

STEELTON-HIGHSPIRE EL SCH

250 Reynders Avenue

TSI Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Together, we work with members of the board, district staff and community to educate and develop the whole child to compete, produce, and lead in our ever-changing society.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
All teachers need to implement small group / guided math instruction across the board	Regular Attendance
Individual student deficits must be met in order to close the achievement gap	Career Standards Benchmark
All teachers need to agree upon the instructional methods of teaching mathematics.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Math Intervention Block	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Mathematics Proficiency	Students in 2018-2019 achieved an average of 5.1 % proficiency in mathematics. Due to Covid19 impacts, we do not have reliable math PSSA data for 2019-2020 and 2020-2021. Our goal for the 2021-2022 school year is to have students in grades 3-6 achieve an average of 10% proficiency on the mathematics PSSA test.

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

Students will learn target skills according to their math deficiencies.

Monitoring/Evaluation

Success Maker/ Ames Web Probes/ CDT Data

Evidence-based Strategy

Math Intervention Block

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Mathematics Proficiency	Students in 2018-2019 achieved an average of 5.1 % proficiency in mathematics. Due to Covid19 impacts, we do not have reliable math PSSA data for 2019-2020 and 2020-2021. Our goal for the 2021-2022 school year is to have students in grades 3-6 achieve an average of 10% proficiency on the mathematics PSSA test.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers in K-6 will have a 30-minute math intervention block built into their daily schedule. This will help teachers focus on individual student needs for the 21-22 school year.	2021-08-30 - 2022-06-03	Tyler Zoellner/Math Coach	Envision math materials and Success Maker materials

Anticipated Outcome

Students will learn target skills according to their math deficiencies.

Monitoring/Evaluation

Success Maker/ Ames Web Probes/ CDT Data

Evidence-based Strategy

Attendance Incentives

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance Goal	Students in grades K-6 averaged a 91.7% attendance rate in the 2018-2019 school year, prior to the closure of schools due to COVID19. The goal for the 2020-2021 school year was to have students in grades K-6 achieve a 93% attendance rate. Due to COVID19, we missed the mark so we will carry the same goal of trying to have a 93% attendance rate for students in K-6 by the end of the 2021-2022 school year.

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

The overall attendance percentage will be raised to 93%

Monitoring/Evaluation

Powerschool Attendance Data

Evidence-based Strategy

Career Readiness Proficiency

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Career Readiness

Students in grades 3-6 will submit at least 4 pieces of evidence into the Smart Futures portal.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Teachers will utilize Smart Future to teach our students career readiness lessons 4 times a year. Teachers will be given a schedule that will outline the 4 lessons that MUST be taught using the portal every marking period.

2021-08-30 -
2022-06-03

Teachers,
Counselors,
Administrators

Smart Futures Portal

Anticipated Outcome

Students in grades K-6 will have at least 4 pieces of evidence saved per grade level at the end of the 21-22 school year.

Monitoring/Evaluation

Smart Futures Portal



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students in 2018-2019 achieved an average of 5.1 % proficiency in mathematics. Due to Covid19 impacts, we do not have reliable math PSSA data for 2019-2020 and 2020-2021. Our goal for the 2021-2022 school year is to have students in grades 3-6 achieve an average of 10% proficiency on the mathematics PSSA test. (PSSA Mathematics Proficiency)	Math Intervention Block	Teachers in K-6 will have a 30-minute math intervention block built into their daily schedule. This will help teachers focus on individual student needs for the 21-22 school year.	08/30/2021 - 06/03/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students in grades 3-6 will submit at least 4 pieces of evidence into the Smart Futures portal. (Career Readiness)	Career Readiness Proficiency	Teachers will utilize Smart Future to teach our students career readiness lessons 4 times a year. Teachers will be given a schedule that will outline the 4 lessons that MUST be taught using the portal every marking period.	08/30/2021 - 06/03/2022

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.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Last year we purchased Smart Futures to help our teachers organize and plan Career Readiness lessons that are appropriate to grade-level bands.

Students are participating in Career Readiness lessons on a weekly basis and evidence is being collected in our Smart Futures portal.

MTSS Core team meets once a month to discuss students' data, achievement and growth. Based off the data, growth or lack of growth the team implements different interventions to address students' individual needs.

Small group instruction has been implemented with fidelity based on the data shared every 4 to 6 weeks at MTSS Core meetings and grade-level meetings.

Tier 2 and 3 interventions have been implemented across the board with fidelity.

We have placed a specific individual in the position of a career counselor to help us meet our goals, stay on track, and look at our Smart Futures data.

Challenges

Continuing the momentum of implementing Career Readiness lessons in the following years to come with all of the other strains and pressure to meet academic criteria.

Engaging students in the lessons and activities that Smart Futures offers, especially at the lower grade levels.

Math Growth continues to be a struggle for all students, while some subgroups are showing a slight increase in their PSSA performance.

Fidelity in teaching math in small groups to meet the needs of individual students in grades 3-6

Tier 2 and 3 interventions for students struggling in mathematics

Working with the career readiness counselor in the elementary building on a regular schedule. Having consistent meetings with the admin team and counselors.

Meeting the needs of our learning support students and achieving appropriate growth and/or ROI

Implementing Tier 2 and 3 interventions in the learning support

Strengths

ELA Growth for all students can be replicated for other subject areas.

Fidelity in the implementation of tier 2 and 3 interventions which aided in the overall ELA growth for students

Data-driven small group instruction which aided in the overall ELA growth for students

Last year we hired a math coach to help our endeavors with raising our overall math scores

This new hire has helped many teachers implement best mathematical practices within their classrooms

We had 30 percent of our students achieve Proficient on our PSSA Science scores in 18-19

STEAM has been a much bigger focus at the elementary school and appropriate training has been offered to teachers to help them implement STEAM within their classroom

We started an after school STEAM club opportunity for our students

Our teachers have received much more math training this school year than we have had in the past

Challenges

classrooms with fidelity

Implementing Tier 2 and 3 interventions with fidelity

Implementing small group/guided math instruction across the board

Filling the large mathematic academic gaps seen across grade level bands

Maintaining that 30 percent proficiency in the upcoming years

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

Provide frequent, timely, and systematic feedback and support on instructional practices

Offering continuous STEAM training for teachers and more hands-on learning opportunities for our students

Large academic gaps in instruction between grade level bands

Engaging students through differentiation in all classrooms school-wide

Strengths

Data-driven instruction in small groups to meet the needs of all students

Implementation of Tier 2 and 3 Interventions with Fidelity for all students

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

Implement a multi-tiered system of supports for academics and behavior

Identify and address individual student learning needs

We purchased a new math curriculum that is designed to meet the needs of individual learners. We also purchased an intervention piece to go along with it. This will help us track student data and planned specific instruction for students that are not on grade-level.

Most Notable Observations/Patterns

We have witnessed a tremendous amount of growth within our student body since we have started our MTSS training with CAIU three years ago. Since working with Ami Healy and the IU we have learned multiple strategies and best practices to implement in order to help close the large achievement gaps of our students. The implementation of an MTSS core team has been very helpful in identifying student needs, discussing and analyzing data, and making data-driven decisions to increase academic achievement. Small group instruction, tier 2 and 3 interventions and the purchase and use of Heggerty and the Sonday System has helped our teachers meet the needs of our students.

Challenges	Discussion Point	Priority for Planning
Fidelity in teaching math in small groups to meet the needs of individual students in grades 3-6	All teachers must utilize small group instruction or guided math groups to meet the needs of our students	
Tier 2 and 3 interventions for students struggling in mathematics	Tier 2 and 3 interventions need to be implemented with fidelity across the board	
Math Growth continues to be a struggle for all students, while some subgroups are showing a slight increase in their PSSA performance.	Math curriculum is not taught consistently or pervasively.	
Provide frequent, timely, and systematic feedback and support on instructional practices		
Meeting the needs of our learning support students and achieving appropriate growth and/or ROI		
Large academic gaps in instruction between grade level bands		
Engaging students through differentiation in all classrooms school-wide		

ADDENDUM B: ACTION PLAN

Action Plan: Math Intervention Block

Action Plan: Math Intervention Block

Action Steps	Anticipated Start/Completion Date
Teachers in K-6 will have a 30-minute math intervention block built into their daily schedule. This will help teachers focus on individual student needs for the 21-22 school year.	08/30/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Success Maker/ Ames Web Probes/ CDT Data	Students will learn target skills according to their math deficiencies.
Material/Resources/Supports Needed	PD Step
Envision math materials and Success Maker materials	yes

Action Plan: Attendance Incentives

Action Plan: Career Readiness Proficiency

Action Steps	Anticipated Start/Completion Date
Teachers will utilize Smart Future to teach our students career readiness lessons 4 times a year. Teachers will be given a schedule that will outline the 4 lessons that MUST be taught using the portal every marking period.	08/30/2021 - 06/03/2022
Monitoring/Evaluation	Anticipated Output
Smart Futures Portal	Students in grades K-6 will have at least 4 pieces of evidence saved per grade level at the end of the 21-22 school year.
Material/Resources/Supports Needed	PD Step
Smart Futures Portal	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Students in 2018-2019 achieved an average of 5.1 % proficiency in mathematics. Due to Covid19 impacts, we do not have reliable math PSSA data for 2019-2020 and 2020-2021. Our goal for the 2021-2022 school year is to have students in grades 3-6 achieve an average of 10% proficiency on the mathematics PSSA test. (PSSA Mathematics Proficiency)</p>	<p>Math Intervention Block</p>	<p>Teachers in K-6 will have a 30-minute math intervention block built into their daily schedule. This will help teachers focus on individual student needs for the 21-22 school year.</p>	<p>08/30/2021 - 06/03/2022</p>
<p>Students in grades 3-6 will submit at least 4 pieces of evidence into the Smart Futures portal. (Career Readiness)</p>	<p>Career Readiness Proficiency</p>	<p>Teachers will utilize Smart Future to teach our students career readiness lessons 4 times a year. Teachers will be given a schedule that will outline the 4</p>	<p>08/30/2021 - 06/03/2022</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

lessons that MUST
be taught using
the portal every
marking period.



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Ongoing Math Grade Level Data Meetings	K-6 Teachers	Every 4 to 6 weeks the math coach and administration will meet with individual grade levels to go over their student's math data (as we do for ELA). We will analyze this data and the math coach will help teachers adjust small groups according to skill deficits. The math coach will update teachers on new skills/lessons and activities that need to be taught to specific groups of students based off the data.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Success Maker Data/ CDT Data/ Ames Web Probes	08/30/2021 - 06/03/2022	Tyler Zoellner/Math Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

