



## Profile and Plan Essentials

<b>School</b>	AUN/Branch	
State Elementary Center	118409302	
<b>Address 1</b>		
355 State Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Larksville	PA	18704
<b>Chief School Administrator</b>	<b>Chief School Administrator Email</b>	
David Tosh	dtosh@wwwsd.org	
<b>Principal Name</b>		
Tim Needle		
<b>Principal Email</b>		
tneedle@wwwsd.org		
<b>Principal Phone Number</b>	<b>Principal Extension</b>	
570-779-5381	13904	
<b>School Improvement Facilitator Name</b>	<b>School Improvement Facilitator Email</b>	
Tim Needle	tneedle@wwwsd.org	

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tim Needle	Principal	State Street Elementary Center	tneedle@wwwsd.org
James Stinson	Teacher	Title I Specialist Math	jstinson@wwwsd.org
Kristin Dow	Teacher	State Street Elementary Center	kdow@wwwsd.org
Dana Mascioli	Education Specialist	Wyoming Valley West School District	dmascioli@wwwsd.org
Debbie Troy	District Level Leaders	Wyoming Valley West School District	dtroy@wwwsd.org
Dave Tosh	Chief School Administrator	Wyoming Valley West School District	dtosh@wwwsd.org
Kate Stinson	Student	High School	jstinson@wwwsd.org
George Mizzer	Teacher	State Street Elementary Center	gmizzer@wwwsd.org
Frank O'Boyle	Teacher	State Street Elementary Center	fboyle@wwwsd.org
Georgia Puzio	Parent	State Street Elementary Center	glunjip@gmail.com
Ann Butz	Community Member	State Street Elementary Center	annmarie6259@gmail.com
Kim Walck	District Level Leaders	State Street Elementary Center	kwalck@wwwsd.org
Molly Gorman	Teacher	State Street Elementary Center	mgorman@wwwsd.org
Misty Simon	Other	State Street Elementary Center	msimon@wwwsd.org

## **Vision for Learning**

### **Vision for Learning**

Students at State Street Elementary are provided challenging and enriching educational opportunities. School, family, and community members partner to foster the importance of education and regular attendance. Students actively participate in being respectful and valued school members where their critical thinking and problem-solving skills teach them to be positive contributors to our community.

## 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
ELA 2023-24 Proficient and Advanced grew.	ELA 2023-24 grew to 31.9 by 2.4% Proficient and Advanced; up from 29.5% from the prior year.
Math 2023-24 Proficient and Advanced grew.	Math 2023-24 grew to 16.4% by 5.4% Proficient and Advance; up from 11% in the 2022-2023 SY.
Science 2023-24 Proficient and Advanced grew.	Science 2023-24 grew to 60.5% by 9.7% Proficient and Advance; up from 50.8% in the 2022-2023 SY.
ELA 2023-24 Statewide annual growth expectations	ELA 2023-24 all student groups grew from 50.0 to 60.0 points based on the PVAAS growth index.
Math 2023-24 Statewide annual growth expectations	Math 2023-24 all student groups grew from 50.0 to 100.0 points based on the PVAAS growth index, exceeding the annual academic growth expectation.
Science 2023-24 Statewide annual growth expectations	Science 2023-24 all student groups grew from 67.0 to 93.0 points based on the PVAAS growth index, exceeding the annual academic growth expectation.

### Challenges

Indicator	Comments/Notable Observations
Proficient or advanced on the ELA PSSA 23-24	31.9% of students were proficient or advanced on the ELA PSSA; this is below the state average of 53.9%.
Proficient or advanced on the Math PSSA 23-24	16.4% of students scored proficient or advanced in Math PSSA ; this is below the state average of 40.2%

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

### Strengths

Indicator	Comments/Notable Observations
The state wide growth standard in ELA. <b>ESSA Student Subgroups</b> Students with Disabilities	23-24 the students with disabilities sub group increased their academic growth expectation from 55.0 to 75.0

<p><b>Indicator</b> The state wide growth standard in mathematics/algebra. <b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> 23-24 the economically disadvantaged sub group increased their academic growth expectation from 54.0 to 100.0</p>
<p><b>Indicator</b> The state wide growth standard in mathematics/algebra. <b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> 23-24 the white sub group increased their academic growth expectation from 50.0 to 95.0</p>
<p><b>Indicator</b> The state wide growth standard in ELA. <b>ESSA Student Subgroups</b> Combined Ethnicity</p>	<p><b>Comments/Notable Observations</b> 23-24 the two or more races sub group increased their academic growth expectation from 50.0 to 73.0</p>

**Challenges**

<p><b>Indicator</b> ELA 2023-24 statewide growth standard in ELA. <b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> 23-24 the white sub group not only did not meet the annual academic growth expectation, but decreased from 69 to 65.</p>
<p><b>Indicator</b> The Statewide growth standard in MATH. <b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> 23-24 in the students black sub group only 3.3% scored proficient or advanced while the state average is 40.2%</p>

**Summary**

**Strengths**

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>ELA 2023-24 all student groups grew from 50.0 to 60.0 points based on the PVAAS growth index.</p>
<p>23-24 the students with disabilities sub group increased their academic growth expectation from 55.0 to 75.0</p>
<p>Math 2023-24 all student groups grew from 50.0 to 100.0 points based on the PVAAS growth index, exceeding the annual academic growth expectation.</p>
<p>23-24 the white sub group increased their academic growth expectation from 50.0 to 95.0</p>
<p>Science 2023-24 all student groups grew from 67.0 to 93.0 points based on the PVAAS growth index, exceeding the annual academic growth expectation.</p>

## Challenges

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

31.9% of students were proficient or advanced on the ELA PSSA; this is below the state average of 53.9%.

16.4% of students scored proficient or advanced in Math PSSA ; this is below the state average of 40.2%

23-24 the white sub group not only did not meet the annual academic growth expectation, but decreased from 69 to 65.

23-24 in the students black sub group only 3.3% scored proficient or advanced while the state average is 40.2%

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Renaissance Star Assessment	2024-25 57% of students grades K -1 are below the district benchmark of 40th percentile rank in the Star Early Literacy Assessment.
Renaissance Star Assessment	According to the STAR ELA Screening report for Spring 2024-25 55.5% of students in grade 2-5 are below the district benchmark of 40th percentile rank.
Renaissance Star Assessment	24-25 78% of students in the students with disabilities subgroup (grades 2-5) are below the district benchmark of the 40th percentile.

### English Language Arts Summary

#### Strengths

On Star Reading 2024-25 EOY, 45% of students in grades 2-5 were at or above the district benchmark; this is a 5% increase from the BOY.  
On Star Reading 2024-25 EOY, 52% of students in grades 2-5 white subgroup were at or above the district benchmark; this is a 8% increase from the BOY.

#### Challenges

24-25 78% of students in the students with disabilities subgroup (grades 2-5) are below the district benchmark of the 40th percentile.  
According to the STAR ELA Screening report for Spring 2024-25 55.5% of students in grade 2-5 are below the district benchmark of 40th percentile rank.  
2024-25 57% of students grades K -1 are below the district benchmark of 40th percentile rank in the Star Early Literacy Assessment.

### Mathematics

Data	Comments/Notable Observations
Renaissance Star Assessment	According to the STAR math Screening report for EOY 2024-25, an average of 63.4% of students in grade 1-5 are below the district benchmark of 40th percentile rank; kindergarten does not take the STAR math assessment.
Renaissance Star Assessment	24-25 An average of 79.8% of students in the Black subgroup in the grades 1-5 scored below the district benchmark of the 40th percentile on the STAR math assessment; this is greater than the school average of 63.4% .

### Mathematics Summary

#### Strengths

In 2024-25, approximately 50% of students in grade 2 are at or above benchmark on the STAR Math EOY assessment; this is 13% greater than the school average.  
In 2024-25, at BOY 596 students (59%) were below basic on the STAR MATH assessment to 560 students (52%) were below basic on the EOY STAR Math assessment; this is a decrease of 7% as reflected in the Consolidated State Performance Report.

### Challenges

According to the STAR math Screening report for 2024-25, an average of 63.4% of students in grade 1-5 are below the district benchmark of 40th percentile rank; kindergarten does not take the STAR math assessment.

24-25 An average of 79.8% of students in the Black subgroup in the grades 1-5 scored below the district benchmark of the 40th percentile on the STAR math assessment; this is greater than the school average of 63.4% .

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA 2024-25	With an academic growth score of 93, students met or exceeded annual academic growth expectations in Science 2023-24; the growth score increased by 26.0 from the previous year 22-23.

### Science, Technology, and Engineering Education Summary

#### Strengths

With an academic growth score of 94, students in the Economically Disadvantaged subgroup met or exceeded annual academic growth expectations in Science 2023-24; the growth score increased by 22 from the previous year.

#### Challenges

23-24 data reports the black (34.4%), hispanic (52.2%), economically disadvantaged (58.9%), students with disabilities (32.4%), and combined ethnicities (50.0%) were all below the statewide average of 59.2%

23-24 data reports 60.5% of students were proficient in science; this is still below the statewide 2033 goal of 83.0%.

## Related Academics

### Career Readiness

<b>Data</b>	<b>Comments/Notable Observations</b>
100% of students in grades 3-5 have a career portfolio.	100% of students in grades 3-5 have a career portfolio: electronic Data collected 3-5.
100% of student in Regular Education grades 3-5 utilize choices 360 electronic data portfolio.	Regular Education grades 3-5 utilize choices 360 electronic data portfolio.
95.7% of students met the career standards benchmark for the 2023-24 school year,	95.7% % of students met the career standards benchmark for the 2023-24 school year.; this is an increase from the 2022-2023 school year mark of 93.5%.

### Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

<b>Data</b>	<b>Comments/Notable Observations</b>
100% of 5th grade students are given the opportunity to take a guided tour of our local CTE school.	100% of 5th grade students are given the opportunity to take a guided tour of our local CTE school; grade 5 students complete a pre and post interest career survey.

### 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.

95.7% of students met the career standards benchmark for the 2023-24 school year.; this is an increase from the 2022-23 school year mark of 93.5%.  
Students in grades K-5 participate in programs and activities that immerse them in authentic career and technical experiences.

#### 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.

95.7% of all students met the career standards benchmark; this is 2.3% below the state performance standard of 98%.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
PA Future Ready	In 2023-24, students with disabilities improved from 55 points to 75 points; they are still below the statewide average of 75.4 points in ELA.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PA Future Ready Index Math and Algebra	In 2023-24, the economically disadvantaged sub group increased their academic growth expectation from 54.0 points to 100 points.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	In 2023-24, the black student subgroup 3.3% scored proficient or advanced on MATH while the state average is 40.2%

White	In 2023-24, the white student sub group not only did not meet the ELA annual academic growth expectation, but decreased from 69 to 65 points.
2 or More Races	In 2023-24, the two or more races sub group increased their academic growth expectation in ELA from 50.0 to 73.0 points.

### 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.

According to the Future Ready 2023-24 data, all student subgroups met or exceeded the statewide growth standards. (70% in Math.)
According to the Future Ready 2023-24 data, all student subgroups met or exceeded the statewide growth standards (70% in Science.)
According to the Future Ready 2023-24 data, Black, Hispanic, Economically Disadvantaged, 2 or more races, English Learners, students with disabilities, and combined ethnicity subgroups all increased the percent of students scoring proficient or advanced in ELA.

#### 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.

According to the Future Ready 2023-24 data, 31.9% of the all student groups scored proficient or advanced in ELA.
According to the Future Ready 2023-24 data, 16.4% of all student groups scored proficient or advanced in mathematics.

## 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	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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

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

Practice #14 Partnered with Agencies and Organizations, we provide opportunities for families to foster social, academic, and developmental needs. Family engagement is tracked by surveys to ensure all groups can participate and have opportunities to offer feedback.

Practice #15 Partner with business and organizations (i.e. SBBH, Foster Grandparent, SHINE, GFWC West Side Women's Auxiliary, CEO, CBIS)

#### 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?

Practice #18: More emphasis on monitoring and evaluating the impact of professional learning on staff practices and student learning is needed.

Practice #17 More time is needed for staff to work collaboratively on lesson study, analysis of student work, problem solving, curriculum development, and collaborative teaching.

Practice #12 State Street's increasing population has created a need for more comprehensive intervention program for academic and behavioral supports to actively improve the current A.R.M.O.R. Positive Behavior and SAP program.

Practice #11 Time is needed to experience the impact of mid-year and 2024-25 new hires (behavior specialist, school guidance counselor, a grade 3 teacher and a grade 5 teacher) to create a more positive school environment where all members feel welcome, supported and safe in school; socially, emotionally, physically and intellectually. Accelerate the implementation of the State St. PBIS (ARMOR) data collection and analysis tools as we anticipate the effects of the recently hired staff.

Practice #4 More emphasis is needed on regular attendance to reduce the high percentage of students with chronic absenteeism which has a direct negative impact on the overall academic achievement and growth of State Street Elementary.

## 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
23-24 the students with disabilities sub group increased their academic growth expectation from 55.0 to 75.0	False
Math 2023-24 all student groups grew from 50.0 to 100.0 points based on the PVAAS growth index, exceeding the annual academic growth expectation.	True
23-24 the white sub group increased their academic growth expectation from 50.0 to 95.0	False
ELA 2023-24 all student groups grew from 50.0 to 60.0 points based on the PVAAS growth index.	True
In 2024-25, approximately 50% of students in grade 2 are at or above benchmark on the STAR Math EOY assessment; this is 13% greater than the school average.	False
According to the Future Ready 2023-24 data, all student subgroups met or exceeded the statewide growth standards. (70% in Math.)	False
According to the Future Ready 2023-24 data, all student subgroups met or exceeded the statewide growth standards (70% in Science.)	False
According to the Future Ready 2023-24 data, Black, Hispanic, Economically Disadvantaged, 2 or more races, English Learners, students with disabilities, and combined ethnicity subgroups all increased the percent of students scoring proficient or advanced in ELA.	False
Practice #14 Partnered with Agencies and Organizations, we provide opportunities for families to foster social, academic, and developmental needs. Family engagement is tracked by surveys to ensure all groups can participate and have opportunities to offer feedback.	False
With an academic growth score of 94, students in the Economically Disadvantaged subgroup met or exceeded annual academic growth expectations in Science 2023-24; the growth score increased by 22 from the previous year.	False
Science 2023-24 all student groups grew from 67.0 to 93.0 points based on the PVAAS growth index, exceeding the annual academic growth expectation.	True
On Star Reading 2024-25 EOY, 45% of students in grades 2-5 were at or above the district benchmark; this is a 5% increase from the BOY.	False
95.7% % of students met the career standards benchmark for the 2023-24 school year.; this is an increase from the 2022-23 school year mark of 93.5%.	True
On Star Reading 2024-25 EOY, 52% of students in grades 2-5 white subgroup were at or above the district benchmark; this is a 8% increase from the BOY.	False
In 2024-25, at BOY 596 students (59%) were below basic on the STAR MATH assessment to 560 students (52%) were below basic on the EOY STAR Math assessment; this is a decrease of 7% as reflected in the Consolidated State Performance Report.	False

Students in grades K-5 participate in programs and activities that immerse them in authentic career and technical experiences.	False
Practice #15 Partner with business and organizations (i.e. SBBH, Foster Grandparent, SHINE, GFWC West Side Women's Auxiliary, CEO, CBIS)	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
23-24 the white sub group not only did not meet the annual academic growth expectation, but decreased from 69 to 65.	False
23-24 in the students black sub group only 3.3% scored proficient or advanced while the state average is 40.2%	False
31.9% of students were proficient or advanced on the ELA PSSA; this is below the state average of 53.9%.	True
16.4% of students scored proficient or advanced in Math PSSA ; this is below the state average of 40.2%	True
According to the STAR math Screening report for 2024-25, an average of 63.4% of students in grade 1-5 are below the district benchmark of 40th percentile rank; kindergarten does not take the STAR math assessment.	False
Practice #12 State Street's increasing population has created a need for more comprehensive intervention program for academic and behavioral supports to actively improve the current A.R.M.O.R. Positive Behavior and SAP program.	False
24-25 78% of students in the students with disabilities subgroup (grades 2-5) are below the district benchmark of the 40th percentile.	False
Practice #17 More time is needed for staff to work collaboratively on lesson study, analysis of student work, problem solving, curriculum development, and collaborative teaching.	False
Practice #4 More emphasis is needed on regular attendance to reduce the high percentage of students with chronic absenteeism which has a direct negative impact on the overall academic achievement and growth of State Street Elementary.	True
According to the STAR ELA Screening report for Spring 2024-25 55.5% of students in grade 2-5 are below the district benchmark of 40th percentile rank.	False
24-25 An average of 79.8% of students in the Black subgroup in the grades 1-5 scored below the district benchmark of the 40th percentile on the STAR math assessment; this is greater than the school average of 63.4% .	False
95.7% of all students met the career standards benchmark; this is 2.3% below the state performance standard of 98%.	False
Practice #18: More emphasis on monitoring and evaluating the impact of professional learning on staff practices and student learning is needed.	False
Practice #11 Time is needed to experience the impact of mid-year and 2024-25 new hires (behavior specialist, school guidance counselor, a grade 3 teacher and a grade 5 teacher) to create a more positive school environment where all members feel welcome, supported and safe in school; socially, emotionally, physically and intellectually. Accelerate the implementation of the State St. PBIS (ARMOR) data collection and analysis tools as we anticipate the effects of the recently hired staff.	True
2024-25 57% of students grades K -1 are below the district benchmark of 40th percentile rank in the Star Early Literacy Assessment.	False

23-24 data reports the black (34.4%), hispanic (52.2%), economically disadvantaged (58.9%), students with disabilities (32.4%), and combined ethnicities (50.0%) were all below the statewide average of 59.2%	False
23-24 data reports 60.5% of students were proficient in science; this is still below the statewide 2033 goal of 83.0%.	False
According to the Future Ready 2023-24 data, 31.9% of the all student groups scored proficient or advanced in ELA.	False
According to the Future Ready 2023-24 data, 16.4% of all student groups scored proficient or advanced in mathematics.	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.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
31.9% of students were proficient or advanced on the ELA PSSA; this is below the state average of 53.9%.	Based on our needs assessment, students lack mastery of problem solving and basic math facts.	True
16.4% of students scored proficient or advanced in Math PSSA ; this is below the state average of 40.2%	Based on our needs assessment, students need stronger phonemic awareness, phonics and basic reading skills	True
Practice #4 More emphasis is needed on regular attendance to reduce the high percentage of students with chronic absenteeism which has a direct negative impact on the overall academic achievement and growth of State Street Elementary.	Based on the Future Ready PA Index, only 50.5% of students are NOT chronically absent which is below the state average of 73.9%. ????(insert number of students here)	True
Practice #11 Time is needed to experience the impact of mid-year and 2024-25 new hires (behavior specialist, school guidance counselor, a grade 3 teacher and a grade 5 teacher) to create a more positive school environment where all members feel welcome, supported and safe in school; socially, emotionally, physically and intellectually. Accelerate the implementation of the State St. PBIS (ARMOR) data collection and analysis tools as we anticipate the effects of the recently hired staff.	The education and training of staff on the expansion of the PBIS program will create a more positive school environment where all members feel welcome, supported, and safe in school.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Math 2023-24 all student groups grew from 50.0 to 100.0 points based on the PVAAS growth index, exceeding the annual academic growth expectation.	A continued focus on newly implemented schoolwide interventions (ie. Xtra-math, IXL math) will assist in further growth of the Black subgroup as well as other student subgroups.
ELA 2023-24 all student groups grew from 50.0 to 60.0 points based on the PVAAS growth index.	
95.7% % of students met the career standards benchmark for the 2023-24 school year. ; this is an increase from the 2022-23 school year mark of 93.5%.	
Science 2023-24 all student groups grew from 67.0 to 93.0 points based on the PVAAS growth index, exceeding the annual academic growth expectation.	

### Priority Challenges

Analyzing Priority	Priority Statements

Challenges	
	A stronger focus on a mastery of phonemic awareness, phonics, and reading comprehension achieved with the use of programs such as FUNDATIONS, Heggerty, STAR 360 Custom, and other district owned resources.
	A stronger focus on mastery of basic math facts and problem solving skills will be achieved with the use of programs such as STAR 360 Custom, IXL, McGraw-Hill Reveal, and Xtra-Math and other district owned resources.
	A stronger focus on educating our State Street families on the importance of regular attendance is needed.
	An equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with safety and interventions for targeted grades or subgroups who are historically underperforming.

## Goal Setting

Priority: A stronger focus on educating our State Street families on the importance of regular attendance is needed.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Students in grades K-5 considered attending regularly (less than 4.5 absences per quarter) will increase from last year's rate of 46% in 2025-26 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance Works: Attend Today, Achieve Tomorrow			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Educate parents on Skyward and the importance of regular attendance during parent and family engagements such as Meet the Teacher, Conferences, etc. Establish a baseline for Term 1 to measure attendance.	Educate parents on Skyward and the importance of regular attendance during parent and family engagements such as Trunk or Treat and Merry Math, etc. Improve the percentage of regularly attending students by at least 1%.	Educate parents on Skyward and the importance of regular attendance during parent and family engagements such as Dr. Seuss Literacy Night and Easter Egg-travaganza, etc. Improve the percentage of regularly attending students by at least 1%.	Educate parents on Skyward and the importance of regular attendance during parent and family engagements such as Title I spring Revision Meeting, etc. Improve the percentage of regularly attending students by at least 1%.

Priority: A stronger focus on a mastery of phonemic awareness, phonics, and reading comprehension achieved with the use of programs such as FUNDATIONS, Heggerty, STAR 360 Custom, and other district owned resources.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Students in Grades K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension and will attain a >1.0 grade equivalency by EOY.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Reading Proficiency			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
All students will participate in BOY benchmark assessments. Students will be grouped on specific skill deficit needs; small group instruction will be provided.	By the end of term 2, all students will have participated in progress monitoring assessments and will demonstrate progress towards growth. All students on average will increase their grade equivalency by > 0.5 grade level. (ie, a student testing at grade level 1, will be greater than 1.5 by the half year.	By the end of term 3, all students will have participated in progress monitoring assessments and will demonstrate progress towards growth. All students on average will increase their grade equivalency by > 0.75 grade level. (ie, a student testing at grade level 1, will be greater than 1.75 by the end of term 3.	By the end of term 4, all students will have participated in EOY benchmark assessments and will demonstrate progress towards growth. All students on average will increase their grade equivalency by > 1.0 grade level. (ie, a student testing at grade level 1, will be greater than 2.0 by the end of term 4.

Priority: A stronger focus on mastery of basic math facts and problem solving skills will be achieved with the use of programs such as STAR 360 Custom, IXL, McGraw-Hill Reveal, and Xtra-Math and other district owned resources.

**Outcome Category**

Mathematics

**Measurable Goal Statement (Smart Goal)**

Students in Grades 1-5 will increase their accuracy of grade level appropriate math facts and problem solving skills and will attain a >1.0 grade equivalency by EOY.

**Measurable Goal Nickname (35 Character Max)**

Math Automaticity

<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
All students will participate in BOY benchmark assessments. Students will be grouped on specific skill deficit needs; small group instruction will be provided.	By the end of term 2, all students will have participated in progress monitoring assessments and will demonstrate progress towards growth. All students on average will increase their grade equivalency by > 0.5 grade level. (ie, a student testing at grade level 1, will be greater than 1.5 by the half year.	By the end of term 3, all students will have participated in progress monitoring assessments and will demonstrate progress towards growth. All students on average will increase their grade equivalency by > 0.75 grade level. (ie, a student testing at grade level 1, will be greater than 1.75 by the end of term 3.	By the end of term 4, all students will have participated in EOY benchmark assessments and will demonstrate progress towards growth. All students on average will increase their grade equivalency by > 1.0 grade level. (ie, a student testing at grade level 1, will be greater than 2.0 by the end of term 4.

**Outcome Category**

Mathematics

**Measurable Goal Statement (Smart Goal)**

Kindergarten and first grade students will master reading, writing, representing numbers and counting to 100.

**Measurable Goal Nickname (35 Character Max)**

Math Automaticity

<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
All students will participate in BOY benchmark assessments. Students will be grouped on specific skill deficit needs; small group instruction will be provided.	By the end of term 2, all students will have participated in progress monitoring assessments and will demonstrate progress towards growth. All students on average will increase their grade equivalency by > 0.5 grade level. (ie, a student testing at grade level 1, will be greater than 1.5 by the half year.	By the end of term 3, all students will have participated in progress monitoring assessments and will demonstrate progress towards growth. All students on average will increase their grade equivalency by > 0.75 grade level. (ie, a student testing at grade level 1, will be greater than 1.75 by the end of term 3.	By the end of term 4, all students will have participated in EOY benchmark assessments and will demonstrate progress towards growth. All students on average will increase their grade equivalency by > 1.0 grade level. (ie, a student testing at grade level 1, will be greater than 2.0 by the end of term 4.

Priority: An equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with safety and interventions for targeted grades or subgroups who are historically underperforming.

**Outcome Category**

School climate and culture

**Measurable Goal Statement (Smart Goal)**

The number of incidents will decrease by 5% from the previous year to 2025-26 year end due to the addition of the Behavioral Specialist, additional School Counselor, implementation of MTSS Tier 1, new tracking system for behavioral referrals, PBIS rewards, and ARMOR calendar of events. We will encourage positive interactions between students, teachers, and school leaders. We will foster a sense of community by promoting respectful communication and collaboration.

**Measurable Goal Nickname (35 Character Max)**

Positive Climate

<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Use data collected from new behavior referral form to identify the location and timing when most behaviors are occurring and develop interventions to decrease the frequency of behaviors in these locations. Design interventions to decrease the number of behaviors occurring in identified locations.	Used designed interventions to decrease the number of behaviors occurring in identified locations by 2% from the previous quarter.	Used designed interventions to decrease the number of behaviors occurring in identified locations by 2% from the previous quarter.	Used designed interventions to decrease the number of behaviors occurring in identified locations by 2% from the previous quarter (a 6% decrease from the first quarter).

## Action Plan

### Measurable Goals

Attendance Works: Attend Today, Achieve Tomorrow	Math Automaticity
ELA Reading Proficiency	Math Automaticity
Positive Climate	

Action Plan For: Attendance Works: Attend Today, Achieve Tomorrow

### Measurable Goals:

- Students in grades K-5 considered attending regularly (less than 4.5 absences per quarter) will increase from last year's rate of 46% in 2025-26 school year.

Action Step	Anticipated Start/Completion Date
<p>Grow the positive attendance program to increase students' attendance. 1. Accurate data: Teachers and school staff take attendance accurately and it is entered daily into Skyward. 2. A team, led by our attendance officer, will meet to: (a) monitor attendance data and trends; (b) coordinate a multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data; and (d) ensure chronically absent students receive needed supports. 3. Our school has a welcoming and engaging climate that promotes safety, belonging, great teaching and learning, and interpersonal relationships with students, families, and staff. 4. Our school will promote a culture of attendance in year-round communication to families and students (back-to-school events, letters, flyers, personal phone calls, etc.) and will regularly recognize good and improved attendance. 5. We will reach out to chronically absent students and families and engage them as partners in attendance. 6. Our school partners with community agencies (children's agencies, county children &amp; youth) that offer resources (e.g. expanded learning, health services, mentors) that help engage students and remove attendance barriers. 7. Our school staff will understand what constitutes chronic absence, why it matters, and what are effective attendance practices. 8. We will use data to assess the effectiveness of practices in order to expand what works and modify what does not. 9. Our strategies for supporting student attendance are reflected in our school improvement plan. 10. Our district promotes a positive problem-solving approach to improving attendance with legal action only used as a last resort.</p>	<p>2025-09-04 2026-06-13</p>
<p><b>Lead Person/Position</b></p> <p>Principal/Parent and Family Liaison</p>	<p><b>Material/Resources/Supports Needed</b></p> <p>flyers and brochures banners/posters t-shirts and pins attendance certificates social media posts</p>
	<p><b>PD Step?</b></p> <p>Yes</p>

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve upon last number of students absent 4.5 days or less each term.	Principal and Attendance Officer will determine the frequency of monitoring.

Action Plan For: ELA Reading Proficiency

**Measurable Goals:**

- Students in Grades K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension and will attain a >1.0 grade equivalency by EOY.

Action Step	Anticipated Start/Completion Date	Anticipated Completion
1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using IXL, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students.	2025-09-04	2026-09-13
<b>Lead Person/Position</b> Principal	<b>Material/Resources/Supports Needed</b> Clever, Lexia, Foundations, STAR Renaissance Assessments, chromebooks, time to meet, data from assessments.	<b>PD Step?</b> Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using IXL, Foundations (K-3), and small group support. Benchmark Data, STAR Data, Documentation from Quarterly student grouping meetings.	Grade K-5 students will participate in progress monitoring with the Title I Coaches quarterly . Classroom teachers will utilize progress monitoring data to drive instruction and to collaborate with Title I Coaches to determine interventions.

Action Plan For: Math Automaticity Grades 1-5 : Numbers and Operations

**Measurable Goals:**

- Students in Grades 1-5 will increase their accuracy of grade level appropriate math facts and problem solving skills and will attain a >1.0 grade equivalency by EOY.

Action Step	Anticipated Start/Completion Date	Anticipated Completion
1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom	2025-09-04	2026-09-13

teachers to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students.  
5. Meet quarterly to review progress monitoring and grouping needs of students.

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal	Clever, IXL XtraMath MyMath Placement, Renaissance StarMath, Chromebooks, Time to meet, Data from assessments	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students will increase their accuracy on grade level math facts and problem solving skills. Benchmark Data, STAR Data, Documentation from quarterly student grouping meetings.	Students will participate in progress monitoring with the TITTLE I Coaches quarterly in IXL Classroom teachers will utilize progress monitoring data to drive instruction and to collaborate with Title I Coaches to determine interventions.

**Action Plan For: Math Automaticity Kindergarten and Grade 1: Numbers and Operations**

**Measurable Goals:**

- Kindergarten and first grade students will master reading, writing, representing numbers and counting to 100.

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	<b>Anticipated Start/Completion Date</b>
1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom teachers to meet to determine student groups. 4. Design and Implement Instruction/ Interventions based on the needs of the students. 5. Meet quarterly to review progress monitoring and grouping needs of students.	2025-09-04	2026-09-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	
Principal	Clever, IXL XtraMath Reveal Math Placement, Renaissance StarMath, Chromebooks, Time to meet, Data from assessments	
<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>	
K-1 will master reading, writing, counting and representing numbers 0-100. Benchmark Data, Star Data, Documentation from Quarterly student grouping meetings.	Students will participate in progress monitoring with the TITTLE I Coach quarterly with 3 times annually with STAR Math. Classroom teachers will utilize progress monitoring data to drive instruction and to collaborate with Title I Coaches to determine interventions.	

Action Plan For: PBIS

**Measurable Goals:**

- The number of incidents will decrease by 5% from the previous year to 2025-26 year end due to the addition of the Behavioral Specialist, additional School Counselor, implementation of MTSS Tier I, new tracking system for behavioral referrals, PBIS rewards, and ARMOR calendar of events. We will encourage positive interactions between students, teachers, and school leaders. We will foster a sense of community by promoting respectful communication and collaboration.

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>		<b>PD Step?</b>
<p>1. A Behavioral Specialist with the help of the A.R.M.O.R. Team will continue to develop a plan to improve the overall school climate. 2. Teachers will be provided mini behavior lessons based on designated themes. 3. Teachers will be instructed and supported on teaching students schoolwide expectations. 4. A rewards system will promote positive student behavior. 5. A tiered support system for students exhibiting challenging behaviors and creating disruptions will be implemented. (MTSS Tier 1) 6. A Teacher Support system to include training in behavior modification tools beginning with de-escalation and mindfulness needs to continue and expand.</p>	2025-09-04	2026-06-13	
<p><b>Lead Person/Position</b> Principal and Assistant Principal PBIS lead Behavioral Specialist</p>	<p><b>Material/Resources/Supports Needed</b> PBIS, Mini lessons, Monthly calendars, Challenging behavior flowchart, Incentives, A digital system for tracking and reward data, Discipline referrals, Teacher support/training</p>		<p><b>PD Step?</b> Yes</p>
<p><b>Anticipated Output</b> Improved academic performance, Social and emotional competence, Reduced office discipline referrals, ARMOR Schoolwide Expectation Posters, Rewards System, Behavioral Flowchart, A digital tracking system for behaviors MTSS Tier I working toward Tier II</p>		<p><b>Monitoring/Evaluation (People, Frequency, and Method)</b> Principal and Behavioral Specialist will determine the frequency of monitoring.</p>	

## 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>Attendance Works: Attend Today, Achieve Tomorrow</li> <li>ELA Reading Proficiency</li> <li>Math Automaticity Grades 1-5 : Numbers and Operations</li> <li>Math Automaticity Kindergarten and Grade 1: Numbers and Operations</li> <li>PBIS</li> </ul>	Title I Teacher Salary & Benefits	1487733
Instruction	<ul style="list-style-type: none"> <li>Attendance Works: Attend Today, Achieve Tomorrow</li> <li>ELA Reading Proficiency</li> <li>Math Automaticity Grades 1-5 : Numbers and Operations</li> <li>Math Automaticity Kindergarten and Grade 1: Numbers and Operations</li> <li>PBIS</li> </ul>	Title I Reading and Math Intervention Supplies & Materials	40000
Other Expenditures	<ul style="list-style-type: none"> <li>Attendance Works: Attend Today, Achieve</li> </ul>	Teachers Professional Development	7183

	<p>Tomorrow</p> <ul style="list-style-type: none"> <li>• ELA Reading Proficiency</li> <li>• Math Automaticity Grades 1-5 : Numbers and Operations</li> <li>• Math Automaticity Kindergarten and Grade 1: Numbers and Operations</li> <li>• PBIS</li> </ul>			<p>Total Expenditures</p> <p>1534916</p>
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## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
<p>Attendance Works: Attend Today, Achieve Tomorrow</p>	<p>Grow the positive attendance program to increase students' attendance. 1. Accurate data: Teachers and school staff take attendance accurately and it is entered daily into Skyward. 2. A team, led by our attendance officer, will meet to: (a) monitor attendance data and trends; (b) coordinate a multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data; and (d) ensure chronically absent students receive needed supports. 3. Our school has a welcoming and engaging climate that promotes safety, belonging, great teaching and learning, and interpersonal relationships with students, families, and staff. 4. Our school will promote a culture of attendance in year-round communication to families and students (back-to-school events, letters, flyers, personal phone calls, etc.) and will regularly recognize good and improved attendance. 5. We will reach out to chronically absent students and families and engage them as partners in attendance. 6. Our school partners with community agencies (children's agencies, county children &amp; youth) that offer resources (e.g. expanded learning, health services, mentors) that help engage students and remove attendance barriers. 7. Our school staff will understand what constitutes chronic absence, why it matters, and what are effective attendance practices. 8. We will use data to assess the effectiveness of practices in order to expand what works and modify what does not. 9. Our strategies for supporting student attendance are reflected in our school improvement plan. 10. Our district promotes a positive problem-solving approach to improving attendance with legal action only used as a last resort.</p>
<p>ELA Reading Proficiency</p>	<p>1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and implement instruction/ interventions based on the needs of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using IXL, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students.</p>
<p>Math Automaticity Grades 1-5 : Numbers and Operations</p>	<p>1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom teachers to meet to determine student groups. 4. Design and implement instruction/ interventions based on the needs of the students. 5. Meet quarterly to review progress monitoring and grouping needs of students.</p>
<p>Math Automaticity Kindergarten and Grade 1: Numbers and Operations</p>	<p>1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom teachers to meet to determine student groups. 4. Design and implement instruction/ interventions based on the needs of the students. 5. Meet quarterly to review progress monitoring and grouping needs of students.</p>
<p>PBIS</p>	<p>1. A Behavioral Specialist with the help of the A.R.M.O.R. Team will continue to develop a plan to improve the overall school climate. 2. Teachers will be provided mini behavior lessons based on designated themes. 3. Teachers will be instructed and supported on teaching students schoolwide expectations. 4. A rewards system will promote positive student behavior. 5. A tiered support system for students exhibiting challenging behaviors and creating disruptions will be implemented. (MTSS Tier 1) 6. A Teacher Support system to include training in behavior modification tools beginning with de-escalation and</p>

mindfulness needs to continue and expand.

**FUNDATIONS**

**Audience**

**Topics to be Included**

**Evidence of Learning**

**Lead Person/Position**

**Anticipated Start**

**Anticipated Completion**

**Learning Format**

**Type of Activities**

**Frequency**

**Observation and Practice Framework Met in this Plan**

**This Step Meets the Requirements of State Required Trainings**

**Approvals & Signatures**

**Uploaded Files**

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>