

SOUTH BUFFALO EL SCH

562 Freeport Rd

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

South Buffalo Elementary School envisions a learning environment... " That prepares students to embrace technological advancements of the 21st century; " Develops students who are able to problem-solve thoughtfully; " Promotes expressive communication through the application of reading, writing, listening, research, speaking, and presentation skills. " That establishes a strong work ethic among the district's students; " That develops citizens that make positive contributions to society; " That establishes a love for learning and a recognition that learning is a life-long effort; " That promotes wellness: That promotes equity among all students; " That prescribes specific action plans to target the individual learning needs of students; " That embraces continual reflection on best practices and student improvement strategies to close the achievement gap.

STEERING COMMITTEE

Name	Position	Building/Group
Jeffrey S. Lesko	Principal/ Title I Coordinator	South Buffalo Elementary
Carly Constantino	Reading Specialist	South Buffalo Elementary
Bobbi Rupp	RtII Specialist/ Gifted Support	South Buffalo Elementary
McKenna Gonzalez	School Counselor	South Buffalo Elementary
Jessica Berberich	5th Grade Teacher	South Buffalo Elementary
Aimee Raber-Campbell	Kindergarten Teacher	South Buffalo Elementary
Cara Masters	Special Education Teacher	South Buffalo Elementary
Donald Dell	Director of Student Services	Freeport Area School District
Dr. Autumm Wyant-Palmiter	Education Specialist	Community Member
Sarah Rakowski	Parent	South Buffalo Elementary PTO
Dr. Natalie Heisey	Reading Specialist/ Professor	Geneva College
Sarah Vivian	Parent	South Buffalo Elementary PTO
Paul Bergad	Community Member	South Buffalo Township Supervisors

Name

Position

Building/Group

Katie Charlton

Community Member

Armstrong County District Attorney

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Teachers will be provided with the necessary professional development to effectively utilize growth scores to design effective instructional strategies that target specific populations. The use of EdInsight to analyze student data will be a key component of this process, and used during MTSS meetings to target specific strategies aimed at improving all student growth, especially those most at risk, such as our economically disadvantaged students and students with disabilities.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>Responsive Classroom, along with new PBIS program, will be integrated and included as part of MTSS tier I strategies, and teachers will be provided with targeted professional development to ensure successful implementation of both Responsive Classroom and the PBIS system/ process.</p>	<p>Social emotional learning Social emotional learning</p>
<p>Best practice strategies for equipping families to provide support at home and in school will be developed and communicated to parents. This will include workshops on assisting parents with understanding academic reports, reading and math strategies to help with schoolwork at home, and a parent advisory group to target specific areas of parent need.</p>	<p>Parent and family engagement</p>
<p>A system to monitor and evaluate the impact of 4 lenses of learning and PBIS will be developed, introduced to teachers, and employed by the building principal and teacher leaders. This monitoring system will allow for revision of practices as</p>	<p>Essential Practices 1:</p>

Priority Statement

Outcome Category

discussed through team and grade level meetings.

Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Academic Growth	Grade level teachers will design specific and targeted instruction based upon research based instructional practices, which are proven to increase student growth as measured by NWEA MAP and PVAAS.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Building Principal will lead the teachers in a review of the data; This will take place initially durign our first data team meeting in early August,	2023-08-22 - 2023-09-08	Jeffrey Lesko, Principal	PVAAS reports, other local assessment data; federal

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>followed by data team meetings occurring after each administration of the NWEA MAP assessment, as well as during our cycled MTSS meetings</p>			<p>funds, as detailed in E-grants and the schoolwide plan expenditures table, used to support a percentage of the salary and benefits of RtII specialist, reading specialist, and counselor as part of the data review process.</p>
<p>Utilize MTSS process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students. The flexible instructional groups will be fluid in that data analysis will be continually addressed through cycled MTSS meetings resulting in adjustment of both groups and targeted instructional strategies to meet specific student academic needs. In addition to tier II and III groupings and strategies, every MTSS meeting will include tier I core instructional review to ensure that all students are receiving prescribed curricular instruction aligned to standards. Tier I instructional strategies will also be analyzed and modified based on student data.</p>	<p>2023-08-28 - 2024-05-31</p>	<p>Jeffrey Lesko, Principal; Bobbi Rupp, RtII Specialist</p>	<p>PowerSchool/ EdInsight, and NWEA MAP reports for student data, RtII reports, master schedule; federal funds, as detailed in E-grants and schoolwide plan expenditures table used to support a percentage of the salary and benefits of RtII specialist, reading specialist, and counselor as part of the flexible group building process.</p>

Anticipated Outcome

Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Monitoring/Evaluation

Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions, MTSS Meetings; results noted in the quarterly schoolwide plan monitoring section

Evidence-based Strategy

Integration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS	Responsive Classroom, along with the new PBIS program, will be expanded to more effectively integrate the two complimentary programs as part of MTSS tier I strategies, and teachers will be provided with targeted professional development to ensure successful implementation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Analyze previous responsive classroom and PBIS integration strategies; schoolwide and grade	2023-08-21 - 2023-10-27	Jeffrey Lesko, Principal; McKenna Gonzalez, Counselor;	Responsive Classroom and PBIS program curriculum; review and selection committee;

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
level PBIS kick-off		Professional Learning Mentors	
Development of integration strategies for Responsive Classroom and PBIS program.	2023-10-27 - 2023-11-30	Jeffrey Lesko, Principal; McKenna Gonzalez , Counselor, Professional Learning Mentors	Responsive Classroom and PBIS program curriculum; review and selection committee to develop action plan of integration
Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed	2024-01-12 - 2024-03-19	Jeffrey Lesko, Principal; McKenna Gonzalez, Counselor; Professional Learning Mentors	Professional Learning Mentors, Master schedule supports; \$190, 655 of federal funds, as detailed in E-Grants, used to support salary and benefits of RtII specialist and reading specialist as part of the training process
Full implementation and integration of Responsive Classroom and PBIS program	2024-03-19 - 2024-05-31	Jeffrey Lesko, Principal; McKenna Gonzalez, Counselor; Professional Learning Mentors	Blended Responsive Classroom/ PBIS Action Plans
Anticipated Outcome			
Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.			

Monitoring/Evaluation

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section

Evidence-based Strategy

Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
SEL Themes and Lessons	To facilitate the integration of Responsive Classroom with PBIS program, the school counselor, in coordination with the building principal, will develop Tier I SEL grade level standards, monthly themes and skills, and deliver classroom lessons centered around established standards, skills, and themes.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team	2023-08-01 - 2023-09-29	McKenna Gonzalez, Counselor; Jeffrey Lesko, Building Principal	PBIS materials, developed Responsive Classroom materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement themes, classroom counselor lessons, meeting of student leadership team, as part of an ambassador and mentoring program.	2023-10-01 - 2024-05-31	McKenna Gonzalez, Counselor; Jeffrey Lesko, Building Principal	developed SEL themes, developed classroom counselor lessons, materials crafted by the student leadership team
Develop SEL Themes, lessons, and student ambassador evaluation surveys.	2024-04-15 - 2024-05-13	McKenna Gonzalez, Counselor; Jeffrey Lesko, Building Principal	Surveys
Complete all monthly themes and skills, classroom lessons, distribute and collect end-of-year survey, begin to review results	2024-05-13 - 2023-06-02	McKenna Gonzalez, Counselor; Jeffrey Lesko, Building Principal	Survey Results
Anticipated Outcome			
Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program			

Monitoring/Evaluation

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal; bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Evidence-based Strategy

Parent Engagement to strengthen home/school partnership to increase student achievement and social growth

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Family Engagement

Programs, workshops, discussion sessions, and resources will be provided to parents in concert with teacher trainings/ professional development to strengthen home/school partnership in regard to student learning.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Review parent and staff needs assessment with staff and committee, plan programs, workshops, and gather resources.

2023-07-05 -
2023-08-25

Jeffrey Lesko,
Principal

Parent and staff needs
assessments

Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education

2023-08-01 -
2024-05-31

Jeffrey Lesko,
Building
Principal

Professional Staff, Parent
Advisory Committee, local
pediatrician's office

Action Step**Anticipated
Start/Completion****Lead
Person/Position****Materials/Resources/Supports
Needed**

workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop, Cultural Awareness, SEL, Internet Safety, Professional Learning Groups, Communicating with Parents, Differentiation of Instruction

Anticipated Outcome

Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Monitoring/Evaluation

surveys after each program, end-of-year evaluation parent survey; results noted in the quarterly schoolwide plan monitoring section

Evidence-based Strategy

Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Four Lenses of Learning

Established four lenses of learning program, which has been fully implemented, will be monitored for fidelity, and evaluated for effectiveness during the 23-24 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review of Four Lenses of Learning with professional staff; discuss implementation thus far	2023-08-21 - 2023-08-25	Jeffrey Lesko, Building Principal, Professional Learning Mentors	Schoology, lesson examples, Observational notes, end of 22-23 school year 4 lenses teacher survey
Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions	2023-08-28 - 2024-05-31	Jeffrey Lesko, Building Principal, Professional Learning Mentors	Observational notes, PLC and MTSS agendas and notes
Review of informal and formal measures of student learning; connections/ impact to 4 lenses will be analyzed	2024-05-06 - 2023-06-02	Jeffrey Lesko, Building Principal, Professional Learning Mentors	Observational notes, PLC and MTSS agendas and notes, NWEA MAP assessment results

Anticipated Outcome

Grade level documentation of implemented strategies and results on student achievement

Monitoring/Evaluation

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective; results noted in the quarterly schoolwide plan monitoring section



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade level teachers will design specific and targeted instruction based upon research based instructional practices, which are proven to increase student growth as measured by NWEA MAP and PVAAS. (Academic Growth)	Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.	Building Principal will lead the teachers in a review of the data; This will take place initially during our first data team meeting in early August, followed by data team meetings occurring after each administration of the NWEA MAP assessment, as well as during our cycled MTSS meetings	08/22/2023 - 09/08/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Responsive Classroom, along with the new PBIS program, will be expanded to more effectively integrate the two complimentary programs as part of MTSS tier I strategies, and teachers will be provided with targeted professional development to ensure successful implementation. (PBIS)	Integration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)	Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed	01/12/2024 - 03/19/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>To facilitate the integration of Responsive Classroom with PBIS program, the school counselor, in coordination with the building principal, will develop Tier I SEL grade level standards, monthly themes and skills, and deliver classroom lessons centered around established standards, skills, and themes. (SEL Themes and Lessons)</p>	<p>Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and</p>	<p>Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team</p>	<p>08/01/2023 - 09/29/2023</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

themes.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Programs, workshops, discussion sessions, and resources will be provided to parents in concert with teacher trainings/ professional development to strengthen home/school partnership in regard to student learning. (Family Engagement)</p>	<p>Parent Engagement to strengthen home/school partnership to increase student achievement and social growth</p>	<p>Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher</p>	<p>08/01/2023 - 05/31/2024</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

training,
Technology in
Education
workshop, Safe
and Healthy
Students
workshop, Local
Preschools and
daycare transition
workshop,
Cultural
Awareness, SEL,
Internet Safety,
Professional
Learning Groups,
Communicating
with Parents,
Differentiation of
Instruction

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Established four lenses of learning program, which has been fully implemented, will be monitored for fidelity, and evaluated for effectiveness during the 23-24 school year. (Four Lenses of Learning)	Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens	Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions	08/28/2023 - 05/31/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Jeffrey S. LEsko

2023-07-27

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Percentage of Proficient and Advanced on ELA NWEA MAP - all student groups

Percentage of Proficient and Advanced on Math NWEA MAP - all students

Percentage of Proficient and Advanced on ELA NWEA MAP - Economically Disadvantaged Students

Percentage of Proficient and Advanced on ELA NWEA MAP - increase in performance of students with disabilities

All Student Groups (collectively) Meet Interim Goal/Improvement Target (PSSA 2022) NWEA 2022/23

Percent Advanced in ELA higher than state average

Economically Disadvantaged students - Meets or Exceeds Interim Target

Meeting Annual Academic Growth Expectations in Math - Economically Disadvantaged Students

Increase in Performance from the Previous Year – students with

Challenges

Percentage of Proficient and Advanced on ELA NWEA MAP - Students with Disabilities

Percentage of Proficient and Advanced on Math NWEA MAP - Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students

All Student Group Did Not Meet the Standard Demonstrating Growth NWEA 22-23/ PVAAS

All Student Group Did Not Meet the Standard Demonstrating Growth NWEA MAP 22-23/ PVAAS

Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year- Students with Disabilities

N/A

Percentage of Proficient and Advanced on ELA NWEA 22-23 - Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA -

Strengths

disabilities

All Student Group Meets 2030 Statewide Goal (PSSA) 2022

All Student Group Meets the Standard Demonstrating Growth in Science

All Student Group Exceeds Performance Standard (100%) - Career Standards Benchmark - College and Career Readiness Future Ready PA

Economically disadvantaged students -- Meets or Exceeds Interim Target ELA PSSA

Economically disadvantaged students -- Meets or Exceeds Interim Target; Increase in Performance from the Previous Year Math PSSA

Economically disadvantaged students -- Meets or Exceeds Interim Target; Increase in Performance from the Previous Year for Growth (PVAAS ELA and Math)

Primary students' data indicate reaching established targeted RIT goals from initial benchmark to most recent assessment -- NWEA MAP ELA and math

Students with Disabilities -- Increase in Performance from the Previous Year (ELA PSSA)

Challenges

Economically Disadvantaged Students

Slight decrease in growth of all student groups

Percentage of Proficient and Advanced short of goal/target ELA PSSA - Students with Disabilities

Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year Math PSSA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment ELA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment Math - Students with Disabilities

Decrease in Performance from the Previous Year - ELA PSSA; Not Meeting Statewide Goal/ Interim Target; Decrease in Performance from the Previous Year - PVAAS ELA -- Economically disadvantaged students

Continue to fine-tune evidence-based system of schoolwide positive behavior interventions and supports

Continue to implement evidence-based strategies to engage

Strengths

Percentage of Proficient and Advanced on Math - all students
NWEA MAP 22-23

Meeting Annual Academic Growth Expectations in Math -
Economically Disadvantaged Students

Percent Advanced in Math higher than state average

Percent Advanced in Science higher than state average

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Identify and address individual student learning needs

Use multiple professional learning designs to support the learning needs of staff

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

families to support learning

Continue to monitor and evaluate the impact of professional learning on staff practices and student learning

Most Notable Observations/Patterns

Sub groups, especially students with disabilities, need improvement in both achievement and growth; overall PVAAS score improvement (growth in general however measured) needs addressed; continued implementation and monitoring of SEL/MTSS to address social/ emotional/ behavioral and academic well-being; strategies to support home-school connection; monitoring and follow-through with professional learning strategies. As indicated above, in addition to students with disabilities, economically disadvantaged students, while showing marked growth, still demonstrate need for additional interventions via our comprehensive MTSS process and supports to improve academic achievement to meet state standards. In terms of racial and ethnic subgroups, white students as a whole are demonstrating strong academic growth and achievement as demonstrated in spring NWEA MAP testing, as well as 2023 PSSA testing. As a school, we do not have enough racial/ ethnic minority students to constitute a subgroup. However, it is important to note that the small sample size of racial/ ethnic minority students that we do have are performing at similar measures of growth and achievement as their white peers. As a school, we do not have any students identified as ELL students.

Challenges

Discussion Point

Priority for Planning

Percentage of Proficient and Advanced on ELA NWEA MAP - Students with Disabilities

Percentage of Proficient and Advanced on Math NWEA MAP - Students with Disabilities

Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students

Challenges	Discussion Point	Priority for Planning
Continue to fine-tune evidence-based system of schoolwide positive behavior interventions and supports	Responsive Classroom has been fully implemented at the tier I level, along with a school-wide PBIS program, but better integration must occur as part of a complete SEL Tier I system	✓
Continue to implement evidence-based strategies to engage families to support learning	Parent needs assessment shows that additional communication regarding family engagement and programming is needed, as well as new programming.	✓
Continue to monitor and evaluate the impact of professional learning on staff practices and student learning	Professional development on 4 lenses of learning and Responsive Classroom has occurred, as well as a system of monitoring impact on practices and learning. However, end of year surveys indicate additional PD is needed to implement with fidelity (to ensure translation to increased student success)	✓
All Student Group Did Not Meet the Standard Demonstrating Growth NWEA 22-23/ PVAAS	Teachers need additional professional development to effectively utilize growth scores to design effective instructional strategies that target specific populations. Consideration of a new data analysis tool to assist (EdInsight)	✓
Meeting Annual Academic Growth Expectations in ELA - Economically Disadvantaged Students		
Percentage of Proficient and Advanced short of goal/target ELA PSSA - Students with Disabilities		
Not Meeting Statewide Goal/ Interim		

Challenges**Discussion Point****Priority for Planning**

Target; Decrease in Performance from the Previous Year Math PSSA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment ELA - Students with Disabilities

Primary students' data indicate falling short of established targeted RIT goals from initial benchmark to most recent assessment Math - Students with Disabilities

ADDENDUM B: ACTION PLAN

Action Plan: Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.

Action Steps**Anticipated Start/Completion Date**

Building Principal will lead the teachers in a review of the data; This will take place initially during our first data team meeting in early August, followed by data team meetings occurring after each administration of the NWEA MAP assessment, as well as during our cycled MTSS meetings

08/22/2023 - 09/08/2023

Monitoring/Evaluation**Anticipated Output**

Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions, MTSS Meetings; results noted in the quarterly schoolwide plan monitoring section

Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Material/Resources/Supports Needed**PD Step**

PVAAS reports, other local assessment data; federal funds, as detailed in E-grants and the schoolwide plan expenditures table, used to support a percentage of the salary and benefits of RtII specialist, reading specialist, and counselor as part of the data review process.

yes

Action Steps**Anticipated Start/Completion Date**

Utilize MTSS process and develop flexible instructional groups to address the specific instructional needs of individual and groups of students. The flexible instructional groups will be fluid in that data analysis will be continually addressed through cycled MTSS meetings resulting in adjustment of both groups and targeted instructional strategies to meet specific student academic needs. In addition to tier II and III groupings and strategies, every MTSS meeting will include tier I core instructional review to ensure that all students are receiving prescribed curricular instruction aligned to standards. Tier I instructional strategies will also be analyzed and modified based on student data.

08/28/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Progress monitoring students to ensure interventions in classrooms; RtII reports, walkthrough classroom observations, lesson plan review, formal classroom observations, PLC sessions, MTSS Meetings; results noted in the quarterly schoolwide plan monitoring section

Development of shared instructional strategies and assessments that will be used K-2 and 3-5; flexible grouping planning documents; improvement in benchmark assessments scores

Material/Resources/Supports Needed

**PD
Step**

PowerSchool/ EdInsight, and NWEA MAP reports for student data, RtII reports, master schedule; federal funds, as detailed in E-grants and schoolwide plan expenditures table used to support a percentage of the salary and benefits of RtII specialist, reading specialist, and counselor as part of the flexible group building process.

no

Action Plan: Integration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)

Action Steps**Anticipated Start/Completion Date**

Analyze previous responsive classroom and PBIS integration strategies; schoolwide and grade level PBIS kick-off

08/21/2023 - 10/27/2023

Monitoring/Evaluation**Anticipated Output**

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section

Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.

Material/Resources/Supports Needed**PD Step**

Responsive Classroom and PBIS program curriculum; review and selection committee;

no



Action Steps**Anticipated Start/Completion Date**

Development of integration strategies for Responsive Classroom and PBIS program.

10/27/2023 - 11/30/2023

Monitoring/Evaluation**Anticipated Output**

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section

Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.

Material/Resources/Supports Needed**PD Step**

Responsive Classroom and PBIS program curriculum; review and selection committee to develop action plan of integration

no



Action Steps**Anticipated Start/Completion Date**

Professional Development sessions during MTSS team meetings to train staff; implementation action plans developed

01/12/2024 - 03/19/2024

Monitoring/Evaluation**Anticipated Output**

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section

Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.

Material/Resources/Supports Needed**PD Step**

Professional Learning Mentors, Master schedule supports; \$190, 655 of federal funds, as detailed in E-Grants, used to support salary and benefits of RtII specialist and reading specialist as part of the training process

yes



Action Steps

Anticipated Start/Completion Date

Full implementation and integration of Responsive Classroom and PBIS program

03/19/2024 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

Review of actions plans, lesson plan review, formal and informal classroom observations, PLC sessions, MTSS meetings; results noted in the quarterly schoolwide plan monitoring section

Grade Level PBIS Action plans with strategies and rewards as a functioning component of the Responsive Classroom and Tier I SEL program.

Material/Resources/Supports Needed

PD Step

Blended Responsive Classroom/ PBIS Action Plans

no

Action Plan: Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.

Action Steps**Anticipated Start/Completion Date**

Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team

08/01/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal; bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program

Material/Resources/Supports Needed**PD Step**

PBIS materials, developed Responsive Classroom materials

yes



Action Steps**Anticipated Start/Completion Date**

Implement themes, classroom counselor lessons, meeting of student leadership team, as part of an ambassador and mentoring program.

10/01/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal; bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program

Material/Resources/Supports Needed**PD Step**

developed SEL themes, developed classroom counselor lessons, materials crafted by the student leadership team

no



Action Steps**Anticipated Start/Completion Date**

Develop SEL Themes, lessons, and student ambassador evaluation surveys.

04/15/2024 - 05/13/2024

Monitoring/Evaluation**Anticipated Output**

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal; bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program

Material/Resources/Supports Needed**PD Step**

Surveys

no



Action Steps

Anticipated Start/Completion Date

Complete all monthly themes and skills, classroom lessons, distribute and collect end-of-year survey, begin to review results

05/13/2024 - 06/02/2023

Monitoring/Evaluation

Anticipated Output

student and teacher surveys to evaluate lessons, monitoring of classroom discipline referrals, informal and formal observations conducted by building principal; bi-weekly; results noted in the quarterly schoolwide plan monitoring section

Development of SEL Tier I standards with accompanying monthly themes and lessons (to be updated yearly based on needs assessment); student leadership ambassador program

Material/Resources/Supports Needed

PD Step

Survey Results

no

Action Plan: Parent Engagement to strengthen home/school partnership to increase student achievement and social growth

Action Steps**Anticipated Start/Completion Date**

Review parent and staff needs assessment with staff and committee, plan programs, workshops, and gather resources.

07/05/2023 - 08/25/2023

Monitoring/Evaluation**Anticipated Output**

surveys after each program, end-of-year evaluation parent survey; results noted in the quarterly schoolwide plan monitoring section

Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Material/Resources/Supports Needed**PD Step**

Parent and staff needs assessments

no



Action Steps**Anticipated Start/Completion Date**

Conduct Parent workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy Students workshop, Local Preschools and daycare transition workshop, Cultural Awareness, SEL, Internet Safety, Professional Learning Groups, Communicating with Parents, Differentiation of Instruction

08/01/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

surveys after each program, end-of-year evaluation parent survey; results noted in the quarterly schoolwide plan monitoring section

Resources/ materials for parents such as Kindergarten readiness packet, school-home connection materials, B-5 contact database

Material/Resources/Supports Needed**PD Step**

Professional Staff, Parent Advisory Committee, local pediatrician's office

yes



Action Plan: Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens

Action Steps	Anticipated Start/Completion Date
Review of Four Lenses of Learning with professional staff; discuss implementation thus far	08/21/2023 - 08/25/2023
Monitoring/Evaluation	Anticipated Output
teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective; results noted in the quarterly schoolwide plan monitoring section	Grade level documentation of implemented strategies and results on student achievement
Material/Resources/Supports Needed	PD Step
Schoology, lesson examples, Observational notes, end of 22-23 school year 4 lenses teacher survey	no



Action Steps**Anticipated Start/Completion Date**

Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions

08/28/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective; results noted in the quarterly schoolwide plan monitoring section

Grade level documentation of implemented strategies and results on student achievement

Material/Resources/Supports Needed**PD Step**

Observational notes, PLC and MTSS agendas and notes

yes



Action Steps**Anticipated Start/Completion Date**

Review of informal and formal measures of student learning; connections/ impact to 4 lenses will be analyzed

05/06/2024 - 06/02/2023

Monitoring/Evaluation**Anticipated Output**

teacher submitted documentation, lesson plan review, formal and informal classroom observations, PLC sessions, progress monitoring of students to ensure interventions are appropriate and effective; results noted in the quarterly schoolwide plan monitoring section

Grade level documentation of implemented strategies and results on student achievement

Material/Resources/Supports Needed**PD Step**

Observational notes, PLC and MTSS agendas and notes, NWEA MAP assessment results

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade level teachers will design specific and targeted instruction based upon research based instructional practices, which are proven to increase student growth as measured by NWEA MAP and PVAAS. (Academic Growth)	Identify strengths and weaknesses in both aggregate and individual student growth data and make instructional and program recommendations.	Building Principal will lead the teachers in a review of the data; This will take place initially during our first data team meeting in early August, followed by data team meetings occurring after each administration of the NWEA MAP assessment, as well as during our cycled MTSS meetings	08/22/2023 - 09/08/2023
Responsive Classroom, along with the new PBIS program, will be expanded to more effectively integrate the two complimentary programs as part of MTSS tier I	Integration, extension, and	Professional Development	01/12/2024 - 03/19/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
strategies, and teachers will be provided with targeted professional development to ensure successful implementation. (PBIS)	application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)	sessions during MTSS team meetings to train staff; implementation action plans developed	
To facilitate the integration of Responsive Classroom with PBIS program, the school counselor, in coordination with the building principal, will develop Tier I SEL grade level standards, monthly themes and skills, and deliver classroom lessons centered around established standards, skills, and themes. (SEL Themes and Lessons)	Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.	Development of SEL standards, skills, and themes (prior to start of year) - presentation of monthly themes to students via class, grade level, and school-wide meetings; establishment of student leadership team	08/01/2023 - 09/29/2023
Programs, workshops, discussion sessions, and resources will be provided to	Parent	Conduct Parent	08/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>parents in concert with teacher trainings/ professional development to strengthen home/school partnership in regard to student learning. (Family Engagement)</p>	<p>Engagement to strengthen home/school partnership to increase student achievement and social growth</p>	<p>workshops, sessions, programs, and trainings -- Annual Title I meeting, Parent-Teacher Conferences, Parent Advisory Committee, Early Childhood Literacy Workshop, Early Childhood Communication program, Transition programs, Kindergarten Readiness Workshops, Parent led-Teacher training, Technology in Education workshop, Safe and Healthy</p>	<p>- 05/31/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Students workshop, Local Preschools and daycare transition workshop, Cultural Awareness, SEL, Internet Safety, Professional Learning Groups, Communicating with Parents, Differentiation of Instruction	
Established four lenses of learning program, which has been fully implemented, will be monitored for fidelity, and evaluated for effectiveness during the 23-24 school year. (Four Lenses of Learning)	Differentiated Instruction infused with the Four Lenses of Learning strategy components of the Language Lens, Social Lens, Human Lens, and Meaning Centered Lens	Four Lenses implementation will be monitored via walkthrough and formal observations, as well as a review of lesson plans, and PLC sessions	08/28/2023 - 05/31/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Review of student growth data	Grade level classroom teachers	Understanding growth data reports, using reports to design instructional interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Discussion points, summary of learning reports, developed instructional intervention plans	08/07/2023 - 08/25/2023	Jeffrey Lesko, Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings
3c: Engaging Students in Learning	
1c: Setting Instructional Outcomes	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Integration, extension, and application of MTSS Tier I SEL curriculum (Responsive Classroom and PBIS program)	Professional instructional staff	Responsive Classroom, Identified PBIS curriculum/ program, effective classroom and school-wide implementation

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Discussion points, summary of learning reports, initial development of grade level action plans, observational classroom, student outcomes	08/21/2023 - 10/10/2023	Jeffrey Lesko, Principal; McKenna Gonzalez, Counselor, Professional Learning Mentors

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	
2a: Creating an Environment of Respect and Rapport	



Professional Development Step	Audience	Topics of Prof. Dev
Integration of Responsive Classroom with PBIS program through development of Tier I SEL grade level standards, monthly themes and skills, and delivery of classroom lessons centered around established standards, skills, and themes.	Professional instructional staff; students	SEL Standards, SEL skills, SEL themes, SEL lessons

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
anecdotal teacher, counselor, and principal observation notes; staff and student surveys, reduction in discipline referrals	08/21/2023 - 09/29/2023	McKenna Gonzalez, Counselor; Jeffrey Lesko, Building Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings



Professional Development Step	Audience	Topics of Prof. Dev
Parent Engagement to strengthen home/school partnership to increase student achievement and social growth	Professional Instructional staff, parents	Designing effective parent programs to assist their children at home, improvement of parent-school communication and partnerships, parent-led professional development of teachers

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey results, discussion point, reflection summaries	09/05/2023 - 05/13/2024	Jeffrey Lesko, Principal; Parent Advisory Committee

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
2b: Establishing a Culture for Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Classroom embedded professional development - four lenses of learning	Professional instructional staff	Development of instructional strategies that support the 4 lenses of learning model

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

observed instructional practices in the classroom;
grade level action plans; student achievement

08/28/2023 - 05/17/2024

Jeffrey Lesko, Principal; Bob Harris,
Instructional Coach; Professional Learning
Mentors

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3a: Communicating with Students

Teaching Diverse Learners in Inclusive Settings

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting of plan on school website and Title I website	23-24 Schoolwide Title I Plan	School and Title I website	Parents and Community Members	Posted as soon as plan is accepted and approved by PDE
Announcement of Plan via Blackboard connect and Twitter	23-24 Schoolwide Title I Plan	Blackboard and Twitter	Parents and Community Members	Announced as soon as plan is accepted and approved by PDE and posted on websites
Review of Plan to SB faculty	Review of Schoolwide Plan for 23-24	Faculty meeting	Professional Instructional staff	August 2022
Review of Schoolwide Plan with Parents	Review of Schoolwide Plan for 23-24	Annual Title I Parent Meeting	Parents	September 2022

