

Lengel MS

ATSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
D.H.H. Lengel Middle School		129546103
Address 1		
1541 W Laurel Blvd		
Address 2		
City	State	Zip Code
Pottsville	Pennsylvania	17901
Chief School Administrator		Chief School Administrator Email
Dr. Sarah Yoder		seyoder@pottsville.k12.pa.us
Principal Name		
Dr. Caitlin Mohl		
Principal Email		
cmohl@pottsville.k12.pa.us		
Principal Phone Number		Principal Extension
570-621-2924		
School Improvement Facilitator Name		School Improvement Facilitator Email
Mrs. Barbara Wilkinson		wilkb@iu29.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Sarah Yoder	Chief School Administrator	Administrator	seyoder@pottsville.k12.pa.us
Dr. Caitlin Mohl	Principal	Administrator	cmohl@pottsville.k12.pa.us
Ms. Kelly Brennan	Special Education Director	Administrator	kabrennan@pottsville.k12.pa.us
Mrs. Maria Larish	Federal Programs Coordinator	Educator	mlarish@pottsville.k12.pa.us
Ms. Ashley Shappell	5th Grade Teacher	Educator	ashappell@pottsville.k12.pa.us
Mrs. Breanne Ferdoucha	Teacher	Educator	bferdoucha@pottsville.k12.pa.us
Mrs. Tara Grochowski	Parent	Community	tgabs7@yahoo.com
Mrs. Jenni Molina	Paraprofessional	Community	jmolina@pottsville.k12.pa.us
Mrs. Barbara Wilkinson	Facilitator	IU 29	wilkb@iu29.org
Dr. Jared Gerace	District Level Leaders	Administrator	jgerace@pottsville.k12.pa.us
Mrs. Ashley DeWitt	Board Member	Community	adewitt@pottsville.k12.pa.us
Mrs. Stephanie Buchanan	Board Member	Community	sbuchanan@pottsville.k12.pa.us
Dr. Jennifer Lipton	Education Specialist	Educator	jlipton@pottsville.k12.pa.us
Mrs. Elizabeth Grow	Education Specialist	Educator	egrow@pottsville.k12.pa.us
Mr. Jamison Gunoskey	Education Specialist	Educator	jgunoskey@pottsville.k12.pa.us
Mrs. Kim Edling	Teacher	Educator	kedling@pottsville.k12.pa.us
Mr. Phil Tenaglia	Teacher	Educator	ptenaglia@pottsville.k12.pa.us
Mr. Dave Clark	Community Member	Community	dclark@pottsvillepa.gov

Vision for Learning

Vision for Learning

Lengel ensures students of all ability levels have access to appropriate grade level instruction daily using a rigorous curriculum aligned to the PA Core Standards. Lengel prepares students to be socially responsible and academically successful as they encounter challenges in school and everyday life.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Future Ready PA Index data 22-23 All student group met the performance standard for Career Standards benchmark.	With the implementation of a Career Readiness course for grades 6-8, students were able to complete the necessary requirements. DHHL added a school counselor for the 21-22 school year.
Future Ready PA Index data 22-23: All Student Group Meets the Standard Demonstrating Growth in Science/Biology.	Economically Disadvantaged subgroup met criteria to be exited from A-TSI.
Hispanic subgroup met the growth expectations for ELA.	Future Ready PA Index data 22-23: All student group performed below the statewide average in ELA.
Future Ready PA Index data 22-23: Although the all student group did not meet the interim goal/improvement, in math the black, hispanic, white, economically disadvantaged, students with disabilities, and all student group increased from last year.	black: 21-22: 12.8% 22-23: 23.5% hispanic: 21-22 17.0% 22-23 22.7% white: 21-22: 30.3% 22-23: 32.2% economically disadvantaged: 21-22: 21.3% 22-23: 23.5% students with disabilities: 21-22: 8.1% 22-23: 10.8% all student group: 21-22: 27.6% 22-23: 30.3%

Challenges

Indicator	Comments/Notable Observations
Future Ready PA Index data 22-23: All student group performed below the statewide average for the interim goal/improvement plan in Math.	Math Lengel: 30.3% advanced/proficient Statewide average: 38.3%
Future Ready PA Index data 22-23: All student group performed at the same level as the statewide average for the interim goal/improvement plan in Science.	Science Lengel: 59.0% advanced/proficient Statewide average: 58.0%

Regular School Attendance for 22-23 did not meet the performance standard.	Length: 69.3% students with regular attendance Statewide average: 73.9%
Future Ready PA Index data 22-23: The students with Disabilities, all student group, economically disadvantaged, and white subgroups did not meet the growth expectations for math.	economically disadvantaged: 21-22: 83% 22-23: 50% students with disabilities: 21-22: 61% 22-23: 58% all student group: 21-22: 79.8% 22-23: 51.8% white 21-22: 79.8% 22-23: 51.8%
Future Ready PA Index data 22-23: The students with Disabilities, all student group, economically disadvantaged, and white subgroups did not meet the growth expectations for ELA.	economically disadvantaged: 21-22: 70.0% 22-23: 50.0% students with disabilities: 21-22: 75.0% 22-23: 54.0% all student group: 21-22: 80.0% 22-23: 50.0% white 21-22: 80% 22-23: 50%

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

Strengths

<p>Indicator Hispanic subgroup met the statewide goal for growth in English Language Arts/Literature.</p> <p>ESSA Student Subgroups Hispanic</p>	<p>Comments/Notable Observations 22-23 70%</p>
<p>Indicator All student subgroups increased performance for the interim goal/improvement plan in math.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The Black student subgroup met the interim target in ELA. The Black student subgroup improved from 30.2% in 20-21 to 48.9% in 21-22. Hispanic, White, 2 or More Races, ED, and Students with Disabilities all increased even though they did not meet the interim goals/improvement target.</p>
<p>Indicator All student subgroups increased performance for the interim goal/improvement plan in Math/Algebra</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Hispanic, White, Black, ED, and Students with Disabilities all increased even though they did not meet the interim goals/improvement target.</p>
<p>Indicator ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator The economically disadvantaged and white</p>	<p>Comments/Notable Observations Economically disadvantaged student 21-22 67% 22-23 78% students with disabilities</p>

<p>student subgroups met the statewide goal for growth in science and increased performance from prior years.</p> <p>ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities</p>	<p>21-22 72% 22-23 74%</p>
<p>Indicator The subgroups that increased in regular attendance in 22-23 include: black, hispanic, white, economically disadvantaged, and students with disabilities.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations economically disadvantaged: 21-22: 23.6% 22-23: 61.1% students with disabilities: 21-22: 21.6% 22-23: 63.9% black 21-22: 19.4% 22-23: 66.7% white 21-22: 43.7% 22-23: 71.4% Hispanic 21-22: 13% 22-23: 54.7%</p>

Challenges

<p>Indicator The students with disabilities student subgroup did not meet the interim goal/improvement plan in Mathematics/Algebra.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations Lengel: Students with Disabilities: 10.8%(increase from last year, 8.1%) Statewide average: 38.3%</p>
<p>Indicator Regular School Attendance for 22-23 did not meet the performance standard.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Lengel: 69.3% students with regular attendance Statewide average: 73.9% All subgroups increased performance from previous years, but did not meet the statewide goal/interim target.</p>
<p>Indicator The economically disadvantaged subgroup fell below the state average for growth in ELA and math.</p> <p>ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Economically Disadvantaged: ELA 50% math 50% White ELA 50% math 51.8% Students with disabilities ELA 54% math 58.0%</p>

<p>Indicator The students with disabilities subgroup did not meet the interim goal/improvement target for ELA.</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations Lengel: Students with Disabilities: 17.3%%(decrease from last year, (19.9%) Statewide average: 54.5%</p>
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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.

<p>Future Ready PA Index data 22-23: All Student Group Meets the Standard Demonstrating Growth in Science/Biology.</p>
<p>Future Ready PA Index data 22-23: All though the all student group did not meet the interim goal/improvement, in math the black, hispanic, white, economically disadvantaged, students with disabilities, and all student group increased from last year.</p>
<p>All student subgroups increased performance for the interim goal/improvement plan in math.</p>
<p>The subgroups that increased in regular attendance in 22-23 include: black, hispanic, white, economically disadvantaged, and students with disabilities.</p>

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.

<p>Students with disabilities subgroup did not meet the growth expectations for math and did not meet the interim goal/improvement plan for math.</p>
<p>Future Ready PA Index data 22-23: The students with Disabilities, all student groups, economically disadvantaged, and white, subgroups did not meet the growth expectations for ELA.</p>
<p>The students with disabilities subgroup did not meet the interim goal/improvement target for ELA.</p>
<p>Future Ready PA Index data 22-23: The students with Disabilities, all student groups, economically disadvantaged, and white subgroups did not meet the growth expectations for math.</p>
<p>Regular School Attendance for 22-23 did not meet the performance standard.</p>

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iXL Benchmarks: Grades 5-8	- iXL benchmark data will be utilized to form intervention groups to target students' needs in the classrooms. - iXL benchmark data will be reviewed by classrooms teachers to help guide instruction.
DIBELS: Grade 5	- Title I benchmark data will continue to be utilized to form intervention groups to target students' needs.

English Language Arts Summary

Strengths

Each quarter, the ELA team met to review and analyze student data and guide instruction.
The iXL program was implemented across grade levels and utilized for benchmarking purposes. The iXL program correlates with our ELA series in grade 5 and curriculum in grades 6-8.

Challenges

Student reading levels were varied within ELA classrooms, with many students being significantly below grade level in reading.
The 5th grade implemented a new reading series in 22-23 and 6th grade implemented a new novel-based reading curriculum.
Overall student baseline data was below grade level and trending lower than previous years.

Mathematics

Data	Comments/Notable Observations
iXL Benchmarks: Grades 5-8	- iXL benchmark data will continue being utilized to form intervention groups to target students' needs in the classrooms. - iXL benchmark data will continue being reviewed by classrooms teachers to help guide instruction.

Mathematics Summary

Strengths

Each quarter, the Math team met to review and analyze student data and guide instruction.
The iXL program was implemented across grade levels and utilized for benchmarking purposes.
A math interventionist was added for grades 6-8 for the 22-23 school year.

Challenges

Many students continue to lack foundational math skills.

The scope and sequence is not aligned with students' needs and does not address students' lack of foundational math skills.
Overall student baseline data was below grade level and trending lower than previous years.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Common classroom-based assessments	- New standards are being reviewed by our science curriculum team. - iXL has been added for science.

Science, Technology, and Engineering Education Summary

Strengths

Common planning time within grade level and science department provided opportunities to review and analyze student data.
Science team members were introduced and initiated planning for the anticipated change to new science standards. Teachers in K-12 piloted STEELS aligned-science programs to utilize for the 2024-2025 school year.

Challenges

The science team experienced some difficulties when transitioning to the new online science series.
The new science programs Pottsville is considering are not 100% aligned to the STEELS standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness Course	- The course addresses the Career Readiness standards and aligns with Lengel's vision for socially responsible students

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.

A second school counselor was added in 22-23. The counselor teaches career readiness courses and provides students' career counseling.
Career Readiness standards are addressed in all grade bands.
Smart Futures is a supplemental program that assists with student career counseling.

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.

Some alternatively placed students and transfer students have not submitted their required pieces of Career Readiness evidence.

Some virtual students are not active participants in the Career Readiness curriculum and have not submitted their pieces of Career Readiness evidence.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
SPIRE	- For the the 22-23 school year the district purchased SPIRE to utilize with identified students in grades 5-8. - Provides a multi-sensory support for students that continue to struggle with reading skills. - Utilized in conjunction with Reading Plus.
Reading intervention programs	- Identifies students' deficiencies according to standards - Provides additional resources to increase individualized student learning -incorporate multiple modes of instruction (on-line and direct teaching).

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
iXL benchmarks	- Provides the ability for educators to review individual student data - Provides grade level data
Title I Interventions for ELA and Math	- Regularly scheduled intervention blocks for 5th and 6th grade - Research-based programs are utilized for interventions - Data driven programming
Common assessments	- Provided the ability for educators to review individual student data - Provides grade level data

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.

Opportunities to collect common forms of data to guide effective instruction
Increased and dedicated time to discuss and analyze student data
Exposure to higher order thinking and student expectations
Added a math interventionist for grades 7-8 in 22-23 and support continues to present

Challenges

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

The student with disabilities subgroup utilized Reading Plus during the 23-24 school year which is an online program. In addition to the online components of Reading Plus, this student subgroup needs to transition to explicit teacher-based instruction.
Students continue to show a lack of foundational skills which makes it difficult to teach grade level content.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

During year 1, curriculum alignment was a major focus. This practice provided an opportunity to evaluate curriculum that was in place, and provided a strong foundation for building a comprehensive PA Core-aligned curriculum. During year 2, professional development to effectively implement instruction of curriculum was the focus. Professional development series continued in year 3 with an emphasis on identifying and addressing individual student learning needs as well as a focus on strengthening co-teaching partnerships and effective strategies. During year 4, administration and school leaders held data analysis meetings with departments to review and analyze student benchmark data for improvement. During year 5, the focus shifted to using data and student performance to coordinate effective intervention groups that target the improvement of core skills.

Grade-level and content area teams were scheduled for regular common planning times, allowing for data review and analysis, instructional collaboration, and reflection and adjustment of practices to ensure efficient learning opportunities.

A district-wide PBIS program has been implemented, with fidelity, providing all members of the school community with consistent and clear expectations across all school settings.

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?

Certified substitute shortages have affected student instruction and professional development availability.

Time constraints present a significant challenge in offering meaningful professional development opportunities. The A-TSI Steering Committee is continuing to seek non-traditional opportunities to provide professional development.

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
Future Ready PA Index data 22-23: All Student Group Meets the Standard Demonstrating Growth in Science/Biology.	True
Future Ready PA Index data 22-23: All though the all student group did not meet the interim goal/improvement, in math the black, hispanic, white, economically disadvantaged, students with disabilities, and all student group increased from last year.	True
Future Ready PA Index data 21-22: All Student Group Exceeded the Standard Demonstrating Growth in English Language Arts/Literature. All Student Group Meets the Standard Demonstrating Growth in Mathematics/Algebra. All Student Group Meets the Standard Demonstrating Growth in Science/Biology.	False
Students with Disabilities subgroup met the growth expectations for ELA.	False
Common planning time within grade level and science department provided opportunities to review and analyze student data.	False
Future Ready PA Index data 21-22: All Student Group Exceeded the Standard Demonstrating Growth in English Language Arts/Literature. All Student Group Meets the Standard Demonstrating Growth in Mathematics/Algebra. All Student Group Meets the Standard Demonstrating Growth in Science/Biology.	False
Students with Disabilities subgroup met the growth expectations for ELA.	False
Each quarter, the ELA team met to review and analyze student data and guide instruction.	False
Each quarter, the Math team met to review and analyze student data and guide instruction.	False
The iXL program was implemented across grade levels and utilized for benchmarking purposes. The iXL program correlates with our ELA series in grade 5 and curriculum in grades 6-8.	False
All student subgroups increased performance for the interim goal/improvement plan in math.	False
The subgroups that increased in regular attendance in 22-23 include: black, hispanic, white, economically disadvantaged, and students with disabilities.	True
Science team members were introduced and initiated planning for the anticipated change to new science standards. Teachers in K-12 piloted STEELS aligned-science programs to utilize for the 2024-2025 school year.	False
	False
Career Readiness standards are addressed in all grade bands.	False

Opportunities to collect common forms of data to guide effective instruction	True
Increased and dedicated time to discuss and analyze student data	True
Exposure to higher order thinking and student expectations	False
During year 1, curriculum alignment was a major focus. This practice provided an opportunity to evaluate curriculum that was in place, and provided a strong foundation for building a comprehensive PA Core-aligned curriculum. During year 2, professional development to effectively implement instruction of curriculum was the focus. Professional development series continued in year 3 with an emphasis on identifying and addressing individual student learning needs as well as a focus on strengthening co-teaching partnerships and effective strategies. During year 4, administration and school leaders held data analysis meetings with departments to review and analyze student benchmark data for improvement. During year 5, the focus shifted to using data and student performance to coordinate effective intervention groups that target the improvement of core skills.	False
A district-wide PBIS program has been implemented, with fidelity, providing all members of the school community with consistent and clear expectations across all school settings.	False
The iXL program was implemented across grade levels and utilized for benchmarking purposes.	False
A second school counselor was added in 22-23. The counselor teaches career readiness courses and provides students' career counseling.	False
Added a math interventionist for grades 7-8 in 22-23 and support continues to present	True
Grade-level and content area teams were scheduled for regular common planning times, allowing for data review and analysis, instructional collaboration, and reflection and adjustment of practices to ensure efficient learning opportunities.	False
A math interventionist was added for grades 6-8 for the 22-23 school year.	False
Smart Futures is a supplemental program that assists with student career counseling.	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
Students with disabilities subgroup did not meet the growth expectations for math and did not meet the interim goal/improvement plan for math.	True
Future Ready PA Index data 22-23: The students with Disabilities, all student groups, economically disadvantaged, and white, subgroups did not meet the growth expectations for ELA.	True
Students with Disabilities subgroup did not meet the growth expectations for math.	False

Regular School Attendance for 21-22 did not meet the performance standard.	False
Students with Disabilities subgroup did not meet the growth expectations for math.	False
Regular School Attendance for 21-22 did not meet the performance standard.	False
Students with Disabilities subgroup did not meet the growth expectations for Math.	False
Students with Disabilities subgroup did not meet the growth expectations for Math.	False
All student subgroups decreased in regular attendance.	False
The students with disabilities subgroup did not meet the interim goal/improvement target for ELA.	False
The students with disabilities subgroup did not meet the interim goal/improvement target for ELA.	False
The students with disabilities subgroup did not meet the interim goal/improvement target for ELA.	True
The science team experienced some difficulties when transitioning to the new online science series.	False
Student reading levels were varied within ELA classrooms, with many students being significantly below grade level in reading.	False
The scope and sequence is not aligned with students' needs and does not address students' lack of foundational math skills.	False
Some alternatively placed students and transfer students have not submitted their required pieces of Career Readiness evidence.	False
Some virtual students are not active participants in the Career Readiness curriculum and have not submitted their pieces of Career Readiness evidence.	False
The 5th grade implemented a new reading series in 22-23 and 6th grade implemented a new novel-based reading curriculum.	False
Overall student baseline data was below grade level and trending lower than previous years.	False
Overall student baseline data was below grade level and trending lower than previous years.	False
The new science programs Pottsville is considering are not 100% aligned to the STEELS standards.	False
Students with disabilities are demonstrating a lack of foundational math skills needed to adequately progress their learning.	False
Future Ready PA Index data 22-23: The students with Disabilities, all student groups, economically disadvantaged, and white subgroups did not meet the growth expectations for math.	False
Students continue to show a lack of foundational skills which makes it difficult to teach grade level content.	False
The student with disabilities subgroup utilized Reading Plus during the 23-24 school year which is an online program. In addition to the online components of Reading Plus, this student subgroup needs to transition to explicit teacher-based instruction.	False
Many students continue to lack foundational math skills.	False
Future Ready PA Index data 22-23: The students with Disabilities, all student groups, economically disadvantaged, and white subgroups did not meet the growth expectations for math.	False

Future Ready PA Index data 22-23: The students with Disabilities, all student groups, economically disadvantaged, and white subgroups did not meet the growth expectations for math.	False
Certified substitute shortages have affected student instruction and professional development availability.	False
Time constraints present a significant challenge in offering meaningful professional development opportunities. The A-TSI Steering Committee is continuing to seek non-traditional opportunities to provide professional development.	False
Regular School Attendance for 22-23 did not meet the performance standard.	False
Regular School Attendance for 22-23 did not meet the performance standard.	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.

- Focus on students with disabilities - Focus on attendance - Focus on Math and ELA where all student group performed below the statewide average

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with disabilities subgroup did not meet the growth expectations for math and did not meet the interim goal/improvement plan for math.	Foundational skills are lacking and extra support during the instructional block is needed.	True
Future Ready PA Index data 22-23: The students with Disabilities, all student groups, economically disadvantaged, and white, subgroups did not meet the growth expectations for ELA.	Explicit teacher instruction will be utilized for students during the intervention blocks which will be added to the master schedule.	False
The students with disabilities subgroup did not meet the interim goal/improvement target for ELA.		True
Regular School Attendance for 22-23 did not meet the performance standard.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Opportunities to collect common forms of data to guide effective instruction	iXL benchmarks and common assessments were given in 23-24 and will continue to be given next school year.
Increased and dedicated time to discuss and analyze student data	
Added a math interventionist for grades 7-8 in 22-23 and support continues to present	The math interventionist continues to support identified grade levels and students with additional targeted support.
Future Ready PA Index data 22-23: All Student Group Meets the Standard Demonstrating Growth in Science/Biology.	
Future Ready PA Index data 22-23: All though the all student group did not meet the interim goal/improvement, in math the black, hispanic, white, economically disadvantaged, students with disabilities, and all student group increased from last year.	Incentives were provided to students who grew on the iXL benchmarks. The incentives positively impacted student learning.
The subgroups that increased in regular attendance in 22-23 include: black, hispanic, white, economically disadvantaged, and students with disabilities.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If explicit, direct teacher-based instruction is added through an intervention block, the students with disabilities subgroup performance will increase in math. (This will impact other subgroups as well.)
	If explicit, direct teacher-based instruction is added through an intervention block, the students with disabilities subgroup performance will increase in math. (This will impact other subgroups as well.)
	If we build relationships with families and increase communication regarding regular attendance, then the all student group will show an increase in regular attendance.

Goal Setting

Priority: If explicit, direct teacher-based instruction is added through an intervention block, the students with disabilities subgroup performance will increase in math. (This will impact other subgroups as well.)

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
60% of students with disabilities will show growth of at least 40 SMART points on the iXL benchmark by the end of the 24-25 school year.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will take the iXL baseline by September 16, 2024.	By January 27 2025, 30% of students with disabilities will show growth of at least 20 SMART points on the iXL math benchmark.	By April 5, 2025, 40% of students with disabilities will show growth of at least 30 SMART points on the iXL math benchmark.	By May 31, 2025, 60% of students with disabilities will show growth of at least 40 SMART points on the iXL math benchmark.

Priority: If explicit, direct teacher-based instruction is added through an intervention block, the students with disabilities subgroup performance will increase in math. (This will impact other subgroups as well.)

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
60% of students with disabilities will show growth of at least 40 SMART points on the iXL benchmark by the end of the 24-25 school year.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will take the iXL baseline by September 16, 2024.	By January 27 2025, 30% of students with disabilities will show growth of at least 20 SMART points on the iXL ELA benchmark.	By April 5, 2025, 40% of students with disabilities will show growth of at least 30 SMART points on the iXL ELA benchmark.	By May 31, 2025, 60% of students with disabilities will show growth of at least 40 SMART points on the iXL ELA benchmark.

Priority: If we build relationships with families and increase communication regarding regular attendance, then the all student group will show an increase in regular attendance.

Outcome Category

Regular Attendance			
Measurable Goal Statement (Smart Goal)			
75% of students will demonstrate regular attendance by the end of the 23-24 school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 8, 2024, 90% of students will demonstrate regular attendance.	By January 27, 2025, 85% of students will demonstrate regular attendance.	By April 5, 2025, 80% of students will demonstrate regular attendance.	By May 31, 2025, 75% of students will demonstrate regular attendance.

Action Plan

Measurable Goals

Math	ELA
Attendance	

Action Plan For: Special Education Math

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Add an intervention block to the master schedule for the 23-24 school year.		2024-06-06	2024-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal and Director of Special Education	Master schedule	No	
Action Step		Anticipated Start/Completion Date	
The Special Education Director, Building Principal, Lead Special Education teacher, and Title I will meet prior to the beginning of the school year to develop a plan for baseline and diagnostic/progress monitoring assessment, research-based intervention programs that support foundational math skills, additional math resources, and the professional development schedule.		2024-06-06	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Special Education	Roster of special education students, list of math classes, schedules	No	
Action Step		Anticipated Start/Completion Date	
Meet with Special Education Department and Title I Team to discuss benchmarking goals, special education supports and services, and explicit teacher-based instruction.		2024-08-19	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Director of Special Education	Data from previous year and list of special education programs	No	
Action Step		Anticipated Start/Completion Date	
Based on student data, special education teachers will determine the appropriate special education supports and services. Flexible groups will be created based on the student data.		2024-09-09	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Special Education, Building Principal, and special education lead teacher	IXL, AmesWeb, research-based intervention programs, student baseline data, group list	No	
Action Step		Anticipated Start/Completion Date	
Implement appropriate supports and services to identified students including administering benchmarking.		2024-10-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lead Special Education Teacher and special education teachers	IXL, SRA math, enVision math	No	
Action Step		Anticipated Start/Completion Date	
Review and analyze special education student benchmark data to ensure that quarterly targets are being met. Teachers will adjust instruction based on data. Title I Team will provide support as needed.		2024-10-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Special Education, Lead Special Education Teacher and special education teacher.	IXL data, SRA math, envision math	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Explicit teacher-based instruction will be implemented in a research-based intervention programs resulting in improved academic growth for students with disabilities.	The Special Education Director will meet with the Special Education Department at the end of each quarter to review and analyze student data to ensure that the targets are being met.

Action Plan For: Regular Attendance

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
Outreach efforts will continue through communication and parent and family engagement events/activities through Title I for the school year.		2024-08-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	Title I Team, parent and family engagement supplies and personnel at events	No	
Action Step		Anticipated Start/Completion Date	
The Attendance Secretary will run a weekly attendance report to identify unexcused absences. Families will be contacted by phone.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Secretary	Skyward Attendance Report	No	
Action Step		Anticipated Start/Completion Date	
The Assistant Principal will identify students with 3 or more unexcused absences and create an attendance improvement plan. The assistant principal will identify students and families that the school counselor will check-in with as necessary.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Skyward Attendance Report; Attendance Spreadsheet	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase regular student attendance	Assistant Principal and Attendance Secretary will run attendance reports, communicate with families, and create attendance plans.

Action Plan For: Special Education ELA

Measurable Goals:

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Action Step		Anticipated Start/Completion Date	
Add an intervention block to the master schedule for the 23-24 school year.		2024-06-06	2024-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal and Director of Special Education	Master schedule	No	
Action Step		Anticipated Start/Completion Date	
The Special Education Director, Building Principal, Lead Special Education teacher, and Title I will meet prior to the beginning of the school year to develop a plan for baseline and diagnostic/progress monitoring assessment, research-based intervention programs and additional resources, and the professional development schedule.		2024-06-06	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Special Education	Research-based intervention programs and additional resources, iXL, AmesWeb, diagnostic assessment/progress monitoring, and schedule	No	
Action Step		Anticipated Start/Completion Date	
Meet with Special Education Department and Title I Team to discuss benchmarking goals, special education supports and services, and explicit teacher-based instruction to be done during the intervention block.		2024-08-19	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Special Education	Data from previous year and list of special education programs	No	
Action Step		Anticipated Start/Completion Date	
Based on student data, special education teachers will determine the appropriate special education supports and services. Flexible groups will be created based on the student data.		2024-09-09	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Director of Special Education, Building Principal, and special education lead teacher	IXL, AmesWeb, research-based intervention programs, student baseline data, group list	No	
Action Step		Anticipated Start/Completion Date	
Teachers will be provided professional development in research-based intervention programs. Once trained, the teachers will implement the program with identified students.		2024-09-23	2024-10-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Special Education	research-based intervention program and additional resources	Yes	
Action Step		Anticipated Start/Completion Date	
Review and analyze special education student benchmark data to ensure that quarterly targets are being met. Teachers will adjust instruction based on data analysis. Title I Team will provide support as needed.		2024-10-07	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Special Education and Building Principal	Student benchmark and program data, targets	No	
Action Step		Anticipated Start/Completion Date	
Adjust and implement appropriate supports and services to identified students.		2024-10-07	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of Special Education, Building Principal, special education teachers, ELA regular education teachers	IXL, research-based intervention programs, flexible group lists	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Explicit teacher-based instruction will be implemented in a research-based intervention programs resulting in improved academic growth for students with disabilities.	The Special Education Director will meet with the Special Education Department at the end of each quarter to review and analyze student data to ensure that the targets are being met.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

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
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Special Education ELA	Teachers will be provided professional development in research-based intervention programs. Once trained, the teachers will implement the program with identified students.

Research-based intervention PD

Action Step		
<ul style="list-style-type: none"> Teachers will be provided professional development in research-based intervention programs. Once trained, the teachers will implement the program with identified students. 		
Audience		
Special Education Teachers		
Topics to be Included		
Training will be provided on each selected research-based program including placement testing, program implementation, and progress monitoring.		
Evidence of Learning		
Special Education Teachers are able to successfully implement the program. Students should show academic growth while using the program.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Special Education	2024-09-16	2024-10-07

Learning Format

Type of Activities	Frequency
Workshop(s)	One session per program
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date