

Ringgold El Sch South

Schoolwide Title 1 School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Ringgold Elementary School South		101637002/8197
Address 1		
120 Alexander Avenue		
Address 2		
City	State	Zip Code
Monongahela	PA	15063
Chief School Administrator		Chief School Administrator Email
Randall Skrinjorich		rskrinjorich@ringgold.org
Principal Name		
Ashli Gilbert		
Principal Email		
agilbert@ringgold.org		
Principal Phone Number		Principal Extension
724-258-8454		8004
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Shannon Crombie	District Level Leaders	Ringgold School District	scrombie@ringgold.org
Ashli Gilbert	Principal	Ringgold School District	agilbert@ringgold.org
Tracey Russell	Reading Specialist	Ringgold School District	trussell@ringgold.org
Randy Skrinjorich	Chief School Administrator	Ringgold School District	rskrinjorich@ringgold.org
Tammy Ference	Education Specialist	Ringgold School District	tference@ringgold.org
Alexis Trubiani	Parent	Ringgold School District	alexistrubiani@yahoo.com
Krista Clerihue	Community Member	Ringgold School District	kristawilson@ringgold.org
Chalee Carcella	Parent	Ringgold School District	chalee.carcella@gmail.com
Lisa Mumau	Principal	Ringgold School District	lmumau@ringgold.org
Brooke Doleno	Parent	Ringgold School District	bdoleno@gmail.com

Vision for Learning

Vision for Learning

Ringgold School District Vision: Preparing the leaders of tomorrow, one student at a time. Ringgold School District Mission: The mission of the Ringgold School District is to provide a world-class, student-centered education that maintains high expectations and ensures successful outcomes for every student through participation in an academically intensive environment that develops and prepares the whole child for entry into an ever-changing global workforce.

Future Ready PA Index

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

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

Review of the School Level Performance

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

Strengths

Indicator Regular Attendance ESSA Student Subgroups Hispanic	Comments/Notable Observations In 2021-2022, the Hispanic Subgroup grew by 5.6% from the previous year for regular attendance.
Indicator Regular Attendance ESSA Student Subgroups White	Comments/Notable Observations In 2021-2022, the White Subgroup grew by 7% from the previous year for regular attendance.
Indicator Regular Attendance ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations In 2021-2022, the Economically Disadvantaged Subgroup grew by 5.5% from the previous year for regular attendance.

Challenges

Indicator Achievement: Proficient or Advanced on ELA PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations In 2021-2022 26.7% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA, which was 27.4% below state average.
Indicator	Comments/Notable Observations

<p>Achievement: Proficient or Advanced on Math PSSA</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>In 2021-2022, 15.4% of students who are considered economically disadvantaged scored proficient or advanced on the Math PSSA, which was 20.3% below state average.</p>
<p>Indicator Achievement: Proficient or Advanced on Science PSSA</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.7% below state average.</p>
<p>Indicator Achievement: Proficient or Advanced on ELA and Math PSSA</p> <p>ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), White, Students with Disabilities</p>	<p>Comments/Notable Observations In 2022-2023, students in subgroups black, white, 2 or more races and students with disabilities scored below or well below the statewide average.</p>

Summary

Strengths

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

In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.
In 2021-2022, 58.4% of students scored proficient or advanced on the Science PSSA, which was 4% above state average.
In 2021-2022, the Hispanic Subgroup grew by 5.6% from the previous year for regular attendance.
In 2021-2022, the White Subgroup grew by 7% from the previous year for regular attendance.
In 2021-2022, the Economically Disadvantaged Subgroup grew by 5.5% from the previous year for regular attendance.

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.

In 2021-2022, 35.4% of students scored proficient or advanced on the ELA PSSA, which was 18.7% below state average.
In 2021-2022, 23.6% of students scored proficient or advanced on the Math PSSA, which was 12.1% below state average.
In 2021-2021 26.7% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA, which

was 27.4% below state average.

In 2021-2022, 15.4% of students who are considered economically disadvantaged scored proficient or advanced on the Math PSSA, which was 20.3% below state average.

In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.7% below state average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Achievement: Proficient or Advanced on ELA PSSA	In 2021-2022, 35.4% of students scored proficient or advanced on the ELA PSSA, which was 18.7% below state average.
Achievement: Proficient or Advanced on ELA PSSA	In 2021-20212 26.7% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA, which was 27.4% below state average.
Achievement: Proficient or Advanced on ELA PSSA	In 2022-2023, students in subgroups black, white, 2 or more races and students with disabilities scored below or well below the statewide average.
With the exception of 3rd grade, MOY local benchmark assessment data shows growth from BOY in ELA.	For those students who are not accelerating with one period of intervention, a second intervention period is being added to the day.
Students with Disabilities Achievement - Math and ELA PSSA - zero proficient	While the sample size is very small and several of our students have significant need, we need to evaluate how we scaffold content for all learners.

English Language Arts Summary

Strengths

In 2021-2022, the Economically Disadvantaged Subgroup grew by 5.5% from the previous year for regular attendance.
In 2021-2022, the White Subgroup grew by 7% from the previous year for regular attendance.
Common assessments are provided to the students throughout the year, checking for curriculum fidelity and student understanding of taught concepts.
In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.

Challenges

In 2021-2022, 35.4% of students scored proficient or advanced on the ELA PSSA, which was 18.7% below state average.
In 2021-20212 26.7% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA, which was 27.4% below state average.
In 2022-2023, students in subgroups black, white, 2 or more races and students with disabilities scored below or well below the statewide average. Closing the learning gaps for these subgroups has proven challenging.

Mathematics

Data	Comments/Notable Observations
Achievement: Proficient or Advanced on Math PSSA	In 2021-2022, 23.6% of students scored proficient or advanced on the Math PSSA, which was 12.1% below state average.
Achievement: Proficient or Advanced on Math PSSA	In 2021-2022, 15.4% of students who are considered economically disadvantaged scored proficient or advanced on the Math PSSA, which was 20.3% below state average.
Achievement: Proficient or Advanced on Math PSSA	In 2022-2023, students in subgroups black, white, 2 or more races and students with disabilities scored below or well below the statewide average.
MOY local benchmark assessment data shows growth from BOY in grades K, 2, and 4. While 1st and 3rd did not show growth, they largely maintained their proficient from BOY which was substantially higher than the other grades.	We need to utilize class instruction to scaffold up to grade level standards and use center work to target areas of need.

Mathematics Summary

Strengths

In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.
In 2021-2022, the White Subgroup grew by 7% from the previous year for regular attendance.
Assessments help to indicate curriculum fidelity and student understanding of taught concepts.
Through teacher fidelity incorporating the curriculum, K-4, students will have a rich background of a variety of math strategies and concepts.

Challenges

In 2021-2022, 23.6% of students scored proficient or advanced on the Math PSSA, which was 12.1% below state average.
In 2021-2022, 15.4% of students who are considered economically disadvantaged scored proficient or advanced on the Math PSSA, which was 20.3% below state average.
In 2022-2023, students in subgroups black, white, 2 or more races and students with disabilities scored below or well below the statewide average.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Achievement: Proficient or Advanced on Science PSSA	In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.7% below state average.

Achievement: Proficient or Advanced on Science PSSA	In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.8% below state average.
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Science, Technology, and Engineering Education Summary

Strengths

In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.
In 2021-2022, 58.4% of students scored proficient or advanced on the Science PSSA, which was 4% above state average.
In 2021-2022, the Economically Disadvantaged Subgroup grew by 5.5% from the previous year for regular attendance.

Challenges

In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.7% below state average.
In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.8% below state average.

Related Academics

Career Readiness

Data	Comments/Notable Observations
The school counselor creates opportunities for students to achieve the career standards in grades K-4.	The school is not evaluated on career readiness.

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 guidance counselor creates opportunities for students to achieve the career standards in grades K-4.
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Challenges

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

We are not evaluated on career readiness, so it can be challenging to demonstrate the urgency to meet such standards.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Achievement - Math and ELA PSSS - zero proficient	While the sample size is very small and several of our students have significant need, we need to evaluate how we scaffold content for all learners.
Science PSSS - 4% proficient	While the sample size is very small and several of our students have significant need, we need to evaluate how we scaffold content for all learners.
Attendance	Only 62% of students meet the attendance expectations in the future ready index.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Students Considered Economically Disadvantaged	In 2021-2022, 26.7% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA, which was 27.4% below state average.
Students Considered Economically Disadvantaged	In 2021-2022, 15.4% of students who are considered economically disadvantaged scored proficient or advanced on the Math PSSA, which was 20.3% below state average.
Students Considered Economically Disadvantaged	In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.7% below state average.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Only 41% of students achieved proficiency in 22-23 on the ELA PSSA exam, and 30% as to Math PSSA.
Black	Only 56% of students in this subgroup attend school for 90% or more days. This is impacting achievement. Only 13% of students achieved proficiency in 22-23 on the ELA PSSA exam, and 4.3% as to Math PSSA.
2 or More Races	Only 72% of students in this subgroup attend school for 90% or more days. This is impacting achievement. Only 42% of students achieved proficiency in 22-23 on the ELA PSSA exam, and 17% as to Math PSSA.

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.

In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.
In 2021-2022, 58.4% of students scored proficient or advanced on the Science PSSA, which was 4% above state average.
In 2021-2022, the Hispanic Subgroup grew by 5.6% from the previous year for regular attendance.
In 2021-2022, the White Subgroup grew by 7% from the previous year for regular attendance.
In 2021-2022, the Economically Disadvantaged Subgroup grew by 5.5% from the previous year for regular attendance.

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.

In 2021-2022, 35.4% of students scored proficient or advanced on the ELA PSSA, which was 18.7% below state average.
In 2021-2022, 23.6% of students scored proficient or advanced on the Math PSSA, which was 12.1% below state average.
In 2021-2022, 26.7% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA, which was 27.4% below state average.
Due to our large number of students considered Economically Disadvantaged, parent and student engagement is a priority for this group in

particular.

Since students have spent a considerable amount of time away from school the past three years, we want to make sure that their mental health remains one of our focus areas.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
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	Emerging

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not Yet Evident

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

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
--

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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?

Identify professional learning needs through analysis of a variety of data
--

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

Monitor and evaluate the impact of professional learning on staff practices and student learning
--

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.	True
In 2021-2022, 58.4% of students scored proficient or advanced on the Science PSSA, which was 4% above state average.	True
In 2021-2022, the Hispanic Subgroup grew by 5.6% from the previous year for regular attendance.	False
In 2021-2022, the Economically Disadvantaged Subgroup grew by 5.5% from the previous year for regular attendance.	False
In 2021-2022, the White Subgroup grew by 7% from the previous year for regular attendance.	False
Common assessments are provided to the students throughout the year, checking for curriculum fidelity and student understanding of taught concepts.	True
In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.	False
In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.	False
In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.	False
In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.	False
In 2021-2022, 58.4% of students scored proficient or advanced on the Science PSSA, which was 4% above state average.	False
In 2021-2022, the Hispanic Subgroup grew by 5.6% from the previous year for regular attendance.	False
In 2021-2022, the White Subgroup grew by 7% from the previous year for regular attendance.	False
In 2021-2022, 58.4% of students scored proficient or advanced on the Science PSSA, which was 4% above state average.	False
In 2021-2022, the Economically Disadvantaged Subgroup grew by 5.5% from the previous year for regular attendance.	False
The guidance counselor creates opportunities for students to achieve the career standards in grades K-4.	False
In 2021-2022, the White Subgroup grew by 7% from the previous year for regular attendance.	False
In 2021-2022, the Economically Disadvantaged Subgroup grew by 5.5% from the previous year for regular attendance.	False
Identify and address individual student learning needs	True

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Through teacher fidelity incorporating the curriculum, K-4, students will have a rich background of a variety of math strategies and concepts.	True
Assessments help to indicate curriculum fidelity and student understanding of taught concepts.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
In 2021-2022, the White Subgroup grew by 7% from the previous year for regular attendance.	False
In 2021-2022, the Economically Disadvantaged Subgroup grew by 5.5% from the previous year for regular attendance.	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
In 2021-2022, 35.4% of students scored proficient or advanced on the ELA PSSA, which was 18.7% below state average.	True
In 2021-2022, 23.6% of students scored proficient or advanced on the Math PSSA, which was 12.1% below state average.	True
In 2021-2021 26.7% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA, which was 27.4% below state average.	False
In 2021-2022, 23.6% of students scored proficient or advanced on the Math PSSA, which was 12.1% below state average.	True
In 2021-2022, 35.4% of students scored proficient or advanced on the ELA PSSA, which was 18.7% below state average.	False
In 2021-2021 26.7% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA, which was 27.4% below state average.	False
Due to our large number of students considered Economically Disadvantaged, parent and student engagement is a priority for this group in particular.	True
Since students have spent a considerable amount of time away from school the past three years, we want to make sure that their mental health remains one of our focus areas.	True
Identify professional learning needs through analysis of a variety of data	True

Use multiple professional learning designs to support the learning needs of staff	True
In 2021-2022, 15.4% of students who are considered economically disadvantaged scored proficient or advanced on the Math PSSA, which was 20.3% below state average.	True
We are not evaluated on career readiness, so it can be challenging to demonstrate the urgency to meet such standards.	False
In 2021-2022, 35.4% of students scored proficient or advanced on the ELA PSSA, which was 18.7% below state average.	False
In 2021-2022, 23.6% of students scored proficient or advanced on the Math PSSA, which was 12.1% below state average.	False
In 2021-2022, 26.7% of students who are considered economically disadvantaged scored proficient or advanced on the ELA PSSA, which was 27.4% below state average.	False
In 2021-2022, 15.4% of students who are considered economically disadvantaged scored proficient or advanced on the Math PSSA, which was 20.3% below state average.	False
In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.7% below state average.	False
In 2022-2023, students in subgroups black, white, 2 or more races and students with disabilities scored below or well below the statewide average. Closing the learning gaps for these subgroups has proven challenging.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.7% below state average.	False
In 2021-2022, 52.7% of students who are considered economically disadvantaged scored proficient or advanced on the Science PSSA, which was 1.8% below state average.	False
In 2022-2023, students in subgroups black, white, 2 or more races and students with disabilities scored below or well below the statewide average.	True

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.

Students scored low overall in ELA and math achievement. Additionally, students need a structured and positive learning environment in order to demonstrate academic growth and meet their social and emotional needs. Providing a structured, positive, and nurturing school environment along with targeted interventions are needed in order for our students to be successful.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In 2021-2022, 35.4% of students scored proficient or advanced on the ELA PSSA, which was 18.7% below state average.	An All Hands-on-Deck intervention approach has only recently been properly utilized and implemented to provide structured interventions to improve reading skills. We are currently in the first year and still making adjustments as we go to address the needs of our students.	True
In 2021-2022, 23.6% of students scored proficient or advanced on the Math PSSA, which was 12.1% below state average.		False
In 2021-2022, 23.6% of students scored proficient or advanced on the Math PSSA, which was 12.1% below state average.		False
In 2021-2022, 15.4% of students who are considered economically disadvantaged scored proficient or advanced on the Math PSSA, which was 20.3% below state average.		False
Identify professional learning needs through analysis of a variety of data		False
Use multiple professional learning designs to support the learning needs of staff		False
Monitor and evaluate the impact of professional learning on staff practices and student learning		False
Due to our large number of students considered Economically Disadvantaged, parent and student engagement is a priority for this group in particular.		False
Since students have spent a considerable amount of time away from school the past three years, we want to make sure that their mental health remains one of our focus areas.	We are currently in year 1 of implementing PBIS and Leader In Me, which is used to enhance student social and emotional needs. We continue to make adjustments as we go to address the needs of our students.	True

In 2022-2023, students in subgroups black, white, 2 or more races and students with disabilities scored below or well below the statewide average. Closing the learning gaps for these subgroups has proven challenging.	An All Hands-on-Deck intervention approach has only recently been properly utilized and implemented to provide structured interventions to improve reading skills. We are currently in the second year and still making adjustments as we go to address the needs of our students.	True
In 2022-2023, students in subgroups black, white, 2 or more races and students with disabilities scored below or well below the statewide average.	An All Hands-on-Deck intervention approach has only recently been properly utilized and implemented to provide structured interventions to improve reading skills. We are currently in the second year and still making adjustments as we go to address the needs of our students.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Common assessments are provided to the students throughout the year, checking for curriculum fidelity and student understanding of taught concepts.	Assessments are regularly given to see what concepts are grasped and which ones need remediated.
In 2021-2022, all student groups maintaining regular attendance grew from 82.1 % to 87%.	Students feel welcomed and safe and want to come to school. The activities we have implemented within the classroom are engaging and encourage participation.
In 2021-2022, 58.4% of students scored proficient or advanced on the Science PSSA, which was 4% above state average.	Students feel welcomed and safe and want to come to school. The activities we have implemented within the classroom are engaging and encourage participation.
Identify and address individual student learning needs	Students are assessed regularly and grouped for intervention. Classroom teachers have also been trained and will continue training for Amplify interventions.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Faculty and staff have been surveyed in order to gain feedback on improving instruction and culture.
Through teacher fidelity incorporating the curriculum, K-4, students will have a rich background of a variety of math strategies and concepts.	Teachers are using the same language and teaching the concepts in a consistent manner due to the scripted lesson plans provided by Eureka.

Priority Challenges

Analyzing Priority	Priority Statements
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Challenges	
	2023-2024 School year will focus on improving our "All Hands On Deck" model for improving reading scores K-4. Teachers will continue to collaborate regarding implementation of reading intervention.
	We will build a school community that not only takes into consideration the academic needs of our students, but also their social and emotional needs. We will do this by fully implementing a PBIS program as well as Leader In Me. Teachers will be equipped with tools to better assist students and families in supporting the mission and vision of the school and district.
	An All Hands-on-Deck intervention approach has only recently been properly utilized and implemented to provide structured interventions to improve reading skills. We are currently in the second year and still making adjustments as we go to address the needs of our students.
	An All Hands-on-Deck intervention approach has only recently been properly utilized and implemented to provide structured interventions to improve reading skills. We are currently in the second year and still making adjustments as we go to address the needs of our students.

Goal Setting

Priority: 2023-2024 School year will focus on improving our "All Hands On Deck" model for improving reading scores K-4. Teachers will continue to collaborate regarding implementation of reading intervention.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
80% of students in Kindergarten through fourth grade will be reading at grade level by the end 2023-2024 school year.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will be assessed using the beginning of the year DIBELS assessment. From the data, small groups for intervention skills will be identified.	40% of students in Kindergarten through fourth grade will be reading on grade level through data collection and progress monitoring during small group interventions.	Middle of year benchmarks will be administered. 60% of students Kindergarten through fourth grade will be reading on grade level.	End of year DIBELS benchmark assessments will be completed by students in Kindergarten through fourth grade. The generated data will determine if the school has reached the target goal of 80% reading at grade level.

Priority: We will build a school community that not only takes into consideration the academic needs of our students, but also their social and emotional needs. We will do this by fully implementing a PBIS program as well as Leader In Me. Teachers will be equipped with tools to better assist students and families in supporting the mission and vision of the school and district.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
The seven habits of highly effective students will be implemented as part of the core instruction for the school year. Through implementation as well as student, staff, parent surveys, and informal assessments, students will be able to identify seven habits of "The Leader in Me". PBIS implementation will assist as a platform for this.			
Measurable Goal Nickname (35 Character Max)			
School Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Staff will implement "The Leader in Me." This will be aligning our school culture/structure around the seven habits so that 100% of classrooms are	A 10% reduction in discipline referrals by the 2nd quarter of year one	A 15% reduction in discipline referrals by the 3rd quarter of year one	An overall 20% reduction in discipline referrals by the end of year one

utilizing the "Seven Habits" language on a daily basis by the end of the 1st quarter.	implementation.	implementation.	implementation.
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Priority: An All Hands-on-Deck intervention approach has only recently been properly utilized and implemented to provide structured interventions to improve reading skills. We are currently in the second year and still making adjustments as we go to address the needs of our students.

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Action Plan

Measurable Goals

ELA	School Culture
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Action Plan For: The Leader in Me

Measurable Goals:

- The seven habits of highly effective students will be implemented as part of the core instruction for the school year. Through implementation as well as student, staff, parent surveys, and informal assessments, students will be able to identify seven habits of "The Leader in Me". PBIS implementation will assist as a platform for this.

Action Step		Anticipated Start/Completion Date	
For the 2023-2024 school year, students will continue to learn about the 7 habits of an effective student through the Leader in Me program developed by the Steven Covey group.		2023-08-28	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ashli Gilbert	Student materials for Leader in Me	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will be able to identify and demonstrate the 7 Habits of a highly effective student through the Leader in Me, leading to a 20% reduction in discipline referrals.	Completion of workbooks for each student at each grade level demonstrating their knowledge of the 7 Habits. Completion of drawings and informal assessments of the 7 Habits. Survey students and staff for the effectiveness of the implementation of The Leader in Me. Review of discipline data.

Action Plan For: Reading Intervention

Measurable Goals:

- 80% of students in Kindergarten through fourth grade will be reading at grade level by the end 2023-2024 school year.

Action Step	Anticipated
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		Start/Completion Date	
K-4 teachers will implement administration of DIBELS, related data analysis, and the use of intervention tools. Teachers will review whole class as well as race/ethnicity subgroup data and data of students with disabilities.		2023-08-28	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Reading Coordinator	Assessment and intervention materials	No	
Action Step		Anticipated Start/Completion Date	
K-4 teachers will provide data informed reading intervention and/or enrichment to students for 30 minutes each day		2023-08-28	2024-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Assessment and intervention materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of students will be reading at grade level by the end of the year.	Student assessment results at the beginning, middle and end of year, as well as formative results / progress monitoring between such assessments will be used to monitor this plan.

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.

E-grant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">• Reading Intervention	Staffing	544170
Total Expenditures			544170

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
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DIBELS & Reading Intervention

Action Step		
<ul style="list-style-type: none"> K-4 teachers will implement administration of DIBELS, related data analysis, and the use of intervention tools. Teachers will review whole class as well as race/ethnicity subgroup data and data of students with disabilities. K-4 teachers will provide data informed reading intervention and/or enrichment to students for 30 minutes each day 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Ashli Gilbert	2024-02-23
School Improvement Facilitator Signature	Date