were advanced or proficient falling below the statewide average of 38.3%	False
While our WIN period allows students to receive additional services and students identified as most at risk are given additional assistance, scheduling and staffing such intervention time is challenging.	True
We do not utilize local assessment to measure growth or mastery in science.	False
Using spring data for fall intervention may or may not determine or confirm deficit skill areas accurately.	True
While our WIN period allows 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

Students with disabilities are not meeting the statewide goal/ interim target.	False
Students from the subgroup Hispanic are not meeting the statewide goal/ interim target.	False
Students from the subgroup Combined Ethnicity are not meeting the statewide goal/ interim target.	False
Our English Learner subgroup decreased math goal/ improvement proficient and advanced data.	True
Our English Learner subgroup decreased English Language Arts goal/ improvement proficient and advanced data.	True
Our students with disabilities subgroup showed a decrease from the previous year with the math goal/ improvement proficient and advanced data	False
Our students with disabilities subgroup showed a decrease from the previous year with the ELA Literature goal/ improvement proficient and advanced data	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Implement a multi-tiered system of supports for academics and behavior	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The implementation of an evidence-based system of schoolwide positive behavior interventions and supports could have a positive impact on our academic goals of increasing our percentages of all students and subgroups of students scoring advanced and proficient and meeting statewide goals.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities is not meeting statewide goal/interim target.	How can we leverage STAR data, PBIS, and WIN to work towards meeting statewide/ interim target?	True
Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities is not meeting statewide goal/interim target.	How can we leverage STAR data, PBIS, and WIN to work towards meeting statewide/ interim target?	False
Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Economically Disadvantaged is not meeting statewide goal/ interim target.	How can we leverage STAR data, PBIS, and our Afterschool Program to work towards meeting statewide/ interim target?	True
While our WIN period allows students to receive additional services and students identified as most at risk are given additional assistance, scheduling and staffing such intervention time is challenging.	How can we equitably and consistently utilize staff and resources to efficiently use WIN time?	False
Using spring data for fall intervention may or may not determine or confirm deficit skill areas accurately.	What data points from STAR should we place the most emphasis on and how can we apply interventions based on the data?	False
Our English Learner subgroup decreased math goal/ improvement proficient and advanced data.	How can we leverage STAR data, PBIS, WIN, our Afterschool Program and our new ESL teacher to work towards increasing proficient and advanced data?	True
Our English Learner subgroup decreased English Language Arts goal/ improvement proficient and advanced data.	How can we leverage STAR data, PBIS, WIN, and our new ESL teacher to work towards increasing proficient and advanced data?	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	How can PBIS support academic growth?	True
Implement a multi-tiered system of supports for academics and behavior		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
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Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Student with Disabilities increased in performance from the previous year.	How do we accelerate this growth towards meeting statewide/ interim target?
Our SY 22-23 Mathematics/Algebra 1 interim goal/ improvement target proficient or advanced data indicated our subgroup of Economically Disadvantaged increased in performance from the previous year.	How do we accelerate this growth towards meeting statewide/ interim target?
In SY 22-23, 19.5 % of our ELA/ Literature testers scored Advanced surpassing the state average.	How do we build upon this percentage along with our percentage of proficient?
In SY 22-23, 35.7% of our Science/Biology testers scored Advanced surpassing the state average.	How do we build upon this percentage along with our percentage of proficient?
We provide three universal screening benchmark assessments (STAR as of the 24-25 SY) to all students yearly to monitor student growth and performance throughout the school year.	How do we leverage this data to support and empower students to set goals and reach them.
We use various data sources to progress monitor student learning and adjust programming and instructional practices.	
During our WIN period, students identified as most at risk are given additional assistance.	How can we utilize this time most effectively? Which resource is most beneficial to students and teachers alike?
The addition of a new resource called Schoolinks has increased student engagement and relatability to career standards.	Is there a certain subgroup we are missing more often and why? How do we increase our percentage 3 or 4 points?
The establishment of Career Pathways has increased student connection to career standards.	
Our students with disabilities subgroup showed an increase from the previous year with the math goal/ improvement proficient and advanced data	How do we accelerate this growth towards meeting statewide/ interim target?
Our Economically Disadvantaged subgroup increased math goal/ improvement proficient and advanced data.	How do we accelerate this growth towards meeting statewide/ interim target?
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	How do our building goals align with this concept?

Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	<p>If we can effectively utilize our universal screener data along with an evidence based, measurable, resource we can then align individual student strengths and weaknesses with individualized instruction and accelerate our growth for our subgroup of Student with Disabilities to meet the statewide goals and interim target for math.</p>
	<p>If we effectively utilize our afterschool program, then we can provide additional academic support and enrichment opportunities for our students, and if we implement our universal screener, then we can identify students' specific needs and tailor interventions accordingly and spearhead significant growth towards our statewide math goals and interim targets for our subgroup of Economically Disadvantaged.</p>
	<p>If we effectively utilize our afterschool program, then we can provide additional academic support and enrichment opportunities for our students, and if we implement our universal screener, then we can identify students' specific needs and tailor interventions accordingly. Additionally, with the support of our new ESL teacher, we can better address the language development needs of our English language learners. By integrating these resources, we will drive significant growth towards our statewide goals and interim targets</p>
	<p>If we establish schoolwide Positive Behavioral Interventions and Supports (PBIS), then we can create a more positive and conducive learning environment, and if students feel supported and motivated, then their engagement and academic performance will improve. By fostering a positive school climate through PBIS, we will increase growth on PSSA testing.</p>

Goal Setting

Priority: If we can effectively utilize our universal screener data along with an evidence based, measurable, resource we can then align individual student strengths and weaknesses with individualized instruction and accelerate our growth for our subgroup of Student with Disabilities to meet the statewide goals and interim target for math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
If we effectively utilize our universal screener data along with an evidence-based, measurable resource, then we can align individual student strengths and weaknesses with individualized instruction and accelerate growth for our subgroup of Students with Disabilities. By doing so, we aim to increase the percentage of Students with Disabilities scoring proficient or advanced in math by 10% on the spring PSSA math exam, progressing us towards the statewide interim goal/ improvement target and statewide average for all student groups.			
Measurable Goal Nickname (35 Character Max)			
Math Boost w/ WIN & STAR			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administrators and department members will collaborate on developing a PLC plan and Student Performance Measures (SPM's) that incorporate using data from prior year testing, universal screening, and formative assessments to guide instruction, intervention, and extended learning opportunities.	Our first universal screening will be given by September 20, 2024. Data from that screening will be analyzed during PLC's the following week. Intervention lessons will be planned for WIN and classroom instruction/ curriculum.	Our second universal screening will be given by January 24, 2025. Data from that screening will be compared to data from September to determine the effectiveness of our interventions. Adaptations will be made to WIN and classroom instruction/ curriculum.	Our third and final universal screening will be given by May 23, 2025. 2025 PSSA's will be given in May as well. Our target is for 22% of our Student with Disabilities subgroup to score advanced or proficient on the Math PSSA.

Priority: If we effectively utilize our afterschool program, then we can provide additional academic support and enrichment opportunities for our students, and if we implement our universal screener, then we can identify students' specific needs and tailor interventions accordingly and spearhead significant growth towards our statewide math goals and interim targets for our subgroup of Economically Disadvantaged.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)

If we effectively utilize our afterschool program to provide additional academic support and enrichment opportunities and implement our universal screener to identify students' specific needs and tailor interventions accordingly, then we will spearhead significant growth towards our statewide Math, ELA, and Science goals and interim targets for our subgroup of Economically Disadvantaged students. Specifically, we aim to increase the percentage of Economically Disadvantaged students scoring proficient or advanced on applicable PSSA's by 10% by the end of the current academic year.

Measurable Goal Nickname (35 Character Max)

Afterschool Academic Impact

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Our afterschool staff will meet in August and September to create a plan for structuring the academic time built into our afterschool program. We will consider resources for intervention as well as communication logistics with classroom teachers. The goal will be to implement measurable practices to address student learning needs.	Afterschool students will utilize academic time to utilize an intervention resource that is measurable and geared towards their needs which will be determined by the results of classroom performance and the spring universal screening.	Afterschool students will utilize academic time to utilize an intervention resource that is measurable and geared towards their needs which will be determined by the results of classroom performance and the winter universal screening.	Our target is for 25% of our Economically Disadvantaged subgroup to score advanced or proficient on the Math PSSA and 57% to score advanced or proficient on the ELA PSSA.

Priority: If we effectively utilize our afterschool program, then we can provide additional academic support and enrichment opportunities for our students, and if we implement our universal screener, then we can identify students' specific needs and tailor interventions accordingly. Additionally, with the support of our new ESL teacher, we can better address the language development needs of our English language learners. By integrating these resources, we will drive significant growth towards our statewide goals and interim targets

Outcome Category

English Language Growth and Attainment

Measurable Goal Statement (Smart Goal)

If we effectively utilize our afterschool program to provide additional academic support and enrichment opportunities and implement our universal screener to identify students' specific needs and tailor interventions accordingly, then we can better address the language development needs of our English language learners with the support of our new ESL teacher. By integrating these resources, we will drive significant growth towards our statewide goals and interim targets, aiming for 22% of our English learner students to score advanced or proficient on the ELA PSSA and 13% to score advanced or proficient on the Math PSSA by the end of the current academic year.

Measurable Goal Nickname (35 Character Max)

English Learner Academic Success

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
During the month of September, our new ESL teacher will visit our afterschool program and collaborate with our afterschool staff on a plan for intervention using afterschool time geared towards increasing PSSA scores for	In collaboration with the ESL teacher, we will identify a multi-lingual resource for ESL students to utilize during academic time at our afterschool program. Spring universal screening data will be documented by ESL teacher.	Evaluation and adaptation of resources based upon universal screening data comparison of spring and winter.	Our target is for 22% of our English learner students to score advanced or proficient on the ELA PSSA and 13% to score advanced or proficient on the Math PSSA

Priority: If we establish schoolwide Positive Behavioral Interventions and Supports (PBIS), then we can create a more positive and conducive learning environment, and if students feel supported and motivated, then their engagement and academic performance will improve. By fostering a positive school climate through PBIS, we will increase growth on PSSA testing.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
If we establish schoolwide Positive Behavioral Interventions and Supports (PBIS), then we can create a more positive and conducive learning environment, and if students feel supported and motivated, then their engagement and academic performance will improve. By fostering a positive school climate through PBIS, we will increase the overall percentage of students reaching advanced or proficient levels to 65% in all subjects on the 2025 PSSA exams.			
Measurable Goal Nickname (35 Character Max)			
PBIS Impact			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of the first quarter, we will have established a PBIS leadership team and provided initial training for all staff members.	By the end of the second quarter, we will have launched PBIS schoolwide and communicated the expectations and rewards system to students and parents.	By the end of the third quarter, we will have monitored the implementation of PBIS and made necessary adjustments based on feedback and data.	By the end of the fourth quarter, we will evaluate the effectiveness of PBIS and celebrate the successes and improvements in school climate and student behavior. We will increase the overall percentage of students reaching advanced or proficient levels to 65% in all subjects on the 2025 PSSA exams.

Action Plan

Measurable Goals

Math Boost w/ WIN & STAR	Afterschool Academic Impact
	English Learner Academic Success
PBIS Impact	

Action Plan For: Schoolwide Positive Behavior Interventions and Supports

Measurable Goals:
<ul style="list-style-type: none"> If we establish schoolwide Positive Behavioral Interventions and Supports (PBIS), then we can create a more positive and conducive learning environment, and if students feel supported and motivated, then their engagement and academic performance will improve. By fostering a positive school climate through PBIS, we will increase the overall percentage of students reaching advanced or proficient levels to 65% in all subjects on the 2025 PSSA exams.

Action Step		Anticipated Start/Completion Date	
Form a PBIS leadership team consisting of administrators, teachers, and support staff.		2024-09-10	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Babusci	Midwestern Intermediate Unit IV Educational Consultant	No	
Action Step		Anticipated Start/Completion Date	
Conduct initial training sessions for the PBIS leadership team on the principles and practices of PBIS.		2024-09-30	2024-11-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Brandi Conglose	Midwestern Intermediate Unive IV PBIS resources.	Yes	
Action Step		Anticipated Start/Completion Date	
Develop a PBIS implementation plan, including a timeline and specific roles and responsibilities		2024-09-30	2024-11-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Babusci	Midwestern Intermediate Unive IV PBIS resources.	No	
Action Step		Anticipated Start/Completion Date	

Roll out the PBIS framework schoolwide, including clear behavioral expectations and a rewards system.		2024-11-25	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Babusci	Gloyer Gold Certificates. Behavior Report Definitions	No	
Action Step		Anticipated Start/Completion Date	
Hold assemblies and classroom meetings to introduce PBIS to students.		2025-01-02	2025-01-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Leadership Team	Expectations and Rewards Information	No	
Action Step		Anticipated Start/Completion Date	
Regularly review behavior data and feedback from staff, students, and parents.		2025-01-13	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Leadership Team	Behavior Reports	No	
Action Step		Anticipated Start/Completion Date	
Hold monthly PBIS team meetings to discuss progress and challenges.		2025-01-13	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Leadership Team	Discipline Referral Report	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PBIS Tier 1 Fidelity	PBIS Leadership Team. Midwestern IU evaluation.

Action Plan For: Afterschool Programming

Measurable Goals:
<ul style="list-style-type: none"> If we effectively utilize our afterschool program to provide additional academic support and enrichment opportunities and implement our universal screener to identify students' specific needs and tailor interventions accordingly, then we will spearhead significant growth towards our statewide Math, ELA, and Science goals and interim targets for our subgroup of Economically Disadvantaged students. Specifically, we aim to increase the percentage of Economically Disadvantaged students scoring proficient or advanced on applicable PSSA's by 10% by the end of the current academic year.

Action Step		Anticipated Start/Completion Date	
Develop and afterschool program schedule		2024-08-30	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lara Meyer	School Calendar	No	
Action Step		Anticipated Start/Completion Date	
Afterschool Invitations to be sent out to Economically Disadvantaged students.		2024-09-09	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lara Meyer	Confidential list of Economically Disadvantaged students	No	
Action Step		Anticipated Start/Completion Date	
Afterschool informational email to parents and guardians.		2024-09-09	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Babusci	Email address for all invited students.	No	
Action Step		Anticipated Start/Completion Date	
Research and pilot resources to be utilized by students during academic time.		2024-09-09	2024-10-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Karissa Lambert & Jason Groom	Freckle, IXL, Edgenuity etc.	No	
Action Step		Anticipated Start/Completion Date	
Collect spring STAR data for full time attendees of the afterschool program.		2024-09-20	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
LaVarr Stephens Howling	Portal STAR Data	No	
Action Step		Anticipated Start/Completion Date	
Implement interventions based upon spring STAR results.		2024-09-30	2025-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Afterschool Staff	Intervention resource	No	
Action Step		Anticipated Start/Completion Date	
Compare spring STAR results with winter STAR results		2025-01-27	2025-02-03

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Afterschool Staff	Portal STAR results	No	
Action Step		Anticipated Start/Completion Date	
Implement interventions based on winter STAR results.		2025-02-03	2025-05-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Afterschool Staff	Intervention Resource	No	
Action Step		Anticipated Start/Completion Date	
Administer PSSA exams		2025-05-12	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Gloyer Middle School Staff	PSSA exams	No	
Action Step		Anticipated Start/Completion Date	
Analyze PSSA data		2025-06-30	2025-07-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Gloyer Middle School Administration	PSSA results	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Structured academic time during the afterschool program utilizing a consistent resource.	Afterschool Staff

Action Plan For: English Learner Support

Measurable Goals:
<ul style="list-style-type: none"> If we effectively utilize our afterschool program to provide additional academic support and enrichment opportunities and implement our universal screener to identify students' specific needs and tailor interventions accordingly, then we can better address the language development needs of our English language learners with the support of our new ESL teacher. By integrating these resources, we will drive significant growth towards our statewide goals and interim targets, aiming for 22% of our English learner

students to score advanced or proficient on the ELA PSSA and 13% to score advanced or proficient on the Math PSSA by the end of the current academic year.

Action Step		Anticipated Start/Completion Date	
Develop an afterschool program schedule.		2024-08-30	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lara Meyer	School Calendar	No	
Action Step		Anticipated Start/Completion Date	
Afterschool invitations to be sent out to English Learners.		2024-09-09	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lara Meyer	Confidential list of English Learners	No	
Action Step		Anticipated Start/Completion Date	
Afterschool informational email to parents and guardians in all necessary languages.		2024-09-09	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr.Babusci	Email addresses for all invited students	No	
Action Step		Anticipated Start/Completion Date	
Research and pilot resources to be utilized by students during academic time.		2024-09-09	2024-10-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Christina LaPorte	I.T. pilot permission	No	
Action Step		Anticipated Start/Completion Date	
Collect spring STAR data for full time attendees of the afterschool program		2024-09-20	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
LaVarr Stephens Howling	Portal STAR data	No	
Action Step		Anticipated Start/Completion Date	
Compare spring STAR data with winter STAR data		2025-01-27	2025-02-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Afterschool Staff	Portal STAR results	No	
Action Step		Anticipated Start/Completion Date	
Implement interventions based on winter STAR results.		2025-02-03	2025-05-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Afterschool Staff	Intervention Resource	No	
Action Step		Anticipated Start/Completion Date	
Analyze PSSA data		2025-06-30	2025-07-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Gloyer Middle School Administration	PSSA results	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Structured academic time during the afterschool program utilizing a consistent, translatable resource.	Afterschool Staff

Action Plan For: "What I Need" Period, Universal Screener, and Professional Learning Communities

Measurable Goals:
<ul style="list-style-type: none"> If we effectively utilize our universal screener data along with an evidence-based, measurable resource, then we can align individual student strengths and weaknesses with individualized instruction and accelerate growth for our subgroup of Students with Disabilities. By doing so, we aim to increase the percentage of Students with Disabilities scoring proficient or advanced in math by 10% on the spring PSSA math exam, progressing us towards the statewide interim goal/ improvement target and statewide average for all student groups.

Action Step	Anticipated Start/Completion Date	
Create time within the master schedule for WIN period for students with disabilities and students who are recommended for additional support.	2024-06-06	2024-07-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dr. Babusci	Ryan Gloyer Middle School master schedule and student course demands	No
Action Step	Anticipated Start/Completion Date	
STAR universal screener training	2024-08-20	2024-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
STAR training representative	Microsoft Teams	Yes
Action Step	Anticipated Start/Completion Date	

Freckle Training		2024-08-21	2024-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Freckle Training Representative	Freckle Resource & Microsoft Teams	Yes	
Action Step		Anticipated Start/Completion Date	
Administer STAR spring assessment		2024-09-03	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Gloyer Middle School Staff	STAR assessment	No	
Action Step		Anticipated Start/Completion Date	
Develop a plan in PLCs for how to utilize the STAR data in conjunction with Freckle during WIN period.		2024-09-16	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Blake Walter / Department Chair	STAR data and Freckle resource	No	
Action Step		Anticipated Start/Completion Date	
Analyze STAR data and implement interventions during WIN		2024-09-30	2025-01-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Department	STAR data & Freckle	No	
Action Step		Anticipated Start/Completion Date	
Administer Winter STAR assessment		2025-01-13	2025-01-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Gloyer Middle School Staff	STAR assessment	No	
Action Step		Anticipated Start/Completion Date	
Analyze and compare spring and winter STAR data to determine effectiveness of interventions.		2025-01-27	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Blake Walter	STAR data	No	
Action Step		Anticipated Start/Completion Date	
Adapt and implement interventions during WIN based on winter STAR data.		2025-02-03	2025-05-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Department	STAR data & Freckle	No	

Action Step		Anticipated Start/Completion Date	
Administer spring STAR exam		2025-05-05	2025-05-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Gloyer Middle School Staff	STAR exam	No	
Action Step		Anticipated Start/Completion Date	
Administer PSSA exams		2025-05-12	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Gloyer Middle School staff	PSSA electronic exams	No	
Action Step		Anticipated Start/Completion Date	
Analyze results of three universal screening exams and PSSA results to measure effectiveness of interventions.		2025-06-09	2025-07-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Gloyer Middle School Administration	PSSA results and STAR data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Definitive data related to the effectiveness of our WIN period, STAR assessment, and Freckle resource.	Ryan Gloyer Middle School Administration

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">Afterschool Programming	Funds will be used to pay for salary and benefits per the CBA for the afterschool program	\$97,544
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Schoolwide Positive Behavior Interventions and Supports	Conduct initial training sessions for the PBIS leadership team on the principles and practices of PBIS.
"What I Need" Period, Universal Screener, and Professional Learning Communities	STAR universal screener training
"What I Need" Period, Universal Screener, and Professional Learning Communities	Freckle Training

PBIS

Action Step		
<ul style="list-style-type: none"> Conduct initial training sessions for the PBIS leadership team on the principles and practices of PBIS. 		
Audience		
PBIS Leadership team		
Topics to be Included		
Foundations of PBIS, differentiating between major and minor behaviors, schoolwide expectations, classroom expectations, yearly plan for instruction, reinforcement systems, and data driven decisions.		
Evidence of Learning		
Formative assessment and conducting staff wide training		
Lead Person/Position	Anticipated Start	Anticipated Completion
Brandi Conglose / MIU IV Educational Consultant	2024-09-30	2024-11-21

Learning Format

Type of Activities	Frequency
Workshop(s)	Three workshops over three months.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

STAR Training

Action Step

<ul style="list-style-type: none"> STAR universal screener training 		
Audience		
Ryan Gloyer Middle School Staff		
Topics to be Included		
Using the STAR universal screener. How to assess, inform, analyze, and grow using STAR data.		
Evidence of Learning		
Teacher application		
Lead Person/Position	Anticipated Start	Anticipated Completion
Star Trainer	2024-08-20	2024-10-03

Learning Format

Type of Activities	Frequency
Inservice day	Two training sessions
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Freckle Training

Action Step		
<ul style="list-style-type: none"> Freckle Training 		
Audience		
Ryan Gloyer Middle School English, Reading, Math, and Special Education teachers		
Topics to be Included		
Application of Freckle through STAR assessment. Self-paced Math exercises. Accelerated literacy resources.		
Evidence of Learning		
Teacher application of Freckle.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Freckle Trainer	2024-08-21	2024-08-21

Learning Format

Type of Activities	Frequency
Inservice day	One time training
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Anthony Babusci	2024-08-29
School Improvement Facilitator Signature	Date