

**Hans Herr El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Hans Herr Elementary School		113363603
<b>Address 1</b>		
1600 Book Road		
<b>Address 2</b>		
PO Box 428		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lampeter	PA	17537
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Kevin S. Peart, Ed.D.		kevin_peart@l-spioneers.org
<b>Principal Name</b>		
Jeffrey Smecker, Ed.D.		
<b>Principal Email</b>		
jeffrey_smecker@l-spioneers.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
717-464-3311		4001
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
NA		NA

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jeffrey Smecker, Ed.D.	Principal	Hans Herr Elementary	jeffrey_smecker@l-spioneers.org
Andrew Godfrey	Asst. Superintendent	District	andrew_godfrey@l-spioneers.org
Sarah Capoferri	Teacher	Hans Herr Elementary	sarah_capoferri@l-spioneers.org
Dan Colvin	Teacher	Hans Herr Elementary	daniel_colvin@l-spioneers.org
Erin Whiskeyman	Teacher	Hans Herr Elementary	erin_whiskeyman@l-spioneers.org
Karen Parise	Teacher	Hans Herr Elementary	karen_parise@l-spioneers.org
Kristen Greenwood	Teacher	Hans Herr Elementary	kristen_greenwood@l-spioneers.org
Jessica Bledsoe	Teacher	Hans Herr Elementary	jessica_bledsoe@l-spioneers.org
Christi Henry	Education Specialist	Hans Herr Elementary	christi_henry@l-spioneers.org
Megan Burkholder	Teacher	Hans Herr Elementary	megan_burkholder@l-spioneers.org
Lauren Herr	Parent	Hans Herr PTO	laurencress@gmail.com

## **Vision for Learning**

### **Vision for Learning**

The vision of the Hans Herr Elementary School Community is to Facilitate Every Student's Opportunity to Achieve Yearly Academic Growth.

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 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
The school met the state target for achievement in mathematics.	Math intervention time continues to provide additional support to students in need.
State growth targets were met or exceeded for English Language Arts and Mathematics.	ELA exceeded the state growth target while math met it.
School attendance, an on-track measure, exceeded the state target.	Attendance continues to be a focus district-wide.

### Challenges

Indicator	Comments/Notable Observations
English Language Arts scores building-wide did not meet the state target for achievement.	ELA continues to be a focus of targeted intervention.
Economically disadvantaged and special education sub-groups did not meet the state standard of achievement in mathematics.	Sub-groups continue to be monitored with various data measures.

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

### Strengths

<b>Indicator</b> English Language Arts <b>ESSA Student Subgroups</b> White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Students met the state required target for growth in ELA.
<b>Indicator</b>	<b>Comments/Notable Observations</b>

Mathematics <b>ESSA Student Subgroups</b> African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities	Student met the state required target for growth in Mathematics, however, indicators show a down trend in the data.
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**Challenges**

<b>Indicator</b> English Language Arts <b>ESSA Student Subgroups</b> White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Did not meet the state required achievement target.
<b>Indicator</b> Mathematics <b>ESSA Student Subgroups</b> African-American/Black, Hispanic, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Did not meet the state required achievement target.

**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.

The school met the state target for achievement in mathematics.
State growth targets were met or exceeded for English Language Arts and Mathematics.

**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.

English Language Arts scores building-wide did not meet the state target for achievement.
Economically disadvantaged and special education sub-groups did not meet the state standard of achievement in mathematics.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
CDT	32% of all students scored below grade level (Red) on the Spring CDT exam.
CDT	68% of all students scored at or above grade level (Blue/Green) on the Spring CDT exam.

### English Language Arts Summary

#### Strengths

68% of all students scored at or above grade level (Blue/Green) on the Spring CDT exam.

#### Challenges

32% of all students were scoring below grade level (Red) on the Spring CDT exam.

### Mathematics

Data	Comments/Notable Observations
CDT	40% of all students scored below grade level (Red) on the Spring CDT exam.
CDT	60% of all students scored at or above grade level (Blue/Green) on the Spring CDT exam.

### Mathematics Summary

#### Strengths

60% of all students scored at or above grade level (Blue/Green) on the Spring CDT exam.

#### Challenges

40% of all students scored below grade level (Red) on the Spring CDT exam.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	All students in grade 4 exceeded the standard for achievement on the Grade 4 Science PSSA
PSSA	Students in grade 4 low socioeconomic and special education subgroups did not meet the state standard for achievement.



## Science, Technology, and Engineering Education Summary

### Strengths

All students in grade 4 exceeded the standard for achievement on the Grade 4 Science PSSA

### Challenges

Students in grade 4 low socioeconomic and special education subgroups did not meet the state standard for achievement.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
PA State Collected Career Portfolios	All Student Group Exceeded State Performance Standards

### 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.

All Student Groups Exceeded State Performance Standards for College and Career Readiness.
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## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

There are not documented challenges related to these areas at this time.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### 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.

All students are accounted for in within the needs assessment


**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.

All students are accounted for in within the needs assessment

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
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	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

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

Focus on Continuous Improvement

### 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?

Provide student support systems.

## 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
The school met the state target for achievement in mathematics.	True
State growth targets were met or exceeded for English Language Arts and Mathematics.	True
68% of all students scored at or above grade level (Blue/Green) on the Spring CDT exam.	False
60% of all students scored at or above grade level (Blue/Green) on the Spring CDT exam.	False
All students in grade 4 exceeded the standard for achievement on the Grade 4 Science PSSA	False
All Student Groups Exceeded State Performance Standards for College and Career Readiness.	False
All students are accounted for in within the needs assessment	False
Focus on Continuous Improvement	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
English Language Arts scores building-wide did not meet the state target for achievement.	True
Economically disadvantaged and special education sub-groups did not meet the state standard of achievement in mathematics.	True
32% of all students were scoring below grade level (Red) on the Spring CDT exam.	False
40% of all students scored below grade level (Red) on the Spring CDT exam.	False
Students in grade 4 low socioeconomic and special education subgroups did not meet the state standard for achievement.	False
There are not documented challenges related to these areas at this time.	False
All students are accounted for in within the needs assessment	False
Provide student support systems.	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.

There is still notable need for support of all students in reading and mathematics to work towards meeting state established benchmarks.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
English Language Arts scores building-wide did not meet the state target for achievement.	System of tiered support will continue to be reviewed/updated and decision rules for participation will be further developed.	True
Economically disadvantaged and special education sub-groups did not meet the state standard of achievement in mathematics.	System of tiered support will continue to be reviewed/updated and decision rules for participation will be further developed.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
The school met the state target for achievement in mathematics.	Tiered support will work to ensure that these achievement levels are maintained.
State growth targets were met or exceeded for English Language Arts and Mathematics.	Tiered support will work to ensure that these growth levels will continue to be maintained.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Providing students with tiered support in reading based on agreed upon decision rules.
	Providing students with tiered support in mathematics based on agreed upon decision rules.

## Goal Setting

**Priority: Providing students with tiered support in reading based on agreed upon decision rules.**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Seventy-five percent of students in grades three through five will score at a proficient or advanced level on the PSSA English Language Arts Exam.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA PSSA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
25% of students demonstrating proficiency on the fall CDT.	50% of students demonstrating proficiency on the fall CDT.	Trimesters- only two targets needed.	Seventy-five percent of students in grades six through eight will score at a proficient or advanced level on the PSSA English Language Arts Exam.

**Priority: Providing students with tiered support in mathematics based on agreed upon decision rules.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Seventy percent of students in grades three through five will score at a proficient or advanced level on the PSSA English Language Arts Exam.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math PSSA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
25% of students demonstrating proficiency on the fall CDT.	50% of students demonstrating proficiency on the fall CDT.	Trimesters- only two targets needed.	Seventy percent of students in grades six through eight will score at a proficient or advanced level on the PSSA English Language Arts Exam.

## Action Plan

### Measurable Goals

ELA PSSA	Math PSSA
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### Action Plan For: Tiered Support

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Seventy-five percent of students in grades three through five will score at a proficient or advanced level on the PSSA English Language Arts Exam.</li> <li>Seventy percent of students in grades three through five will score at a proficient or advanced level on the PSSA English Language Arts Exam.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide ongoing targeted reading and math intervention based on established decision rules		2024-08-21	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists; teachers; administration	Title I Assistants (Reading and Mathematics)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student are identified appropriately and receive tiered support in reading and Math.	Progress monitoring data- CDT, Acadicance, Classroom Curriculum-based measures.

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>Tiered Support</li></ul>	Salary and Benefits for Title I Assistants	195000
Instruction	<ul style="list-style-type: none"><li>Tiered Support</li></ul>	Supplies related to Tiered Support	7376.00
Total Expenditures			202376

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Tiered Support	Provide ongoing targeted reading and math intervention based on established decision rules

### Structured Literacy / Math Support

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Provide ongoing targeted reading and math intervention based on established decision rules</li> </ul>		
<b>Audience</b>		
All teachers and Title I Assistants		
<b>Topics to be Included</b>		
Delivery of specific interventions in reading and math. Structured literacy strategies to be implemented in all classrooms.		
<b>Evidence of Learning</b>		
Meeting improvement plan goals.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Reading Specialists; administration	2024-08-21	2025-05-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Ongoing
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Jeffrey T. Smecker	2024-08-13
<b>School Improvement Facilitator Signature</b>	<b>Date</b>