

STONEHURST HILLS EL SCH

7051 Ruskin Ln

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The vision of Stonehurst Hills Elementary School is to develop a culture of academic excellence, mutual respect and accountability through rigorous instruction which will produce college and career ready individuals. The Stonehurst Hills Elementary School will be an equitable learning environment that will incorporate sound educational philosophy and effective instructional practices that will set the tone for academic achievement. This is best accomplished through setting high expectations and work collaboratively toward the shared goal of academic and social-emotional growth and success.

STEERING COMMITTEE

[illegible]

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|--|
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | School climate and culture |
| Identify and address individual student needs | English Language Arts Mathematics Regular Attendance |
| Observe and discuss teaching and lesson planning | Professional learning |

ACTION PLAN AND STEPS

| Evidence-based Strategy | |
|-------------------------|--|
| PBIS Programming | |
| Measurable Goals | |
| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| Three-Tier Fidelity | We will implement Tiers I, II, and III with fidelity during the 2022-2023 school year. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|---------------------------|-------------------------------------|
| fidelity at all tiers and success based on data | 2023-08-28 - 2023-06-12 | PBIS Building-Level Coach | PBIS team, administrative team |

| Anticipated Outcome |
|---|
| Decrease in tier 3 and tier 2 student behaviors |

| Monitoring/Evaluation |
|--|
| pbis team meets weekly to review data and adjust programming based on data |

| Evidence-based Strategy |
|---|
| Best Practices in Teaching and Learning |

| Measurable Goals | |
|------------------|---|
| Goal Nickname | Measurable Goal Statement (Smart Goal) |
| MAP Data (ELA) | Students in grades 3, 4, and 5 will meet their Reading Growth Goal. (Based on the NWEA 2020 growth goal norms.) |
| MAP Data (Math) | Students in grades 3, 4, and 5 will meet their Mathematics Growth Goal. (Based on the NWEA 2020 school growth norms.) |
| Walkthrough | Principal will informally observe instruction for a minimum of 15 minutes 1x per week in both math and reading. |

| | | | |
|---|--|----------------------|-------------------------------------|
| Goal Nickname | Measurable Goal Statement (Smart Goal) | | |
| Observations | | | |
| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
| walkthrough observations targeting 4 core areas | 2023-08-28 - 2024-06-12 | | |
| Anticipated Outcome | | | |
| Monitoring/Evaluation | | | |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---------------------|---|-------------------------------|
| We will implement Tiers I, II, and III with fidelity during the 2022-2023 school year. (Three-Tier Fidelity) | PBIS Programming | fidelity at all tiers and success based on data | 08/28/2023 - 06/12/2023 |

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.

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

Chief School Administrator

School Improvement Facilitator Signature

| | | |
|------------------------------|----------------|------------|
| Building Principal Signature | Melissa Wallis | 2023-04-28 |
|------------------------------|----------------|------------|

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Students with disabilities increased proficiency from 3.6% to 10.9% in ELA.

Hispanic groups increased to 9.1%.

Hispanic groups increased to 9.1 in mathematics

Students with disabilities increased proficiency from 3.6% to 10.9% in ELA.

Meeting or exceeding statewide academic growth expectation in ELA (80%)

Meeting and increasing the statewide academic growth expectation (PVAAS) in Math (74.6%)

All Student Groups Exceeded the Standard Demonstrating Growth in English Language Arts/Literature.

All Student Groups Met the Standard Demonstrating Growth in Mathematics.

Students with disabilities exceeded growth in ELA. (+7.3%)

Challenges

All other student groups saw a decline in achievement. All Student Group 24.3% American Indian/Alaskan Native IS Asian IS Hawaiian/Pacific Islander IS Black 24.7% Hispanic 18.2% White IS 2 or More Races IS Economically Disadvantaged 22.2% English Learner 14.3%

Economic Disadvantaged and Student with Disabilities made no growth while English Language Learners decreased. Economically Disadvantaged 7.4% English Learner 3.6% Student with Disabilities 5.5%

There was a decline in all student groups in science. All Student Group 35.5% American Indian/Alaskan Native IS Asian IS Hawaiian/Pacific Islander IS Black 33.3% Hispanic IS White IS 2 or More Races IS Economically Disadvantaged 31.0%

Increasing the number of students proficient/advanced in ELA (24.3%)

Increasing the number of students proficient/advanced in Math (8.7%)

Increasing the number of students proficient/advanced in Science

Strengths

All student made had a slight increase in math. (+.07)

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Collectively shape the vision for continuous improvement of teaching and learning

Challenges

(35.5%)

All student groups did not meet the interim goal/improvement target in English Language Arts/Literature.

All student groups did not not meet the interim goal/improvement target in math.

All student groups in grade 4 did not meet interim goal/improvement target in science.

Student attendance. (44% attended 95% or more days of school).

Teacher differentiating of instruction based on student needs.

The COVID-19 pandemic has impacted data in several ways.

Peer/teacher coaching and discussion/PLC groups that share best practices

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Identify and address individual student learning needs

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

Challenges

Identify professional learning needs through analysis of a variety of data

Most Notable Observations/Patterns

We will continue to adjust as needed for student success based on all available data.

Challenges

Discussion Point

Priority for Planning

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

A positive behavior intervention support system has been implemented to increase positive behavior and attendance.

✓

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

A multi-tiered system of support has been implemented. The framework must be used with fidelity to be most impactful.

✓

Increasing the number of students proficient/advanced in Math (8.7%)

✓

ADDENDUM B: ACTION PLAN

Action Plan: PBIS Programming

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| fidelity at all tiers and success based on data | 08/28/2023 - 06/12/2023 |

| Monitoring/Evaluation | Anticipated Output |
|--|---|
| pbis team meets weekly to review data and adjust programming based on data | Decrease in tier 3 and tier 2 student behaviors |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------|---------|
| PBIS team, administrative team | yes |

Action Plan: Best Practices in Teaching and Learning

| Action Steps | Anticipated Start/Completion Date |
|---|-----------------------------------|
| walkthrough observations targeting 4 core areas | 08/28/2023 - 06/12/2024 |

| Monitoring/Evaluation | Anticipated Output |
|-----------------------|--------------------|
| | |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------|---------|
| | |

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|------------------|---|-------------------------------|
| We will implement Tiers I, II, and III with fidelity during the 2022-2023 school year. (Three-Tier Fidelity) | PBIS Programming | fidelity at all tiers and success based on data | 08/28/2023 - 06/12/2023 |

PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|-------------------------------|---------------------------------------|--|
| PBIS Tier 1 | school teachers and paraprofessionals | schoolwide PBIS programming and classroom level PBIS programming |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|--------------------------------------|-------------------------|----------------------|
| decrease in tier 3 student behaviors | 08/28/2023 - 06/12/2024 | PBIS team chair |

| | |
|---|---|
| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|--------------------|--|-----------------|----------------------|----------------------|
| wednesday folder | intro to new school year with focus on PBIS programming and upcoming school events | email/hard copy | parents and families | September 2023 |
