**Hazle Township Early Learning Center**  
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

|  |  |  |
| --- | --- | --- |
| **School** | | AUN/Branch |
| Hazle Township Early Learning Center | | 118403302 |
| **Address 1** | | |
| 1400 W 23RD ST | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| HAZLE TOWNSHIP | PA | 18202 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Brian Uplinger | | uplingerb@hasdk12.org |
| **Principal Name** | | |
| Jeanne Conahan | | |
| **Principal Email** | | |
| conahanj@hasdk12.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 5704593221 | | 23505 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
|  | |  |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Jeanne Conahan | Principal | Hazle Township Early Learning Center | conahanj@hasdk12.org |
| Gabriela Peguero | Community Member | PTA President | peguerog@hasdk12.org |
| Jered Hernandez | Parent | Parent | hernandezj@hasdk12.org |
| Jessica Craig | Teacher | Hazle Township Early Learning Center | craigj@hasdk12.org |
| Kimberly Scalleat | Education Specialist | Hazle Township Early Learning Center | krachtk@hasdk12.org |
| Carol Lisiewski | Education Specialist | Hazle Township Early Learning Center | lisiewskic@hasdk12.org |
| Michelle Zukoski | District Level Leaders | Hazleton Area School District | zukoskim@hasdk12.org |
| Brian Uplinger | Chief School Administrator | Hazleton Area School District | uplingerb@hasdk12.org |
| Pat Patte | District Level Leaders | Hazleton Area School District | pattep@hasdk12.org |
| Jonathan Juka | Education Specialist | Hazle Township Early Learning Center | jukaj@hasdk12.org |
| Peggy Fetchko | Teacher | Hazle Township Early Learning Center | fetchkop@hasdk12.org |
| Ed Shemansky | Board Member | Hazleton Area School District | shemanskye@hasdk12.org |
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# Vision for Learning

**Vision for Learning**

The vision at ELC is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion.

# Future Ready PA Index

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **True** K | **True** 1 | **True** 2 | **False** 3 | **False** 4 | **False** 5 | **False** 6 |
| **False** 7 | **False** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| The percentage of first grade students increased in at/above benchmark category of the STAR Early Literacy assessment. | BOY- 22 of 143 students- 15% MOY- 40 of 149 students- 27% |
| The percentage of first grade students increased in at/above benchmark category of the STAR Math assessment. | BOY- 68 of 142 students- 48% MOY- 83 of 147 students- 56% |
| The percentage of second grade students increased in at/above benchmark category of the STAR Early Literacy assessment. | BOY- 20 of 123 students- 16% MOY- 32 of 128 students- 25% |
| The percentage of second grade students increased in at/above benchmark category of the STAR Math assessment. | BOY- 39 of 121 students- 32% MOY- 51 of 126 students- 40% |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| There were a high number of first grade students scoring below benchmark on the Early Literacy STAR assessment from BOY to MOY to EOY. | BOY- 121 of 143 students- 85% MOY- 109 of 149 students- 73% EOY- 102 of 147 students-69% |
|  |  |
| There were a high number of second grade students scoring below benchmark on the Early Literacy STAR assessment from BOY to MOY to EOY. | BOY- 103 of 123 students- 84% MOY- 96 of 128 students- 75% EOY- 99 of 127 students-78% |
| There were a high number of second grade students scoring below benchmark on the Math STAR assessment from BOY to MOY to EOY. | BOY- 82 of 121 students- 68% MOY- 75 of 126 students- 60% EOY- 89 of 129 students- 70% |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  STAR Early Literacy/Reading Growth for First Grade  **ESSA Student Subgroups** | **Comments/Notable Observations**  The percentage of students that made the at/above benchmark category in reading increased from 15% to 27% from the BOY to MOY. |
| **Indicator**  STAR Math Growth for First Grade  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  The percentage of students that made the at/above benchmark category in math increased from 48% to 56% from the BOY to MOY. |
| **Indicator**  STAR Early Literacy/Reading Growth for Second Grade  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  The percentage of students that made the at/above benchmark category in reading increased from 16% to 25% from the BOY to MOY. |
| **Indicator**  STAR Math Growth for Second Grade  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  The percentage of students that made the at/above benchmark category in math increased from 32% to 40% from the BOY to MOY. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  High percentage of first grade students below benchmark in early literacy/reading.  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Although students made progress from the BOY to EOY assessments, the percentage of students below benchmark in early literacy/reading is above 50%. |
| **Indicator**  High percentage of first grade students below benchmark in math.  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  The percentage of students scoring below benchmark on the STAR math assessment was 52% for the BOY assessment, 42% for the MOY assessment, and 39% for the EOY assessment. |
| **Indicator**  High percentage of second grade students below benchmark in early literacy/reading.  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  The percentage of students scoring below benchmark on the STAR early literacy assessment was 84% for the BOY assessment, 75% for the MOY assessment, and 78% for the EOY assessment. |
| **Indicator**  High percentage of second grade students below benchmark in math.  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  The percentage of students scoring below benchmark on the STAR math assessment was 68% for the BOY assessment, 60% for the MOY assessment, and 70% for the EOY assessment. |

## 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.

|  |
| --- |
| STAR Early Literacy/Reading Growth for First Grade |
| STAR Math Growth for First Grade |
| STAR Early Literacy/Reading Growth for Second Grade |
|  |

### 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.

|  |
| --- |
| High percentage of first grade students below benchmark in early literacy/reading. |
| High percentage of second grade students below benchmark in early literacy/reading |
| High percentage of second grade students below benchmark in math. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Kindergarten 2023-24 STAR Early Literacy | At/Above Benchmark 39% On Watch 15% Intervention 13% Urgent Intervention 32% |
| 1st Grade 2023-24 STAR Early Literacy | At/Above Benchmark 29.6% On Watch 15% Intervention 25% Urgent Intervention 31% |
| 2nd Grade 2023-24 STAR Early Literacy | At/Above Benchmark 19% On Watch 10% Intervention 18% Urgent Intervention 53% |

## English Language Arts Summary

### Strengths

|  |
| --- |
| The percentage of kindergarten students who scored in the at/above benchmark or on watch category for the STAR Early Literacy benchmark increased from 27% for the BOY assessment to 54% for the EOY assessment. |
| The percentage of 1st grade students who scored in the at/above benchmark or on watch category for the STAR Early Literacy benchmark increased from 35% for the BOY assessment to 44.6% for the EOY assessment. |

### Challenges

|  |
| --- |
|  |
| On the Star Early Literacy assessment, 65% of second grade students scored in the urgent intervention category for the EOY assessment. This is a 12% increase from the BOY assessment. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 2nd Grade 2023-2024 STAR Math | At/Above Benchmark 33% On Watch 13% Intervention 21% Urgent Intervention 33% |
| 1st Grade 2023-2024 STAR Math | At/Above Benchmark 68% On Watch 15% Intervention 10% Urgent Intervention 6% |

## Mathematics Summary

### Strengths

|  |
| --- |
| The percentage of second grade students who scored in the At/Above and On Watch levels in math for the conclusion of the 2023-2024 school year was 46%. This is an increase of 2% from the beginning of year benchmark. |

### Challenges

|  |
| --- |
| 54% of second grade students scored in the Intervention and Urgent Intervention levels in math for the conclusion of the 2023-2024 school year. This is a decrease of 2% from the beginning of year benchmark. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| N/A for grade levels | N/A for grade levels |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| N/A for grade levels |

### Challenges

|  |
| --- |
| N/A for grade levels |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Student Profiles | All students submitted the necessary student career profiles through the Choices 360 program. |

## 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.

|  |
| --- |
| Students follow the career profiles for the Choices 360 program. |

### 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.

|  |
| --- |
| No real data exists for K-2 schools. |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| Kindergarten WIDA 2023-2024 | Out of 49 ELD students: 40 students stayed at the same level. 7 went up .5 a level. 1 went up 1 level. 1 went up 2 levels. |
| First Grade WIDA 2023-2024 | Out of 68 ELD students: 36 students stayed the same level 7 students moved .5 a level 15 students moved 1 level 7 students moved 1.5 level 3 students moved 2 levels |
| Second Grade WIDA 2023-2024 | Out of 61 ELD students: 37 students stayed the same level 5 students moved .5 a level 13 students moved 1 level 2 students moved 1.5 a level 2 students moved 2 levels 2 students tested high enough to be moved to monitor stage for the next two years. |

## Students with Disabilities

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

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| 1st Grade STAR Early Literacy | 30% scored at/above the 40th percentile; 15% at/below the 39% percentile; 25% at/below the 24th percentile; 31% at/below the 9th percentile. |
| 2nd Grade STAR Early Literacy | 19% scored at/above the 40th percentile; 10% at/below the 39% percentile; 18% at/below the 24th percentile; 53% at/below the 9th percentile. |
| Kindergarten STAR Early Literacy | 39% scored at/above the 40th percentile; 15% at/below the 39% percentile; 13% at/below the 24th percentile; 32% at/below the 9th percentile. |
| Kindergarten STAR Math | 45% scored at/above the 40th percentile; 19% at/below the 39% percentile; 17% at/below the 24th percentile; 19% at/below the 9th percentile. |
| 1st Grade STAR Math | 68% scored at/above the 40th percentile; 15% at/below the 39% percentile; 10% at/below the 24th percentile; 6% at/below the 9th percentile. |
| 2nd Grade STAR Math | 33% scored at/above the 40th percentile; 13% at/below the 39% percentile; 21% at/below the 24th percentile; 33% at/below the 9th percentile. |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Hispanic |  |

## 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.

|  |
| --- |
| Students are progressing across levels on the WIDA test. |
|  |
|  |
|  |
|  |

### 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.

|  |
| --- |
| If more first grade ELL students increased levels on the WIDA assessment, then overall school performance is projected to increase. |
| If more second grade ELL students increased levels on the WIDA assessment, then overall school performance is projected to increase. |
|  |
|  |
|  |

# 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 | Emerging |
| 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 | Emerging |

## 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 | Operational |
| 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 | Emerging |
| Use multiple professional learning designs to support the learning needs of staff | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

## Summary

### Strengths

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

|  |
| --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and school. |

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

# 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 |
| STAR Early Literacy/Reading Growth for Second Grade | False |
|  | False |
| The percentage of kindergarten students who scored in the at/above benchmark or on watch category for the STAR Early Literacy benchmark increased from 27% for the BOY assessment to 54% for the EOY assessment. | False |
| STAR Math Growth for First Grade | True |
| Students are progressing across levels on the WIDA test. | False |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. | False |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and school. | False |
| The percentage of second grade students who scored in the At/Above and On Watch levels in math for the conclusion of the 2023-2024 school year was 46%. This is an increase of 2% from the beginning of year benchmark. | False |
| Students follow the career profiles for the Choices 360 program. | False |
| N/A for grade levels | False |
| STAR Early Literacy/Reading Growth for First Grade | True |
| The percentage of 1st grade students who scored in the at/above benchmark or on watch category for the STAR Early Literacy benchmark increased from 35% for the BOY assessment to 44.6% for the EOY assessment. | 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 |
| High percentage of second grade students below benchmark in early literacy/reading | True |
| High percentage of first grade students below benchmark in early literacy/reading. | False |
| 54% of second grade students scored in the Intervention and Urgent Intervention levels in math for the conclusion of the 2023-2024 school year. This is a decrease of 2% from the beginning of year benchmark. | True |
|  | False |
| N/A for grade levels | False |
| No real data exists for K-2 schools. | False |
| If more first grade ELL students increased levels on the WIDA assessment, then overall school performance is projected to increase. | False |
| If more second grade ELL students increased levels on the WIDA assessment, then overall school performance is projected to increase. | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. | False |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. | False |
| On the Star Early Literacy assessment, 65% of second grade students scored in the urgent intervention category for the EOY assessment. This is a 12% increase from the BOY assessment. | False |
| High percentage of second grade students below benchmark in math. | True |

## 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.

Our 1st and 2nd grade STAR Early Literacy Assessments appear to directly correlate with the 3rd grade ELA PSSA in terms of scoring. However, on our 1st grade STAR Math Assessment the students are scoring higher in contrast to the 2nd grade STAR Assessment as well as the 3rd grade Math PSSA.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| High percentage of second grade students below benchmark in early literacy/reading | In order for 2nd grade students to increase early literacy/reading, they are in continued need of ELD and Title I services, along with increasing parent engagement in schoolwide opportunities and continuing the use of evidenced based strategies and resources. | True |
| 54% of second grade students scored in the Intervention and Urgent Intervention levels in math for the conclusion of the 2023-2024 school year. This is a decrease of 2% from the beginning of year benchmark. | In order for 2nd grade students to increase math proficiency, they are in continued need of ELD and Title I services, along with increasing parent engagement in schoolwide opportunities and continuing the use of evidenced based strategies and resources. | True |
| High percentage of second grade students below benchmark in math. | We need to continue using Title I services and evidenced based strategies to increase the percentage of students to at or above benchmark in math. | False |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| STAR Math Growth for First Grade | Continue using research-based strategies for math and utilizing Title I and ELD services. |
| STAR Early Literacy/Reading Growth for First Grade | Continue using research-based strategies for reading and utilizing Title I and ELD services. |
| The percentage of 1st grade students who scored in the at/above benchmark or on watch category for the STAR Early Literacy benchmark increased from 35% for the BOY assessment to 44.6% for the EOY assessment. | We need to continue Title I services and ELD services for students. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | In order for 2nd grade students to increase reading proficiency, they are in continued need of ELD and Title I services, along with increasing parent engagement in schoolwide opportunities and continuing the use of evidenced based strategies and resources. |
|  | In order for 2nd grade students to increase math proficiency, they are in continued need of ELD and Title I services, along with increasing parent engagement in schoolwide opportunities and continuing the use of evidenced based strategies and resources. |

# Goal Setting

## Priority: In order for 2nd grade students to increase math proficiency, they are in continued need of ELD and Title I services, along with increasing parent engagement in schoolwide opportunities and continuing the use of evidenced based strategies and resources.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 70% of 2nd grade students will increase their STAR Mathematics Benchmark score by 30 points or more. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math 2nd Grade | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| In the first quarter, 40% of students will increase their STAR Math score by 30 points or more. | In the second quarter, 50% of students will increase their STAR Math score by 30 points or more. | In the third quarter, 60% of students will increase their STAR Math score by 30 points or more. | In the fourth quarter, 70% of students will increase their STAR Math score by 30 points or more. |

## Priority: In order for 2nd grade students to increase reading proficiency, they are in continued need of ELD and Title I services, along with increasing parent engagement in schoolwide opportunities and continuing the use of evidenced based strategies and resources.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Early Literacy | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, 70% of 2nd grade students will increase their STAR Early Literacy Benchmark score by 30 points or more. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Early Literacy 2nd Grade | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| In the first quarter, 40% of students will increase their STAR Early Literacy score by 30 points or more. | In the second quarter, 50% of students will increase their STAR Early Literacy score by 30 points or more. | In the third quarter, 60% of students will increase their STAR Early Literacy score by 30 points or more. | In the fourth quarter, 70% of students will increase their STAR Early Literacy score by 30 points or more. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Math 2nd Grade | Early Literacy 2nd Grade |

## Action Plan For: Math 2nd Grade

|  |
| --- |
| **Measurable Goals:** |
| * By June 2025, 70% of 2nd grade students will increase their STAR Mathematics Benchmark score by 30 points or more. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Based on the data available, the team will decrease the number of current second grade students who are in the urgent and intervention categories to on watch or at/above levels. | | 2024-09-10 | 2025-06-10 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jeanne Conahan | Renaissance STAR Math Benchmark Assessment | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| By June 2025, 10% of this population of students will improve their level from urgent and intervention to at least 'on watch' (54% to 44%). | Title I Interventionists will progress monitor students using the STAR Math benchmark assessments for BOY, MOY, and EOY. They will also be progress monitored monthly to track progress. |

## Action Plan For: Early Literacy 2nd Grade

|  |
| --- |
| **Measurable Goals:** |
| * By June 2025, 70% of 2nd grade students will increase their STAR Early Literacy Benchmark score by 30 points or more. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| We need to decrease the number of students in second grade from the urgent intervention and intervention category to on watch or at/above benchmark by June 2025. | | 2024-09-10 | 2025-06-10 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jeanne Conahan | Renaissance STAR Early Literacy Benchmark Assessment | Yes |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| By June 2025, the percentage of students in the urgent intervention and intervention categories will decrease from 56% to 40%. | Title I Interventionists will progress monitor students using the STAR Early Literacy benchmark assessments for BOY, MOY, and EOY. They will also be progress monitored monthly to track progress. |

# 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 | * Math 2nd Grade * Early Literacy 2nd Grade | Teacher Salary & Benefits | 314389.67 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Nearpod Inc | 4593.00 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Secret Story Kit | 1500.00 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Math or reading Manipulatives | 5667.50 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Card Display Rack Pamphlets for Title I | 1000.00 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Renaissance Freckle math, Star & Lalilo | 8277.00 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Instructional technology supplies | 3998.39 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Imagine Learning reading and math program | 43000 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Heggerty supplemental reading materials | 1930.20 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Student Folders for parent communication | 2300.00 |
| Instruction | * Math 2nd Grade * Early Literacy 2nd Grade | Reading/Math instructional books | 5000 |
| Title II.A and Title IV.A Transfer Funds | * Math 2nd Grade * Early Literacy 2nd Grade | Salary and Benefits for teacher | 79921.24 |
| Other Expenditures | * Math 2nd Grade * Early Literacy 2nd Grade | Professional Development PAFPC | 1250.00 |
| Other Expenditures | * Math 2nd Grade * Early Literacy 2nd Grade | Trans Act | 506.00 |
| Instruction | * Early Literacy 2nd Grade | Learning A-Z supplemental reading program | 5704.00 |
| Total Expenditures | | | | 479037 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Early Literacy 2nd Grade | We need to decrease the number of students in second grade from the urgent intervention and intervention category to on watch or at/above benchmark by June 2025. |

## Renaissance Training

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * We need to decrease the number of students in second grade from the urgent intervention and intervention category to on watch or at/above benchmark by June 2025. | | |
| **Audience** | | |
| K-2 teachers | | |
| **Topics to be Included** | | |
| STAR data and assessments, Freckle Math, Lalilo | | |
| **Evidence of Learning** | | |
| Teachers will complete a survey | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Jeanne Conahan/Principal | 2024-08-28 | 2025-06-10 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Other | Weekly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Brian T. Uplinger | 2024-09-20 |
| **Building Principal Signature** | **Date** |
| Jeanne Conahan | 2024-09-06 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |