

ELK RIDGE SCHOOL

200 Wickersham Rd

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

Kids First, Progress and Unity

STEERING COMMITTEE

[illegible]

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Provide professional development as needed to increase teachers' use of the supplemental resource.	English Language Arts
Continue to support of core math curriculum with targeted math instruction in Numbers and Operations in Base Ten through our MTSS interventions,	Mathematics
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	Early Literacy Early Literacy

ACTION PLAN AND STEPS

Evidence-based Strategy	
Math In Focus programming	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
Numbers and Operations	Numbers and Operations 65% of students reach the 50th percentile in the Exact Path diagnostic math assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MTSS math groups based on the standard : Numbers and Operations in Base 10. Align this focus with Exact Path and ST Math	2022-09-01 - 2023-06-09	Matthew Hovanec / Principal	We have all materials and resources

Anticipated Outcome
Strengthen all students skills in Numbers and Operations in Base 10

Monitoring/Evaluation
Curriculum based assessments and diagnostic assessments.

Evidence-based Strategy
ECRI

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

1st grade Nonsense Words	NWF-CLS 70% of 1st grade students will score in the non-intensive (core^, core, strategic) range.
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2nd grade Oral Reading Fluency	ORF-WC 70% of 2nd grade students will score in the non-intensive (core^, core, strategic) range.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
ECRI (Enhanced Core Reading Instruction) professional development through grade / team meetings. Observation of proper implementation through walk-throughs.	2022-09-01 - 2023-06-09	Matthew Hovanec / Principal	Any needed materials will be ordered after July 1st

Anticipated Outcome

Increased systematic phonics and phonemic awareness instruction using core reading program.

Monitoring/Evaluation

Monitoring of ECRI lessons via observation. Monitoring of DIBELS results throughout the school year.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
NWF-CLS 70% of 1st grade students will score in the non-intensive (core^, core, strategic) range. (1st grade Nonsense Words)	ECRI	ECRI (Enhanced Core Reading Instruction)	09/01/2022
ORF-WC 70% of 2nd grade students will score in the non-intensive (core^, core, strategic) range. (2nd grade Oral Reading Fluency)		professional development through grade / team meetings. Observation of proper implementation through walk-throughs.	- 06/09/2023

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).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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.

Positive school culture and climate

Positive school wide behavior plan

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

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.

Integration of technology and curriculum and daily supplemental technology activities in ELA.

Daily high quality math instruction for all students.

Daily high quality math intervention through MTSS

Challenges

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.

Continue to strengthen our MTSS (Multi Tiered System of Support) process and instruction

Continue to provide professional development with a focus on instruction

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

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

Increase all students reading proficiency

Target the primary curricular focus of Numbers and Operations in Base Ten during our MTSS math intervention.

Strengths

Daily high quality math intervention using technology resources.

Integration of technology and curriculum and daily multiple supplemental technology activities in Math.

Daily high quality science instruction for all students.

Many science based activities throughout the school year.

Technology integration with our science curriculum

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

Challenges

Strengthen addition and subtraction skills : (Grade 1: Add & Subtract 10 & Multiples of 10 / Grade 2: Add & Subtract within 100)

Increase hands on science activities within the curriculum

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

Most Notable Observations/Patterns

Challenges

Increase reading proficiency of all students

Discussion Point

Use data to determine small group instruction supported by the classroom teacher and the reading specialists.

Priority for Planning

Challenges	Discussion Point	Priority for Planning
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	
Target the primary curricular focus of Numbers and Operations in Base Ten during our MTSS math intervention.	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	
Strengthen addition and subtraction skills : (Grade 1: Add & Subtract 10 & Multiples of 10 / Grade 2: Add & Subtract within 100)	Continue Math coaching with teachers to	
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.	
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.	
Improve systematic and explicit phonics and phonemic awareness instruction for all students.	Supplement core reading program with a supplemental phonemic awareness resource	
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	Supplement core reading program with a supplemental phonemic awareness resource	

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

Expanding level.

ADDENDUM B: ACTION PLAN

Action Plan: Math In Focus programming

Action Steps	Anticipated Start/Completion Date
MTSS math groups based on the standard : Numbers and Operations in Base 10. Align this focus with Exact Path and ST Math	09/01/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
Curriculum based assessments and diagnostic assessments.	Strengthen all students skills in Numbers and Operations in Base 10
Material/Resources/Supports Needed	PD Step
We have all materials and resources	no

Action Plan: ECRI

Action Steps		Anticipated Start/Completion Date	
ECRI (Enhanced Core Reading Instruction) professional development through grade / team meetings. Observation of proper implementation through walk-throughs.		09/01/2022 - 06/09/2023	
Monitoring/Evaluation		Anticipated Output	
Monitoring of ECRI lessons via observation. Monitoring of DIBELS results throughout the school year.		Increased systematic phonics and phonemic awareness instruction using core reading program.	
Material/Resources/Supports Needed			PD Step
Any needed materials will be ordered after July 1st			yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
NWF-CLS 70% of 1st grade students will score in the non-intensive (core^, core, strategic) range. (1st grade Nonsense Words)	ECRI	ECRI (Enhanced Core Reading Instruction)	09/01/2022
ORF-WC 70% of 2nd grade students will score in the non-intensive (core^, core, strategic) range. (2nd grade Oral Reading Fluency)		professional development through grade / team meetings. Observation of proper implementation through walk-throughs.	- 06/09/2023

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Proper implementation monitoring through walk-throughs.	Classroom teachers	ECRI routines and procedures will be fully implemented
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased student growth on Dibels and Exact Path	09/01/2022 - 06/09/2023	Matthew Hovanec / Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Language and Literacy Acquisition for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Posting on the district website	School Plan	District website	community members	2022
