

Profile and Plan Essentials

School		AUN/Branch
Penn Hills El Sch		103027352
Address 1		
1079 Jefferson Rd		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15235
Chief School Administrator		Chief School Administrator Email
Dr John Mozzocio		jmozzo@phsd.k12.pa.us
Principal Name		
Kristin Brown		
Principal Email		
kbrown@phsd.k12.pa.us		
Principal Phone Number		Principal Extension
412-793-7000		7101
School Improvement Facilitator Name		School Improvement Facilitator Email
Kristin Brown		kbrown@phsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kristin Brown	Principal	Penn Hills Elementary/Penn Hills School District	kbrown@phsd.org
Candace Henderson	Kindergarten Teacher	Penn Hills Elementary/Penn Hills School District	chende@phsd.org
Lisa O'Connor	First Grade Teacher	Penn Hills Elementary/Penn Hills School District	loconn@phsd.org
Julie Erdelyi	Second Grade Teacher	Penn Hills Elementary/Penn Hills School District	jerdel@phsd.org
Brittany Schmidt	Third Grade Teacher	Penn Hills Elementary/Penn Hills School District	bschmi@phsd.org
Kerry Ott	Reading Coach	Penn Hills Elementary/Penn Hills School District	kott@phsd.k12.p
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Dr. John Mozzocio	Chief School Administrator	Penn Hills School District	jmozzo@phsd.org

Vision for Learning

Vision for Learning

All students and families will be given an equitable opportunity to find success and grow in our diverse school community environment that supports them academically, socially and emotionally.

Future Ready PA Index

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

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
State Assessment Measures (PVAAS)--Science Growth	All Student Group exceeds the standard demonstrating growth in Science for 22-23 SY (82%).
State Assessment Measures (PSSA)--ELA Proficiency	Although we did not meet the interim target goal for ELA proficiency, our students did increase their performance from 21-22 SY (26.3%) to 22-23 SY (30.3%).
State Assessment Measures (PSSA)--Math Proficiency	Although we did not meet the interim target goal for Math proficiency, our students did increase their performance from 21-22 SY (18.2%) to 22-23 SY (19.3%).
State Assessment Measures (PVAAS)--ELA Growth	Although the All Student Group did not meet the standard demonstrating growth in ELA for 22-23 SY, the group did demonstrate a positive trend from 21-22 SY (50%) to 22-23 SY (54%).
Future Ready Index/College and Career Readiness Indicator	The number of students that completed the College and Career Readiness indicator increased from 40.7% (21-22 SY) to 88.3% (22-23 SY).

Challenges

Indicator	Comments/Notable Observations
State Assessment Measures (PSSA)--ELA, Math, Science Proficiency	All Student Group are not meeting the interim targets in ELA, Math or Science proficiency.
State Assessment Measures (PVAAS)--Math and ELA Growth	All Student Group are not meeting the standards for demonstrating growth in ELA and Math.
State Assessment Measures Attendance	All Student Group attendance rate drastically dropped from 21-22 SY (70%) to 22-23 SY (59.9%).

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

Strengths

Indicator	Comments/Notable Observations
State Assessment Measures (PSSA)--ELA Proficiency ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic),	The following subgroups have not met the interim target for ELA proficiency; however, they have improved their performance level in ELA from the previous year: Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities.

White, Economically Disadvantaged, Students with Disabilities	
Indicator State Assessment Measures (PSSA)--Math Proficiency ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged	Comments/Notable Observations The following subgroups have not met the interim target for Math proficiency; however, they have improved their performance level in Math from the previous year: White, 2 or More Races, and Economically Disadvantaged.
Indicator State Assessment Measures (PVAAS)--ELA Growth ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities met standard for demonstrating growth in ELA, increasing from 55% (21-22 SY) to 77% (22-23 SY).
Indicator State Assessment Measures (PSSA)--ELA and Math Proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations The Hispanic subgroup met the interim target for proficiency in ELA and Math for 22-23 SY, increasing their score in both from the previous year. ELA--17.4% (21-22 SY) to 34.5% Math--13% (21-22 SY) to 24.1%
Indicator State Assessment Measures (PVAAS)--ELA Growth ESSA Student Subgroups African-American/Black	Comments/Notable Observations Although Black students did not meet the standard for demonstrating growth in ELA, they did increase their score from 54% (21-22 SY) to 68% (22-23 SY).
Indicator State Assessment Measures (PVAAS)--Science Growth ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations White students exceeded the standards demonstrating growth in Science. Black, Economically Disadvantaged, and Students with Disabilities met the standard for demonstrating growth in Science.
Indicator Future Ready Index/College and Career Readiness Indicator ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The following subgroups significantly increased their performance standard for College and Career Readiness: Black, White, Economically Disadvantaged, and Students with Disabilities.

Challenges

Indicator State Assessment Measures (Attendance) ESSA Student Subgroups	Comments/Notable Observations The following subgroups have not met the performance standard for attendance: Black, White, 2 or More Races, Hispanic, Economically Disadvantaged, and Students with Disabilities
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African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Disabilities.
Indicator State Assessment Measures (PSSA)--ELA, Math, Science ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The following subgroups did not meet the interim target for ELA, Math or Science: Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities.
Indicator State Assessment Measures (PVAAS)--ELA Growth ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged	Comments/Notable Observations The following subgroups did not meet the standard demonstrating growth in ELA: Black, White, and Economically Disadvantaged.
Indicator State Assessment Measures (PVAAS)--Math Growth ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The following subgroups did not meet the standard demonstrating growth in Math: Black, White, Economically Disadvantaged and Students with Disabilities.

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.

All Student Group exceeds the standard demonstrating growth in Science for 22-23 SY (82%).
Although we did not meet the interim target goal for ELA and Math proficiency, our students did increase their performance in Reading from 21-22 SY (26.3%) to 22-23 SY (30.3%) and Math from 21-22 SY (18.2%) to 22-23 SY (19.3%).
The number of students that completed the College and Career Readiness indicator increased from 40.7% (21-22 SY) to 88.3% (22-23 SY).
Students with Disabilities met standard for demonstrating growth in ELA, increasing from 55% (21-22 SY) to 77% (22-23 SY).
The Hispanic subgroup met the interim target for proficiency in ELA and Math for 22-23 SY, increasing their score in both from the previous year. ELA--17.4% (21-22 SY) to 34.5% Math--13% (21-22 SY) to 24.1%

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.

All Student Group attendance rate drastically dropped from 21-22 SY (70%) to 22-23 SY (59.9%), including the following subgroups: Black, White, 2 or More Races, Hispanic, Economically Disadvantaged, and Students with Disabilities.
All Student Group are not meeting the standards for demonstrating growth in ELA and Math. The following subgroups did not meet the standard demonstrating growth in ELA: Black, White, and Economically Disadvantaged. The following subgroups did not meet the standard demonstrating growth in Math: Black, White, Economically Disadvantaged and Students with Disabilities.

The following subgroups did not meet the interim target for ELA, Math or Science: Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR CBM	Kindergarten (Letter Naming, Letter Sounds, Phoneme Segmentation, and Receptive Nonsense Words): The number of students categorized as At/Above Benchmark significantly increased in all testing areas from BOY to EOY (23-24 SY). First Grade (Phoneme Segmentation, Expressive Nonsense Words, and Oral Reading Fluency): The number of students categorized as At/Above Benchmark significantly increased in all testing areas from BOY to EOY (23-24 SY). At the EOY, the following At/Above Benchmark numbers was noted: PS--94% ENW--85% ORF--75% Second Grade (Expressive Nonsense Words, Sight and High Frequency Words, and Oral Reading Fluency): The number of students categorized as At/Above Benchmark increased in all testing areas from BOY to EOY (23-24 SY). Third Grade (Sight and High Frequency Words, and Oral Reading Fluency): The number of students categorized as At/Above Benchmark increased in all testing areas from BOY to EOY (23-24 SY). Fourth and Fifth Grade (Oral Reading Fluency): No significant movement noted from BOY to EOY. In fact, 4th grade decreased slightly.
PSSA/ELA Spring 2023	The number of Advanced/Proficient students falls below 50% in all grades 3, 4, and 5. (Grade 3: 36%; Grade 4: 25%; Grade 5: 28%) The majority of our students fall into the Basic category. (Grade 3: 44%; Grade 4: 43%; Grade 5: 49%)
STAR Assessment-- Kindergarten/Early Literacy	When comparing, the BOY STAR Early Literacy Assessment scores to EOY STAR Assessment scores for 2023-2024 SY, the following results were observed: -Kindergarten/Early Literacy: The number of students identified as At/Benchmark from BOY to EOY increased from 38% to 52%, with 48% of students remaining On Watch or in need of Urgent Intervention.
STAR Assessment--Grades 1-5/ELA	When comparing, the BOY ELA STAR Assessment scores to EOY ELA STAR Assessment scores for 2023-2024 SY, the following results were observed: First Grade ELA: The number of Advanced/Proficient students increased from 31% to 41% from BOY to EOY. The number of Basic and Below Basic students dropped from 69% (BOY) to 59% (EOY). Second Grade ELA: The number of Advanced/Proficient students increased from 41% (BOY) to 45% (EOY). Additionally, the number of students identified in the Basic and Below Basic category decreased from 59% (BOY) to 55% (EOY). Third Grade ELA: The number of students categorized as Advanced/Proficient and Basic/Below Basic maintained a consistent percentage from BOY to EOY. Fourth Grade ELA: The number of Advanced/Proficient students increased from 33% to 54% from BOY to EOY. The number of Basic and Below Basic students dropped from 67% (BOY) to 46% (EOY). Fifth Grade ELA: The number of students categorized as Advanced/Proficient and Basic/Below Basic maintained a consistent percentage from BOY to EOY.
CDT--Grades 3, 4, 5 (ELA)	Student movement in a positive trend was noted in Grades 3, 4 and 5 from BOY to EOY.

English Language Arts Summary

Strengths

Data is used consistently to identify students who need more intensive services from our Reading Specialists and Special Education Case Managers. Those professionals also use targeted resources to support student need.
CBM data is providing feedback regarding targeted grade level skills, which allows teacher to drill down to specific student needs. CBM data in Grades K-3 is indicating student growth in the grade level targeted areas.
Teachers in Grades K-3 have gained familiarity and confidence in using Reading Horizons and Heggerty (K-2) curriculum resources. There is consistency in practice

within grade level teams and across grade levels.

Challenges

When reviewing STAR Reading/ELA data from 23-24 SY, although the number of Advanced/Proficient students increased in Grades K-3, we still have a significant number of students scoring at Basic and Below Basic levels.

The majority of our student are falling into the Basic/Below Basic categories according to our PSSA/ELA Spring 2023 results in Grades 3, 4, and 5.

The number of students needed intervention services exceeds the staff capacity.

Mathematics

Data	Comments/Notable Observations
STAR Assessment-- Grades 1-5	When comparing, the BOY STAR Assessment scores to EOY STAR Assessment scores for the 2023-2024 SY, the following results were observed: Limited student movement occurred in all grades 1-5 from BOY to EOY in both the At/Above Benchmark category and the Basic/Below category.
PSSA/Math Spring 2023	The number of Advanced/Proficient students falls below 50% in all grades 3, 4, and 5. (Grade 3: 22%; Grade 4: 23%; Grade 5: 11%) The majority of our students fall into the Below Basic category. (Grade 3: 49%; Grade 4: 44%; Grade 5: 64%)
CDT--Grades 3-5 (Math)	A positive trend was noted in all grades 3-5 with the number of students increasing in the At/Above category and decreasing in the Basic/Below category.

Mathematics Summary

Strengths

We are currently implementing a new problem-based math curriculum through Illustrative Math which is providing a new structure to our math instructional practices across all grade levels, K-5. We are ending our second year of implementation of this curriculum resource, and we are noting more consistency in implementation and confident in teaching this new methodology.

Challenges

Data from our 22-23 STAR Math data shows limited movement (not statistically significant) of students from the various categories. Advanced/Proficient percentages are remaining basically the same from BOY to EOY in all grades 1-5. We are also showing limited movement out of the Below Basic category in all grades.

The majority of our fifth grade students (64%) are falling into the Below Basic category on Math PSSA (Spring 2023).

Due to the new curriculum resource, we are noting that we are unable to teach through the entire scope and sequence at each grade level.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA/Science Spring 2023	Our Grade 4 Science PSSA results are as follows: Advanced/Proficient--60% Basic--29% Below Basic--12% The majority of our students are scoring A/P.
CDT Science-- Grade 3, 4, 5	When reviewing the 2023-24 SY CDT Science Assessment, the following data results were observed in Grade 3: Students who MEET/EXCEED the benchmark standards increased from 21% (BOY) to 44% (EOY); students who fell BELOW benchmark decreased from 79% (BOY) to 56%

	(EOY). The following data results were observed in Grade 4: Students who MEET/EXCEED the benchmark standards increased from 38% (BOY) to 64% (EOY); students who fell BELOW benchmark decreased from 62% (BOY) to 36% (EOY). The following data results were observed in Grade 5: Students who MEET/EXCEED the benchmark standards increased from 21% (BOY) to 34% (EOY); students who fell BELOW benchmark decreased from 79% (BOY) to 66% (EOY).
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Science, Technology, and Engineering Education Summary

Strengths

Through the three rounds of CDT Science testing in both Grades 3, 4 and 5, a positive trend was noted as students continually grew from Below Proficiency to At/Above Proficiency.
On the Spring 2023 Science PSSA, the majority of our students scored in the Advanced/Proficient categories.
Consistent resources for Science instruction K-5 support the development of science standards with students.

Challenges

Our schedule only allows for 45-minutes of science instruction each day in grades K-3.
In Grades 3 and 5, at least 50% of our students in those grades are still in the BELOW proficiency category on the EOY CDT assessment.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PIMS Career Readiness Indicators	All students K-5 participated in career readiness activities run through our Elementary Counseling Department using Xello College and Career Readiness software and related modified activities. Our fifth grade students reported 90% completion rate for 23-24 SY of the required 6 indicators as they leave elementary school. (191/211 students). This rate of completion has increased from the previous year, but still does not meet the state target 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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
PBIS Tiered Fidelity Inventory	Results of the 2023-2024 PBIS Tiered Fidelity Inventory noted that we have consistent school-wide practices in Tiers 1, 2 and 3. We will be acknowledged for best practices in all tiers by the PA PBIS Network. Our fidelity of practice increased from the previous school year: Tier 1 Tier 2 Tier 3 5/26/2022 80% NA NA 5/17/2023 87% 73% NA 5/10/2024 87% 85% 76% These practices include: -consistent school-wide behavioral expectation in all school environments -recognition systems for students, classrooms, and staff -supportive interventions used within classrooms, including the implementation of Restorative Practices. -use of data to identify students in need of Tier 2 and 3 supports
Skyward Student Management Discipline Data	Discipline data was collected in all school environments, including classroom, cafeteria, hallways, resource classes, and bus. Reduction of discipline referrals were noted in Grades 1 and 4 from 22-23 SY to 23-24 SY. Grade 1--391-247 Grade 4--539-307 5th grade referrals numbered 701. Bus conduct continues to be a challenge.
Just Discipline Project Data	The following information was derived from data as of 4.18.2024: -694 Community Circles were conducted this school year. 632 of those circles were conducted by classroom staff, with an additional 42 in collaboration with the JDP Coordinator. Only 20 circles were conducted solely by the JDP Coordinator. This data indicates that community circles are becoming common practice

	within our classrooms. -67 Healing Circles were conducted by the JDP Coordinator with staff/principal support. Healing Circles were a new addition to our RP initiative this school year.
YESS Team Referrals/Interventions	Our Youth Engagement Support Specialists showed a positive impact to support student behavior. Monthly YESS Team Data totals were as follows: (Successful Interventions/Total Incidents Referred) K--130/143 = 91% 1--75/80 = 94% 2--211/217 = 97% 3--212/226 = 94% 4--215/250 = 86% 5--362/469 = 77%

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

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

Summary

Strengths

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

According to the 2024 Spring Tiered Fidelity Inventory, we demonstrated consistency in implementation of our PBIS program (5/10/2024 87%/Tier 1; 85%/Tier 2; 76%/Tier3) and received PaPBIS Network recognition for Tier 3 implementation.
Students in all grades are exposed to similar supports for social-emotional and career readiness success due to a coherent comprehensive counseling program.
Through continued collaboration with the Just Discipline Project of the University of Pittsburgh's School of Social Work, data shows that staff is embracing implementation of community circles and other Restorative Practices. In the 23-24 SY, 632 community circles were conducted by classroom staff.
YESS data indicates that the interventions provided by the YESS team were generally effective and successful. (77-97% effectiveness rate)

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.

Our discipline data indicates discrepancies between staff's interpretations of classroom vs. office-managed behaviors, as well as discrepancies in reporting classroom level incidents.
Although improvement has been noted in the completion of our Career Readiness Indicators, we are still not meeting the interim target of 98%.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
STAR Assessment-Reading	In Grades 1, 3 and 4, the number of English Learners categorized as Below Basic in Reading decreased from BOY to EOY. 1--67%-60% 3--67%-63% 4--50%-33% In Grade 2, all EL learners remained in BB category from BOY to EOY. In Grade 5, there was negative trend with more EL learners with more categorized as BB by EOY. (57%-71%)
STAR Assessment-Math	In Grades 1, 4, and 5, the number of English Learners categorized as Below Basic in Math decreased from BOY to EOY. 1--33%-20% 4--100%-67% 5--57%-33%

Students with Disabilities

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

Data	Comments/Notable Observations
STAR Assessment-Reading	In all Grades 1-5, the number of Students with Disabilities decreased in the Below Basic category from BOY to EOY. 1--47%-45% 2--55%-33% 3--62%-51% 4--67%-34% 5--60%-43% In Grades K, 2, 3, 4, and 5, the number of A/P students increased from BOY to EOY. K--24%-30% 2--27%-32% 3--13%-24% 4--19%-25% 5--25%-27%
STAR Assessment-Math	In Grades, 1, 2 and 4, the number of Students with Disabilities decreased in the BB category from BOY to EOY. 1--59%-39% 2--68%-67% 4--67%-54% *In Grades 3 and 5, there was an increase in Below Basic from BOY to EOY.
CDT--Science	Positive trends were noted in Grade 3, with Students with Disabilities moving from 89%-78% RED from BOY to EOY. A negative trend was noted in Grade 4 as there were in increase in the number of Students with Disabilities in RED from BOY to EOY (79%-83%). No noticeable change noted in 5th grade.
CDT--Reading	Students with Disabilities positively trended out of the RED category from BOY to EOY. 3--94%-73% 4--96%-79% 5--94%-71%
CDT--Math	Students with Disabilities positively trended out of the RED category from BOY to EOY. 3--100%-80% 4--100%-81% 5--100%-77%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
STAR Assessment--Reading	In Grades K, 1 and 4, Students Considered Economically Disadvantaged showed growth from BOY to EOY, moving out of the Basic/Below Basic category into the Advanced/Proficient category: K--37%-50% (A/P) 1--27%-39% (A/P) 4--26%-42% (A/P) All all Grades 1-5, the number of Economically Disadvantaged students categorized as Below Basic decreased from BOY to EOY. 1--37%-30% 2--36%-20% 3--40%-31% 4--40%-18% 5--41%-29% For STAR Early Literacy, our Kindergarten Economically Disadvantaged students showed positive trends. At/Above Proficiency--37%-50% On Watch/Intervention--63%-50%
STAR Assessment--Math	The student group of Students Considered Economically Disadvantaged showed no significant growth in Math from BOY to EOY, with scores in Grades 2, 3 and 5 trending negatively. However, in Grade 4 a positive trend was noted from BOY to EOY. A/P--25% -28% B/BB-- 75%-72%
CDT--Science	Positive trends were noted in Grade 3, with Students Considered Economically Disadvantage moving from 87%-80% RED from BOY to EOY. A negative trend was noted in Grade 4 as there were in increase in the number of RED students from 74%-81%. No noticeable change noted in 5th grade.
CDT--Reading	Students Considered Economically Disadvantaged positively trended out of the RED category from BOY to EOY. 3--94%-78% 4--91%-79% 5--92%-82%
CDT--Math	Students Considered Economically Disadvantaged positively trended out of the RED category from BOY to EOY. 3--100%-81% 4--99%-81% 5--98%-82%

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	On STAR Early Literacy, a positive trend was noted for Black Students from BOY to EOY. At/Above--30%-48% On Watch/Intervention--70%-52% On the STAR Reading Assessment: Black Students categorized as Advanced/Proficient increased from BOY to EOY in Grades 1 and 4. 1--28%-33% 4--26%-39% Black Students in all Grades 1-5 categorized as BB decreased from BOY to EOY. 1--38%-32% 2--35%-21% 3--35%-27% 4--44%-20% 5--43%-31% On the STAR Math Assessment, Black Students in Grade 4, increased in A/P from BOY to EOY (22%-28%). In addition, Black Students in Grades 1, 3, 4, and 5 categorized as BB decreased from BOY to EOY. 1--51%-39% 3--64%-60% 4--49%-44% 5--61%-54% Scores on Science CDT's trended the same as other subgroups. Black Students positively trended out of the RED category from BOY to EOY/CDT Reading. 3--95%-76% 4--90%-80% 5--92%-79%
Hispanic	On STAR Early Literacy, a positive trend was noted for Hispanic Students from BOY to EOY. At/Above--36%-42% On the STAR Reading Assessment: Hispanic Students categorized as Advanced/Proficient increased from BOY to EOY in Grades 1 and 4. 1--27%-50% 4--33%-47% Hispanic Students in Grade 4 categorized as BB decreased from BOY to EOY (33%-29%). All other grades increased in the BB area. On the STAR Math Assessment, Hispanic Students in Grade 2 increased in A/P from BOY to EOY. 2--33%-80% Hispanic Students in Grades 1 and 2 categorized as BB decreased from BOY to EOY. 1--36%-8% 2--33%-20%
White	On STAR Early Literacy, a positive trend was noted for White Students from BOY to EOY. At/Above--44%-67% On Watch/Intervention--56%-33%

	(Urgent Intervention was only at 3% by EOY.) On the STAR Reading Assessment: White Students categorized as Advanced/Proficient increased from BOY to EOY in all grades, except 3rd grade. 1--40%-54% 2--31%-54% 4--48%--75% 5--42%-57% White Students in all Grades 1-5 categorized as BB decreased from BOY to EOY. 1--32%-22% 2--47%-15% 3--36%-34% 4--9%-0% 5--22%-19% On the STAR Math Assessment, White Students in Grade 1, 2 and 4, increased in A/P from BOY to EOY. 1--42%-46% 2--38%-46% 4--49%-55% In addition, White Students in Grades 1, 2, 3 and 4categorized as BB decreased from BOY to EOY 1--41%-20% 2--56%-31% 3--49%-47% 4--30%-29% White Students trended negatively on the Science CDTs from BOY to EOY.
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Summary

Strengths

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

On the STAR Reading Assessment, we are noting a positive trend in which the number of Students with Disabilities categorized as Below Basic decreases from BOY to EOY in all Grades 1-5.
In the categories of Student Considered Economically Disadvantaged, Black Students, and White Students, students trended positively out of the Below Basic category in STAR Reading from BOY to EOY.

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 Science CDT scores were generally trending in a negative direction for all subgroups in Grade 3-5. Note that the EOY Science CDT occurred after PSSAs and along with STAR and 3 other CDT assessments.
The majority of our subgroup populations are starting out in BB (STAR) or RED (CDT) in all subjects. Although there is movement, the majority remains in those non-proficient categories.
By the end of the year, students in all subgroups are not meeting interim targets for Reading and Math Proficiency.

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	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	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	Emerging
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	Emerging

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
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Foster a culture of high expectations for success for all students, educators, families, and community members.

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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Identify and address individual student learning needs.
Monitor and evaluate the impact of professional learning on staff practices and student learning.
Implement a multi-tiered system of supports for academics and behavior.
Implement evidence-based strategies to engage families to support learning.

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
All Student Group exceeds the standard demonstrating growth in Science for 22-23 SY (82%).	True
Although we did not meet the interim target goal for ELA and Math proficiency, our students did increase their performance in Reading from 21-22 SY (26.3%) to 22-23 SY (30.3%) and Math from 21-22 SY (18.2%) to 22-23 SY (19.3%).	False
The number of students that completed the College and Career Readiness indicator increased from 40.7% (21-22 SY) to 88.3% (22-23 SY).	True
Data is used consistently to identify students who need more intensive services from our Reading Specialists and Special Education Case Managers. Those professionals also use targeted resources to support student need.	True
CBM data is providing feedback regarding targeted grade level skills, which allows teacher to drill down to specific student needs. CBM data in Grades K-3 is indicating student growth in the grade level targeted areas.	True
Collectively shape the vision for continuous improvement of teaching and learning	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
Through the three rounds of CDT Science testing in both Grades 3, 4 and 5, a positive trend was noted as students continually grew from Below Proficiency to At/Above Proficiency.	False
On the Spring 2023 Science PSSA, the majority of our students scored in the Advanced/Proficient categories.	False
Consistent resources for Science instruction K-5 support the development of science standards with students.	False
Teachers in Grades K-3 have gained familiarity and confidence in using Reading Horizons and Heggerty (K-2) curriculum resources. There is consistency in practice within grade level teams and across grade levels.	True
We are currently implementing a new problem-based math curriculum through Illustrative Math which is providing a new structure to our math instructional practices across all grade levels, K-5. We are ending our second year of implementation of this curriculum resource, and we are noting more consistency in implementation and confident in teaching this new methodology.	True
Through continued collaboration with the Just Discipline Project of the University of Pittsburgh's School of Social Work, data shows that staff is embracing implementation of community circles and other Restorative Practices. In the 23-24 SY, 632 community circles were conducted by classroom staff.	True
Students with Disabilities met standard for demonstrating growth in ELA, increasing from 55% (21-22 SY) to 77% (22-23 SY).	True
The Hispanic subgroup met the interim target for proficiency in ELA and Math for 22-23 SY, increasing their score in both from the previous year. ELA--17.4% (21-22 SY) to 34.5% Math--13% (21-22 SY) to 24.1%	False
YESS data indicates that the interventions provided by the YESS team were generally effective and successful. (77-97%	True

effectiveness rate)	
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	True
According to the 2024 Spring Tiered Fidelity Inventory, we demonstrated consistency in implementation of our PBIS program (5/10/2024 87%/Tier 1; 85%/Tier 2; 76%/Tier3) and received PaPBIS Network recognition for Tier 3 implementation.	True
Students in all grades are exposed to similar supports for social-emotional and career readiness success due to a coherent comprehensive counseling program.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
On the STAR Reading Assessment, we are noting a positive trend in which the number of Students with Disabilities categorized as Below Basic decreases from BOY to EOY in all Grades 1-5.	False
In the categories of Student Considered Economically Disadvantaged, Black Students, and White Students, students trended positively out of the Below Basic category in STAR Reading from BOY to EOY.	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
All Student Group attendance rate drastically dropped from 21-22 SY (70%) to 22-23 SY (59.9%), including the following subgroups: Black, White, 2 or More Races, Hispanic, Economically Disadvantaged, and Students with Disabilities.	True
All Student Group are not meeting the standards for demonstrating growth in ELA and Math. The following subgroups did not meet the standard demonstrating growth in ELA: Black, White, and Economically Disadvantaged. The following subgroups did not meet the standard demonstrating growth in Math: Black, White, Economically Disadvantaged and Students with Disabilities.	True
The following subgroups did not meet the interim target for ELA, Math or Science: Black, White, 2 or More Races, Economically Disadvantaged, and Students with Disabilities.	False
Data from our 22-23 STAR Math data shows limited movement (not statistically significant) of students from the various categories. Advanced/Proficient percentages are remaining basically the same from BOY to EOY in all grades 1-5. We are also showing limited movement out of the Below Basic category in all grades.	True
The majority of our fifth grade students (64%) are falling into the Below Basic category on Math PSSA (Spring 2023).	False
When reviewing STAR Reading/ELA data from 23-24 SY, although the number of Advanced/Proficient students increased in Grades K-3, we still have a significant number of students scoring at Basic and Below Basic levels.	True
Due to the new curriculum resource, we are noting that we are unable to teach through the entire scope and sequence at each grade level.	True
In Grades 3 and 5, at least 50% of our students in those grades are still in the BELOW proficiency category on the EOY CDT assessment.	False
Our schedule only allows for 45-minutes of science instruction each day in grades K-3.	False

The majority of our student are falling into the Basic/Below Basic categories according to our PSSA/ELA Spring 2023 results in Grades 3, 4, and 5.	False
The number of students needed intervention services exceeds the staff capacity.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Identify and address individual student learning needs.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning.	False
Implement a multi-tiered system of supports for academics and behavior.	True
Our discipline data indicates discrepancies between staff's interpretations of classroom vs. office-managed behaviors, as well as discrepancies in reporting classroom level incidents.	True
Although improvement has been noted in the completion of our Career Readiness Indicators, we are still not meeting the interim target of 98%.	True
Implement evidence-based strategies to engage families to support learning.	False
Our Science CDT scores were generally trending in a negative direction for all subgroups in Grade 3-5. Note that the EOY Science CDT occurred after PSSAs and along with STAR and 3 other CDT assessments.	False
The majority of our subgroup populations are starting out in BB (STAR) or RED (CDT) in all subjects. Although there is movement, the majority remains in those non-proficient categories.	False
By the end of the year, students in all subgroups are not meeting interim targets for Reading and Math Proficiency.	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.

We have made positive progress toward changing the culture and climate of our building through consistent implementation of PBIS expectations and the use of Restorative Practices to build community and establish and maintain adult-student relationships as needed. As learning environments become positive, safe places, then the instructional changes that need to happen can take place. This year, we will add to our reading curriculum resources, so that instruction in grades K-5 is better aligned to the Science of Reading. We are feeling confident in our core subject resources. Our focus this year will be on strengthening core instructional practices in all subjects and using student data to better target specific learning needs at the classroom level. We will focus on adhering to the MTSS process for academics.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Group attendance rate drastically dropped from 21-22 SY (70%) to 22-23 SY (59.9%), including the following subgroups: Black, White, 2 or More Races, Hispanic, Economically Disadvantaged, and Students with Disabilities.	We hypothesized that many factors impact student attendance. We considered that perhaps students/families do not feel welcome in our school due to a cultural disconnect. Past experiences of parents/families also can impact their impression of school. We also need to acknowledge that our families may not prioritize school attendance over other basic needs. Working with our School Social Worker, we can identify individual barriers that families may have in regards to getting students to school.	True
All Student Group are not meeting the standards for demonstrating growth in ELA and Math. The following subgroups did not meet the standard demonstrating growth in ELA: Black, White, and Economically Disadvantaged. The following subgroups did not meet the standard demonstrating growth in Math: Black, White, Economically Disadvantaged and Students with Disabilities.	We hypothesized that many factors impact student academic growth. - Over the past few years, we have been building our curricular resources in reading. We implemented Reading Horizons (Phonics/K-3) and Heggerty Phonemic Awareness (K-2) programs, but our resources in Grades 4 and 5 are limited. -Due to a new curriculum resource in Math, we noted that teachers are not teaching through the entire scope and sequence of concepts at each grade level. -Classroom teachers need to continue to use data to accurately identify student strengths and weaknesses and then design targeted instruction to those individual needs. Although teachers have multiple data sources to draw information from, they do not often have the time to retrieve the data, analyze it, and then use the information to adjust instruction or individualize supports for students.	True
Data from our 22-23 STAR Math data shows limited movement (not statistically significant) of students from the various categories. Advanced/Proficient percentages are remaining basically the same from BOY to EOY in all grades 1-5. We are also showing limited movement out of the Below Basic category in all grades.		False
Due to the new curriculum resource, we are noting that we are unable to teach through the entire scope and sequence at each grade level.		False
When reviewing STAR Reading/ELA data from 23-24 SY, although the number of Advanced/Proficient students increased in Grades K-3, we still have a significant number of students scoring at Basic and Below Basic		False

levels.		
The number of students needed intervention services exceeds the staff capacity.		False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.		False
Identify and address individual student learning needs.		False
Implement a multi-tiered system of supports for academics and behavior.		False
Our discipline data indicates discrepancies between staff's interpretations of classroom vs. office-managed behaviors, as well as discrepancies in reporting classroom level incidents.	We hypothesized that although our building has a well-established PBIS system which is aligned with a Restorative Practice Model, some staff still view student behavior with a more traditional/punitive mindset.	True
Although improvement has been noted in the completion of our Career Readiness Indicators, we are still not meeting the interim target of 98%.	We hypothesized that student attendance impacts the students' ability to complete tasks related to the career readiness activities provided by our counselors. We also need to provide modified/adapted activities so that all learners can participate.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Data is used consistently to identify students who need more intensive services from our Reading Specialists and Special Education Case Managers. Those professionals also use targeted resources to support student need.	Our Reading Specialists and Special Education Case Managers can serve as resources/mentors on how they analyze and utilize data. These professionals should be a part of data discussion teams at each grade level. They also can serve as resources for instructional strategies and academic interventions.
CBM data is providing feedback regarding targeted grade level skills, which allows teacher to drill down to specific student needs. CBM data in Grades K-3 is indicating student growth in the grade level targeted areas.	Using STAR CBM data, the teachers have been able to identify deficits in targeted core skills in reading. We hope to use STAR CBM in math as well.
Teachers in Grades K-3 have gained familiarity and confidence in using Reading Horizons and Heggerty (K-2) curriculum resources. There is consistency in practice within grade level teams and across grade levels.	Our grade level teams have developed a familiarity with these resources and grown in confidence in implementing them. Since we have implemented them for multiple years, we have had the chance to modify and adjust based on teacher feedback.
All Student Group exceeds the standard demonstrating growth in Science for 22-23 SY (82%).	We have a K-5 Science curricular resource.
The number of students that completed the College and Career Readiness indicator increased from 40.7% (21-22 SY) to 88.3% (22-23 SY).	Our School Counselors understand the dynamics of these requirements and have developed a game plan for implementing CCR activities with the support and collaboration with grade level colleagues.
Through continued collaboration with the Just Discipline Project of the University of Pittsburgh's School of Social Work, data shows that staff is embracing implementation of community circles and other Restorative	This collaborative partnership has helped our school community develop consistent practices related to Restorative Practices. K-5 classrooms communities are expected to engage in Morning Greeting Circles. At least once a week (on Way

Practices. In the 23-24 SY, 632 community circles were conducted by classroom staff.	to BEE Wednesdays), teachers will engage their classroom in a more detailed community circle. Our JDP Coordinator provides "circle scripts" to maintain consistency in implementation.
Collectively shape the vision for continuous improvement of teaching and learning	The PHSD has developed a collective vision and mission which has been clearly communicated to stakeholders. Our building goals are aligned to the District vision and mission. These goals are shared and reinforced to PHE staff.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	District-wide PD was designed by teachers representing all three school buildings. PHE administration encourages teachers to be a part of curriculum teams. At PHE specifically, teachers are encouraged to participate in curriculum and leadership teams.
YESS data indicates that the interventions provided by the YESS team were generally effective and successful. (77-97% effectiveness rate)	Support professionals documented their interactions with students. By having consistent support members working with specific grade levels, they are able to develop relationships with students and teachers, which in turn leads to more productive talk and responses.
We are currently implementing a new problem-based math curriculum through Illustrative Math which is providing a new structure to our math instructional practices across all grade levels, K-5. We are ending our second year of implementation of this curriculum resource, and we are noting more consistency in implementation and confident in teaching this new methodology.	Prior to 2022-23, we did not have consistent resources to use for math instruction K-5, leaving teachers to "find" activities to meet the standards for each grade level. This practice led to inconsistencies and gaps in instruction. By providing teacher guidance/professional development and clear expectations for implementation, we have found teachers are focused on using this resource with more fidelity.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Our BEE YOUR BEST program follows the guidelines of a standard PBIS program, including clear school-wide expectations, positive reinforcements and tiered interventions to support negative behavior.
According to the 2024 Spring Tiered Fidelity Inventory, we demonstrated consistency in implementation of our PBIS program (5/10/2024 87%/Tier 1; 85%/Tier 2; 76%/Tier3) and received PaPBIS Network recognition for Tier 3 implementation.	In working with the Allegheny Intermediate Unit, we are mindful to implement our PBIS system with fidelity. Penn Hills Elementary has been recognized for successful implementation at Tier I and 2. We are also being recognized for Tier 3 fidelity this year.
Students in all grades are exposed to similar supports for social-emotional and career readiness success due to a coherent comprehensive counseling program.	Our team of school counselors collaborates to ensure that students are receiving a continuum of supports. Classroom guidance lessons represent needs of students from data analysis.
Students with Disabilities met standard for demonstrating growth in ELA, increasing from 55% (21-22 SY) to 77% (22-23 SY).	Our Special Education Case Managers use SPIRE as an intervention resource.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	School culture and climate have been a focus at PHE.

Priority Challenges

Analyzing Priority	Priority Statements
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Challenges	
	Our School Social Worker will monitor student attendance data to identify students with chronic absenteeism. Once identified, the SSW will work with the students and their families to identify barriers to consistent attendance and set goals for improvement.
	Using the MTSS process for academics, teachers will provide targeted instruction to meet the individual needs of the students in all subgroups.
	Through a continued focus on Restorative Practices, staff will respond to student behavior in a developmentally-appropriate way in order to help students positively change their behavior.
	All students K-5 will participate in Career Readiness activities at their individual grade levels.

Goal Setting

Priority: Our School Social Worker will monitor student attendance data to identify students with chronic absenteeism. Once identified, the SSW will work with the students and their families to identify barriers to consistent attendance and set goals for improvement.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Throughout the 2024-2025 SY, we will decrease the number of students considered Chronically-Absent at Penn Hills Elementary. Chronically-Absent students are defined as missing 10% or more of the school days.			
Measurable Goal Nickname (35 Character Max)			
School-Wide Attendance Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Less than 29% of students will miss 4 days in Quarter 1. (Note: At the end of the 23-24 SY, approximately 29% of our students were deemed CA.)	Less than 29% of students will miss 8 days in Quarter 2.	Less than 29% of students will miss 12 days in Quarter 3.	The percentage of students who are chronically absent will be 24% or less by the end of the 2024-2025 SY.

Priority: Using the MTSS process for academics, teachers will provide targeted instruction to meet the individual needs of the students in all subgroups.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Using data from the STAR CBM, the number of students at each grade level (K-5) who are meeting benchmark standards on their appropriate grade level CBM/Reading assessments will increase by at least 15% from BOY to EOY.			
Measurable Goal Nickname (35 Character Max)			
Academic Success/Reading Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be collected for Grades K-5 using the STAR CBM/Reading assessments appropriate for each grade level.	In Grades K-5, the percentage of students scoring at identified grade-level benchmarks on their corresponding STAR CBM/Reading will increase by 5% from the BOY benchmark scores.	In Grades K-5, the percentage of students scoring at identified grade-level benchmarks on their corresponding STAR CBM/Reading will increase by 10% from the BOY benchmark score.	In Grades K-5, the percentage of students scoring at identified grade-level benchmarks on their corresponding STAR CBM/Reading will increase by 15% from the BOY benchmark score.

Priority: All students K-5 will participate in Career Readiness activities at their individual grade levels.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			

By the end of the 2024-2025 SY, at least 98% of students in Grade 5 at Penn Hills Elementary will have completed the mandatory career readiness activities, acquiring the mandatory 6 pieces of evidence to meet the Career Benchmark Standard for PDE. These requirements require two pieces of evidence K-3, two pieces in Grade 4, and two pieces in Grade 5.			
Measurable Goal Nickname (35 Character Max)			
Career Benchmark Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of first quarter, at least 25% of the students in Grades K-5 will have completed the required pieces of evidence as required to meet the Career Benchmark Standard for PDE.	By the end of second quarter, at least 50% of the students in Grades K-5 will have completed the required pieces of evidence as required to meet the Career Benchmark Standard for PDE.	By the end of third quarter, at least 75% of the students in Grades K-5 will have completed the required pieces of evidence as required to meet the Career Benchmark Standard for PDE.	By the end of the year, at least 98% of the 5th grade students will have the required pieces six pieces of evidence as required to meet the Career Benchmark Standard for PDE.

Priority: Through a continued focus on Restorative Practices, staff will respond to student behavior in a developmentally-appropriate way in order to help students positively change their behavior.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
In Grades K-5, the number of Restorative Practices will increase by 10% from BOY to EOY during the 24-25 SY as measured by the interventions documented within the SWIS data management system. These RPs would include responses to behavior such as community circles, restorative conversations, healing circles.			
Measurable Goal Nickname (35 Character Max)			
PBIS Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Using SWIS data, we will take a baseline of our restorative interventions used during the first quarter of the 24-25 SY.	The number of restorative interventions used by staff will increase by 3% from BOY.	The number of restorative interventions used by staff will increase by 6% from BOY.	The number of restorative interventions used by staff will increase by 10% from BOY.

Action Plan

Measurable Goals

Academic Success/Reading Goal	Career Benchmark Goal
School-Wide Attendance Goal	PBIS Goal

Action Plan For: Attendance Mailings--Communication to Families

Measurable Goals:
Throughout the 2024-2025 SY, we will decrease the number of students considered Chronically-Absent at Penn Hills Elementary. Chronically-Absent students are defined as missing 10% or more of the school days.

Action Step		Anticipated Start/Completion Date	
Information about the importance of daily school attendance will be mailed home to families at the start of the year by the school principal and at the start of each quarter.		2024-08-12	2025-03-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kristin Brown/Building Principal	-Attendance letter -Information/research and resources related to the importance of school attendance	No	
Action Step		Anticipated Start/Completion Date	
Specific attendance letters will be sent to families of students who have been deemed chronically absent in the 23-24 SY.		2024-08-13	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ronay Austin/School Social Worker	-Attendance data (Skyward) from 23-24 SY identifying students who missed 18+ days during that year. -Attendance letters	No	
Action Step		Anticipated Start/Completion Date	
Outlining and communicating a building protocol to address student attendance that begins with the classroom teacher initiating contact with families within the first few days of noted attendance concerns.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kristin Brown/Building Principal Associate Principals Grade Level Counselors School Social Worker Classroom Teachers	-Attendance protocol located within 24-25 SY PHE Staff Handbook	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through clear and consistent communication,	Our School Social Worker, who serves as our school's attendance officer, will monitor student

students/families will understand the importance of school attendance and the impact that chronic absenteeism has on a student's school/life success.	attendance rates. Attendance data from 23-24 SY will be compared to BOY attendance data from 24-25 SY. Attendance data will be monitored quarterly. This data will then be shared at our MTSS Team meetings. During MTSS meetings, we can identify further interventions/supports for chronically absent students. Attendance data will also be share at staff meetings throughout the year.
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Action Plan For: Check and Connect

Measurable Goals:
Throughout the 2024-2025 SY, we will decrease the number of students considered Chronically-Absent at Penn Hills Elementary. Chronically-Absent students are defined as missing 10% or more of the school days.

Action Step		Anticipated Start/Completion Date	
Support students with chronic attendance issues using our BEE Here! Buddy Project, which is a Check and Connect-type support.		2024-09-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ronay Austin/ Social Worker MTSS Team	-Student Attendance Data which identifies students who are missing 3 or more days within the first month of school -Teacher/staff to serve as mentors	Yes	
Action Step		Anticipated Start/Completion Date	
Provide monthly attendance incentives to classrooms who meet school-wide attendance goals, as well as to students in Check and Connect program who meet individual goals for attendance improvement.		2024-09-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ronay Austin/Social Worker	-Classroom Attendance Data -Check and Connect data/feedback -Incentives (treats, school supplies, small toys)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through targeted interventions and positive interactions with staff, our students who are deemed chronically absent (and their families) will feel welcomed into the school community and barriers to regular/consistent attendance can be identified and addresses. In effect, these students will be more likely to attend school regularly.	Check and Connect data will be collected weekly and discussed at our bi-monthly MTSS meetings.

Action Plan For: School Attendance Improvement Conferences (SAIC)

Measurable Goals:			
Throughout the 2024-2025 SY, we will decrease the number of students considered Chronically-Absent at Penn Hills Elementary. Chronically-Absent students are defined as missing 10% or more of the school days.			

Action Step		Anticipated Start/Completion Date	
School Attendance Improvement Conferences will be held with any student who is deemed chronically-absent beginning in the first quarter and through the school year in an effort to review student absences and discuss causes for absences and barriers for families/students.		2024-10-01	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ronay Austin/Social Worker	-Attendance Data to identify students who are chronically absent -Collaboration with building administrators, classroom teachers, and other support professionals to participate in SAIC	No	
Action Step		Anticipated Start/Completion Date	
Include School Social Worker in IEP meetings to discuss attendance data as part of regular IEP meetings for Students with Disabilities.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elementary Special Education Case Managers (K-5) Ronay Austin/Social Worker	-Awareness of IEP meetings	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By holding parent/family meetings to have focused conversations about student attendance and causes for poor attendance, a student Student Attendance Improvement Plan can be developed, which includes specific strategies and supports for attendance improvement.	Using the quarterly attendance data, our school Social Worker will be responsible for conducting the SAICs with students/families as needed throughout the 24-25 school year.

Action Plan For: Comprehensive School Counseling Program

Measurable Goals:	
By the end of the 2024-2025 SY, at least 98% of students in Grade 5 at Penn Hills Elementary will have completed the mandatory career readiness activities, acquiring the mandatory 6 pieces of evidence to meet the Career Benchmark Standard for PDE. These requirements require two pieces of evidence K-3, two pieces in Grade 4, and two pieces in Grade 5.	

Action Step		Anticipated Start/Completion Date	
At the elementary level, our School Counselors provide classroom guidance lessons in Grades K-5, specifically targeted at presenting information regarding career awareness/readiness activities that are age-appropriate and engaging.		2024-08-20	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PHE School Counselors: Lisa Butler/K-1 Loyal Jasper/2-3 Ann Dugan/4-5	-Career Readiness resources (Xello) -Adapted Career Readiness activities for Special Education students -Schedule coordination with classroom teachers	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With a focused effort on completion of the required Career Benchmark evidence pieces, we anticipate that we will meet the State's interim target for the College and Career Readiness Index.	Our school counselors will collect evidence throughout their monthly guidance lessons, keeping a gauge on the completion of the career readiness activities required tasks within the Xello platform. These data checkpoints will occur at the end of each quarter. Students having difficulty completing Xello will be given alternate/adapted activities aligned with the College and Career standards.

Action Plan For: Tiered Instructional Planning

Measurable Goals:
Using data from the STAR CBM, the number of students at each grade level (K-5) who are meeting benchmark standards on their appropriate grade level CBM/ Reading assessments will increase by at least 15% from BOY to EOY.

Action Step		Anticipated Start/Completion Date	
A 45-minute Intervention Period has been built into each classroom's daily schedule. These Intervention Periods have also been aligned to the schedules of our support professionals, such as Reading Specialist, Special Education Case Managers, and our EL teacher. The goal is for the classroom teachers to work collaboratively with grade-level support professionals to provide targeted instruction to students during these Intervention Periods. This instruction are based on STAR and STAR/CBM data assessment results, as well as other curriculum-based measures.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers Reading Specialists Special Education Case Managers EL Teachers	-Schedules aligning grade-level teacher teams with grade-level support professionals. -Reading data results	Yes	
Action Step		Anticipated Start/Completion	

		Date	
Provide time for classroom teachers and support staff (Reading Specialists, Special Education Case Managers, EL Teacher) to analyze data of individual students, classrooms and grade levels. During this data time, staff will monitor student skill development in regards to targeted benchmarks at each grade level. This time will also be used for instructional planning. Our goals is for grade-level teams of 3 to meet monthly, while whole grade teams will meet at least three times per year.		2024-08-13	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Renel Williams/Assistant to the Superintendent for Teaching, Learning and Assessment Kristin Brown/Building Principal	-PHSD Professional Development Schedule -Data Team Protocols -Data Analysis Forms -STAR and STAR/CBM assessment Results	Yes	
Action Step		Anticipated Start/Completion Date	
Provide Professional Development opportunities for teachers to strengthen their core instructional practices, use of curriculum resources and implement targeted interventions and supports. This PD also includes appropriately using data resources and formative assessments to gauge student acquisition of intended skill targets.		2024-08-20	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Renel Williams/Assistant to the Superintendent for Teaching, Learning and Assessment Kristin Brown/Building Principal	-PHSD Professional Development Schedule	Yes	
Action Step		Anticipated Start/Completion Date	
Utilize a mentorship model for teachers and support professionals to support one another and share best practices in reading and math instruction. Reading Specialists will serve as instructional coaches for the classroom teaches at each grade level, in addition to providing direct intervention services to students.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrators Reading Specialists Classroom Teachers	-Schedules that provide Reading Specialists time to provide coaching and intervention services -Collaboration time for classroom teachers and support professionals	Yes	
Action Step		Anticipated Start/Completion Date	
Conduct regular and consistent administrative walk-throughs to provide feedback to teachers regarding instruction and interventions. Our goals is to conduct 2-3 walk-throughs per week.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrators	-Walk-through plan and protocols	No	
Action Step		Anticipated	

		Start/Completion Date	
Administratively review lesson plans on a weekly basis to ensure that core instruction is aligned to PHSD curricular resources and that small group instruction is included in instructional planning each week.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrators	-Lesson Plan schedule -CANVAS	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
With the implementation of sound instructional practices and targeted interventions, we anticipate that we will note an increase in student achievement. During classroom walk-throughs and observations, we should see students engaged in meaningful and purposeful instruction aligned with District-approved curricular resources and the students individual needs. Supports and interventions for students will be determined by the artful use of assessment feedback.	Observable data from administrative walk-throughs and observations, reviews of lesson plans, and analysis of building-wide data will serve as monitoring tools and indicators of success. Building Administrators will engage in weekly discussion. Monthly data discussions will occur between grade-level teacher teams. Benchmark reading data will be analyzed 3 times per year by whole grade-level teams during District-wide professional development sessions.

Action Plan For: Restorative Practices

Measurable Goals:
In Grades K-5, the number of Restorative Practices will increase by 10% from BOY to EOY during the 24-25 SY as measured by the interventions documented within the SWIS data management system. These RPs would include responses to behavior such as community circles, restorative conversations, healing circles.

Action Step		Anticipated Start/Completion Date	
With collaboration with the Just Discipline Project, our teachers will continue to implement elements of Restorative Practices within their classrooms. Teachers will continue to embed community circles into weekly practice with classroom/learning spaces. Teachers will also be provided with options to apply age-appropriate responses to behavior.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Cyndi Perlow/JDP Coordinator PBIS Core Team	-Weekly Community Circle Scripts -PBIS Behavior Flowchart -Restorative Consequence Resource	Yes	
Action Step		Anticipated Start/Completion Date	

Implement our behavioral support room called the B.E.E.Hive (Behavior Expectation Education) that allows students to process choices and learn alternate responses, while also providing options for therapeutic interventions and sensory breaks.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Behavior Management Specialist School Counselors School Social Worker	-B.E.E.Hive schedule -therapeutic exercises	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through the increased use of Restorative Practices as part of our consistent implementation of our PBIS system, we can build stronger relationships with our students. The concurrent effect of these positive relationships will be the decrease in office discipline referrals and an increase in student attendance and achievement.	We will use the SWIS system to collect behavioral/discipline data this year. Our administrative team, along with our PBIS Core Team, will monitor discipline data and the use of Restorative Practices at our monthly meetings. Data will also be shared at staff meetings throughout the year. The JDP Coordinator also collects data related to the use of community circles as part of the grant.

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	• Tiered Instructional Planning • Restorative Practices	Grade Level Teacher (K.A.; J.E.; M.P.; C.H.; H.L.; J.C.; J.B.; C.S.) salaries and benefits to support Tier I core instruction and targeted student interventions, as well as supportive/safe learning environments.	996383
Instruction	• Check and Connect • Comprehensive School Counseling Program • Restorative Practices	School Counselor (L.B.; L.J.; A.D.) salaries to support the social-emotional wellness of our school-wide population, as well as the implementation of Career Benchmark Standards in grades K-5.	216175
Instruction	• Tiered Instructional Planning	Reading Specialist (K.M; K.M) salaries to support intensive interventions in Reading, as part of a tiered instructional model. Data collected includes benchmark data as well as data from progress monitoring and classroom observations. EBLI (Evidenced-Based Literacy	198500

		Instruction) curriculum will be utilized for specialized supports.	
Instruction	• Tiered Instructional Planning	Geodes/Wit and Wisdom instructional resource	30045
Instruction	• Check and Connect • Comprehensive School Counseling Program • Restorative Practices	Other Services--PAFPC	5000
Total Expenditures			1446103

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Attendance Mailings-- Communication to Families	Outlining and communicating a building protocol to address student attendance that begins with the classroom teacher initiating contact with families within the first few days of noted attendance concerns.
Check and Connect	Support students with chronic attendance issues using our BEE Here! Buddy Project, which is a Check and Connect-type support.
Tiered Instructional Planning	A 45-minute Intervention Period has been built into each classroom's daily schedule. These Intervention Periods have also been aligned to the schedules of our support professionals, such as Reading Specialist, Special Education Case Managers, and our EL teacher. The goal is for the classroom teachers to work collaboratively with grade-level support professionals to provide targeted instruction to students during these Intervention Periods. This instruction are based on STAR and STAR/CBM data assessment results, as well as other curriculum-based measures.
Tiered Instructional Planning	Provide time for classroom teachers and support staff (Reading Specialists, Special Education Case Managers, EL Teacher) to analyze data of individual students, classrooms and grade levels. During this data time, staff will monitor student skill development in regards to targeted benchmarks at each grade level. This time will also be used for instructional planning. Our goals is for grade-level teams of 3 to meet monthly, while whole grade teams will meet at least three times per year.
Tiered Instructional Planning	Provide Professional Development opportunities for teachers to strengthen their core instructional practices, use of curriculum resources and implement targeted interventions and supports. This PD also includes appropriately using data resources and formative assessments to gauge student acquisition of intended skill targets.
Tiered Instructional Planning	Utilize a mentorship model for teachers and support professionals to support one another and share best practices in reading and math instruction. Reading Specialists will serve as instructional coaches for the classroom teaches at each grade level, in addition to providing direct intervention services to students.
Restorative Practices	With collaboration with the Just Discipline Project, our teachers will continue to implement elements of Restorative Practices within their classrooms. Teachers will continue to embed community circles into weekly practice with classroom/learning spaces. Teachers will also be provided with options to apply age-appropriate responses to behavior.

Attendance

Action Step
- Support students with chronic attendance issues using our BEE Here! Buddy Project, which is a Check and Connect-type support. - Outlining and communicating a building protocol to address student attendance that begins with the classroom teacher initiating contact with families within the first few days of noted attendance concerns.
Audience
Penn Hills Elementary Staff, including Classroom Teachers, Support Professionals and Paraprofessionals
Topics to be Included
Research on School Attendance Check and Connect Protocols/Procedures
Evidence of Learning

Exit Ticket Staff participation in Check and Connect		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principal and School Social Worker	2024-08-13	2024-08-15

Learning Format

Type of Activities	Frequency
Inservice day	-at back-to-school Professional Development session/August 2024
Observation and Practice Framework Met in this Plan	
4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	

MTSS for Academics

Action Step		
- A 45-minute Intervention Period has been built into each classroom's daily schedule. These Intervention Periods have also been aligned to the schedules of our support professionals, such as Reading Specialist, Special Education Case Managers, and our EL teacher. The goal is for the classroom teachers to work collaboratively with grade-level support professionals to provide targeted instruction to students during these Intervention Periods. This instruction are based on STAR and STAR/CBM data assessment results, as well as other curriculum-based measures. - Provide time for classroom teachers and support staff (Reading Specialists, Special Education Case Managers, EL Teacher) to analyze data of individual students, classrooms and grade levels. During this data time, staff will monitor student skill development in regards to targeted benchmarks at each grade level. This time will also be used for instructional planning. Our goals is for grade-level teams of 3 to meet monthly, while whole grade teams will meet at least three times per year. - Provide Professional Development opportunities for teachers to strengthen their core instructional practices, use of curriculum resources and implement targeted interventions and supports. This PD also includes appropriately using data resources and formative assessments to gauge student acquisition of intended skill targets. - Utilize a mentorship model for teachers and support professionals to support one another and share best practices in reading and math instruction. Reading Specialists will serve as instructional coaches for the classroom teaches at each grade level, in addition to providing direct intervention services to students.		
Audience		
Penn Hills Elementary Staff, including Classroom Teachers, Reading Specialists, Special Education Grade-Level Case Managers, EL Instructor, and Paraprofessionals		
Topics to be Included		
-Understanding a Multi-Tiered System of Supports -Intervention Period Procedures -Data Team Protocols and Structure		
Evidence of Learning		
Exit Ticket Evidence of implementation of targeted supports during Intervention Period as collected by administrative walk-throughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principal, in collaboration with the Allegheny Intermediate Unit and PaTTAN professionals (Kate Stuckey and Melissa Klug)	2024-08-13	2025-05-30

Learning Format

Type of Activities	Frequency
Workshop(s)	-initial PD to be held at the beginning of the year and revisited throughout the year as necessary during available monthly PD time
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Restorative Practices

Action Step		
With collaboration with the Just Discipline Project, our teachers will continue to implement elements of Restorative Practices within their classrooms. Teachers will continue to embed community circles into weekly practice with classroom/learning spaces. Teachers will also be provided with options to apply age-appropriate responses to behavior.		
Audience		
Penn Hills Elementary Staff, including Classroom Teachers, Support Professionals and Paraprofessionals		
Topics to be Included		
-Community Circles -Healing Circles -Restorative Responses to Behavior/Alternatives to Traditional Discipline		
Evidence of Learning		
Exit Ticket Implementation of RPs as documented by SWIS and JDP data collection		
Lead Person/Position	Anticipated Start	Anticipated Completion
Cyndi Perlow/Just Discipline Project Coordinator/University of Pittsburgh	2024-08-13	2025-06-06

Learning Format

Type of Activities	Frequency
Workshop(s)	-Twice 24-25 SY (Fall and Spring)
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Kristin Brown	2024-08-02
School Improvement Facilitator Signature	Date