**Homeville El Sch**  
TSI Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Homeville Elementary School | | 103029603 |
| **Address 1** | | |
| 4315 Eliza Street | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| West Mifflin | PA | 15122 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Jeffrey Soles/Superintendent | | solesj@wmasd.org |
| **Principal Name** | | |
| Dr. Jah-Chant Robinson | | |
| **Principal Email** | | |
| robinsonj@wmasd.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 412.466.9131 | | 7000 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
|  | |  |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Dr. Robinson | Principal | Homeville Elementary School | robinsonj@wmasd.org |
| Lisa Stillwagon | School Counselor | Homeville Elementary School | stillwagons@wmasd.org |
| Cathy Crosby | Teacher | Homeville Elementary School | crosbyc@wmasd.org |
| Kelly Hilligsberg | Teacher | Homeville Elementary School | hilligsbergk@wmasd.org |
| Danielle Onuffer | Teacher | Homeville Elementary School | Onufferd@wmasd.org |
| Tamia Sanders | Teacher | Homeville Elementary School | sanderst@wmasd.org |
| Ashley Green | Teacher | Homeville Elementary School | greena@wmasd.org |
| Katie Surmick | Parent | Homeville Elementary School | katiesurmick@gmail.com |
| Jeff Soles | District Level Leaders | West Mifflin Area SD | solesj@wmasd.org |
| Jeff Solomon | District Level Leaders | West Mifflin Area SD | solomonj@wmasd.org |
| Maria Rader | Teacher | West Mifflin Area SD | raderm@wmasd.org |
| Cathy Graham | Teacher | West Mifflin Area SD | grahamc@wmasd.org |
| Anita Smith | Teacher | West Mifflin Area SD | smitha@wmasd.org |
| Mary Beth Miller | Community Member | West Mifflin Area SD | millermb@wmasd.org |
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# Vision for Learning

**Vision for Learning**

At Homeville Elementary, we will provide an environment that includes diverse collaborative learning community of families, staff, and community members, that will ensure all students attain the knowledge and skills to succeed academically, socially and emotionally to become contributing, ethical citizens in a global society, through our unwavering commitment to inspire every student to achieve personal excellence.

# Future Ready PA Index

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **True** K | **True** 1 | **True** 2 | **True** 3 | **False** 4 | **False** 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 |
| All students group ELA proficiency 47.7% and meet interim target. | Homeville met interim target for ELA. |
| Math proficiency for all student group at 42.2% | All student group met proficiency in math at 42.2% |
|  |  |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
|  |  |
|  |  |
| Regular Attendance | All students groups did not meet benchmark for attendance. |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  ELA Proficient/Advanced on PSSA  **ESSA Student Subgroups**  White, Economically Disadvantaged | **Comments/Notable Observations**  Overall reading level performance is consistent with the State average. Dedicated interventions to those students in need of skill mastery assistance. White and economically disadvantage group met interim targets. |
| **Indicator**  Math Proficient/Advanced on PSSA  **ESSA Student Subgroups**  White, Economically Disadvantaged | **Comments/Notable Observations**  Overall math level performance is consistent with State average. Dedicated interventions to those students in need of skill mastery assistance. White and economically disadvantage group met interim targets. |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  White students met the criteria for regular attendance. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  ELA proficiency  **ESSA Student Subgroups**  African-American/Black, Students with Disabilities | **Comments/Notable Observations**  African American and Students with Disability groups did not meet targets for ELA proficiency. |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  Math PSSA Proficient/Advanced Scores  **ESSA Student Subgroups**  African-American/Black, Students with Disabilities | **Comments/Notable Observations**  The African American and Students with Disabilities groups are not meeting targets with proficiency in math. Math scores continue to remain lower than scores prior to the pandemic. |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups**  African-American/Black, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  African American, Hispanic, Two or more races, and student with disabilities, and economically disadvantages student groups did not meet the target for attendance. students are a targeted group for attendance improvement. |

## 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.

|  |
| --- |
| Effective PBIS Program/Fidelity at Tier 1,2 and 3 |
| Effective MTSS |
| The 2023-2024 Master Schedule allows for consistency of instruction, common planning time for staff, and more time for instruction. (120 minutes) With the implementation of a new ELA curriculum teachers need 120 minutes of instruction time plus a 30 minute tier intervention block to successfully implement the new program with fidelity and show academic success |
| All student group is meeting state targets in ELA and Math. |
| White and economically disadvantage group met interim targets in ELA and Math proficiency. |

### 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.

|  |
| --- |
| PSSA ELA Proficient and Advance Scores/ African Americans and Student with Disabilities |
| PSSA Math Proficient and Advance Scores/ African Americans and students with disabilities |
| Regular Attendance/All student groups except white students are meeting attendance targets. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Acadience, On-Hands, and HMH standard based assessments | 8% decrease in Well Below. 20% increase in the above average . 1st grade BOY 64% were well below 47% were well below at the EOY. 1st 12% were above at the BOY. 29% were above at the EOY. |
| PSSA - ELA Overall: 51% Proficient/Advanced White: 70.3% Proficiency Socio-economically disadvantaged: 52.4 Proficiency | 21-22 scores were 48%. Scores improved by 3%. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| The implementation of Instructional coaches for both reading and math in addition to data review meetings have been beneficial for both staff and students. Title I provides small-group instruction to assist those students that need additional and/or specific assistance. |
| Effective MTSS where grade level teachers, coaches, principals, and title I teachers identify at-risk students and set goals for both the classroom and individual students based on data and performance. |
| Homeville has effective PBIS and SAP programs to assist students and families. The Kindness Club focuses on student leadership and fostering a positive school culture. These activities are beneficial academically, socially, and emotionally. |
| 8% decrease in Well Below. 20% increase in the above average . 1st grade BOY 64% were well below 47% were well below at the EOY. 1st 12% were above at the BOY. 29% were above at the EOY. |

### Challenges

|  |
| --- |
| ELA PSSA Proficient/Advance Scores for all students/African American |
| Regular Attendance |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| HMH Math | All grades K-3 52.5% BOY were below average . 16.8% were below average at the EOY. 35.7% growth. |
| PSSA- Math Overall : 46% Proficient/Advanced | PSSA scores in 21-22 were 43%. Scores improved by 3%. |

## Mathematics Summary

### Strengths

|  |
| --- |
| Effective MTSS where grade level teachers, coaches, principals, and title I teachers identify at-risk students and set goals for both the classroom and individual students based on data and performance. Effective interventions. |
| The implementation of Instructional coaches for both reading and math in addition to data review meetings have been beneficial for both staff and students. Title I provides small-group instruction to assist those students that need |
| All grades K-3 52.5% BOY were below average . 16.8% were below average at the EOY. 35.7% growth. |

### Challenges

|  |
| --- |
| Math PSSA Proficient/Advance Scores for all students/ African American |
| Regular Attendance |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Regular Attendance /PBIS | Regular Attendance/All student groups except white students are meeting attendance targets. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| The implementation of Instructional coaches for both reading and math in addition to data review meetings have been beneficial for both staff and students. Title I provides small-group instruction to assist those students that need additional and/or specific assistance. |
| Effective MTSS where grade level teachers, coaches, principals, and title I teachers identify at-risk students and set goals for both the classroom and individual students based on data and performance. |
| Effective MTSS |
| White and economically disadvantage group met interim targets in ELA and Math proficiency. |

### Challenges

|  |
| --- |
| Regular attendance is important for consistent instruction. If we continue to monitor attendance and acknowledge improved attendance and offer rewards for those students having consistent attendance, students will have greater access to instruction thus increasing scores. |
| If we provide feedback on instruct via professional development for teachers, then students receiving high quality instruction should increase their performance. |
| If teaching teams engage in data analysis to identify small groups with student skills to target then coaches can support teaching to mastery. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Classroom logs and Naviance for Careers | School counselor will introduce Naviance Career Training to second and third grade students. |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

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

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

## Summary

### Strengths

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

|  |
| --- |
| The school is staffed with an elementary-school counselors that have designated areas of focus. |
| Teachers work together to develop a social studies program that is consistent with current events and the foundational structure of both State and Federal government. |
| Our career readiness activities are up to date and compliant with PA career standards at the K-3 level |
| Our ELA team and school leadership team are consistently trying to implement integrated social studies topics into our ELA curriculum. With the implementation of the new ELA curriculum we will be able to integrate social studies topics due to the non-fictional material in the program. |

### 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.

|  |
| --- |
| The rising number of SAP students in need of assistance is rising thus making it difficult for counselor/staff to properly address needs. |
| Our counselor conducts career lessons however with the number of students to counselor ratio, it makes it difficult to give individual attention and provide lessons to all students. |

# Equity Considerations

## English Learners

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

## Students with Disabilities

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

## Students Considered Economically Disadvantaged

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

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Black | African American sub group has been identified on TSI for academic achievement and attendance. |
| 2 or More Races |  |
| Hispanic |  |

## 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.

|  |
| --- |
| We are developing more time in our ELA block with more opportunities for inclusive services which should benefit all children and those with IEP's. |
| Student assistance program structure identifies students who may need interventions and supports. |
| Special education teacher provided inclusion classroom for students to be educated with their peers. |
| Identifying inclusion student who would be best served in the mainstream classroom. |
| We are also developing more time in our math block with more opportunities for inclusive services which should benefit all children and those with IEP's. |

### 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.

|  |
| --- |
| The socio-economic disadvantaged population continues to rise in the school district and surrounding area. |
| Meeting the social. emotional, and academic needs of our students. |
| Ensuring that differentiated strategies are implemented to meet each child's at their level. |
| The ELL population continues to increase each year which requires more resources. |
|  |

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

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Operational |
| Collectively shape the vision for continuous improvement of teaching and learning | Operational |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | 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 | Exemplary |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Exemplary |
| Implement a multi-tiered system of supports for academics and behavior | 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 | Operational |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
| --- |
| Our school leadership team has done a good job in restructuring the building operations to ensure students have a positive, safe, and encouraging school climate. |
| Our PBIS team is seeking tiers 1,2 and 3 recognition. |
| We collaborate with the PTA to enhance STEM learning and family engagement. |
| Continued focus on student and classroom data to drive classroom instruction. |

### 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?

|  |
| --- |
| Our building has a significant special education population which impacts learning outcomes. |
| Regular Attendance |

# 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 |
| Effective PBIS Program/Fidelity at Tier 1,2 and 3 | True |
| Effective MTSS | True |
| White and economically disadvantage group met interim targets in ELA and Math proficiency. | True |
| The 2023-2024 Master Schedule allows for consistency of instruction, common planning time for staff, and more time for instruction. (120 minutes) With the implementation of a new ELA curriculum teachers need 120 minutes of instruction time plus a 30 minute tier intervention block to successfully implement the new program with fidelity and show academic success | True |
| The implementation of Instructional coaches for both reading and math in addition to data review meetings have been beneficial for both staff and students. Title I provides small-group instruction to assist those students that need additional and/or specific assistance. | True |
| Effective MTSS where grade level teachers, coaches, principals, and title I teachers identify at-risk students and set goals for both the classroom and individual students based on data and performance. | True |
| Homeville has effective PBIS and SAP programs to assist students and families. The Kindness Club focuses on student leadership and fostering a positive school culture. These activities are beneficial academically, socially, and emotionally. | False |
| 8% decrease in Well Below. 20% increase in the above average . 1st grade BOY 64% were well below 47% were well below at the EOY. 1st 12% were above at the BOY. 29% were above at the EOY. | False |
| The implementation of Instructional coaches for both reading and math in addition to data review meetings have been beneficial for both staff and students. Title I provides small-group instruction to assist those students that need additional and/or specific assistance. | False |
| Effective MTSS | False |
| Effective MTSS where grade level teachers, coaches, principals, and title I teachers identify at-risk students and set goals for both the classroom and individual students based on data and performance. Effective interventions. | True |
| The implementation of Instructional coaches for both reading and math in addition to data review meetings have been beneficial for both staff and students. Title I provides small-group instruction to assist those students that need | False |
| All grades K-3 52.5% BOY were below average . 16.8% were below average at the EOY. 35.7% growth. | False |
| Effective MTSS where grade level teachers, coaches, principals, and title I teachers identify at-risk students and set goals for both the classroom and individual students based on data and performance. | False |
| White and economically disadvantage group met interim targets in ELA and Math proficiency. | False |
| The school is staffed with an elementary-school counselors that have designated areas of focus. | False |
| We are developing more time in our ELA block with more opportunities for inclusive services which should benefit all children and those with IEP's. | False |
| Student assistance program structure identifies students who may need interventions and supports. | False |
| Special education teacher provided inclusion classroom for students to be educated with their peers. | False |
| Identifying inclusion student who would be best served in the mainstream classroom. | False |
| We are also developing more time in our math block with more opportunities for inclusive services which should benefit all children and those with IEP's. | False |
| We collaborate with the PTA to enhance STEM learning and family engagement. | False |
| All student group is meeting state targets in ELA and Math. | True |
| Teachers work together to develop a social studies program that is consistent with current events and the foundational structure of both State and Federal government. | False |
| Our career readiness activities are up to date and compliant with PA career standards at the K-3 level | False |
| Our ELA team and school leadership team are consistently trying to implement integrated social studies topics into our ELA curriculum. With the implementation of the new ELA curriculum we will be able to integrate social studies topics due to the non-fictional material in the program. | False |
| Our school leadership team has done a good job in restructuring the building operations to ensure students have a positive, safe, and encouraging school climate. | False |
| Continued focus on student and classroom data to drive classroom instruction. | False |
| Our PBIS team is seeking tiers 1,2 and 3 recognition. | 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 |
| Regular Attendance/All student groups except white students are meeting attendance targets. | True |
| PSSA ELA Proficient and Advance Scores/ African Americans and Student with Disabilities | True |
| PSSA Math Proficient and Advance Scores/ African Americans and students with disabilities | True |
| ELA PSSA Proficient/Advance Scores for all students/African American | False |
| The rising number of SAP students in need of assistance is rising thus making it difficult for counselor/staff to properly address needs. | False |
| Our counselor conducts career lessons however with the number of students to counselor ratio, it makes it difficult to give individual attention and provide lessons to all students. | False |
| Math PSSA Proficient/Advance Scores for all students/ African American | False |
| Regular Attendance | False |
| If teaching teams engage in data analysis to identify small groups with student skills to target then coaches can support teaching to mastery. | False |
| Regular Attendance | False |
| Regular Attendance | False |
| Regular attendance is important for consistent instruction. If we continue to monitor attendance and acknowledge improved attendance and offer rewards for those students having consistent attendance, students will have greater access to instruction thus increasing scores. | False |
|  | False |
| Meeting the social. emotional, and academic needs of our students. | True |
| If we provide feedback on instruct via professional development for teachers, then students receiving high quality instruction should increase their performance. | False |
| Ensuring that differentiated strategies are implemented to meet each child's at their level. | True |
| The ELL population continues to increase each year which requires more resources. | False |
|  | False |
| Our building has a significant special education population which impacts learning outcomes. | False |
| The socio-economic disadvantaged population continues to rise in the school district and surrounding area. | 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.

Appropriate special education placement for children with disabilities will enhance both their learning and the learning of the mainstream students. Appropriate inclusion of special education students into the mainstream classroom will increase all student knowledge of disabilities and the various manners by which each group learns. Effective interventions and data analysis for students to make maximum gains.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Regular Attendance/All student groups except white students are meeting attendance targets. | Cultivating an positive environment where students feel safe, supported, and want to come to school. Meeting the social, emotional, and academic needs of students. | True |
| PSSA ELA Proficient and Advance Scores/ African Americans and Student with Disabilities | Identifying students needs and addressing them through interventions and data analysis. | True |
| PSSA Math Proficient and Advance Scores/ African Americans and students with disabilities | Identifying students needs and addressing them through interventions and data analysis. | True |
| Meeting the social. emotional, and academic needs of our students. | PBIS, Kindness Club, MTSS, Academic Support/Enrichment, and counseling services will address student need. | False |
| Ensuring that differentiated strategies are implemented to meet each child's at their level. | MTSS, Academic Support/Enrichment, Title I, HMH, Acadience, Number Corners, and ECRI interventions. | False |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| The implementation of Instructional coaches for both reading and math in addition to data review meetings have been beneficial for both staff and students. Title I provides small-group instruction to assist those students that need additional and/or specific assistance. | Data driven decisions are used to develop plans for intervention and effective instruction of students. |
| Effective MTSS where grade level teachers, coaches, principals, and title I teachers identify at-risk students and set goals for both the classroom and individual students based on data and performance. | Data driven decisions are used to develop plans for intervention and effective instruction of students. |
| Effective PBIS Program/Fidelity at Tier 1,2 and 3 | Effective PBIS meets the social, emotional and academic needs of students. |
| Effective MTSS | MTSS provides the tiers for intervention. Data meeting identify appropriate interventions. |
| White and economically disadvantage group met interim targets in ELA and Math proficiency. | Technology is used for instruction and for intervention. |
| The 2023-2024 Master Schedule allows for consistency of instruction, common planning time for staff, and more time for instruction. (120 minutes) With the implementation of a new ELA curriculum teachers need 120 minutes of instruction time plus a 30 minute tier intervention block to successfully implement the new program with fidelity and show academic success | Utilizing time efficiently for effective instruction. |
| All student group is meeting state targets in ELA and Math. | Our staff is motivated to participate and provide necessary instruction and intervention for students. |
| Effective MTSS where grade level teachers, coaches, principals, and title I teachers identify at-risk students and set goals for both the classroom and individual students based on data and performance. Effective interventions. | MTSS provides the tiers for intervention. Data meeting identify appropriate interventions. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | Regular attendance is important for consistent instruction. If we continue to monitor attendance and acknowledge improved attendance and offer rewards for those students having consistent attendance, students will have greater access to instruction thus increasing scores. |
|  | If we provide feedback on instruct via professional development for teachers, then students receiving high quality instruction should increase their performance. |
|  | If teaching teams engage in data analysis to identify small groups with student skills to target then coaches can support teaching to mastery. |

# Goal Setting

## Priority: Regular attendance is important for consistent instruction. If we continue to monitor attendance and acknowledge improved attendance and offer rewards for those students having consistent attendance, students will have greater access to instruction thus increasing scores.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Regular Attendance | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Regular attendance will increase by 3% in all students including the African American subgroup by creating an environment where students feels safe and supported socially, emotionally, and academically. Attendance will be review on PowerSchool and through the Future Ready Index. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Regular Attendance /PBIS | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Regular Attendance will increase by 1.5% by the end of the first quarter on 10/23/24 | Regular Attendance will increase by 2.0% by the end of the second quarter on 1/9/25. | Regular Attendance will increase by 2.5% by the end of the third quarter on 3/17/25. | Regular Attendance will increase by 3.0% by the end of the fourth quarter on 5/28/25. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Student growth on both local and state assessment will show at least 8% growth in reading. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Reading Growth | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Data team will analyze data to ensure growth in reading. 2% growth by the end of the first quarter on 10/23/24. | Data team will analyze data to ensure growth in reading. 4% growth by the end of the second quarter on 1/9/25. | Data team will analyze data to ensure growth in reading. 6% growth by the end of the third quarter on 3/17/25. | Data team will analyze data to ensure growth in reading. 8% growth by the end of the fourth quarter on 5/28/25. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 4: Foster Quality Professional Learning | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Student growth on both local and state assessment will show at least 8% growth in math. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math Growth | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Data team will analyze data to ensure growth in math. 2% growth by the end of the first quarter on 10/23/24. | Data team will analyze data to ensure growth in math. 4% growth by the end of the second quarter on 1/9/25. | Data team will analyze data to ensure growth in math. 6% growth by the end of the third quarter on 3/17/25. | Data team will analyze data to ensure growth in math. 8% growth by the end of the fourth quarter on 5/28/25. |

## Priority: If we provide feedback on instruct via professional development for teachers, then students receiving high quality instruction should increase their performance.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Using our Acadience data to incorporate with our MTSS program to set up interventions to focus on student needs in regards to the Acadience scores. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| MTSS | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Data team will analyze data to ensure growth on Acadience by 2%. | Data team will analyze data to ensure growth on Acadience by 4%. | Data team will analyze data to ensure growth on Acadience by 6%. | Data team will analyze data to ensure growth on Acadience by 8%. |

## Priority: If teaching teams engage in data analysis to identify small groups with student skills to target then coaches can support teaching to mastery.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, implement a tiered support system for all elementary students, ensuring that 90% of those receiving targeted interventions demonstrate a minimum of 10% improvement in their standardized test scores or individualized assessments. Progress will be monitored quarterly to make data-driven adjustments and ensure the support system meets the needs of each student effectively. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Progress Pathway Target | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Identify and assess 100% of students requiring additional support. Begin targeted interventions for at least 75% of those identified students. | Ensure that 80% of students receiving interventions show early signs of progress (e.g., a 5% improvement in assessments or positive feedback in formative evaluations) | Achieve a 90% rate of improvement in targeted interventions, with students showing at least a 7% increase in their assessment scores or other relevant metric | Ensure that 90% of students who received targeted interventions achieve a minimum of 10% improvement in standardized test scores or individualized assessments |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Regular Attendance /PBIS | MTSS |
| Reading Growth | Math Growth |
| Progress Pathway Target |

## Action Plan For: MTSS

|  |
| --- |
| **Measurable Goals:** |
| * Using our Acadience data to incorporate with our MTSS program to set up interventions to focus on student needs in regards to the Acadience scores. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Our Elementary team will work closely with the AIU3 to align curriculum, assessment, and instructional strategies as we increase our block of ELA and Math to focus on improving reading and math skills. | | 2024-08-21 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Dr. Robinson-Principal | Material: we have purchased a texts to align our curriculum with research based strategies. We will review recommendations from the AIU 3. Resources: We will use our 1-1 devices and texts to provide necessary resources. If more resources are needed, we will look to acquire. Supports: We will continue to work with Dr. Yonek, Shelly Burr and the AIU3 to ensure that we are following an appropriate and timely path to improvement. This time will take place through weekly meetings and PD opportunities throughout the year. | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| We are scheduling a 120 minute ELA block and 90 minute math block that can meet the needs of learners at each level though tiered instruction and differentiation. Each grade level will also have a tier time of 30 minutes for MTSS instruction. | Grades and skill level groups will be monitored during progress monitoring throughout the course of the school year. |

## Action Plan For: Reading and Math Growth

|  |
| --- |
| **Measurable Goals:** |
| * Student growth on both local and state assessment will show at least 8% growth in math. * Student growth on both local and state assessment will show at least 8% growth in reading. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Pattan, AIU, Coaches, Counselor and teachers will implement ECRI via the SPEL grant. Progress will be monitored through benchmark testing. Teachers and math coach will analyze math data from HMH, Acadience, and Spring Math to create Tier II interventions | | 2024-09-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Dr. Robinson-Principal, Dina Fouser-ELA Coach Tina Keller-Math Coach | ECRI materials have been purchased and SPEL grant materials. HMH Growth Measure, Spring Math, Acadience Math | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| MTSS team will create an additional 30 minute intervention for Tier II students for math. Out MTSS team will continue to make data driven decision for students to have proper interventions and instruction for growth in reading. | MTSS team will review local assessments ( acadience reading, OnHands, ECRI, PSI and PASI.), formative assessments and summative assessment monthly. MTSS team will review local assessments ( acadience reading, OnHands, ECRI, PSI and PASI.), formative assessments and summative assessment monthly. |

## Action Plan For: Regular Attendance/PBIS

|  |
| --- |
| **Measurable Goals:** |
| * Regular attendance will increase by 3% in all students including the African American subgroup by creating an environment where students feels safe and supported socially, emotionally, and academically. Attendance will be review on PowerSchool and through the Future Ready Index. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Counselor will monitor daily attendance and create monthly incentives for individuals to promote regular attendance. | | 2024-09-01 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Lisa Stillwagon-Counselor | PBIS incentives, certificates, Local business partnerships | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Attendance will improve over the school year by 10% from the previous school year. | Counselor and PBIS team |

# 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * MTSS * Reading and Math Growth * Regular Attendance/PBIS | Title I supports and interventions | 83613 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Total Expenditures | | | | 83613 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| MTSS | Our Elementary team will work closely with the AIU3 to align curriculum, assessment, and instructional strategies as we increase our block of ELA and Math to focus on improving reading and math skills. |
| Reading and Math Growth | Pattan, AIU, Coaches, Counselor and teachers will implement ECRI via the SPEL grant. Progress will be monitored through benchmark testing. Teachers and math coach will analyze math data from HMH, Acadience, and Spring Math to create Tier II interventions |

## Data meeting to review results and design lessons that focus on students' needs.

|  |  |  |
| --- | --- | --- |
| **Audience** | | |
| Grade level Teachers | | |
| **Topics to be Included** | | |
| Acadience Math, Math curriculum, reviewing data, setting goals | | |
| **Evidence of Learning** | | |
| Data Review three times during the year | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Dr. Robinson and Mrs. Keller | 2024-09-16 | 2025-05-27 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * Board Affirmation Stmt HV TSI 9-19-24.pdf |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Jeffrey T. Soles | 2025-03-07 |
| **Building Principal Signature** | **Date** |
| Dr. Jah-Chant Robinson | 2025-03-06 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |