



## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Jordan Bank School		124156703/6624
<b>Address 1</b>		
536 Hodgson Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Oxford	Pennsylvania	19363
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
David A. Woods		dwoods@oxfordasd.org
<b>Principal Name</b>		
David J. Hamburg, Ed.D.		
<b>Principal Email</b>		
dhamburg@oxfordasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
610-932-6627		
<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
Margaret Billings-Jones, Ed.D.	Assistant Superintendent	Oxford Area School District	mbillings-jones@oxfordasd.org
David J. Hamburg, Ed.D.	Principal	Oxford Area School District	dhamburg@oxfordasd.org
Diane Hauser	High School Teacher	Oxford Area School District/Oxford Area High School	dhauser@oxfordasd.org
Jennifer Bartnik	Middle School Teacher	Oxford Area School District/Penn's Grove Middle School	jbartnik@oxfordasd.org
Mila Capuano	Special Education/Speech and Language Pathologist	Oxford Area School District/Jordan Bank School	mcapuano@oxfordasd.org
Shannon Verikakis	General Education/Kindergarten Teacher	Oxford Area School District/Jordan Bank School	sverikakis@oxfordasd.org
Tami DeHaut	Educational Specialist/Reading Specialist	Oxford Area School District/Jordan Bank School	tdehaut@oxfordasd.org
Lisa Martinez	Educational Specialist/ESL Specialist	Oxford Area School District/Jordan Bank School	lmartinez@oxfordasd.org
Madonna Hunter	Community Representative	Oxford Area School District	mhunter@oxfordasd.org
Mary Fasick	Business Representative	Bright Beginnings Learning Centers	mfasick@brightcare.com
Kristen Ciaccia	Education Specialist	Oxford Area School District/Jordan Bank	kciaccia@oxfordasd.org
Lori Saporosa	Education Specialist	Oxford Area School District	lsaporosa@oxfordasd.org
Katelyn Musacchio	Education Specialist	Oxford Area School District	kmusacchio@oxfordasd.org
Katelynn Thomas	Parent	Parent of a kindergarten student	katelynn.laird@yahoo.com
Rachael Segura-Bommelyn	Education Specialist	Oxford Area School District	rsegura-bommelyn@oxfordasd.org



## **Vision for Learning**

### **Vision for Learning**

DISTRICT: Kids First, Progress, Unity SCHOOL: Putting Kids First, Inspiring Progress, and Being Unified by embodying these character traits: Responsibility, Respect, Honesty, Kindness and Effort.

## Future Ready PA Index

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

<b>True K</b>	<b>False 1</b>	<b>False 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
According to the 2022-2023 Future Ready Index data, attendance for the school is currently at 89.2% .	This is above the state's average of 73.9%.

### Challenges

Indicator	Comments/Notable Observations
According to the 2023 Future Ready Index, the school is at 55.9% of the population being Economically Disadvantaged.	According to the historical data taken from the Future Ready Index, the school was at 45.7% of the population being Economically Disadvantaged. This is an increase of 10%.
According to the 2023 Future Ready Index, the school is at 16.2% of the population being Special Education.	According to the historical data taken from the Future Ready Index, the school was at 9.1% of the population being identified under Special Education. This is an increase of 7.1%.
According to the 2023 Future Ready Index, the school is at 16.2% of the population being qualified as English Learners.	According to the historical data taken from the Future Ready Index, the school was at 11.3% of the population qualified as English Learners. This is an increase of 4.9%.

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

### Strengths

Indicator	Comments/Notable
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<p>According to the 2022-2023 Future Ready Index data, attendance for the school is currently at 89.2% .</p> <p><b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Observations</b> This is above the state's average of 73.9%.</p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>

### Challenges

<p><b>Indicator</b> According to the 2023 Future Ready Index, the school is at 55.9% of the population being Economically Disadvantaged.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> According to the historical data taken from the Future Ready Index, the school was at 45.7% of the population being Economically Disadvantaged. This is an increase of 10%.</p>
<p><b>Indicator</b> According to the 2023 Future Ready Index, the school is at 16.2% of the population being Special Education.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> According to the historical data taken from the Future Ready Index, the school was at 9.1% of the population being identified under Special Education. This is an increase of 7.1%.</p>
<p><b>Indicator</b> According to the 2023 Future Ready Index, the school is at 16.2% of the population being qualified as English Learners.</p> <p><b>ESSA Student Subgroups</b> English Learners</p>	<p><b>Comments/Notable Observations</b> According to the historical data taken from the Future Ready Index, the school was at 11.3% of the population being English Learners. This is an increase of 4.9%.</p>

### Summary

### Strengths

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

According to the 2022-2023 Future Ready Index data, attendance for the school is currently at 89.2% .
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### 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.

According to the 2023 Future Ready Index, the school is at 55.9% of the population being Economically Disadvantaged.
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According to the 2023 Future Ready Index, the school is at 16.2% of the population being Special Education.
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According to the 2023 Future Ready Index, the school is at 16.2% of the population being qualified as English Learners.
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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
District Diagnostic Edmentum Assessment	95% of students working below proficiency at beginning of year, 2023.
Acadience Reading	37% of students worked at or above proficiency at the beginning of the 2023 school year. 66% of students were at or above proficiency at the end of the 2023-2024 school year.

### English Language Arts Summary

#### Strengths

Continued data meetings to discuss trends and targeted interventions.
Implemented additional ELA support/supplemental materials.
Share the three benchmark test results with parents to aid in their children's understanding of skills.
Continue to stress importance of the acquisition of basic academic skills with local preschools and pre-kindergarten families.

#### Challenges

Continue to engage all families in preparedness programs and understanding of ELA curriculum and instruction.
While students are entering kindergarten with better results on the Bracken Kindergarten Readiness Assessment, they continue to enter kindergarten scoring significantly below proficiency on beginning benchmarking and diagnostic assessments.

### Mathematics

Data	Comments/Notable Observations
District Diagnostic Edmentum Assessment	99% of students worked below proficiency at beginning of 2023 year.
Acadience Math	43% of students worked above or at proficiency at the beginning of 2023 year. 53% of students. 47% of students are proficient or above at the end of the 2023-24 school year.

### Mathematics Summary

#### Strengths

Applied strategies from the 2022-2023 professional development sessions to enhance ongoing support in math instruction delivery.
Share the three benchmark test results with parents to aid in their children's understanding of skills.

Continued data meetings to discuss trends and targeted interventions.
Utilized weekly curriculum-based assessment results to assess understanding of curriculum material.

### Challenges

While students are entering kindergarten with better results on the Bracken Kindergarten Readiness Assessment, they continue to enter kindergarten scoring significantly below proficiency on beginning benchmarking and diagnostic assessments.
Continue to engage all families in preparedness programs and understanding of math curriculum and instruction.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Not Available through Future Ready Index	Use of data collected through school-based and district assessments (formative and project-based assessments).

### Science, Technology, and Engineering Education Summary

#### Strengths

Use the library/media specialist to address STEAM activities within the curriculum.
Use of technology to enhance curriculum (Ozmo; iPad apps).
Participated in district k-12 Science curriculum committee to look at a comprehensive continuum of service with regard to Science, leading to the selection of new science curriculum resources.

#### Challenges

Integrate additional opportunities for STEAM/STEM and other hands-on methods to teach Science concepts.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Completed 1 CCR artifact per school year in PowerSchool.	Based on CCR activities facilitated by the school counselor and held throughout the school year (i.e. counselor's lessons; completion of inventory throughout the year)

### 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.

Completed 1 CCR artifact per school year. Based on CCR activities facilitated by the school counselor and held throughout the school year (i.e. counselor's lessons; completion of inventory)
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**Challenges**

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

NA
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA	2023-2024 WIDA data indicated that 83% of students are at an Entering level of proficiency; 10% Emerging; 8% Developing.

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.

Assessments are in place to track progress and provide individual remediation (Exact Path - Diagnostic - ESGI - Acadience- CBAs -ST Math - Reading Eggs)
MTSS meetings with teachers provide time to discuss specific accommodations to meet each child at their level of need and to allow for remediation before identification is considered.
Scheduling of classes allows for remediation and other interventions to take place in both Reading and Math.
Monthly meetings to review attendance and needs of specific student groups held with principal, school counselor, and attendance secretary.
Breakfast and lunch meals are provided daily to all students, free of charge.

### 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.

Understanding the importance of being involved in school.
Helping families navigate through school-related issues and content.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

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

### 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	Exemplary
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	Exemplary

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

Align curricular materials and lesson plans to the PA Standards
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members
Implement a multi-tiered system of supports for academics and behavior

### 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 systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
Continue to look for ways to foster a sense of community with all families, including sharing and explaining benchmark and diagnostic data to garner support.
Continue to work with preschools and pre-kindergarten families on the importance of acquiring the basic foundational skills to meet the level of rigor required for kindergarten that moves beyond basic foundational skills.
Continue to address the increase number of students at the Enter level of language acquisition.



## 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
According to the 2022-2023 Future Ready Index data, attendance for the school is currently at 89.2% .	True
Continued data meetings to discuss trends and targeted interventions.	True
Implemented additional ELA support/supplemental materials.	True
Share the three benchmark test results with parents to aid in their children's understanding of skills.	True
Continue to stress importance of the acquisition of basic academic skills with local preschools and pre-kindergarten families.	True
Assessments are in place to track progress and provide individual remediation (Exact Path - Diagnostic - ESGI - Acadience- CBAs -ST Math - Reading Eggs)	True
MTSS meetings with teachers provide time to discuss specific accommodations to meet each child at their level of need and to allow for remediation before identification is considered.	True
Use the library/media specialist to address STEAM activities within the curriculum.	True
Use of technology to enhance curriculum (Ozmo; iPad apps).	False
Applied strategies from the 2022-2023 professional development sessions to enhance ongoing support in math instruction delivery.	True
Share the three benchmark test results with parents to aid in their children's understanding of skills.	True
Scheduling of classes allows for remediation and other interventions to take place in both Reading and Math.	True
Monthly meetings to review attendance and needs of specific student groups held with principal, school counselor, and attendance secretary.	True
Breakfast and lunch meals are provided daily to all students, free of charge.	True
Continued data meetings to discuss trends and targeted interventions.	True
Utilized weekly curriculum-based assessment results to assess understanding of curriculum material.	True
Align curricular materials and lesson plans to the PA Standards	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True

Implement a multi-tiered system of supports for academics and behavior	True
Completed 1 CCR artifact per school year. Based on CCR activities facilitated by the school counselor and held throughout the school year (i.e. counselor's lessons; completion of inventory)	True
Participated in district k-12 Science curriculum committee to look at a comprehensive continuum of service with regard to Science, leading to the selection of new science curriculum resources.	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
According to the 2023 Future Ready Index, the school is at 55.9% of the population being Economically Disadvantaged.	True
According to the 2023 Future Ready Index, the school is at 16.2% of the population being Special Education.	True
According to the 2023 Future Ready Index, the school is at 16.2% of the population being qualified as English Learners.	False
Continue to engage all families in preparedness programs and understanding of ELA curriculum and instruction.	True
While students are entering kindergarten with better results on the Bracken Kindergarten Readiness Assessment, they continue to enter kindergarten scoring significantly below proficiency on beginning benchmarking and diagnostic assessments.	True
While students are entering kindergarten with better results on the Bracken Kindergarten Readiness Assessment, they continue to enter kindergarten scoring significantly below proficiency on beginning benchmarking and diagnostic assessments.	True
Continue to engage all families in preparedness programs and understanding of math curriculum and instruction.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Continue to look for ways to foster a sense of community with all families, including sharing and explaining benchmark and diagnostic data to garner support.	True
Continue to work with preschools and pre-kindergarten families on the importance of acquiring the basic foundational skills to meet the level of rigor required for kindergarten that moves beyond basic foundational skills.	True

Continue to address the increase number of students at the Enter level of language acquisition.	True
Understanding the importance of being involved in school.	True
Helping families navigate through school-related issues and content.	True
Integrate additional opportunities for STEAM/STEM and other hands-on methods to teach Science concepts.	False
NA	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.

According to Future Ready Index data, there has been a 10% rise in the number of students identified as Economically Disadvantaged, a 7% increase in students receiving Special Education services, and a 5% growth in students receiving services as English Learners.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
According to the 2023 Future Ready Index, the school is at 55.9% of the population being Economically Disadvantaged.		False
According to the 2023 Future Ready Index, the school is at 16.2% of the population being Special Education.		False
While students are entering kindergarten with better results on the Bracken Kindergarten Readiness Assessment, they continue to enter kindergarten scoring significantly below proficiency on beginning benchmarking and diagnostic assessments.	students entering kindergarten are working below proficiency in reading and in math based on data collected on beginning-of-year benchmark and diagnostic assessments.	False
Continue to engage all families in preparedness programs and understanding of math curriculum and instruction.		True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.		False
Continue to look for ways to foster a sense of community with all families, including sharing and explaining benchmark and diagnostic data to garner support.		False
Continue to work with preschools and pre-kindergarten families on the importance of acquiring the basic foundational skills to meet the level of rigor required for kindergarten that moves beyond basic foundational skills.		False
Continue to address the increase number of students at the Enter level of language acquisition.		False
Continue to engage all families in preparedness programs and understanding of ELA curriculum and instruction.		True
While students are entering kindergarten with better results on the Bracken Kindergarten Readiness Assessment, they continue to enter kindergarten scoring significantly below proficiency on beginning benchmarking and diagnostic assessments.	students entering kindergarten are working below proficiency in reading and in math based on data collected on beginning-of-year benchmark and diagnostic assessments.	True
Helping families navigate through school-related issues and content.		False
Understanding the importance of being involved in school.		False

## Analyzing Strengths

Analyzing Strengths	Discussion Points
Continued data meetings to discuss trends and targeted interventions.	Continue with MTSS data meetings to monitor progress and determine interventions and timeframes.
Implemented additional ELA support/supplemental materials.	Utilizing a range of supplemental resources will engage students through diverse tools and presentations.
Share the three benchmark test results with parents to aid in their children's understanding of skills.	Having the results of these assessments will spark interest and gain support from parents and guardians.
Continue to stress importance of the acquisition of basic academic skills with local preschools and pre-kindergarten families.	Continue to meet with preschool directors in the spirit of collaboration. Identify ways to address families not sending to preschools.
Assessments are in place to track progress and provide individual remediation (Exact Path - Diagnostic - ESGI - Acadience- CBAs -ST Math - Reading Eggs)	Continue utilizing multiple data points to make individualized academic plans for students.
MTSS meetings with teachers provide time to discuss specific accommodations to meet each child at their level of need and to allow for remediation before identification is considered.	Continue with MTSS data meetings to monitor progress and determine interventions and timeframes.
Scheduling of classes allows for remediation and other interventions to take place in both Reading and Math.	Continue with schedule and use of various staff.
Monthly meetings to review attendance and needs of specific student groups held with principal, school counselor, and attendance secretary.	Continue meetings regarding attendance.
Breakfast and lunch meals are provided daily to all students, free of charge.	
Use the library/media specialist to address STEAM activities within the curriculum.	
According to the 2022-2023 Future Ready Index data, attendance for the school is currently at 89.2% .	Continue to provide a safe environment with high expectations for learning to occur.
Applied strategies from the 2022-2023 professional development sessions to enhance ongoing support in math instruction delivery.	Improve differentiated instruction and instructional delivery.
Share the three benchmark test results with parents to aid in their children's understanding of skills.	Having the results of these assessments will spark interest and gain support from parents and guardians.
Continued data meetings to discuss trends and targeted interventions.	Continue with MTSS data meetings to monitor progress and determine interventions and timeframes.
Utilized weekly curriculum-based assessment results to assess understanding of curriculum material.	Continue to use these results to guide instruction.
Completed 1 CCR artifact per school year. Based on CCR activities facilitated by	Continue to provide career-based opportunities for

the school counselor and held throughout the school year (i.e. counselor's lessons; completion of inventory)	students.
Align curricular materials and lesson plans to the PA Standards	Continue to follow, with fidelity, the district-approved curricular tools and programming.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	Enhance literacy and its importance in kindergarten.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Continue to use a variety of assessments to monitor student acquisition of content and skills and remediate and enrich as necessary.
Foster a culture of high expectations for success for all students, educators, families, and community members	Continue to model and uphold rigor in planning, environment, instruction, and professionalism.
Implement a multi-tiered system of supports for academics and behavior	Continue with MTSS approaches to support academics and behavior.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Revise our approach to family engagement by implementing comprehensive preparedness programs that enhance understanding of the math curriculum and instruction, in order to better support students and educators.
	Revise our approach to family engagement by implementing comprehensive preparedness programs that enhance understanding of the math curriculum and instruction, in order to better support students and educators.
	Continue to enhance strategies to address the gap between improved results on the Bracken Kindergarten Readiness Assessment and lower proficiency levels on beginning benchmark and diagnostic assessments, ensuring that all incoming kindergarten students achieve a strong foundational skillset.

## Goal Setting

**Priority: Revise our approach to family engagement by implementing comprehensive preparedness programs that enhance understanding of the math curriculum and instruction, in order to better support students and educators.**

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, increase the percentage of families participating in math curriculum and instruction preparedness programs from 20% to 50%, as measured by attendance records and feedback surveys. Additionally, achieve an 80% satisfaction rate among participating families, indicating enhanced understanding and ability to support their students' math education.			
Measurable Goal Nickname (35 Character Max)			
Family Engagement Night (Math)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Hold one parent engagement activity by November 1, 2024	Hold two parent engagement activities by January 17, 2025	Hold three parent engagement activities by March 28, 2025	Hold four parent engagement activities by June 10, 2025

**Priority: Revise our approach to family engagement by implementing comprehensive preparedness programs that enhance understanding of the math curriculum and instruction, in order to better support students and educators.**

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, achieve a 50% increase in the number of families who attend at least one session focused on interpreting benchmarking assessment reports and using the data to support their child's math learning, as evidenced by session attendance records and follow-up surveys indicating increased confidence in using the reports.			
Measurable Goal Nickname (35 Character Max)			
Using benchmarking data at home (Math)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Hold one parent engagement activity incorporating benchmark assessment skills by November 1, 2024	Hold two parent engagement activities incorporating benchmark assessment skills by January 17, 2025	Hold three parent engagement activities incorporating benchmark assessment skills by March 28, 2025	Hold four parent engagement activities incorporating benchmark assessment skills by June 10, 2025

**Priority: Continue to enhance strategies to address the gap between improved results on the Bracken Kindergarten Readiness Assessment and lower proficiency levels on beginning benchmark and diagnostic assessments, ensuring that all incoming kindergarten students achieve a strong foundational skillset.**

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Implement targeted intervention strategies and monitor progress through monthly check-ins, ensuring at least 90% of identified students receive the necessary support to improve their foundational skills.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Foundational Skills			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Hold one meeting with the purpose of discussing targeted intervention strategies and monitoring progress by November 1, 2024	Hold two meetings with the purpose of discussing targeted intervention strategies and monitoring progress by January 17, 2025.	Hold three meetings with the purpose of discussing targeted intervention strategies and monitoring progress by March 28, 2025.	Hold four meetings with the purpose of discussing targeted intervention strategies and monitoring progress by June 10, 2025.



## Action Plan

### Measurable Goals

Family Engagement Night (Math)	Using benchmarking data at home (Math)
Foundational Skills	

### Action Plan For: Family Math Learning Partnership

#### Measurable Goals:

- By the end of the school year, increase the percentage of families participating in math curriculum and instruction preparedness programs from 20% to 50%, as measured by attendance records and feedback surveys. Additionally, achieve an 80% satisfaction rate among participating families, indicating enhanced understanding and ability to support their students' math education.
- Implement targeted intervention strategies and monitor progress through monthly check-ins, ensuring at least 90% of identified students receive the necessary support to improve their foundational skills.
- By the end of the school year, achieve a 50% increase in the number of families who attend at least one session focused on interpreting benchmarking assessment reports and using the data to support their child's math learning, as evidenced by session attendance records and follow-up surveys indicating increased confidence in using the reports.

Action Step		Anticipated Start/Completion Date	
Organize four Family Engagement Nights focused on math concepts and skills assessed in the Acadience benchmark tests.		2024-09-02	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. David Hamburg, Principal	staff; various materials and math manipulatives; planning time	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
increased results on benchmarking and diagnostic assessments.	collection of sign-in sheets; results of the benchmarking and diagnostic assessments.

### Action Plan For: Restructure of Special Education staff

#### Measurable Goals:

- Implement targeted intervention strategies and monitor progress through monthly check-ins, ensuring at least 90% of identified students receive the necessary support to improve their foundational skills.

Action Step		Anticipated Start/Completion Date	
Identify students in need of targeted intervention by reviewing assessment data within the first two weeks of school. Develop individualized intervention plans for each student, assigning appropriate resources, instructional strategies, and staff. Schedule monthly check-ins to review progress, adjust strategies as needed, and document outcomes. Track sessions by attendance and participation.		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jamie Goffney, Special Education; Katelyn Musacchio, Special Education; Rachael Segura-Bommelyn, Special Education	General Education materials; Elementary Special Education Supervisor	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At least 90% of the students will receive consistent and effective targeted interventions, leading to measurable improvement in their foundational skills.	monthly data review: check intervention fidelity; tracking of attendance

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>Family Math Learning Partnership</li><li>Restructure of Special Education staff</li></ul>	staffing and materials	282,093.00
Total Expenditures			282

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Restructure of Special Education staff	Identify students in need of targeted intervention by reviewing assessment data within the first two weeks of school. Develop individualized intervention plans for each student, assigning appropriate resources, instructional strategies, and staff. Schedule monthly check-ins to review progress, adjust strategies as needed, and document outcomes. Track sessions by attendance and participation.

### Edmentum data training

Action Step		
<ul style="list-style-type: none"><li>Identify students in need of targeted intervention by reviewing assessment data within the first two weeks of school. Develop individualized intervention plans for each student, assigning appropriate resources, instructional strategies, and staff. Schedule monthly check-ins to review progress, adjust strategies as needed, and document outcomes. Track sessions by attendance and participation.</li></ul>		
Audience		
administrator; teachers		
Topics to be Included		
use of data collected from diagnostic assessments to provide intervention strategies; how to effectively utilize student pathways		
Evidence of Learning		
data collected from curriculum based assessments; diagnostic assessments; Acadience results		
Lead Person/Position	Anticipated Start	Anticipated Completion
David Hamburg, principal	2024-09-03	2025-06-10

### Learning Format

Type of Activities	Frequency
Inservice day	monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	



Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
David A. Woods, Ed.D.	2024-08-29
Building Principal Signature	Date
David J. Hamburg, Ed.D.	2024-08-27
School Improvement Facilitator Signature	Date
Margaret Billings-Jones, Ed.D.	2024-08-28