Sylvan Heights Science CS

Schoolwide Title 1 School Plan | 2024 – 2025

Profile and Plan Essentials

LEA Type		AUN	
Sylvan Heights Science Charter School		115223050	
Address 1			
915 S. 13th Street			
City	**State**	**Zip Code**	
Harrisburg	PA	17104	
Chief School Administrator		**Chief School Administrator Email**	
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Single Point of Contact Name			
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Principal Name			
Susan Roth			
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sroth@shscs.org			
Principal Phone Number		**Principal Extension**	
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School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Susan Voigt		svoigt@caiu.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Susan Roth	Principal/CAO	Sylvan Heights Science Charter School	sroth@shscs.org
Jessica Nordai	Pupil Services Coordinator	Sylvan Heights Science Charter School	jnordai@shscs.org
Anu Reynolds	Resource Teacher/Math	Sylvan Heights Science Charter School	areynolds@shscs.org
Lori Lauver	Other	Sylvan Heights Science Charter School	lauver@shscs.org
Margaret Burton Connors	Board Member	Sylvan Heights Science Charter School	mconners@shscs.org
Charles Finley	Parent	Sylvan Heights Science Charter School	
Joe Bedard	Community Member	Capital Region Literacy Council	

LEA Profile

Sylvan Heights Science Charter School is located within the urban community of Harrisburg City. Our unique location off of the 13th Street Route 83 exit ramp allows for quick and easy access to our school from all of our sending school districts and our parents. Approximately 90% of our students live within the Harrisburg School District. Other sending districts include Central Dauphin, Steelton-Highspire and Susquehanna Township. Approximately 88% of all students qualify for free breakfast and lunch. As a result, Sylvan Heights is able to offer both breakfast and lunch to all Sylvan Heights students free of charge. A summary of student demographics data is as follows: Black- 71%; Hispanic- 25%; White- 1% and 2 or more races 3%. The school serves 220 students from grades Kindergarten through 4th grade.

Student enrollment is completed via a lottery system. Children are assigned lottery numbers if there are more applicants than available slots. Children residing outside of the Harrisburg School District are eligible for enrollment once all Harrisburg students have been accepted. A waitlist is maintained for children who did not win slots via the lottery and for those children who apply after the lottery. The School shows no preference on the basis of gender, social class, race/ethnicity, English proficiency, aptitude, achievement, or disability. The School's lottery system also eliminates selection on the basis of special educational needs. Children with and without disabilities are admitted on the same basis (lottery).

There are two classrooms of 22 students per grade level. Students are also supported by our school counselor, STEM Coordinator, Title 1 Instructional Support teachers, English as Second Language Teacher and Special Education teacher as warrented. The School's Health /PE teacher, Music Teacher and Instructional Technology teachers' schedules allow for common teacher planning time while enhancing students' overall educational experiences.

Additionally, the School welcomes community support and volunteers. Current community partners include Triple A and the Capital Region Literacy Council. Sylvan Heights Science Charter School intends to continue to nurture and deepen these community partnerships as we move forward into the new school year.

The mission of Sylvan Heights Science Charter School, "to enhance children's lives through educational experiences that are grounded in a comprehensive, science-driven interdisciplinary program highlighting discovery and creativity," is historically progressive. While it was considered

forward thinking at the onset 26 years ago, the mission statement continues to speak to the current STEM initiatives being implemented in schools worldwide. The curriculum for Sylvan Heights Science Charter School is designed with a science forward focus, utilizing a transdisciplinary instructional model to maintain high student interest and provide students with a knowledge base and skills upon which interests for future career choices can be built.

Mission and Vision

Mission

The mission of the Sylvan Heights Science Charter School is to enhance children's lives through educational experiences that are grounded in a comprehensive, science-driven interdisciplinary program highlighting discovery and creativity.

Vision

We envision our school to be a place where … • All students experience success. • Students are proficient in the Sciences (including Computer Science), English Language Arts, Reading and Mathematics, and strive to become life-long learners. • STEM (Science, Technology, Engineering and Math) concepts are infused throughout the curriculum. • Curriculum, programs and services are data-driven and aligned to the standards. • Different learning styles and stages of development are recognized, and the faculty and staff help each child progress to reach his/her maximum potential. • The school community reflects diversity in all of its dimensions. • The school complements the broader educational community and works collaboratively with the community to ensure students are equipped with the necessary skills for future career opportunities. • Learning opportunities are provided to our parents and others in the community. • The staff are dedicated to teaching and learning. • The school nurtures and supports the learning of staff by providing ongoing professional development opportunities.

Educational Values

Students

Student Agreement: I know that my education is important. It will help me to become a better person. I want my parents to help me, but I am the one who has to do the work. I know that I am responsible for my own success, and I will work to the best of my ability. Therefore, I agree to do the following: 1. Try my best all of the time. 2. Do my class work and homework on time. 3. Be at school on-time everyday in uniform, unless I am sick. 4. Pay attention to my teachers. 5. Be responsible for my own behavior. 6. Be cooperative with adults who supervise me. 7. Be respectful to others, including classmates and school personnel. 8. Ask for help when I need it. 9. Come to school each day ready to learn and/or participate in remote/online learning during emergency school schedule changes and weather-related emergencies.

Staff

Teacher/Staff Agreement: I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability: 1. Teach necessary concepts to my students. 2. Become aware of my students' learning needs. 3. Communicate with parents on a regular basis regarding student progress and achievement. 4. Provide parents with necessary assistance to help their children at home. 5. Use a variety of activities to promote learning, motivation, and interest. 6. Show all students that I care about them and their progress. 7. Maintain high expectations for my students and myself. 8. Keep parents informed of special school events affecting their children.

Administration

Sylvan Heights Science Charter School will provide a high-quality program of curriculum and instruction in a supportive and effective learning environment that will enable success for every student. School administrators will: 1. Treat each child with dignity and respect. 2. Strive to address the individual needs of each student. 3. Acknowledge that parents are vital to the success of this school and its students. 4. Provide a safe, positive, healthy learning environment for each student. 5. Ensure every student access to quality learning experiences appropriate to his or her development. 6. Ensure that school staff communicates clear expectations for performance to both parents and students. 7. Ensure appropriate participation of parents in decisions relating to the education of their children. 8. Believe that every child can be successful and can achieve. 9. Provide an environment that allows for positive communication between teacher, parent, and student.

Parents

Parent/Guardian Agreement: I realize that my daughter/son's years as a child are very important. I also understand that my participation in my child's education will help her/his achievement and attitude toward learning. I recognize the importance of working cooperatively with the school and the teachers. Therefore, I agree to carry out the following responsibilities to the best of my ability: 1. Provide a home environment that encourages and supports my child's learning. 2. Give my child an adequate, quiet, well-lighted place to study. 3. Make sure my child gets adequate sleep each night. 4. Ensure that my child is at school on-time, well-fed, and in uniform. 5. Spend at least 15 minutes each day helping my child study. 6. Attend Back-to-School Nights, parent conferences, and Title I parent meetings and activities when possible. 7. Encourage my child's efforts and participate in decisions relating to the education of my child. 8. Stay aware of what my child is learning. 9. Help my child keep a positive attitude toward school and learning. 10. Hold high expectations for my child. 11. Read all school notes and

communications and respond as needed. 12. Help my child learn to respect classmates, school personnel, and school property. 13. Volunteer a minimum of 15 hours of service toward the activities of the school per family.

Community

Sylvan Heights Science Charter School welcomes community support and volunteers. Together, the community members agree to work in cooperation and collaboration with the Sylvan Heights Science Charter School by: 1. Ensuring for each individual child's physical and emotional safety during presentations, activities, program participation and field trips. 2. Treating all students with respect and maintain student confidentiality. 3. Including parents, school volunteers and staff in the planning, scheduling and implementation of community events that occur within the school building or on school grounds.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts/Literature: All student groups meets the standard demonstrating growth	Academic Growth Score equals 70.0 Statewide Average Growth Score equals 75.0 Meeting Statewide Growth Standard equals 70.0
Mathematics/Algebra: All student groups meet the standard demonstrating growth	Academic Growth Score equals 75.0 Statewide Average Growth Score equals 75.3 Meeting Statewide Growth Standard equals 70.0
98% participation rate in PSSAs	95% or more students consistently participate in the PSSAs
Meeting annual academic growth expectations PVAAS Math for economically disadvantaged students	PA Index Reporting Year 2022-2023 equals 74

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature: All student groups did not meet the interim goal/improvement target	Percent of students who are proficient or advanced in ELA/Literature equals 25.6%. The statewide average equals 54.1%

Mathematics/Algebra: All student groups did not meet the interim goal/improvement target	Percent of students who are proficient or advanced in mathematics equals 18.3%. The statewide average equals 35.7%
Not meeting annual academic growth expectations PVAAS English Language Arts for economically disadvantaged students	PA Index Reporting Year 2022-2023 equals 61
Attendance rate for chronically absent students	Percentage of students not chronically absent equals 65.6% Statewide average equals 78.1%

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

Strengths

Indicator Percent proficient or Advanced in ELA/Literature **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 2020-2021 scores = 13% proficient; 2021-2022 scores = 16.9% proficient; 2022-2023 scores - 25.6% proficient. Overall scores continue to increase as documented above. In the 2022-2023 school year, black student scores were .6% higher (26.2%) when compared to all groups.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Percentage Proficient or Advanced Mathematics/Algebra 1 **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** 2020-2021 = 5.9% proficient; 2021-2022 =10.3 % proficient; 2022-2023 = 18.3% proficient. Overall scores continue to increase as documented above. In the 2022-2023 school year, black student scores were 3% higher (21.3%) when compared to all groups.
Indicator Percentage Proficient or Advanced Mathematics/Algebra 1 **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 2020-2021 = 6.3% proficient; 2021-2022 = 12.1 % proficient. This indicates a 5.8% increase in the percentage of economically disadvantaged students proficient in the area of Mathematics/Algebra 1

Challenges

Indicator Percent proficient or Advanced in ELA/Literature **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** The African-American/Black student group is 26.2% proficient in ELA/Literature. The statewide average for all students is 54.5%. The African-American/Black students are 28.3% below the statewide average.
Indicator Percent proficient or Advanced in ELA/Literature **ESSA Student Subgroups**	**Comments/Notable Observations** The economically disadvantaged student group is 24.1% proficient in ELA/Literature. The statewide average for all students is 54.5%. The economically disadvantaged student group is 30.1% below the statewide average.

Economically Disadvantaged	
Indicator Percentage Proficient or Advanced Mathematics/Algebra 1 **ESSA Student Subgroups** African-American/Black	**Comments/Notable Observations** The African-American/Black student group is 21.3% proficient in Math. The statewide average for all students is 38.5% The African-American/Black students are 17.2% below the statewide average.
Indicator Percentage Proficient or Advanced Mathematics/Algebra 1 **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** The economically disadvantaged student group is 15.5% proficient in Math. The statewide average for all students is 38.3%. The economically disadvantaged student group is 22.8% below the statewide average.

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.

English Language Arts/Literature: All student groups meet the standard demonstrating growth
Mathematics/Algebra: All student groups meet the standard demonstrating growth
Attendance rate for chronically absent students

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.

Percent of students who are proficient or advanced in ELA/Literature equals 25.6%. The statewide average equals 54.5%
Percent of students who are proficient or advanced in mathematics equals 18.3%. The statewide average equals 38.3%
Attendance rate for chronically absent students is 65.6%. The statewide average equals 78.1%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Year-end Acadience Reading Composite Scores	Average proficiency of all student groups equals 53% proficient.
All students participated in the IXL online learning platform in the area of ELA/reading	Most students demonstrated growth in the area of ELA/reading

English Language Arts Summary

Strengths

Kindergarten made significant growth in the area of reading.
Student participation in the IXL learning platform helped students improve their reading skills.

Challenges

47 percent of all students are not proficient in the area of reading per the end-of-year Acadience benchmark testing scores
IXL end-of-year data also demonstrates that about half of the students are not yet proficient in the area of ELA/reading

Mathematics

Data	Comments/Notable Observations
Year-end Acadience Benchmark Scores	Average proficiency for all student groups is 56%.
All students participated in the IXL online learning platform in the area of mathematics	Most students demonstrated growth in the area of mathematics

Mathematics Summary

Strengths

Kindergarten and Grade 1 made significant growth in the area of math.
Students demonstrated growth in the area of mathematics per the end-of-year IXL data.

Challenges

44% of all students are not proficient in math as demonstrated by end-of-year Acadience benchmark data
End-of-year IXL data demonstrates that about 45% of students are not proficient in math

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All 3rd and 4th grade students took the CDTs in the area of Science at the beginning, middle and end of the school year.	3rd and 4th grade students made growth in their CDT scores from the beginning to the end of the year.

Science, Technology, and Engineering Education Summary

Strengths

All student groups participated in off-site field excursions.
All 3rd and 4th grade students participated in CDTs at the beginning, middle and end of the year.

Challenges

Scheduling, funding and a lack of volunteers made the planning and execution of off-site field experiences difficult.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Teacher created checklists, worksheets, projects and rubrics	Students complete initial checklists at the beginning of the school year; participate in on going presentations and projects, and participate in scheduled educational field trips during the school year.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Student responses via teacher-created assessment and rubric following environment/ecology guest speaker/offsite field experience	Students are scheduled to participate in at least one environment/ecology related field experience or guest speaker per year which supplements the School's core science curriculum.

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
79% of all students received 1 or less office referrals during the 2023-2024 school year	Current school-wide supports have been effective in supporting 79% of all students
11.5% of all students received between 2 and 5 office referrals for the 2023-2024 school year	Approximately 11.5% of all students will need at least some additional supports in place in order to be successful
9.5% of all students received 6 or more office referrals for the 2023-2024 school year	Approximately 9.5% of all students will need a significant number of additional supports in place in order to be successful.

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

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.

All students will participate in direct reading instruction at their skill level for one hour each day.
79% of all students are responding to the current school-wide PBIS supports

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.

21% of all students are not successful with the current level of supports in place.
Students face a multitude of challenges (social and emotional; trauma related; chronic absenteeism and behavioral challenges) which prevent them from being successful

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

False This student group is a focus in this plan.

Data	Comments/Notable Observations
Only 24.1 % of economically disadvantaged students scored proficient or advanced in English Language Arts	While these scores have improved, they remain less than the state average
Only 15.5% of economically disadvantaged students scored proficient or advanced in Mathematics	While these scores have improved, they remain less than the state average
The school's percent of students who are not chronically absent is 65%	Economically disadvantaged students are more likely to be chronically absent

Student Groups by Race/Ethnicity

False This student group is a focus in this plan.

Student Groups	Comments/Notable Observations
Black	Only 26.2% black students scored proficient or advanced in English Language Arts

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.

Black and economically disadvantaged student groups demonstrated growth in the areas of English Language Arts and Mathematics

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.

Black and economically disadvantaged student groups are less likely to be proficient in the areas of English Language Arts and Mathematics than other student groups.
Approximately 88% of the School's population is fall into the economically disadvantaged student group.
Students who are economically disadvantaged are more likely to struggle with chronic absenteeism.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Emerging

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	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?

The School has demonstrated the implementation of an evidence-based system of schoolwide positive behavior interventions as evidenced by 6 years of School-wide recognitions.
The School has successfully Implemented a multi-tiered system of supports for academics and behavior as documented by weekly MTSS meetings.

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?

The School is in the process of reengaging and nurturing new partnerships with local businesses, community organizations, and other agencies.
The School, in conjunction with input from the students' families, is in the process of developing a more robust Family Engagement Plan.

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
English Language Arts/Literature: All student groups meets the standard demonstrating growth	True
Mathematics/Algebra: All student groups meet the standard demonstrating growth	True
Attendance rate for chronically absent students	True
Kindergarten made significant growth in the area of reading.	True
Student participation in the IXL learning platform helped students improve their reading skills.	False
Black and economically disadvantaged student groups demonstrated growth in the areas of English Language Arts and Mathematics	True
All student groups participated in off-site field excursions.	False
Kindergarten and Grade 1 made significant growth in the area of math.	True
All students will participate in direct reading instruction at their skill level for one hour each day.	True
Students demonstrated growth in the area of mathematics per the end-of-year IXL data.	False
All 3rd and 4th grade students participated in CDTs at the beginning, middle and end of the year.	False
79% of all students are responding to the current school-wide PBIS supports	True
The School has demonstrated the implementation of an evidence-based system of schoolwide positive behavior interventions as evidenced by 6 years of School-wide recognitions.	True
The School has successfully Implemented a multi-tiered system of supports for academics and behavior as documented by weekly MTSS meetings.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity 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
Percent of students who are proficient or advanced in ELA/Literature equals 25.6% The statewide average equals 54.5%	True
Percent of students who are proficient or advanced in mathematics equals 18.3% The statewide average equals 38.3%	True
Attendance rate for chronically absent students is 65.6%. The statewide average equals 78.1%	True
47 percent of all students are not proficient in the area of reading per the end-of-year Acadience benchmark testing scores	False
IXL end-of-year data also demonstrates that about half of the students are not yet proficient in the area of ELA/reading	False

44% of all students are not proficient in math as demonstrated by end-of-year Acadience benchmark data	False
21% of all students are not successful with the current level of supports in place.	False
Students face a multitude of challenges (social and emotional; trauma related; chronic absenteeism and behavioral challenges) which prevent them from being successful	True
The School is in the process of reengaging and nurturing new partnerships with local businesses, community organizations, and other agencies.	False
End-of-year IXL data demonstrates that about 45% of students are not proficient in math	False
	False
Scheduling, funding and a lack of volunteers made the planning and execution of off-site field experiences difficult.	False
Black and economically disadvantaged student groups are less likely to be proficient in the areas of English Language Arts and Mathematics than other student groups.	True
Approximately 88% of the School's population is fall into the economically disadvantaged student group.	False
Students who are economically disadvantaged are more likely to struggle with chronic absenteeism.	True
The School, in conjunction with input from the students' families, is in the process of developing a more robust Family Engagement Plan.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

PSSA English Language Arts and Mathematics scores continue to increase and the number of students who are chronically absent continues to decrease. While this is commendable, figures remain below the state average.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Percent of students who are proficient or advanced in ELA/Literature equals 25.6% The statewide average equals 54.5%		True
Percent of students who are proficient or advanced in mathematics equals 18.3% The statewide average equals 38.3%		True
Attendance rate for chronically absent students is 65.6%. The statewide average equals 78.1%		False
Students face a multitude of challenges (social and emotional; trauma related; chronic absenteeism and behavioral challenges) which prevent them from being successful		True

Black and economically disadvantaged student groups are less likely to be proficient in the areas of English Language Arts and Mathematics than other student groups.		True
Students who are economically disadvantaged are more likely to struggle with chronic absenteeism.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Kindergarten made significant growth in the area of reading.	
Black and economically disadvantaged student groups demonstrated growth in the areas of English Language Arts and Mathematics	
English Language Arts/Literature: All student groups meet the standard demonstrating growth	
Mathematics/Algebra: All student groups meet the standard demonstrating growth	
Attendance rate for chronically absent students	
Kindergarten and Grade 1 made significant growth in the area of math.	
All students will participate in direct reading instruction at their skill level for one hour each day.	
79% of all students are responding to the current school-wide PBIS supports	
The School has demonstrated the implementation of an evidence-based system of schoolwide positive behavior interventions as evidenced by 6 years of School-wide recognitions.	
The School has successfully Implemented a multi-tiered system of supports for academics and behavior as documented by weekly MTSS meetings.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To increase PSSA school Proficient/Advanced School Performance by 7% each school year for the 2023-2024; 2024-2025; and 2025-2025 school years in the area of ELA/Literature
	To increase PSSA school Proficient/Advanced School Performance by 5% each school year for the 2023-2024; 2024-2025; and 2025-2025 school years in the area of mathematics.
	At least 75% of all students will receive between 0 and only 1 office referral per school year and 10% or less of students will receive more than 5 office referrals per school year.
	To increase the percentage of black and economically disadvantaged student groups who score proficient or advanced on PSSA ELA and Math tests.

Goal Setting

Priority: To increase PSSA school Proficient/Advanced School Performance by 7% each school year for the 2023-2024; 2024-2025; and 2025-2025 school years in the area of ELA/Literature

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
To increase the PSSA school Proficient/Advanced score to 41% proficiency.			
Measurable Goal Nickname (35 Character Max)			
Improved proficiency in the area of ELA/Literature			
Target Year 1	**Target Year 2**	**Target Year 3**	
To increase the PSSA school Proficiency/Advanced score to 27%	To increase the PSSA school Proficient/Advanced score to 34% proficiency	To increase the PSSA school Proficient/Advanced score to 41% proficiency.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Beginning-of-the-year CDT baseline scaled score	Middle-of-the-year CDT scores: From the baseline CDT scores, students will grow at a minimum by 40 scaled points.	End-of-year CDT scores: From the MOY students will grow additionally by 40 scaled points	To increase the PSSA school Proficient/Advanced score to 34% proficiency

Priority: To increase PSSA school Proficient/Advanced School Performance by 5% each school year for the 2023-2024; 2024-2025; and 2025-2025 school years in the area of mathematics.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
To increase the PSSA school Proficient/Advanced score to 26% proficiency in the area of Mathematics.			
Measurable Goal Nickname (35 Character Max)			
Improved proficiency in the area of mathematics.			
Target Year 1	**Target Year 2**	**Target Year 3**	
To increase the PSSA school Proficient/Advanced score to 16% proficiency in the area of Mathematics.	To increase the PSSA school Proficient/Advanced score to 21% proficiency in the area of Mathematics.	To increase the PSSA school Proficient/Advanced score to 26% proficiency in the area of Mathematics.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Beginning-of-the-year CDT baseline scaled score	Middle-of-the-year CDT scores: From the baseline CDT scores, students will grow at a minimum of 40 scaled points	End-of-year CDT scores: From the MOY students will grow additionally by 40 scaled points	To increase the PSSA school Proficient/Advanced score to 21%

			proficiency in the area of Mathematics.

Priority: To increase the percentage of black and economically disadvantaged student groups who score proficient or advanced on PSSA ELA and Math tests.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA Test to 39% and and 26% on the PSSA Mathematics test.			
Measurable Goal Nickname (35 Character Max)			
Increasing test scores by improving school climate and culture			
Target Year 1	**Target Year 2**	**Target Year 3**	
To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA Test to 25% and and 16% on the PSSA Mathematics test.	To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA Test to 32% and 21% on the PSSA Mathematics test.	To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA Test to 39% and and 26% on the PSSA Mathematics test.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Beginning-of-the-year CDT baseline scaled score	Middle-of-the-year CDT scores: From the baseline CDT scores, students will grow at a minimum of 40 scaled points	End-of-year CDT scores: From the MOY students will grow additionally by 40 scaled points	To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA Test to 32% and and 21% on the PSSA Mathematics test.

Priority: At least 75% of all students will receive between 0 and only 1 office referral per school year and 10% or less of students will receive more than 5 office referrals per school year.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 10% or less.			
Measurable Goal Nickname (35 Character Max)			
Reduced number of office referrals			
Target Year 1	**Target Year 2**	**Target Year 3**	

To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 20% or less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 15% or less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 10% or less.	
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 20% or less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 18% or less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 16% or less.	To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 15% or less.

Action Plan

Measurable Goals

Improved proficiency in the area of ELA/Literature	Improved proficiency in the area of mathematics.
Increasing test scores by improving school climate and culture	Reduced number of office referrals

Action Plan For: Improved proficiency in the area of ELA/Literature

Measurable Goals:
• To increase the PSSA school Proficient/Advanced score to 41% proficiency.

Action Step	**Anticipated Start/Completion Date**

All teachers will register for the Text-Dependent Analysis-Digging Deeper course on the PDE SAS learning website. Evidence of learning will be demonstrated via increased student scores on writing rubrics and increased writing expectations during daily instruction.		2024-09-20	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Susan Roth, Principal/CAO	Access to PDE SAS Professional Development website. Time allotted to complete training, create lesson plans and teacher collaboration. Monitoring of data sources at least quarterly.	Yes	No
Action Step		**Anticipated Start/Completion Date**	
All teachers will incorporate skills learned in professional development as evidenced by the creation of teachers' ongoing Action Plans outlining the steps each teacher will implement to improve overall instruction that will lead to improved both short-term and long-term reading/ELA outcomes.		2024-09-20	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Susan Roth, Principal/CAO Jessica Nordai, Assistant Principal	Action Plan Template	No	Yes
Action Step		**Anticipated Start/Completion Date**	
All teachers will deliver small group instruction to 1st grade through 4th grade students at their ELA/reading instructional level during the daily WIN (What I Need) instructional period.		2024-09-20	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Susan Roth, Principal/CAO Jessica Nordai/ Assistant Principal	Progress monitoring, benchmarking and skills tracking Delivery of instruction will be adjusted based on the outcomes of bi-monthly MTSS meetings.	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased instructional fidelity in the area of English Languages Arts/reading standards across all grade levels and content areas, resulting in an anticipated outcome of 34% proficiency by the end of the 2024-2025 school year.	All teachers will provide evidence of completed professional development; and the implementation and revision of ongoing action plans. The MTSS team (Principal/CAO), Assistant Principal, Title I Instructional Support teacher and counselor) meet at least monthly to review school-wide data outcomes, recommend revisions and adjust implementation procedures. The MTSS team also meets with each grade-level team at least one-time per month to review grade-level progress and implement recommended changes and review ongoing teacher action plans. The Principal/CAO and Assistant Principal will monitor and review data, at least quarterly, throughout the school year.

Action Plan For: Improved proficiency in the area of mathematics

Measurable Goals:
• To increase the PSSA school Proficient/Advanced score to 26% proficiency in the area of Mathematics.

Action Step		Anticipated Start/Completion Date	
Teachers will participate in ongoing professional development which will include but not be limited to course work, workshops, and trainings via the PDE SAS website and/or the CAIU, and how to best utilize the IXL learning platform to address skill deficits and opportunities for enrichment in the area of mathematics.		2024-09-20	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Susan Roth, Principal/CAO Jessica Nordai, Assistant Principal	Title 1 Instructional Support Resource teacher to provide modeling to classroom teachers and opportunities for continued practice and feedback. Scheduled opportunities for students to participate in the IXL platform both at home and in-school.	Yes	No
Action Step		Anticipated Start/Completion Date	
Development and implementation of evening and Saturday math engagement learning opportunities during which time students and their families can participate. Giving parents engaging ways that they can help their children practice fact fluency, mental math etc. will help students become more engage in learning at school		2024-10-08	2025-03-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Anu Reynolds, Title I Instructional Support Teacher	Advertisement of scheduled events, math supplies/activities that students can take home for continued practice with their families.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased instructional fidelity in the area of Mathematics standards across all grade levels and content areas and increased participation in math related afterhours activities, resulting in an anticipated output of 21% proficiency at the end of the 2024-2025 school year.	All teachers will provide evidence of completed professional development. The MTSS team (Principal/CAO, Assistant Principal, Title 1 Instructional Support Teachers and Counselor) meet at least monthly to: review school-wide data outcomes, including student participation in afterhours activities and its impact on student outcomes, recommend revisions and adjust implementation procedures. The MTSS team also meets with each grade-level team at least one time per month to review grade-level progress and implement recommended changes. The Principal/CAO and Assistant Principal will monitor and review data during the school year at least quarterly.

Action Plan For: Reduce number of office referrals

Measurable Goals:
• To increase the percentage of students who only receive 0 to 1 office referrals to 75% of the total school population each year; and to reduce the percentage of office referrals for students who receive more than 5 office referrals per year to 10% or less.

Action Step		Anticipated Start/Completion Date	
Safe Crisis Management® "SCM" is a comprehensive training program focused on preventing and managing crisis events, and improving safety in agencies and schools. Administrative staff will maintain their certification in Safe Crisis Management and Theory. All staff are required to demonstrate their proficiency in SCM theory by passing an annual written exam, and by demonstration and implementation of concepts taught during building-wide walk throughs.		2024-08-20	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Susan Roth, Principal/CAO and Jessica Nordai, Assistant Principal	Contract with JKM to provide online resources and learning platform	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Trauma and stress affect the brain, which in turn affects behavior. All staff will participate in ongoing training and professional development over the period of this school-wide plan to help staff understand how trauma and chronic stress affect an individual's brain and how this affects the individual's behaviors. Training will also include what early warning signs they should look for and when/how/who to report their concerns.		2024-08-20	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Susan Roth, Principal/CAO and Jessica Nordai, Assistant Principal	Contract with JKM to provide online resources and learning platform	Yes	Yes
Action Step		Anticipated Start/Completion Date	
The School will contract with an outside agency to provide mental health care and coordination services for students and family members in need. Information will be posted on the school's website, the front office, newsletters and flyers. All staff will also be provided with professional development, information and guidance for referral to the outside agency program.		2024-09-03	2025-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Susan Roth, Principal/CAO and Jessica Nordai, Assistant Principal	Coordination through an approved outside agency to provide supports via a formalized contract	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By providing on-going school-wide training and implementation of Responsive Classroom, Safe Crisis Management theory and practice, safe informed responses to trauma, and opportunities to refer students and their families to outside agencies for ongoing support, the School will experience an overall reduction in office referrals for minor and major behaviors of concern	School administration will hold at least monthly, Tier 1, 2 and 3 Positive Behavioral Interventions and Supports (PBIS) meetings to review PBIS referral data, and to recommend and implement recommended changes. Additional supports will be provided where needed. The Principal/CAO and Assistant Principal will monitor and review data throughout the 2024-2025 school year at least quarterly.

Action Plan For: Improving School Climate and Culture

Measurable Goals:
• To increase the percentage of black and economically disadvantaged student groups scoring proficient or advanced on the PSSA ELA Test to 39% and and 26% on the PSSA Mathematics test.

Action Step		Anticipated Start/Completion Date	
Create opportunities for parent and family engagement by encouraging families and community members to become active in the School's Family Advisory Committee and/or by volunteering to support both in-school and afterhours school activities.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Susan Roth, Principal/CAO Jessica Nordai, Assistant Principal	Maintain a schedule of family engagement and volunteer opportunities; advertisement of such activities and supplies	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improving school climate and inclusivity will improve student participation both in-school and in afterhours family engagement activities.	Parent surveys and feedback; increasing documented attendance in volunteering and family engagement opportunities.

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.

e-Grant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Improved proficiency in the area of ELA/Literature • Improved proficiency in the area of mathematics	Salary and benefits for supplemental Instructional Support Teacher to support English Language Arts	127578
Instruction	• Reduce number of office referrals	Salary and benefits for School Counselor	12000
Instruction	• Improved proficiency in the area of ELA/Literature • Improved proficiency in the area of mathematics	Supplies to support math and ELA instruction	2000
Instruction	• Reduce number of office referrals	Supplies to support School Counselor	500
Title II.A and Title IV.A Transfer Funds	• Improved proficiency in the area of ELA/Literature • Improved proficiency in the area of mathematics • Reduce number of office referrals • Improving School Climate and Culture	Transfer Title IV to Title 1A	11459
Total Expenditures			153537

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Improved proficiency in the area of ELA/Literature	All teachers will register for the Text-Dependent Analysis-Digging Deeper course on the PDE SAS learning website. Evidence of learning will be demonstrated via increased student scores on writing rubrics and increased writing expectations during daily instruction.
Improved proficiency in the area of ELA/Literature	All teachers will deliver small group instruction to 1st grade through 4th grade students at their ELA/reading instructional level during the daily WIN (What I Need) instructional period.
Improved proficiency in the area of mathematics	Teachers will participate in ongoing professional development which will include but not be limited to course work, workshops, and trainings via the PDE SAS website and/or the CAIU, and how to best utilize the IXL learning platform to address skill deficits and opportunities for enrichment in the area of mathematics.
Reduce number of office referrals	Safe Crisis Management® "SCM" is a comprehensive training program focused on preventing and managing crisis events, and improving safety in agencies and schools. Administrative staff will maintain their certification in Safe Crisis Management and Theory. All staff are required to demonstrate their proficiency in SCM theory by passing an annual written exam, and by demonstration and implementation of concepts taught during building-wide walk throughs.
Reduce number of office referrals	Trauma and stress affect the brain, which in turn affects behavior. All staff will participate in ongoing training and professional development over the period of this school-wide plan to help staff understand how trauma and chronic stress affect an individual's brain and how this affects the individual's behaviors. Training will also include what early warning signs they should look for and when/how/who to report their concerns.

Improved proficiency in the area of ELA/reading

Action Step
• All teachers will register for the Text-Dependent Analysis-Digging Deeper course on the PDE SAS learning website. Evidence of learning will be demonstrated via increased student scores on writing rubrics and increased writing expectations during daily instruction.
Audience
All teachers
Topics to be Included
This course is designed for educators in the English Language Arts content area to support a deeper understanding of how best to move students beyond general reading comprehension to inferential strategic thinking. The course will assist teachers in understanding close reading and text-dependent analysis, measuring text complexity, designing text-dependent questions and TDA prompts, and analyzing student work.
Evidence of Learning
Competition of online PDE SAS course and evidence of implementation during building walkthroughs

Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal/CAO	2024-09-20	2025-04-18

Learning Format

Type of Activities	Frequency
Course(s)	10 hours of online training
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Improved proficiency in the area of ELA/reading

Action Step		
• All teachers will deliver small group instruction to 1st grade through 4th grade students at their ELA/reading instructional level during the daily WIN (What I Need) instructional period.		
Audience		
All teachers and instructional support staff		
Topics to be Included		
Teachers will receive instruction on how to implement rotations and routines based on the Daily 5 and received ongoing feedback and support.		
Evidence of Learning		
Evidence of student learning per data resources. Data to be reviewed at least monthly by the MTSS team and presented quarterly during staff in-service days.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Anu Reynolds, Title 1 Instructional Support Teacher	2024-08-21	2025-05-30

Learning Format

Type of Activities	Frequency
Inservice day	4 times per school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Improved proficiency in the area of Mathematics

Action Step
• Teachers will participate in ongoing professional development which will include but not be limited to course work, workshops, and trainings via the PDE SAS website and/or the CAIU, and how to best utilize the IXL learning platform to address skill deficits and opportunities for enrichment in the area of mathematics.
Audience
All teachers
Topics to be Included

Teachers will identify and examine how to embed and utilize the first four Pennsylvania Standards for Mathematical Practice into their instruction. Participants will also identify the important uses of standards and build a vertical alignment of those standards.

Evidence of Learning		
Satisfactory course completion		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Susan Roth, Principal/CAO	2025-01-01	2025-05-30

Learning Format

Type of Activities	Frequency
Course(s)	5 hours
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Reduce number of office referrals

Action Step
• Safe Crisis Management® "SCM" is a comprehensive training program focused on preventing and managing crisis events, and improving safety in agencies and schools. Administrative staff will maintain their certification in Safe Crisis Management and Theory. All staff are required to demonstrate their proficiency in SCM theory by passing an annual written exam, and by demonstration and implementation of concepts taught during building-wide walk throughs.

Audience
All staff

Topics to be Included
Safe Crisis Management Training: Rationale for Training, Understanding Individuals, Identifying & Understanding Behaviors of Concern, Universal Principles & Practices, Prevention Strategies, De-escalation Strategies, Implementing Emergency Safety Interventions, Function-Based Behavior Support Planning and After Incident Procedures

Evidence of Learning		
Successful completion of the course		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Susan Roth, Principal/CAO Jessica Nordai, Assistant Principal	2024-08-12	2024-08-31

Learning Format

Type of Activities	Frequency
Course(s)	6 hours
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Reduce number of office referrals

Action Step
• Trauma and stress affect the brain, which in turn affects behavior. All staff will participate in ongoing training and professional development over the period of this school-wide plan to help staff understand how trauma and chronic stress affect an individual's brain and how this affects the individual's behaviors. Training will also include what early warning signs they should look for and when/how/who to report their concerns.

Audience
All staff including contracted staff

Topics to be Included
Trauma and stress affect the brain, which in turn affects behavior. Some individuals we work with live in a state of survival & chronic stress and have not yet developed the neural pathways needed to solve problems, manage their emotions, or react to the world around them in healthy ways. The science & research of stress and adversity and of trust and relationships helps us understand and predict behavior. Perhaps more importantly, this same science gives us the insight needed to support individuals in changing the course which negative life experiences may set. Our response makes a difference! This online course begins by helping the learner understand how trauma and chronic stress affect an individual's brain and how this affects the individual's behaviors. This is followed by a presentation and explanation of researched based supports and strategies that are based on this understanding.

Evidence of Learning
Successful course completion

Lead Person/Position	Anticipated Start	Anticipated Completion
Susan Roth, Principal Jessica Nordai, Assistant Principal	2024-08-12	2024-08-31

Learning Format

Type of Activities	Frequency
Course(s)	1.5 hours
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications Activities

Improved proficiency in the area of ELA/literature					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• All teachers will incorporate skills learned in professional development as evidenced by the creation of teachers' ongoing Action Plans outlining the steps each teacher will implement to improve overall instruction that will lead to improved both short-term and long-term reading/ELA outcomes.	All teachers	Development and implementation of teachers' action plans	Susan Roth	09/20/2024	05/01/2025

Communications	
Type of Communication	**Frequency**
Presentation	3 time per year

Improved proficiency in the area of ELA/Literature					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• All teachers will deliver small group instruction to 1st grade through 4th grade students at their ELA/reading instructional level during the daily WIN (What I Need) instructional period.	Parents/guardians and family members	Presentation at Back-to-School Night on the WIN program; and follow up progress reports during conferences following marking period 1 and marking period 2	Jessica Nordai, Assistant Principal	08/29/2024	01/31/2025
Communications					

Type of Communication	**Frequency**
Presentation	3 times

Improved proficiency in the area of mathematics					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Development and implementation of evening and Saturday math engagement learning opportunities during which time students and their families can participate. Giving parents engaging ways that they can help their children practice fact fluency, mental math etc. will help students become more engage in learning at school	Parents/guardians, family members and students	Provide parents engaging ways that they can help their children practice fact fluency, mental math etc. that will help students become more engaged in learning at school	Anu Reynolds, Title 1 Instructional Support Teacher	10/08/2024	04/04/2025

Communications	
Type of Communication	**Frequency**
Other	Ongoing postings to Class DoJo and flyers sent home

Improved proficiency in the area of mathematics					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Development and implementation of evening and Saturday math engagement learning opportunities during which time students and their families can participate. Giving parents engaging ways that they can help their children practice fact fluency, mental math etc. will help students become more engage in learning at school	Parents/guardians, family members and students	Provide parents engaging ways that they can help their children practice fact fluency, mental math etc. that will help students become more engaged in learning at school	Anu Reynolds, Title 1 Instructional Support Teacher	10/08/2024	04/04/2025

Communications	
Type of Communication	**Frequency**
Other	Ongoing postings to Class DoJo and flyers sent home

Reduce the number of office referrals

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Safe Crisis Management® "SCM" is a comprehensive training program focused on preventing and managing crisis events, and improving safety in agencies and schools. Administrative staff will maintain their certification in Safe Crisis Management and Theory. All staff are required to demonstrate their proficiency in SCM theory by passing an annual written exam, and by demonstration and implementation of concepts taught during building-wide walk throughs.	Staff and Board of Trustees	Safe Crisis Management and Trauma Informed training as part of the school's safety and security plan and School-wide plan to best meet the needs of our students.	Susan Roth, Principal/CAO	08/20/2024	05/20/2025

Communications

Type of Communication	Frequency
Presentation	Ongoing updates and presentations during schedule board meetings

Reduce the number of office referrals					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• The School will contract with an outside agency to provide mental health care and coordination services for students and family members in need. Information will be posted on the school's website, the front office, newsletters and flyers. All staff will also be provided with professional development, information and guidance for referral to the outside agency program.	Staff and parents/guardians	Overview of Care Solace and the services they provide	Jessica Nordai, Assistant Principal	08/29/2024	08/29/2024

Communications	
Type of Communication	**Frequency**
Presentation	1 time at Back-to-School Night
Posting on district website	ongoing

Improving school climate and culture					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Create opportunities for parent and family engagement by encouraging families and community members to become active in the School's Family Advisory Committee and/or by volunteering to support both in-school and afterhours school activities.	Parents/guardians and families	Opportunities for family engagement and volunteering	Susan Roth, Principal/CAO	08/29/2024	05/30/2025
Communications					
Type of Communication			**Frequency**		
Newsletter			monthly		

Approvals & Signatures

Uploaded Files
• Sylvan Heights Board of Trustees Meeting Minutes 7-23-2024.pdf

Chief School Administrator	Date
Susan Roth	2024-10-28
Building Principal Signature	**Date**
Susan Roth	2024-10-28
School Improvement Facilitator Signature	**Date**