Arthur Street El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Arthur Street Elementary School		118403302
Address 1		
424 E 9th Street		
Address 2		

City	State	Zip Code
Hazleton	PA	18201
Chief School Administrator		**Chief School Administrator Email**
Brian Uplinger		uplingerb@hasdk12.org
Principal Name		
Debbie Kupsho		
Principal Email		
kupshod@hasdk12.org		
Principal Phone Number		**Principal Extension**
570-459-3221		29505
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Debbie Faith Kupsho	Principal	Arthur Street Elementary School	kupshod@hasdk12.org
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Joseph Barletta	Board Member	HASD	barlettaj@hasdk12.org
Misty Leitner	Paraprofessional	Arthur Street Elementary School	leitnerm02@hasdk12.org

Vision for Learning

The vision at Arthur Street Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion.

Future Ready PA Index

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

True K	**True** 1	**True** 2	**False** 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
The percentage of Kindergarten students increased in at/above benchmark category of the Early Literacy STAR assessments.	BOY- 29 of 126 students - 24% MOY- 41 of 126 students - 34% EOY- 48 of 126 students - 39%
The percentage of second grade students increased in at/above benchmark category of the Math STAR assessments.	BOY- 32 of 151 students - 22% MOY- 42 of 151 students - 28% EOY- 54 of 151 students - 36%
The percentage of first grade students decreased in the urgent intervention benchmark category of the Math STAR Assessments.	BOY- 20 of 166 students - 13% MOY- 19 of 166 students - 12% EOY- 16 of 166 students - 10%
The school showed vast improvements of students scoring in the at/above benchmark category from the beginning of the year till the end of the year on the Star Early Literacy assessment and Star Math assessment.	Reading BOY - 86 MOY - 114 EOY - 139 Math BOY - 143 MOY - 185 EOY - 173

Challenges

Indicator	Comments/Notable Observations
There is a high number of second grade students scoring in the urgent intervention category on Early Literacy STAR benchmark assessments.	BOY- 90 of 151 students - 63% MOY- 86 of 151 students - 58% EOY- 69 of 151 students - 46%
The percentage of kindergarten students scoring in urgent intervention decreased from BOY to MOY but then increased for EOY on the Math STAR assessments.	BOY- 27 of 126 students - 23% MOY- 13 of 126 students - 11% EOY- 32 of 126 students - 26%
The percentage of first grade students scoring in urgent intervention increased from BOY to MOY but then decreased for EOY on the Math STAR assessments.	BOY- 68 out of 166 students - 43% MOY- 97 out of 166 students - 60% EOY- 80 out of 166 students - 50%
As a school we have an overwhelmingly large number of students scoring below grade level on the end of year Star Early Literacy assessment.	On Watch - 49 Intervention - 94 Urgent Intervention - 150 Total - 293 of 432 (below grade level)

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

Strengths

Indicator Our second grade ELL students showed improvement in the total number of students scoring in the at/above benchmark category on the STAR math assessment from the BOY test to the EOY test. **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** BOY - 6 of 49 students or 12% MOY - 6 of 49 students or 12% EOY - 12 of 49 students or 24%
Indicator The total number of special education students who scored in the at/above or on watch category on the end of year STAR math assessment increased from the beginning of the year benchmark. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** BOY - 2 scored at/above benchmark and 0 scored on watch MOY - 1 scored at/above benchmark and 0 scored on watch EOY - 1 scored at/above benchmark and 4 scored on watch
Indicator The number of Hispanic students scoring in the at/above category on the Star Early Literacy benchmark increased while the number of Hispanic students scoring in the urgent intervention category on the Star Early Literacy benchmark decreased. **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** At/Above Benchmark: BOY - 72 MOY - 91 EOY - 112 Urgent Intervention: BOY - 178 MOY - 188 EOY - 125

Challenges

Indicator 100% of our second grade ELL students tested in the below benchmark category for all three Star Early Literacy assessments. **ESSA Student Subgroups** English Learners	**Comments/Notable Observations** BOY - 44 (urgent intervention) and 5 (intervention) MOY - 41 (urgent intervention), 7 (intervention), and 1 (on watch) EOY - 34 (urgent intervention), 11 (intervention), and 4 (on watch)
Indicator The majority of special education students scored below benchmark for both STAR Math and Star Early Literacy assessments from beginning of year till end of year. **ESSA Student Subgroups**	**Comments/Notable Observations** Math: 1 at/above benchmark and 15 below benchmark Reading: 2 at/above benchmark and 14 below benchmark

Students with Disabilities	
Indicator Hispanic students who took the Star Math benchmark showed improvement from beginning of the year to the middle of the year but then showed a regression from the middle of the year to the end of the year. **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations** BOY - MOY - EOY At/Above: 125 - 153 - 143 On Watch: 68 - 63 - 42 Intervention: 89 - 81 - 73 Urgent Intervention: 80 - 62 - 71

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.

The percentage of first grade students decreased in the urgent intervention benchmark category on the Math STAR Assessments.
The school showed vast improvements of students scoring in the at/above benchmark category from the beginning of the year till the end of the year on the Star Early Literacy benchmark and Star Math benchmark.
The number of Hispanic students scoring in the at/above category on the Star Early Literacy benchmark increased while the number of Hispanic students scoring in the urgent intervention category on the Star Early Literacy benchmark decreased.
The percentage of second grade students increased in at/above benchmark category of the Math STAR assessments.

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.

As a school we have an overwhelmingly large number of students scoring below grade level on the end of year Star Early Literacy benchmark.
The percentage of kindergarten students scoring in urgent intervention decreased from BOY to MOY but then increased for EOY on the Math STAR assessments.
100% of our second grade ELL students tested in the below benchmark category for all three Star Early Literacy benchmarks.
There is a high number of second grade students scoring in the urgent intervention category on Early Literacy STAR benchmark assessments.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
1st Grade 2023-24 STAR Early Literacy	35% At/Above Benchmark 8% On Watch 27% Intervention 30% Urgent Intervention
3rd Grade 2023 PSSA Data in Reading	1% Advanced 24% Proficient 33% Basic 42% Below Basic
2nd Grade 2023-24 STAR Early Literacy	24% At/Above Benchmark 11% On Watch 19% Intervention 46% Urgent Intervention
Kindergarten 2023-24 STAR Early Literacy	39% At/Above Benchmark 17% On Watch 18% Intervention 27% Urgent Intervention

English Language Arts Summary

Strengths

43% of first grade students scored At/Above benchmark or On Watch for the 2023-24 STAR early literacy assessment.
35% of second grade students scored At/Above benchmark or On Watch for the 2023-24 STAR early literacy assessment.
56% of kindergarten students scored At/Above benchmark or On Watch for the 2023-24 STAR early literacy assessment.

Challenges

On the 2nd grade STAR Early Literacy assessment, 65% of students scored in the intervention or urgent intervention category.
On the 1st grade STAR Early Literacy assessment, 57% of students scored in the intervention or urgent intervention category.
On the 3rd grade ELA PSSA, 75% of students either scored basic or below basic.
On the kindergarten STAR Early Literacy assessment, 45% of students scored in the intervention or urgent intervention category.

Mathematics

Data	Comments/Notable Observations
2nd Grade 2023-24 STAR Math	36% At/Above Benchmark 25% On Watch 14% Intervention 25% Urgent Intervention
3rd Grade 2023 PSSA Data in Math	1% Advanced 11% Proficient 17% Basic 71% Below Basic
1st Grade 2023-24 STAR Math	50% At/Above Benchmark 23% On Watch 18% Intervention 10% Urgent Intervention
Kindergarten 2023-24 STAR Math	31% At/Above Benchmark 10% On Watch 32% Intervention 26% Urgent Intervention

Mathematics Summary

Strengths

61% of 2nd grade students scored At/Above benchmark or On Watch for the 2023-24 STAR math assessment.
73% of 1st grade students scored At/Above benchmark or On Watch for the 2023-2024 STAR math assessment.

41% of kindergarten students scored At/Above benchmark or On Watch for the 2023-2024 STAR math assessment.

Challenges

On the 2nd grade STAR Math assessment, 39% of students scored in the intervention or urgent intervention category.
On the 3rd grade Math PSSA, 88% of students either scored basic or below basic.
On the 1st grade STAR Math assessment, 28% of students scored in the intervention or urgent intervention category.
On the kindergarten STAR Math assessment, 58% of students scored in the intervention or urgent intervention category.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A for this grade level	N/A for this grade level

Science, Technology, and Engineering Education Summary

Strengths

N/A for this grade level

Challenges

N/A for this grade level

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Profiles	All students submitted the necessary student career profiles through the Choices 360 program.

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.

Students follow the career profiles for K-2

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.

No real data exists for K-2 schools

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
English Language Growth and Attainment	79% (blue up) - increase in performance from the previous year; meets or exceeds statewide goal
Regular Attendance	49.3% (red up) - increase in performance from the previous year; not meeting statewide goal/interim target

Students with Disabilities

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

Data	Comments/Notable Observations
Regular Attendance	38.7% (red down) - not meeting statewide goal/interim target; decrease in performance from the previous year

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
English Language Growth and Attainment	82.0% (blue up) - increase in performance from the previous year; meets or exceeds statewide goal

Regular Attendance	50.6% (red down) - not meeting statewide goal/interim target; decrease in performance from the previous year

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	English Language Growth and Attainment 80.8% (blue up) - increase in performance from the previous year; meets or exceeds statewide goal Regular Attendance 45.7% (red down) - not meeting statewide goal/interim target; decrease in performance from the previous year
White	Regular Attendance 43.5% (red down) - not meeting statewide goal/interim target; decrease in performance from the previous year

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.

Students are progressing within levels on the WIDA test.
English Language Learners exceeded the English Language Growth Attainment.
Students considered economically disadvantaged exceeded the English Language Growth Attainment.

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.

English Language learners did not meet the statewide goal/interim goal for attendance but had an increase from the previous year.

Students with disabilities did not meet the statewide goal/interim goal for attendance and decreased from the previous year.
Students considered economically disadvantaged did not meet the statewide goal/interim goal for attendance and decreased from the previous year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	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	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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Align curricular materials and lesson plans to the PA Standards
Monitor and evaluate the impact of professional learning on staff practices and student learning

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Collectively shape the vision for continuous improvement of teaching and learning.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Identify professional learning needs through analysis of a variety of data

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
The number of Hispanic students scoring in the at/above category on the Star Early Literacy benchmark increased while the number of Hispanic students scoring in the urgent intervention category on the Star Early Literacy benchmark decreased.	False
The school showed vast improvements of students scoring in the at/above benchmark category from the beginning of the year till the end of the year on the Star Early Literacy benchmark and Star Math benchmark.	False
The percentage of first grade students decreased in the urgent intervention benchmark category on the Math STAR Assessments.	True
The percentage of second grade students increased in at/above benchmark category of the Math STAR assessments.	True
43% of first grade students scored At/Above benchmark or On Watch for the 2023-24 STAR early literacy assessment.	False
35% of second grade students scored At/Above benchmark or On Watch for the 2023-24 STAR early literacy assessment.	False
English Language Learners exceeded the English Language Growth Attainment.	False
Students considered economically disadvantaged exceeded the English Language Growth Attainment.	False
Students are progressing within levels on the WIDA test.	False
73% of 1st grade students scored At/Above benchmark or On Watch for the 2023-2024 STAR math assessment.	True
61% of 2nd grade students scored At/Above benchmark or On Watch for the 2023-24 STAR math assessment.	True
N/A for this grade level	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	False
Students follow the career profiles for K-2	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	False
56% of kindergarten students scored At/Above benchmark or On Watch for the 2023-24 STAR early literacy assessment.	True
41% of kindergarten students scored At/Above benchmark or On Watch for the 2023-2024 STAR math	True

assessment.	
Align curricular materials and lesson plans to the PA Standards	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	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
100% of our second grade ELL students tested in the below benchmark category for all three Star Early Literacy benchmarks.	True
As a school we have an overwhelmingly large number of students scoring below grade level on the end of year Star Early Literacy benchmark.	True
The percentage of kindergarten students scoring in urgent intervention decreased from BOY to MOY but then increased for EOY on the Math STAR assessments.	False
There is a high number of second grade students scoring in the urgent intervention category on Early Literacy STAR benchmark assessments.	False
On the 2nd grade STAR Early Literacy assessment, 65% of students scored in the intervention or urgent intervention category.	True
On the 2nd grade STAR Math assessment, 39% of students scored in the intervention or urgent intervention category.	False
No real data exists for K-2 schools	False
On the 3rd grade Math PSSA, 88% of students either scored basic or below basic.	False
On the 1st grade STAR Early Literacy assessment, 57% of students scored in the intervention or urgent intervention category.	True
Collectively shape the vision for continuous improvement of teaching and learning.	False
On the 3rd grade ELA PSSA, 75% of students either scored basic or below basic.	True
N/A for this grade level	False
English Language learners did not meet the statewide goal/interim goal for attendance but had an increase from the previous year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Students with disabilities did not meet the statewide goal/interim goal for attendance and decreased from the	False

previous year.	
Students considered economically disadvantaged did not meet the statewide goal/interim goal for attendance and decreased from the previous year.	False
On the kindergarten STAR Early Literacy assessment, 45% of students scored in the intervention or urgent intervention category.	False
On the 1st grade STAR Math assessment, 28% of students scored in the intervention or urgent intervention category.	False
On the kindergarten STAR Math assessment, 58% of students scored in the intervention or urgent intervention category.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Identify professional learning needs through analysis of a variety of data	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.

All students and all subgroups appear to have weaknesses in reading/early literacy. When looking at the third grade PSSA data, we can see that students are further regressing rather than making strides.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
100% of our second grade ELL students tested in the below benchmark category for all three Star Early Literacy benchmarks.	While discussing with our ELL teachers, we concluded that these students are receiving more vocabulary instruction whereas we may need more phonics instruction to help aid in their foundational reading skills.	True
As a school we have an overwhelmingly large number of students scoring below grade level on the end of year Star Early Literacy benchmark.	By focusing on high academic expectations, we will identify and address individual student needs within their foundational reading skills based on computer-based instructional programs to provide students feedback and differentiate instruction and as a result our students will demonstrate growth on individualized learning paths which will reflect their benchmark performance. Reading groups will be made accordingly where small group remedial instruction will be provided outside the classroom.	True
On the 2nd grade STAR Early Literacy assessment, 65% of students scored in the intervention or urgent intervention category.	Language barriers, lack of teacher support (paraprofessionals in the rooms), and lack of community programs/resources outside of school to support English learning families.	True
On the 1st grade STAR Early Literacy assessment, 57% of students scored in the intervention or urgent intervention category.	Language barriers, lack of teacher support (paraprofessionals in the rooms), and lack of community programs/resources outside of school to support English learning families.	False
On the 3rd grade ELA PSSA, 75% of students either scored basic or below basic.	Students are further falling behind in regards to their ELA knowledge. It is important that they start to receive more intensive instruction at a younger grade level.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The percentage of first grade students decreased in the urgent intervention benchmark category on the Math STAR	Continue providing math intervention. Teachers and students should continue to use of Imagine and Renaissance online programs. Classroom goals can be set to even the gap between math and reading scores. Constant review of curriculum, standards, textbook

Assessments.	series, etc. should continue to be monitored.
61% of 2nd grade students scored At/Above benchmark or On Watch for the 2023-24 STAR math assessment.	Continue providing math intervention. Teachers and students should continue to use of Imagine and Renaissance online programs. Classroom goals can be set to even the gap between math and reading scores. Constant review of curriculum, standards, textbook series, etc. should continue to be monitored.
73% of 1st grade students scored At/Above benchmark or On Watch for the 2023-2024 STAR math assessment.	Continue providing math intervention. Teachers and students should continue to use of Imagine and Renaissance online programs. Classroom goals can be set to even the gap between math and reading scores. Constant review of curriculum, standards, textbook series, etc. should continue to be monitored.
The percentage of second grade students increased in at/above benchmark category of the Math STAR assessments.	Continue providing math intervention. Teachers and students should continue to use of Imagine and Renaissance online programs. Classroom goals can be set to even the gap between math and reading scores. Constant review of curriculum, standards, textbook series, etc. should continue to be monitored.
56% of kindergarten students scored At/Above benchmark or On Watch for the 2023-24 STAR early literacy assessment.	Being the first year of Kindergarten students using the STAR benchmark assessments, we must watch how this Kindergarten group preforms next year on the Early Literacy benchmark. Hopefully this will help find potential gaps in instruction that is causing for a higher number of students scoring in the intervention or urgent intervention categories as they progress through grade levels.
41% of kindergarten students scored At/Above benchmark or On Watch for the 2023-2024 STAR math assessment.	We must continue to provide support and resources for these students and their families. These achievements can be celebrated to continue to promote their progress. New goals can be made to encourage further growth and progression.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Due to limited amount of growth within the ELD subgroup, A Data analysis team will meet (interventionists, teachers, counselor, administration). This team will implement a data-driven approach to identifying students in need of remediation, provide research-based instructional strategies and resources, and perform frequent and objective progress monitoring and fidelity checks to determine effectiveness and appropriateness of remediation attempts.
	Instructional goals need to be created, monitored, and refined based upon ongoing progress. Parent involvement within the school setting has a positive impact on academic outcomes. As a result, throughout the school year, teachers and administration will make a effort to increase the number and frequency at which parents participate in school activities. Resources and materials will be handed out to educate parents on how to further assist schools teach the reading process.

	By focusing on high academic expectations, we will identify and address individual student needs within their foundational reading skills based on computer-based instructional programs to provide students feedback and differentiate instruction and as a result our students will demonstrate growth on individualized learning paths which will reflect their benchmark performance. Reading groups will be made accordingly where small group remedial instruction will be provided outside the classroom.

Goal Setting

Priority: Due to limited amount of growth within the ELD subgroup, A Data analysis team will meet (interventionists, teachers, counselor, administration). This team will implement a data-driven approach to identifying students in need of remediation, provide research-based instructional strategies and resources, and perform frequent and objective progress monitoring and fidelity checks to determine effectiveness and appropriateness of remediation attempts.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At the conclusion of the 2024-2025 school year, all English language learners who receive small group instruction will have demonstrated at least 20% growth from BOY benchmark assessments to EOY benchmark assessments within the STAR early literacy test.			
Measurable Goal Nickname (35 Character Max)			
ELD and ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All students will have participated in BOY benchmark assessments. Classroom teachers will group within their rooms to provide appropriate instruction.	At this point of the year, students should have made 4-7% growth over initial benchmark assessment in STAR Early Literacy.	At this point of the year, students should have made 12-15% growth over initial benchmark assessment in STAR Early Literacy.	At this point of the year, students should have made 20% growth over initial benchmark assessment in STAR Early Literacy.

Priority: Instructional goals need to be created, monitored, and refined based upon ongoing progress. Parent involvement within the school setting has a positive impact on academic outcomes. As a result, throughout the school year, teachers and administration will make a effort to increase the number and frequency at which parents participate in school activities. Resources and materials will be handed out to educate parents on how to further assist schools teach the reading process.

Outcome Category
Parent and family engagement
Measurable Goal Statement (Smart Goal)
Teachers and administration will engage students' families in the instructional program through ongoing meetings and trainings that inform parents of what is going on in every classroom (at least quarterly) and how they can help their child at home to prepare for and master these lessons.
Measurable Goal Nickname (35 Character Max)
Family Contact

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the conclusion of the 1st quarter, we will have had at least 1 parent engagement activity as well as 2 PAC and/or PTA meetings.	By the conclusion of the 2nd quarter, we will have had at 2 parent engagement activities as well as 4 PAC and/or PTA meetings.	By the conclusion of the 3rd quarter, we will have had at least 3 parent engagement activities as well as 6 PAC and/or PTA meetings.	By the conclusion of the 4th quarter, we will have had at least 4 parent engagement activities as well as at least 8 PAC and/or PTA meetings.

Priority: By focusing on high academic expectations, we will identify and address individual student needs within their foundational reading skills based on computer-based instructional programs to provide students feedback and differentiate instruction and as a result our students will demonstrate growth on individualized learning paths which will reflect their benchmark performance. Reading groups will be made accordingly where small group remedial instruction will be provided outside the classroom.

Outcome Category
Early Literacy

Measurable Goal Statement (Smart Goal)
At the conclusion of the 2024-2025 school year, 1st and 2nd grade ELA students targeted for remediation through benchmark assessments will have demonstrated at least 20% growth from BOY benchmark assessments to EOY benchmark assessments.

Measurable Goal Nickname (35 Character Max)
ELA Intervention

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will have participated in BOY benchmark assessments. Students targeted for remediation will be grouped based on specific skill deficit needs and small group instruction will begin with interventionist.	By the end of the 2nd quarter, students will have participated in MOY benchmark assessments. At this point of the year, students should have made 4-7% growth over initial benchmark assessment.	At the conclusion of the 3rd quarter, students should have made 12-15% growth over initial benchmark assessment of the year. This will be determined by progress monitoring assessments and classroom-based measures.	At the conclusion of the 4th quarter, students will have made 20% growth from their initial benchmark assessment as measured by the EOY assessment. Additionally, progress monitoring assessments and classroom-based performance will also be considered. Data analysis team will determine strengths and weaknesses of the program for planning purposes the following year.

Action Plan

Measurable Goals

ELD and ELA	Family Contact
ELA Intervention	

Action Plan For: Supporting student growth and progress through parent engagement

Measurable Goals:
• Teachers and administration will engage students' families in the instructional program through ongoing meetings and trainings that inform parents of what is going on in every classroom (at least quarterly) and how they can help their child at home to prepare for and master these lessons.

Action Step	Anticipated Start/Completion Date	
At the beginning of the school year parents and families will be provided with copies of the Parent Compact and School Parent and Family Engagement Policy in both English and Spanish. Additionally, as parents and students enter the building, they will be immediately offered the opportunity to join the PTA as well as the Parent Advisory Committee (PAC). Parents will also receive frequent correspondence in student planners, on our school website, robo-calls, emails, and Microsoft Teams in English and in Spanish to keep them informed of pertinent information. Throughout the year, parents will be informed of events and activities.	2024-08-28	2025-06-10

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Debbie Faith Kupsho	Budget $ Salary and Benefits for Teachers and LT Subs $ Near Pod $ Parent Engagement Activities $ Folders $ Star Reading/Math $ Imagine Learning $ Professional Development $ Trans Act - Parent Notifications $	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To increase the amount of parents engaged in PAC and PTA meetings by at least 20% from the previous year's attendance.	Interventionists will monitor sign-in sheets monthly throughout the year to track attendance. Attendance results will be analyzed and methods to increase attendance adjusted as deemed necessary.

Action Plan For: STAR Early Literacy Intervention Groups

Measurable Goals:
• At the conclusion of the 2024-2025 school year, 1st and 2nd grade ELA students targeted for remediation through benchmark assessments will have demonstrated at least 20% growth from BOY benchmark assessments to EOY benchmark assessments.

Action Step		Anticipated Start/Completion Date	
Once students complete the beginning of the year STAR Early Literacy benchmark assessment, data will be analyzed based on the results to develop appropriate groups for targeted intervention.		2024-08-28	2025-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Debbie Faith Kupsho / Principal Angela Hoffman and Tara Masias / Interventionists	Budget $ Salary and Benefits for Teachers and LT Subs $ Near Pod $ Parent Engagement Activities $ Folders $ Star Reading/Math $ Imagine Learning $ Professional Development $ Trans Act - Parent Notifications $	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At the conclusion of the school year, students within these targeted groups will have demonstrated 20% growth from BOY to EOY benchmark assessments.	Three scheduled STAR benchmark assessments (BOY, MOY, and EOY) are utilized to assess students' growth/progress. Administrators, teachers, Interventionists, and other support staff including ELD and Special Education teachers review the results and adjust plans of instruction as needed. Moreover, frequent fidelity checks of implementation of the instructional programs will be conducted by interventionists and administration, as well as progress monitoring assessments throughout the course of the school year.

Action Plan For: ELD Performance on STAR Early Literacy

Measurable Goals:
• At the conclusion of the 2024-2025 school year, all English language learners who receive small group instruction will have demonstrated at least 20% growth from BOY benchmark assessments to EOY benchmark assessments within the STAR early literacy

test.

Action Step	Anticipated Start/Completion Date	
As students begin the school year, they will participate in benchmark assessments to determine current levels of functioning. Throughout the school year, students will have the opportunity to participate in several research-based instructional strategies beyond the traditional delivery of the classroom curriculum to provide meaningful instruction on their developmental level. As students progress through these programs, frequent progress monitoring probes will be administered to ensure appropriate growth as well as determine the fidelity of the program implementation. Check-in conferences will occur to discuss appropriateness of methods (i.e., should tools be added/changed/removed) and celebrate successes.	2024-08-28	2025-06-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Debbie Faith Kupsho / Principal Maria Capozzelli / EDL Teacher	Budget $ Salary and Benefits for Teachers and LT Subs $ Near Pod $ Parent Engagement Activities $ Folders $ Star Reading/Math $ Imagine Learning $ Professional Development $ Trans Act - Parent Notifications $	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At the conclusion of the school year, students within these targeted groups will have demonstrated 20% growth from BOY to EOY benchmark assessments.	Three scheduled STAR benchmark assessments (BOY, MOY, and EOY) are utilized to assess students' growth/progress. Administrators, teachers, Interventionists, and other support staff including ELD and Special Education teachers review the results and adjust plans of instruction as needed. Moreover, frequent fidelity checks of implementation of the instructional programs will be conducted by interventionists and administration, as well as progress monitoring assessments throughout the course of the school year.

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	• STAR Early Literacy Intervention Groups	Salary and Benefits for Title I Teachers	310427.60
Title II.A and Title IV.A Transfer Funds	• ELD Performance on STAR Early Literacy	Partial Salary and Benefits for Teacher	10874
Instruction	• STAR Early Literacy Intervention Groups • ELD Performance on STAR Early Literacy	Renaissance Program / Star Assessment	16753.00
Other Expenditures	• Supporting student growth and progress through parent engagement	Parent Engagement Programs	4054.00
Instruction	• Supporting student growth and progress through parent engagement	Imagine Learning Program	43000.00
Instruction	• Supporting student growth and progress through parent	Learning A-Z	4690.00

	engagement • STAR Early Literacy Intervention Groups • ELD Performance on STAR Early Literacy		
Instruction	• Supporting student growth and progress through parent engagement • STAR Early Literacy Intervention Groups • ELD Performance on STAR Early Literacy	Nearpod	2955.00
Instruction	• Supporting student growth and progress through parent engagement • STAR Early Literacy Intervention Groups • ELD Performance on STAR Early Literacy	Folders for parent communication	1892.00
Instruction	• Supporting student growth and progress through parent engagement • STAR Early Literacy Intervention Groups • ELD Performance on STAR Early Literacy	Supplemental reading and math books	2035.00
Instruction	• Supporting student growth and progress through parent engagement • STAR Early Literacy	Reading and Math manipulatives	690.40

	• Intervention Groups • ELD Performance on STAR Early Literacy		
Instruction	• Supporting student growth and progress through parent engagement • STAR Early Literacy Intervention Groups • ELD Performance on STAR Early Literacy	Technology	2500.00
Other Expenditures	• Supporting student growth and progress through parent engagement • STAR Early Literacy Intervention Groups • ELD Performance on STAR Early Literacy	Professional development	1250.00
Other Expenditures	• Supporting student growth and progress through parent engagement	Trans Act	506.00
Total Expenditures			401627

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
STAR Early Literacy Intervention Groups	Once students complete the beginning of the year STAR Early Literacy benchmark assessment, data will be analyzed based on the results to develop appropriate groups for targeted intervention.
ELD Performance on STAR Early Literacy	As students begin the school year, they will participate in benchmark assessments to determine current levels of functioning. Throughout the school year, students will have the opportunity to participate in several research-based instructional strategies beyond the traditional delivery of the classroom curriculum to provide meaningful instruction on their developmental level. As students progress through these programs, frequent progress monitoring probes will be administered to ensure appropriate growth as well as determine the fidelity of the program implementation. Check-in conferences will occur to discuss appropriateness of methods (i.e., should tools be added/changed/removed) and celebrate successes.

STAR Benchmark Data

Action Step		
• As students begin the school year, they will participate in benchmark assessments to determine current levels of functioning. Throughout the school year, students will have the opportunity to participate in several research-based instructional strategies beyond the traditional delivery of the classroom curriculum to provide meaningful instruction on their developmental level. As students progress through these programs, frequent progress monitoring probes will be administered to ensure appropriate growth as well as determine the fidelity of the program implementation. Check-in conferences will occur to discuss appropriateness of methods (i.e., should tools be added/changed/removed) and celebrate successes. • Once students complete the beginning of the year STAR Early Literacy benchmark assessment, data will be analyzed based on the results to develop appropriate groups for targeted intervention.		
Audience		
K-2 Teachers		
Topics to be Included		
Using STAR benchmarks to inform instruction, how to use benchmark data to develop remediation/enrichment groups, and effectively communicate growth/development with parents/guardians.		
Evidence of Learning		
Teacher self-reflection on lesson effectiveness; informal and formal observations.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Renaissance Representatives	2024-08-28	2025-06-10

Learning Format

Type of Activities	Frequency
Inservice day	During Act 80 Days
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Brian T. Uplinger	2024-09-20
Building Principal Signature	**Date**
Debbie Faith Kupsho	2024-09-11
School Improvement Facilitator Signature	**Date**