

**Elk Ridge School**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Elk Ridge Elementary School		124156703
<b>Address 1</b>		
200 Wickersham Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Oxford	PA	19363
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
David Woods		dwoods@oxfordasd.org
<b>Principal Name</b>		
Matthew Hovanec		
<b>Principal Email</b>		
mhovanec@oxfordasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
6109326670		6668
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Margaret Billings-Jones, Ed.D.		mbillings-jones@oxfordasd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew Hovanec	Principal	Elk Ridge	hhayes@oxfordasd.org
Rebecca Florek	Teacher	Elk Ridge	rflorek@oxfordasd.org
Jenna Lininger	Teacher	Elk Ridge	jlininger@oxfordasd.org
Nicoleta Kelley	Teacher	Oxford Area High School	nkelley@oxfordasd.org
Kasey Lombardo	Parent	Elk Ridge	klombardo@oxfordasd.org
Margaret Billings-Jones, Ed.D.	Assistant Superintendent	OASD	mbillings-jones@oxfordasd.org
Vera Prigg	Community Member	Oxford, PA	priggoxford@aol.com
David Woods	Chief School Administrator	OASD	dwoods@oxfordasd.org
Christine Hamilton	Education Specialist	Elk Ridge	chamilton@oxfordasd.org
Emerald Fay	Paraprofessional	Elk Ridge	efay@oxfordasd.org

## **Vision for Learning**

### **Vision for Learning**

Kids First, Progress and Unity

## Future Ready PA Index

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

<b>False K</b>	<b>True 1</b>	<b>True 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
English Language Growth and Attainment	70.9 % which is well above the state average (29.0%) and on target for the statewide 2033 goal of 70.3 %
Attendance: Our students enjoy coming to school which in turn impacts our students' learning and performance.	87.4%, well above the state average (73.9 %) but below the state performance standard (94.1%)
Positive School Culture and Climate	We continue to seek strategies to build on our Schoolwide Positive Behavior program

### Challenges

Indicator	Comments/Notable Observations
Attendance	Regular attendance fell slightly by approximately 3%. However, the state average decreased by approximately 10%. Daily attendance is an on-going concern and Elk Ridge will continue to implement strategies to improve attendance. The regular attendance of our Hispanic ethnicity population & economically disadvantaged population was approximately 10% lower than our White ethnicity population.

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

### Strengths

Indicator	Comments/Notable Observations
Attendance	Elk Ridge provides a caring, nurturing and positive school environment where students enjoy coming to school and

<b>ESSA Student Subgroups</b> White	learning. Our teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and level of development. Our teachers are highly trained and truly care about their student and their learning. Examples include - our kindness garden, American Education Week activities, Title I Engagement activities including Family Read and Oxford Reading Club, parents and OEF (Oxford Education Foundation) volunteer daily and specials activities are well attended, the First Friday community sharing, the Elk Ridge garden - worked by our students (food is given to the local food bank), the Mobile Ag Lab, KJ Agricultural Literacy Day, weekly farm fact Wednesdays in both English and Spanish, the orchard field trip, the Philadelphia Zoo field trip, fieldtrip to Longwood Gardens, field day, free breakfast and lunch for all students, the heritage language library - students are able to take books in their native language, holidays around the world, friendship groups and lessons, multiple career days - Careers on Wheel and a partnership with the local Technical College High School for career ambassadors, correspondence in English and Spanish. The white ethnicity subgroup performs approximately 8 to 10% in regards to daily attendance, Even though are daily attendance decreased slightly it still remains a strength.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

### Challenges

<b>Indicator</b> English Language Growth and Attainment <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> Our scores are well above the state average we will continue to work toward increasing the percentage of students reading at or above grade level.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

## 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.

Our students love coming to school so our attendance rate is high which in turn impacts our students learning and performance.
--

Our scores are well above the state average we will continue to work toward increasing the percentage of students reading at or above grade level. We have introduced a new ELA Curriculum resource (myViewLiteracy) and we continue to increase the number of in-school activities and extracurricular opportunities related to literacy.
--

### 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.

Improve teacher knowledge and performance in phonics and phonemic awareness instruction to all students. This would particularly benefit our EL students.
---

Increase reading proficiency of all students especially our economically disadvantaged population and our ELL population. Elk Ridge has had many new enrollments to our school. The students are entering the public school system for the first time and have no "schooling" in an educational setting.
--

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience Reading - Beginning of Year (BOY) composite scores as follows: Grade 1: 77% Well Below Benchmark & 10% Below Benchmark. Grade 2: 89% Well Below Benchmark & 6% Below Benchmark .	Our Middle of Year (MOY) Acadience Reading composite data (2023-24) shows that students are growing but there is still more need for improvement. 1st grade Well Below Benchmark decreased to 53% and Below Benchmark increased to 26%. Second Grade Well Below Benchmark decreased to 31 % and Below Benchmark increased to 34%. This data shows the effectiveness of our instruction
Exact Path diagnostic data - from Diagnostic 1 to Diagnostic 3 as follows: Grade 1: Students at or above 50th percentile increased from 9% to 57 %. Students below 50th percentile decreased by 49% . Grade 2: Students at or above 50th percentile increased from 19% to 62%. Students below 50th percentile decreased by 43%	Our Exact Path data from this school year (2023-24) continuous to show our students are showing growth in reading.

### English Language Arts Summary

#### Strengths

Integration of technology and curriculum and daily supplemental technology activities in ELA.
Daily high quality reading instruction for all students.
Daily high quality reading intervention through our Title programs.
Daily high quality targeted reading intervention through MTSS.

#### Challenges

Increase all students reading proficiency
Improve systematic and explicit phonics and phonemic awareness instruction for all students.

### Mathematics

Data	Comments/Notable Observations
Exact Path diagnostic data- from Diagnostic 1 to Diagnostic 3 as follows: In grade 1, students at or above 50th percentile increased from 1% of students to 54% of students. Decreased	Our Exact Path data from this school year (2023-24) continuous to show our students are showing growth in mathematics.



the students below 50th percentile by 53%. In grade 2, students at or above the 50th percentile increased from 8% to 58%. Decreased the students below 50th percentile by 52%.	
Acadience Math: Beginning of Year (BOY) composite scores are as follows: 1st grade : 79% Well Below Benchmark & 15% Below Benchmark. 2nd grade Well Below Benchmark 70% & 18% Below Benchmark.	Our Middle of Year (MOY ) Math Composite data (2023-24) shows the following: 1st grade Well Below Benchmark decreased to 17% and Below Benchmark increased to 57%. 2nd grade : Well Below Benchmark decreased to 31% and Below Benchmark increased to 44%. This data shows the effectiveness of our instruction.

## Mathematics Summary

### Strengths

Integration of technology and curriculum and daily multiple supplemental technology activities in Math.
Daily high quality math intervention through MTSS approach
Daily high quality math instruction for all students.
Daily high quality math intervention using technology resources.

### Challenges

Strengthen addition and subtraction skills : (Grade 1: Add & Subtract 10 & Multiples of 10 / Grade 2: Add & Subtract within 100)
Target the primary curricular focus of Numbers and Operations in Base Ten during our MTSS math intervention instruction.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
STEM education is focused upon K-12 grades, the 4th grade PSSA science performance is cumulative of the curriculum instructed K-4	Science is a focus in Elk Ridge. We have many activities based on our science curriculum - daily science instruction, field trips to zoo, agricultural literature days, farm fact Wednesdays in English and Spanish, visit from the mobile ag lab, OEF grant for raised garden beds. We will begin using a new science text (Into Science) for the 2024-25 academic year.

## Science, Technology, and Engineering Education Summary

### Strengths

Daily high quality science instruction for all students.
Many science based activities throughout the school year.
Technology integration with our science curriculum

### Challenges

Increase hands on science activities within the curriculum using the new Ito Science Resource
---

The 2024-25 academic year will be the first year of our students using Into Science as a new curriculum resource.
---

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Each student completes artifacts each year for career awareness.	Students participate in a local career day with the Technical College High School ambassadors. The guidance counselor also provides career awareness activities for all students within each classroom.

### 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.

Each student is made aware of many possible careers throughout the year.
--

**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.

Finding a variety of local career professionals to come to the school.
--

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Access Scores from the 23-24 school year show the following: Grade 1 cluster: 69% were at entering or emerging levels. Grade 2 cluster : 36% were at entering or emerging level.	There were a total of 36 students tested in the Grade 1 cluster & a total of 34 students tested in the Grade 2/3 cluster.
Access Scores from the 2022-23 school year show the following: Grade 1 cluster : 31% of the EL students were at the developing or expanding proficiency levels. Grade 2/3 Cluster: 59% of the EL students were at the developing proficiency level. There were no students at the expanding level in the Grade 2/3 cluster.	There were a total of 36 students tested in the Grade 1 cluster & a total of 34 students tested in the Grade 2/3 cluster.

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

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.

Student growth in ACCESS testing proficiency levels for EL students as the move from Entering to Emerging to Developing to Expanding proficiency levels in Grades 1 & Grades 2.

Challenges

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

The percentage of students coming into 1st grade at the Entering Proficiency Level being able to have them leave 2nd grade at or as close to the Expanding level.
There are approximately 40 EL students entering first grade. The proficiency levels are as follows 33 are Entering (83%), 4 are Emerging (10%) and 3 are Developing (8%).

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

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

### Summary

### Strengths

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

Positive school culture and climate
Positive school wide behavior plan

### 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?

Continue to strengthen our MTSS (Multi Tiered System of Support ) process and instruction
Continue to provide professional development with a focus on instruction



## 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
Our students love coming to school so our attendance rate is high which in turn impacts our students learning and performance.	True
Our scores are well above the state average we will continue to work toward increasing the percentage of students reading at or above grade level. We have introduced a new ELA Curriculum resource (myViewLiteracy) and we continue to increase the number of in-school activities and extracurricular opportunities related to literacy.	False
Integration of technology and curriculum and daily supplemental technology activities in ELA.	True
Daily high quality reading instruction for all students.	True
Daily high quality reading intervention through our Title programs.	True
Daily high quality targeted reading intervention through MTSS.	True
Daily high quality science instruction for all students.	True
Many science based activities throughout the school year.	True
Technology integration with our science curriculum	True
	False
Integration of technology and curriculum and daily multiple supplemental technology activities in Math.	True
Daily high quality math instruction for all students.	True
Daily high quality math intervention using technology resources.	True
Each student is made aware of many possible careers throughout the year.	False
Student growth in ACCESS testing proficiency levels for EL students as the move from Entering to Emerging to Developing to Expanding proficiency levels in Grades 1 & Grades 2.	True
Positive school culture and climate	True
Positive school wide behavior plan	True
Daily high quality math intervention through MTSS approach	True

## 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
Increase reading proficiency of all students especially our economically disadvantaged population and our ELL population. Elk Ridge has had many new enrollments to our school . The students are entering the public school system for the first time and have no "schooling" in an educational setting.	True
Improve teacher knowledge and performance in phonics and phonemic awareness instruction to all students. This would particularly benefit our EL students.	True
Increase all students reading proficiency	False
Improve systematic and explicit phonics and phonemic awareness instruction for all students.	True
Strengthen addition and subtraction skills : (Grade 1: Add & Subtract 10 & Multiples of 10 / Grade 2: Add & Subtract within 100)	True
Target the primary curricular focus of Numbers and Operations in Base Ten during our MTSS math intervention instruction.	True
Finding a variety of local career professionals to come to the school.	False
Continue to strengthen our MTSS (Multi Tiered System of Support ) process and instruction	True
Continue to provide professional development with a focus on instruction	True
The percentage of students coming into 1st grade at the Entering Proficiency Level being able to have them leave 2nd grade at or as close to the Expanding level.	True
Increase hands on science activities within the curriculum using the new Ito Science Resource	False
The 2024-25 academic year will be the first year of our students using Into Science as a new curriculum resource.	False
There are approximately 40 EL students entering first grade. The proficiency levels are as follows 33 are Entering (83%), 4 are Emerging (10%) and 3 are Developing (8%).	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.

We have introduced new curriculum resources over the past 2 years in ELA. Our data shows that this new curriculum resource is making a difference.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Increase reading proficiency of all students especially our economically disadvantaged population and our ELL population. Elk Ridge has had many new enrollments to our school. The students are entering the public school system for the first time and have no "schooling" in an educational setting.	Use data to determine small group instruction supported by the classroom teacher and the reading specialists.	True
Improve teacher knowledge and performance in phonics and phonemic awareness instruction to all students. This would particularly benefit our EL students.	Provide professional development to increase teacher use of the resources. Provide Professional Development in Haggerty Phonemic Awareness program as needed.	True
Strengthen addition and subtraction skills : (Grade 1: Add & Subtract 10 & Multiples of 10 / Grade 2: Add & Subtract within 100)	Continue Math coaching for new teachers. Train new teachers in the Math In Focus program.	False
Target the primary curricular focus of Numbers and Operations in Base Ten during our MTSS math intervention instruction.	Primary students need a strong foundation in Numbers and Operations in Base Ten. While the core curriculum is a quality program, many students need support to master their basic math facts	True
Continue to strengthen our MTSS (Multi Tiered System of Support ) process and instruction	Provide professional development and meetings for data review using a statewide process.	False
Continue to provide professional development with a focus on instruction	Determine needs of the faculty and provide needed professional development activities to include use of technology and strategies to differentiate instruction.	False
Improve systematic and explicit phonics and phonemic awareness instruction for all students.	Supplement core reading program with a supplemental phonemic awareness resource. The supplemental phonemic awareness resource will be Haggerty.	True
The percentage of students coming into 1st grade at the Entering Proficiency Level being able to have them leave 2nd grade at or as close to	Supplement core reading program with a supplemental phonemic awareness resource	False

the Expanding level.	(Haggerty will be the supplemental phonemic awareness resource.)	
----------------------	--	--

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Integration of technology and curriculum and daily supplemental technology activities in ELA.	Utilize the support of our technology and curriculum departments to provide instructional strategies to support effective instruction.
Daily high quality reading instruction for all students.	Our teachers are highly qualified and the school has two reading specialists in addition to the regular classroom teachers.
Daily high quality reading intervention through our Title programs.	Three reading specialists meet with students in small group instruction (Title 1) and 2 ESL teachers meet with students in small group instruction.
Daily high quality targeted reading intervention through MTSS.	Train new teachers in MTSS process. All teachers will meet with the MTSS interventionist at least once per marking period.
Student growth in ACCESS testing proficiency levels for EL students as the move from Entering to Emerging to Developing to Expanding proficiency levels in Grades 1 & Grades 2.	This continues to be a challenge as the number of "new-comers" (Students entering U.S. from other countries without formal schooling) continues to increase.
Daily high quality science instruction for all students.	First and second grade teachers will begin using Into Science as the new science curriculum resource for the 2024-25 academic year.
Many science based activities throughout the school year.	Most of our science activities are centered around plants & animals. We would like to expand these activities to include other areas of environmental science.
Technology integration with our science curriculum	Our school will begin using the Into Science curriculum resource,
Our students love coming to school so our attendance rate is high which in turn impacts our students learning and performance.	Our community values education and support student attendance in our schools.
Integration of technology and curriculum and daily multiple supplemental technology activities in Math.	Students will be administered the Math growth measure on their Ipads to assist teachers with differentiation groups. Edmentum Diagnostic mathematical testing will be completed 3x per school year.
Daily high quality math intervention through MTSS approach	Each student will have 30 minutes of MTSS intervention daily for both reading and mathematics.
Daily high quality math instruction for all students.	The Math In Focus program will be the primary mathematics resource to be used for instruction.
Daily high quality math intervention using technology resources.	Continued fidelity to our core math program, Math in Focus as well as ST Math and Exact Path Math

Positive school culture and climate	Continue to provide activities that support a positive school culture and climate - our kindness garden, American Education Week activities including Learning and Lunch (almost 300 parent, guardians and family members attended this year), the SPLASH program with the local YMCA, Family Read and Oxford Reading Club activities, parents volunteer daily and specials activities are well attended, the First Friday community sharing, the Elk Ridge garden - worked by our students (food is given to the local food bank), the Mobile Ag Lab, weekly farm fact Wednesdays in both English and Spanish, the orchard field trip, the Philadelphia Zoo field trip, the Colonial Plantation field trip, field day, free breakfast and lunch for all students, the heritage language library - students are able to take books in their native language, holidays around the world, friendship groups and lessons, multiple career days - Careers on Wheel and a partnership with the local Technical College High School for career ambassadors, correspondence in English and Spanish.
Positive school wide behavior plan	Continue with our well developed and implemented school wide positive behavior plan where bee tickets are earned each month by our students. Students are also recognized throughout the school on a monthly basis.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Look for ways to increase instructional & support services for EL students throughout the school year.
	Provide professional development as needed to increase teachers' use of the supplemental resource.
	Continue to support of core math curriculum with targeted math instruction in Numbers and Operations in Base Ten through our MTSS interventions,
	Support the systematic and explicit phonics and phonemic awareness instruction through the continued implementation of the Heggerty Phonemic Awareness supplemental curriculum and through the implementation of Enhanced Core Reading Instruction strategies through our core reading program



## Goal Setting

**Priority: Provide professional development as needed to increase teachers' use of the supplemental resource.**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
65% of students will attain the 50th percentile in the Exact Path diagnostic reading assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Proficiency increase			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
50%	55%	60%	65%

**Priority: Support the systematic and explicit phonics and phonemic awareness instruction through the continued implementation of the Heggerty Phonemic Awareness supplemental curriculum and through the implementation of Enhanced Core Reading Instruction strategies through our core reading program**

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
For the second year Elk Ridge will be using Acadience Reading for our benchmark assessment. This has replaced Dibels that was previously used. NWF-CLS 70% of 1st grade students will score in the non-intensive range which is "On Benchmark" or "Above Benchmark".			
<b>Measurable Goal Nickname (35 Character Max)</b>			
1st grade Nonsense Words			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
55%	60%	65%	70%

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
This year we will be using Acadience Reading for our benchmark assessment. This will replace Dibels that was previously used. NWF-CLS 70% of 1st grade students will score in the non-intensive range which is "On Benchmark" or "Above Benchmark".			
<b>Measurable Goal Nickname (35 Character Max)</b>			
2nd grade Oral Reading Fluency			



Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
55%	60%	65%	70%

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
60% of the second grade students will attain 50th Percentile in Exact Path Diagnostic reading assessment. The Subject Domain which will be the focus will be Language and Vocabulary. The Edmentum Exact Path Diagnostic will be administered three times per school year (BOY, MOY, & EOY).			
Measurable Goal Nickname (35 Character Max)			
Language and Vocabulary (2nd grade)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25%	50%	55%	60%

**Priority: Continue to support of core math curriculum with targeted math instruction in Numbers and Operations in Base Ten through our MTSS interventions,**

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Numbers and Operations 65% of the first grade students reach the 50th percentile in the Exact Path diagnostic math assessment. The Exact Path Diagnostic testing will be administered three times per school year (BOY, MOY, & EOY)			
Measurable Goal Nickname (35 Character Max)			
Numbers and Operations (1st grade)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25%	50%	60%	65%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Numbers and Operations 65% of the first grade students reach the 50th percentile in the Exact Path diagnostic math assessment. The Exact Path Diagnostic testing will be administered three times per school year (BOY, MOY, & EOY)			
Measurable Goal Nickname (35 Character Max)			

Numbers and Operations (2nd grade)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
25%	50%	60%	65%

**Priority: Look for ways to increase instructional & support services for EL students throughout the school year.**

<b>Outcome Category</b>			
English Language Growth and Attainment			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase the percentage of ELL students achieving the Developing Proficiency Level and above by EOY on WiDA ACCESS testing to 50%			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELL Growth & Attainment (Developing)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
20%	30%	40%	50%

## Action Plan

### Measurable Goals

1st grade Nonsense Words	2nd grade Oral Reading Fluency
ELA Proficiency increase	Language and Vocabulary (2nd grade)
Numbers and Operations (2nd grade)	Numbers and Operations (1st grade)
ELL Growth & Attainment (Developing)	

### Action Plan For: English Language Arts

<b>Measurable Goals:</b>	
<ul style="list-style-type: none"> <li>For the second year Elk Ridge will be using Acadience Reading for our benchmark assessment. This has replaced Dibels that was previously used. NWF-CLS 70% of 1st grade students will score in the non-intensive range which is "On Benchmark" or "Above Benchmark".</li> <li>This year we will be using Acadience Reading for our benchmark assessment. This will replace Dibels that was previously used. NWF-CLS 70% of 1st grade students will score in the non-intensive range which is "On Benchmark" or "Above Benchmark".</li> </ul>	

Action Step		Anticipated Start/Completion Date	
Use of certified reading specialist to advance reading / phonemic awareness of 1st and 2nd grade students. MyView Literacy and Haggerty professional development through grade / team meetings. Observation of proper implementation through walk-throughs. Use of Acadience Reading as a benchmark assessment tool.		2024-09-03	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matthew M. Hovanec, Principal	Title 1 funding will be allocated for use at Elk Ridge Elementary. The funding will be used for staffing 2 positions for 2 certified reading specialist positions. These reading specialists provide supplemental instruction in addition to the regular classroom teachers.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased systematic phonics and phonemic awareness instruction using core reading program (MyView Literacy Program)	Monitoring MyView Literacy and Haggerty lessons via observation. Monitoring of Acadience Reading results throughout the school year.

### Action Plan For: Math In Focus / Edmentum Math

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Numbers and Operations 65% of the first grade students reach the 50th percentile in the Exact Path diagnostic math assessment. The Exact Path Diagnostic testing will be administered three times per school year (BOY, MOY, &amp; EOY)</li> <li>Numbers and Operations 65% of the first grade students reach the 50th percentile in the Exact Path diagnostic math assessment. The Exact Path Diagnostic testing will be administered three times per school year (BOY, MOY, &amp; EOY)</li> </ul>

Action Step		Anticipated Start/Completion Date	
MTSS math groups based on the standard : Numbers and Operations in Base 10. Align this focus with MIF Growth Measure, Exact Path, ST Math, and Acadience Math		2024-09-03	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matthew M. Hovanec	Currently, have Math In Focus, Exact Path Mathematics, and ST Math in place. We using Acadience Math to benchmark students .Teachers are using MIF Growth Measure to assist in grouping students for differentiated instruction.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Strengthen all students skills in Numbers and Operations in Base 10.	Curriculum based assessments administered by classroom teachers (chapter tests) and Benchmark testing (Exact Path & Acadience Math) administered by classroom teachers (3 times per school year - beginning , middle, & end)

### Action Plan For: MyView Literacy / Edmentum Reading

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>60% of the second grade students will attain 50th Percentile in Exact Path Diagnostic reading assessment. The Subject Domain which will be the focus will be Language and Vocabulary. The Edmentum Exact Path Diagnostic will be administered three times per school year (BOY, MOY, &amp; EOY).</li> </ul>

Action Step		Anticipated Start/Completion Date	
Teachers will use MyView Literacy component of Language and Vocabulary assessments with each story. In addition, MTSS intervention groups will have a language and vocabulary component on a regular basis.		2024-09-03	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matthew M. Hovanec	Curriculum based assessments administered by classroom teachers and Benchmark testing (Exact Path & Acadience Reading) administered by classroom teachers (3 times per school year - beginning , middle, & end)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student skills will strengthen in Language and Vocabulary (Subject Domain)	Curriculum based assessments administered by classroom teachers (chapter tests) and Benchmark testing (Exact Path & Acadience Reading) administered by classroom teachers (3 times per school year - beginning , middle, & end)

### Action Plan For: English Language Arts

Measurable Goals:
<ul style="list-style-type: none"> <li>For the second year Elk Ridge will be using Acadience Reading for our benchmark assessment. This has replaced Dibels that was previously used. NWF-CLS 70% of 1st grade students will score in the non-intensive range which is "On Benchmark" or "Above Benchmark".</li> <li>This year we will be using Acadience Reading for our benchmark assessment. This will replace Dibels that was previously used. NWF-CLS 70% of 1st grade students will score in the non-intensive range which is "On Benchmark" or "Above Benchmark".</li> </ul>

Action Step	Anticipated Start/Completion Date	
Use of certified reading specialist to advance reading / phonemic awareness of 1st and 2nd grade students. MyView Literacy and Haggerty professional development through grade / team meetings. Observation of proper implementation through walk-throughs. Use of Acadience Reading as a benchmark assessment tool.	2024-09-03	2025-06-10

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Matthew M. Hovanec	Title 1 funding will be allocated for use at Elk Ridge Elementary. The funding will be used for staffing 2 positions for 2 certified reading specialist positions. These reading specialists provide supplemental instruction in addition to the regular classroom teachers.	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increased systematic phonics and phonemic awareness instruction using core reading program (MyView Literacy Program)	Monitoring MyView Literacy and Haggerty lessons via observation. Monitoring of Acadience Reading results throughout 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	<ul style="list-style-type: none"><li>English Language Arts</li></ul>	Title 1 Funding of \$287,810 will be allocated for use at Elk Ridge.	287, 810.00
Total Expenditures			287

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
English Language Arts	Use of certified reading specialist to advance reading / phonemic awareness of 1st and 2nd grade students. MyView Literacy and Haggerty professional development through grade / team meetings. Observation of proper implementation through walk-throughs. Use of Acadience Reading as a benchmark assessment tool.
Math In Focus / Edmentum Math	MTSS math groups based on the standard : Numbers and Operations in Base 10. Align this focus with MIF Growth Measure, Exact Path, ST Math, and Acadience Math
MyView Literacy / Edmentum Reading	Teachers will use MyView Literacy component of Language and Vocabulary assessments with each story. In addition, MTSS intervention groups will have a language and vocabulary component on a regular basis.
English Language Arts	Use of certified reading specialist to advance reading / phonemic awareness of 1st and 2nd grade students. MyView Literacy and Haggerty professional development through grade / team meetings. Observation of proper implementation through walk-throughs. Use of Acadience Reading as a benchmark assessment tool.

### Math In Focus Growth Measure

Action Step		
<ul style="list-style-type: none"> <li>MTSS math groups based on the standard : Numbers and Operations in Base 10. Align this focus with MIF Growth Measure, Exact Path, ST Math, and Acadience Math</li> </ul>		
Audience		
Monitoring MyView Literacy and Haggerty lessons via observation. Monitoring of Acadience Reading results throughout the school year.		
Topics to be Included		
How to utilize the Math In Focus Growth Measure as a benchmark assessment		
Evidence of Learning		
Teachers will deliver the Math In Focus Growth Measure 2 times during the school year (mid-year and end of year)		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matthew M. Hovanec	2024-09-03	2025-06-10

### Learning Format

Type of Activities	Frequency
Inservice day	Teacher In- Service Day :1x at the beginning of the school year. (Virtual session with MIF consultant)
Observation and Practice Framework Met in this Plan	



<b>This Step Meets the Requirements of State Required Trainings</b>

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
David A. Woods, Ed.D.	2024-12-10
Building Principal Signature	Date
Matthew M. Hovanec	2024-12-10
School Improvement Facilitator Signature	Date
Margaret Billings-Jones, Ed.D.	2024-12-10