Profile and Plan Essentials

School		AUN/Branch
State Street Elementary School		127040703
Address 1		
600 Harmony Road		
Address 2		
City	**State**	**Zip Code**
Baden	PA	15005
Chief School Administrator		**Chief School Administrator Email**
Dr. Joseph Pasquerilla		jpasquerilla@ambridge.k12.pa.us
Principal Name		
Jo Ann Hoover		
Principal Email		
jhoover@ambridge.k12.pa.us		
Principal Phone Number		**Principal Extension**
724-266-2833		ext. 4215
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Amy Filipowski		afilipowski@ambridge.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jo Ann Hoover	Principal	State Street Elementary	jhoover@ambridge.k12.pa.us
Dr. Joseph Pasquerilla	Chief School Administrator	Ambridge Area School District	jpasquerilla@ambridge.k12.pa.us
Dr. Amy Filipowski	Assistant to the Superintendent	Ambridge Area School District	afilipowski@ambridge.k12.pa.us
Ms. Kim Roppa	Focus Teacher	State Street Elementary	kroppa@ambridge.k12.pa.us
Mrs. Stacey Brock	Teacher/Parent	State Street Elementary	sbrock@ambridge.k12.pa.us
Mrs. Laura Shakespeare	Parent	State Street Elementary	laurashakespeare24@gmail.com
Mrs. Caitlin Sipes	Parent	State Street Elementary	caitlinmorgan11@aim.com
Mrs. Brittani Hysong	Community Member	State Street Elementary School	bdrag421@hotmal.com
Dr. Amy Filipowski	District Level Leaders	Ambridge Area School District	afilipowski@ambridge.k12.pa.us
Ms. Nicole Kurash	Parent	State Street Elementary	nkurash86@gmail.com
Mrs. Beverly Cobern	Community Member	State Street Elementary	bcobern@ambridge.k12.pa.us

Vision for Learning

Vision for Learning

State Street Elementary School's Mission is for all students to be supported to acquire academic success to their fullest potential. We differentiate instruction to meet the needs of individual students. We establish a safe and managed environment to decrease behaviors to increase learning time on task. We collaborate with all families to remove barriers to increase a positive learning environment. We encourage questions and concerns and ask that parents, guardians and community members reach out to any of our staff and myself. We believe in collaboration to ensure that all children have a positive educational experience in a safe and secure setting.

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	**True** 5	**False** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
ESSA All Student Group State Street School Science Performance 22-23	State Street School was 75.6% Proficient or Advanced in Science. The State Average is 58.9%. All Student Group Met Interim Goal/Improvement Target for 2022-2023 SY. This is an overall increase since 2018-2019.
ESSA All Student Group State Street School ELA Performance 22-23	State Street School ELA score was 75.0% for All Student Group Meets the Standard Demonstrating Growth. This is an overall increase since 2018-2019
ESSA All Student Group State Street School Math Performance 22-23	State Street School was 86.0% for All Student Group Exceeds the Standard Demonstrating Growth. for the 22-23 SY State Street Academic Growth Scores was 86.0 and the Statewide Average Growth Score was 74.9%. This is an overall increase since 2018-2019

Challenges

Indicator	Comments/Notable Observations
ESSA All Student Group State Street Science Performance 22-23	State Street School All Student Group Did Not Meet the Standard Demonstrating Growth in Science. The Academic Growth Score for 22-23 was 63.0%. The State Average Growth Score is 74.7 for 22-23.
ESSA All Student Group State Street ELA Performance 22-23	State Street School All Student Group Did Not Meet Interim Goal/Improvement Target for ELA Percent Proficient or Advanced is 52.1%. The State Average is 54.5%.. State Street Percentage is still down from 62.7% from 18-19 and 19-20 SYs
ESSA All Student Group State Street Math Performance 22-23	State Street School All Student Group Did Not Meet Interim Goal/Improvement Target for ELA for Percent Proficient or Advanced is 43.2%. Even though the percentage is increasing it is still down from 18-19 and 19-20SY, which was 48.2%

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA All Student Group Meets Interim Goal/Improvement Target Percent Proficient or Advanced for Science	**Comments/Notable Observations** All Student Group Meets Interim Goal/Improvement Target percent Proficient or Advanced 75.6% which is an increase from 21-22SY 51.2%. White students scored

ESSA Student Subgroups White, Economically Disadvantaged	76% which Meets or Exceeds interim Target - Increase in Performance from the Previous Year. Percent Proficient or Advanced Economically Disadvantaged students scored 71.4% which is an increase since 20-21SY.
Indicator ESSA All Student Group ELA Percent Proficient or Advanced ESSA Subgroup white ESSA Subgroup Economically Disadvantaged ESSA Subgroup Students with Disabilities ESSA All Student Group ELA Meets the Standard Demonstrating Growth - White and Economically Disadvantaged. **ESSA Student Subgroups** African-American/Black, White, Economically Disadvantaged	**Comments/Notable Observations** All Students increased from 52.1% in 22-23SY from 45.0% in 21-22SY Subgroup White students percentage is 63.4% which is an overall increase from the 20-21 and 21-22SY which was 53.2% Subgroup Economically Disadvantaged percentage is 45.2% which has increased over the last two years. Subgroup Students with Disabilities percent is 25.7% which is an increase from last year at 8.6% ESSA All Student ELA Subgroups White and Economically Disadvantaged have shown increase in scores since 18-19SY
Indicator ESSA All Student Group Math Proficient or Advanced ESSA Subgroup White ESSA Subgroup Students with Disabilities ESSA All Student Math Groups Meets the Standard Demonstrating Growth. **ESSA Student Subgroups** White, Students with Disabilities	**Comments/Notable Observations** Math Percent Proficient or Advanced is 43.2% and the Statewide Average is 38.3%. Subgroup White students percentage is 54.2% for 22-23SY and has increased from 46.8% from 21-22SY. Subgroup Students with Disabilities has increased to 17.1% from 8.8% in 21-22SY. Subgroup Economically Disadvantaged score is 84.0 and this increased by 1% from 21-22SY which was 83.0. Subgroup White score is 78.0 even though shows a decrease to 78.0 from 21-22SY they still meet or exceeds Statewide Goals

Challenges

Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator ESSA All Student Group Science subgroup Economically Disadvantaged Did Not Meet the Standard Demonstrating Growth. Meeting Annual Academic Growth Expectations **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Subgroup Economically Disadvantaged Students increased in Performance from the Previous Year, but did not Meet or Exceed Statewide Goal/Interim Target. Subgroup Economically Disadvantaged Students scored a 63.0 did not Meet Statewide Goals/Interim Target. There was no data from previous years - Insufficient Sample
Indicator ESSA All Student Group ELA Percent Proficient or Advanced Subgroup Black ESSA All Student Group ELA Percent Proficient or Advanced Subgroup Combined Ethnicity **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic)	**Comments/Notable Observations** Subgroup ELA Black Did Not Meet Statewide Goal/Interim Target -Decrease in Performance from the pervious year. In 21-22SY the percent was 23.8% and in 22-23SY the percent decreased to 20.0%. Subgroup ELA Combined Ethnicity scored 23.5% for 22-23SY. Previous data is insufficient sample.
Indicator	**Comments/Notable Observations**

ESSA All Student Group Math Percent Proficient or Advanced Subgroup Black, Economically Disadvantaged and Combined Ethnicity Meeting Academic Growth Expectations **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged	All Student Groups Did Not Meet Interim Goal/Improvement Target. Subgroup Black scored 15.0% which was decreased from 21-22 19.0% Subgroup Economically Disadvantaged scored 31.5% which was a decrease from 21-22 35.4% Subgroup Combined Ethnicity scored 14.7%. There is no previous data. Subgroup White scored 78.0 which was a decrease from 21-22SY 82.0%. Subgroup Economically Disadvantaged score 84.0 which is a 1% increase from 21-22SY 83.0.

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.

All Student Group Meets Interim Goals/Improvement Target percent Proficient or Advanced 75.6%. Science Strength: Hands on Learning/STEAM Classes/Xello
ELA Subgroup Students with Disabilities percent is 25.7 which is an increase from last year at 8.6%. ELA Strength: Direct Teaching/Differentiated Instruction/Hands on materials/Apps./Focus Teacher
Math Percent Proficient or Advanced is 43.2 and the Statewide Average is 38.3%. Math Strength: Direct Teaching/DI/Apps/Focus Teacher

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.

Subgroup Economically Disadvantaged Students increased in Performance from the previous year, but did not meet or exceed Statewide Goal/Interim Target
ELA Subgroup ELA Black Did not Meet Statewide Goal/Interim Target Decrease in Performance from the previous year. In 21-22SY the percent was 23.8% and in 22-23SY the percent decreased to 20%
All Student Groups Math Did Not Meet Interim Goal/Improvement Target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
State Street School ELA score was 52.1% for 22-23SY which is an increase from 21-22SY. ELA All Student Group is 47.7% and the Statewide Average is 55.0% for the 21-22SY	ELA All Student Group needs to increase performance.
ELA Subgroup Black did not meet statewide goal/interim target - decrease in Performance from the previous year.	ELA Subgroup Black did not meet statewide goal/interim target - decrease in Performance from the previous year. In 21-22sy the percent was 23.8% and in 22-23SY the percent decreased to 20.0%
ELA Subgroup Combined Ethnicity scored 23.5% for 22-23SY.	Previous data is insufficient sample. This will need to be watched.

English Language Arts Summary

Strengths

ELA Subgroup Students with Disabilities percent is 25.7 which is an increase from last year at 8.6%. ELA Strength: Direct Teaching/Differentiated Instruction/Hands on materials/Apps/Focus Teacher utilized

Challenges

ELA All Student Group needs to increase performance.
ELA Subgroup ELA Black did not met statewide goal/interim Target Decrease in Performance from the previous year. In 21-22SY the percent was 23.9% and in 22-23SY the percent decreased to 20%

Mathematics

Data	Comments/Notable Observations
State Street School All Student Group Did not meet interim goal/improvement target for Math Proficient or advanced is 43.2.	Even though the percentage is increasing in math it is still down from 18-19 and 19-20, which was 48.2%
Subgroup White students percentage is 54.2 for 22-23SY and has increased from 46.8 from 21-22SY	Subgroup white have increased in Math scores
Subgroup Students with Disabilities has increased to 17.1% from 8.8% in 21-22SY in Math	Math Sub Groups Students with Disabilities need to increase performance
Subgroup Economically Disadvantaged score is 84.0 and this increased by 1% from 21-22SY.	Math subgroup Economically Disadvantaged need to increase performance
ESSA All Student Group Math was 43.2 for the 22-23SY. The Statewide Average is 38.3%	All Student Groups did not meet Interim Goal/Improvement Target for the 22-23SY. All Student groups need to increase performance in math

Mathematics Summary

Strengths

Math Percent Proficient or Advanced is 43.2% and the Statewide Average is 38.3%
Subgroup White students percentage is 54.2% for 22-23SY and has increased from 46.8% from 21-22SY
Subgroup Students with Disabilities has increased to 17.1% from 8.8% in 21-22SY
Subgroup Economically Disadvantaged score is 84.0% and this increased by 1% from 21-22SY which was 83.0%.

Challenges

Subgroup Black scored 15.0% which was decreased from 21-22 19%.
Subgroup Economically Disadvantaged scored 31.5% which was a decrease from 21-22 35.4%
All Student Groups Did Not Meet Interim Goal/Improvement Target

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science/Biology - 75.6% of the State Street Students were proficient or advanced in Science on the PSSA's	State Street School was 75.6% Proficient or Advanced in Science. The State Average is 58.9%. All Student Group Met Interim Goal/Improvement Target for 22-23SY. The State Average Growth Score is 74.7 for 22-23SY. This is an increase from 2018-2019 SY The Academic Growth Score for 21-22SY was 63.0. The State Average Growth Score is 74.7 for 22-23SY
Subgroups White and Economically Disadvantaged increased scores	White students scored 76% which Meets or Exceeds Interim Target - Increase in Performance from the previous year. Percent Proficient or Advanced Economically Disadvantaged students scored 71.4% which is an increase since 20-21SY

Science, Technology, and Engineering Education Summary

Strengths

State Street School was 75.6% Proficient or Advanced in Science. The State Average is 58.9%. All Student Group Met Interim Goal/Improvement Target for 22-23SY. The State Average Growth Score is 74.7 for 22-23SY. This is an increase from 2018-2019 SY The Academic Growth Score for 21-22SY was 63.0. The State Average Growth Score is 74.7 for 22-23SY

Challenges

We will continue to do the same/similar/enrichment in the Science Program to continue to improve test scores.
We will learn a new Science Curriculum and implement it for the first time during the 2024-2025 School year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of State Street students completed the career readiness activities for the 21-22 school year	All students completed the activities
AASD utilizes Xello. This program provides online activities related to various careers.	The students seem to like the activities.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
There is a dedicated 40 minute instructional period each for Art, Gym, STEAM and Music within a 5 day rotation.	Art, Music, Gym and STEAM is differentiated to meet the student at their ability level.
End of the year Art, Music and STEAM show to display/exhibit student talent.	All students' art work is on exhibit; STEAM Activities are demonstrated by all and Music performances are conducted for Band and Chorus.
Grade 4 and Grade 5 students have the opportunity to participate in instrumental and/or choral instruction	The District provides instruments or the parent rents them. This could be a potential barrier and one that we strive to not make this a barrier.

Environment and Ecology

True Environment and Ecology Omit

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
Students participate in a 40 minute instructional period within a 5 day rotation	Focus on healthy life style and physical activity that can be conducted at any age.
The school nurse conducts health screenings	Students are referred to various specialist if needed.
The SAP Team/Child Study/Safety Team meets monthly or on a need be basis to eliminate student barriers	The SAP Team/Child Study Team/Safety Team refers students to various community resources for assistance.
The nurse arranges an eye doctor and a dentist to provide exams.	Students can receive free or discounted services if they qualify.

We have a social worker, counselor and Prevention Network who address mental health issues.	The Team does individual, small group and large group programming to meet the needs of the student and/or student groups.

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.

State Street provides resources for basic health/school needs to eliminate learning barriers
Specials Teachers incorporate reading, math, writing into their curriculum each session.

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.

There are students who have learning barriers due to mental health needs.
The Xello Program for Career Readiness is computer generated. We need to have more video, live, and showcase persons of color working in various careers.

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
ELA All Student Group did not meet interim goal/improvement Target for ELA percent proficient or advanced is 52.1%. The State average is 54.5%.	Aimsweb, CBA's and for Grades 3,4,5 Common Assessments will be utilized this school year. PSSA' results, Common Assessments, Utilizing Standards Calendars and small group instruction, as well as, the FOCUS Teacher will focus on specific student needs will improve the academics. Utilizing hands on materials
Math All Student Group did not meet the Statewide Average of 54.5%. Students with disabilities did not meet the 54.5% statewide average. Math Students with Disabilities was 25.7% which was an increase from last year of 8.6%. .	Aimsweb and CBA's will be utilized this school year. PSSA' results, Common Assessments, Utilizing Standards Calendars and small group instruction, as well as, the FOCUS Teacher will focus on specific student needs will improve the academics. Utilizing manipulatives and hands on materials.

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
All Student Group Science subgroup Economically Disadvantaged Did not Meet the Standard Demonstrating Growth. Subgroup ED students scored a 63.0 did not meet statewide goals interim target.	There was no data from the previous years.
All Student Group Math did not Meet Targeted Goals in growth. ED students scored31.5% for 22-23 which was down from 35.4 in 21-22SY.	Aimsweb and CBA's and Grade 3,4,5 Common Assessments will be utilized this school year. PSSA' results, Common Assessments, Utilizing Standards Calendars and small group

	instruction, as well as, the FOCUS Teacher will focus on specific student needs will improve the academics. Hands on materials.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Math subgroup white score is 78.0 22-23SY even though shows a decrease from 82.0 21-22sy they still meet or exceeds statewide goals
White	Math All students did not meet goals for growth 23.2% for 22-23. The percent in 18-19 and 19-20 was 25.3%.
Black	ELA subgroup black did not meet interim goal improvement target 20% for 22-23SY and 23.8% for 21-22SY. This is a decrease by 3.8%

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.

State Street was 75.6% Proficient or Advanced in Science. The State Average is 58.9%. All Student Group met interim goal/improvement target for 2022-2023SY. This is an overall increase since 2028-2019.
State Street ELA score was 52.1 for all student group meets the standard demonstrating growth. This is an overall increase since 18-19SY
State Street Math was 86.0 for all student group exceeds the standard demonstrating growth for the 22-23SY. State Street academic growth scores was 86.0 and the statewide average growth score was 74.9%. This is an overall increase since 18-19SY.

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.

State Street Science student group did not meet the standard demonstrating growth in science. The Academic growth score for 22-23 was 63.0. The state average growth score is 74.7 for 22-23
State Street ELA did not meet interim goal/improvement target for ELA percent proficient or advanced is 52.1. The State Average is 54.5. State STreet percentage is still down from 62.7 from 18-19 and 19-20SY
State Street Math all student group did not meet interim goal/improvement target for mat for percent proficient or advanced is 43.2. Even though the percentage is increasing it is still down from 18-19 and 19-20SY, wwhich was 48.2%.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	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	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

SWPBIS is fully implemented within the school. Behaviors decrease so learning will increase.. Also, implementation of the Kindness Program that is incorporated into the SWPBIS program.
Partner with local agencies/businesses to meet the needs of the students/school
A variety of assessments, such as, diagnostic, formative and summative to monitor student learning and adjust instructional practices.
Identify and address individual student learning needs.

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?

Build leadership qualities within staff - Leadership Team.
Identify professional learning needs amongst the staff for continuous improvement of teaching and learning.
Implement evidence-based strategies to engage families to support learning.
As a Team, work to improve teaching and learning.

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
Math Percent Proficient or Advanced is 43.2 and the Statewide Average is 38.3%. Math Strength: Direct Teaching/DI/Apps/Focus Teacher	True
All Student Group Meets Interim Goals/Improvement Target percent Proficient or Advanced 75.6%. Science Strength: Hands on Learning/STEAM Classes/Xello	True
ELA Subgroup Students with Disabilities percent is 25.7 which is an increase from last year at 8.6%. ELA Strength: Direct Teaching/Differentiated Instruction/Hands on materials/Apps/Focus Teacher utilized	True
Math Percent Proficient or Advanced is 43.2% and the Statewide Average is 38.3%	False
State Street provides resources for basic health/school needs to eliminate learning barriers	False
Specials Teachers incorporate reading, math, writing into their curriculum each session.	False
State Street School was 75.6% Proficient or Advanced in Science. The State Average is 58.9%. All Student Group Met Interim Goal/Improvement Target for 22-23SY. The State Average Growth Score is 74.7 for 22-23SY. This is an increase from 2018-2019 SY The Academic Growth Score for 21-22SY was 63.0. The State Average Growth Score is 74.7 for 22-23SY	False
Subgroup White students percentage is 54.2% for 22-23SY and has increased from 46.8% from 21-22SY	False
Subgroup Students with Disabilities has increased to 17.1% from 8.8% in 21-22SY	True
State Street was 75.6% Proficient or Advanced in Science. The State Average is 58.9%. All Student Group met interim goal/improvement target for 2022-2023SY. This is an overall increase since 2028-2019.	False
State Street ELA score was 52.1 for all student group meets the standard demonstrating growth. This is an overall increase since 18-19SY	False
ELA Subgroup Students with Disabilities percent is 25.7 which is an increase from last year at 8.6%. ELA Strength: Direct Teaching/Differentiated Instruction/Hands on materials/Apps./Focus Teacher	False
SWPBIS is fully implemented within the school. Behaviors decrease so learning will increase.. Also, implementation of the Kindness Program that is incorporated into the SWPBIS program.	True
Partner with local agencies/businesses to meet the needs of the students/school	False
A variety of assessments, such as, diagnostic, formative and summative to monitor student learning and adjust instructional practices.	True
Subgroup Economically Disadvantaged score is 84.0% and this increased by 1% from 21-22SY which was 83.0%.	False
State Street Math was 86.0 for all student group exceeds the standard demonstrating growth for the 22-23SY. State Street academic growth scores was 86.0 and the statewide average growth score was 74.9%. This is an overall increase since 18-19SY.	False

Identify and address individual student learning needs.	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
Subgroup Economically Disadvantaged Students increased in Performance from the previous year, but did not meet or exceed Statewide Goal/Interim Target	True
ELA Subgroup ELA Black Did not Meet Statewide Goal/Interim Target Decrease in Performance from the previous year. In 21-22SY the percent was 23.8% and in 22-23SY the percent decreased to 20%	True
Subgroup Black scored 15.0% which was decreased from 21-22 19%.	True
ELA All Student Group needs to increase performance.	True
There are students who have learning barriers due to mental health needs.	True
The Xello Program for Career Readiness is computer generated. We need to have more video, live, and showcase persons of color working in various careers.	False
State Street Science student group did not meet the standard demonstrating growth in science. The Academic growth score for 22-23 was 63.0. The state average growth score is 74.7 for 22-23	False
We will continue to do the same/similar/enrichment in the Science Program to continue to improve test scores.	False
State Street ELA did not meet interim goal/improvement target for ELA percent proficient or advanced is 52.1. The State Average is 54.5. State STreet percentage is still down from 62.7 from 18-19 and 19-20SY	True
All Student Groups Math Did Not Meet Interim Goal/Improvement Target.	True
ELA Subgroup ELA Black did not met statewide goal/interim Target Decrease in Performance from the previous year. In 21-22SY the percent was 23.9% and in 22-23SY the percent decreased to 20%	True
Subgroup Economically Disadvantaged scored 31.5% which was a decrease from 21-22 35.4%	False
Implement evidence-based strategies to engage families to support learning.	False
As a Team, work to improve teaching and learning.	True
Identify professional learning needs amongst the staff for continuous improvement of teaching and learning.	True
Build leadership qualities within staff - Leadership Team.	False
All Student Groups Did Not Meet Interim Goal/Improvement Target	False
We will learn a new Science Curriculum and implement it for the first time during the 2024-2025 School year.	False
State Street Math all student group did not meet interim goal/improvement target for mat for percent proficient or advanced is 43.2. Even though the percentage is increasing it is still down from 18-19 and 19-20SY, wwhich was 48.2%.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Subgroup Black scored 15.0% which was decreased from 21-22 19%.		False
There are students who have learning barriers due to mental health needs.	Direct use of SAP, child study, SWPBIS, social worker, counselor, prevention, psychologist, etc.	True
Identify professional learning needs amongst the staff for continuous improvement of teaching and learning.		False
As a Team, work to improve teaching and learning.	Increase teaming across the grade levels/curriculum	True
ELA All Student Group needs to increase performance.		False
State Street ELA did not meet interim goal/improvement target for ELA percent proficient or advanced is 52.1. The State Average is 54.5. State STreet percentage is still down from 62.7 from 18-19 and 19-20SY	ELA Aimsweb Improvement	True
Subgroup Economically Disadvantaged Students increased in Performance from the previous year, but did not meet or exceed Statewide Goal/Interim Target		False
ELA Subgroup ELA Black Did not Meet Statewide Goal/Interim Target Decrease in Performance from the previous year. In 21-22SY the percent was 23.8% and in 22-23SY the percent decreased to 20%		False
All Student Groups Math Did Not Meet Interim Goal/Improvement Target.	MATH Aimsweb Improvement	True
ELA Subgroup ELA Black did not met statewide goal/interim Target Decrease in Performance from the previous year. In 21-22SY the percent was 23.9% and in 22-23SY the percent decreased to 20%		False
State Street Math all student group did not meet interim goal/improvement target for mat for percent proficient or advanced is 43.2. Even though the percentage is increasing it is still down from 18-19 and 19-20SY, wwhich was 48.2%.	Increase direct learning and differentiated instruction along with manipulatives	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA Subgroup Students with Disabilities percent is 25.7 which is an increase from last year at 8.6%. ELA Strength: Direct Teaching/Differentiated Instruction/Hands on materials/Apps/Focus Teacher utilized	
Math Percent Proficient or Advanced is 43.2 and the Statewide Average is 38.3%. Math Strength: Direct Teaching/DI/Apps/Focus Teacher	Through data we will get a picture of student abilities and what they need for success.

All Student Group Meets Interim Goals/Improvement Target percent Proficient or Advanced 75.6%. Science Strength: Hands on Learning/STEAM Classes/Xello	
SWPBIS is fully implemented within the school. Behaviors decrease so learning will increase.. Also, implementation of the Kindness Program that is incorporated into the SWPBIS program.	State Street also incorporated the Kindness Program into the SWPBIS Program.
A variety of assessments, such as, diagnostic, formative and summative to monitor student learning and adjust instructional practices.	Data Review and next steps.
Subgroup Students with Disabilities has increased to 17.1% from 8.8% in 21-22SY	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	State Street will utilize the Service Team to implement social skills programs with the school weekly.
	State Street Teachers will provide strategies that work in their classroom to others. Aimsweb data will be reviewed to see increase in Basic and Proficient students.
	ELA Aimsweb will be reviewed for an increase in Basic and Proficient students.
	MATH Aimsweb will be reviewed for an increase in Basic and Proficient students.

Goal Setting

Priority: State Street will utilize the Service Team to implement social skills programs with the school weekly.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
The Social Service Team will conduct Social Skills Programs weekly. The end of each quarter, the number of ODR's will be reviewed. At the end of each quarter ODR's will decrease			
Measurable Goal Nickname (35 Character Max)			
SEL			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Team will complete a refresher /train new staff and implement the programs	Review of ODR's. Decrease of ODR's. by 2%.	Review of ODR's. Decrease of ODR's by 2%.	Review of ODR's. Decrease ODR's by 2%

Priority: State Street Teachers will provide strategies that work in their classroom to others. Aimsweb data will be reviewed to see increase in Basic and Proficient students.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Two PD in Reading and Math Monthly that the teachers will implement in the classroom to increase Aimsweb Test Scores in Reading Fluency and Math Computation.			
Measurable Goal Nickname (35 Character Max)			
PD ELA and Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Bimonthly PD in Reading and Math	Bimonthly PD in Reading and Math. Review of Aimsweb Reading and Math Data for increase of Basic and Proficient students	Bimonthly PD in Reading and Math. Review of Aimsweb Reading and Math for increase of Basic and Proficient students. Identify any student who is not making progress and make an individual plan for them.	Bimonthly PD in Reading and Math. Increase the number of students scoring basic and proficient in the third test. .

Priority: ELA Aimsweb will be reviewed for an increase in Basic and Proficient students.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
All students k-5 will show increases in Aimsweb Benchmarks toward reading fluency
Measurable Goal Nickname (35 Character Max)

ELA Aimsweb			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administer Aimsweb Benchmark for baseline data	Increase the number of students who score basic and proficient by 2% in the second Benchmark.	Analyze 1st and 2nd Aimsweb Benchmark to identify students who are not making progress and develop an individual plan for them.	Increase the number of students scoring basic and proficient in the 3rd benchmark of Aimsweb.

Priority: MATH Aimsweb will be reviewed for an increase in Basic and Proficient students.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
All students K-5 will show increases in Aimsweb Benchmarks toward proficiency in math computation.			
Measurable Goal Nickname (35 Character Max)			
Aimsweb Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administer Aimsweb for grades K-5 for baseline data	Increase the number of students who score basic and proficient by 2% in the second Aimsweb Bencmark.	Analyze First and Second Benchmark to identify students who are not progressing and make an individual plan for them.	Increase the number of students scoring basic and proficient in the third round of the Aimsweb Benchmark.

Action Plan

Measurable Goals

PD ELA and Math	ELA Aimsweb
SEL	Aimsweb Math

Action Plan For: Use of Social Service Team to reduce ODR's

Measurable Goals:

Action Step		**Anticipated Start/Completion Date**	
The Social Service Team will Conduct Social Skills Programs weekly. ODR's will be reviewed quarterly		2024-08-22	2024-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Social Service Team and Principal	Social Skills Curriculum	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Decrease in ODR's	People: Social Service Team, Principal Frequency: Bi-monthly social skills groups by social workers and quarterly review of ODR, Method: Leadership Data Teams will meet quarterly to review referrals.

Action Plan For: PD ELA and Math

Measurable Goals:
• Two PD in Reading and Math Monthly that the teachers will implement in the classroom to increase Aimsweb Test Scores in Reading Fluency and Math Computation.

Action Step		**Anticipated Start/Completion Date**	
Implement PD around best effective reading and math strategies to improve achievement.		2024-08-22	2025-06-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, BVIU TAC	Reading and Math PD materials on effective strategies/ BVIU TAC	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**

Increase of students to basic and proficient on Aimsweb benchmark.	People:Principal and BVIU TAC Frequency: 1x per year for Math and 1x per year for ELA Method: Principal will ensure training occurs through scheduling with BVIU TAC. Teachers will receive training through BVIU TAC at regularly scheduled PD time.

Action Plan For: ELA Aimsweb

Measurable Goals:
• All students k-5 will show increases in Aimsweb Benchmarks toward reading fluency

Action Step		Anticipated Start/Completion Date	
Hold data team meeting to review benchmark scores and PM data to plan lessons to address skill deficits as well as plan interventions. Implement strategies that work and new strategies that have been tried.		2024-08-22	2025-06-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers and Principal	Handouts/BVIU/ Observations	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Hold data team meeting to review benchmark scores and PM data to plan lessons to address skill deficits as well as plan interventions. Increase in basic and proficient on the Aimsweb Benchmarks	People:Principal and Teachers Frequency: 3x a year Method: Principal will hold regular monthly data meetings and review new AImsweb data 3 times a year.

Action Plan For: Math Aimsweb

Measurable Goals:
• All students K-5 will show increases in Aimsweb Benchmarks toward proficiency in math computation.

Action Step		Anticipated Start/Completion Date	
Implement strategies that work and new strategies		2024-08-22	2025-06-25
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers and Principal	Handouts/ BVIU	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Increase in students who are basic and proficient	People:Principal and Teachers Frequency: 3x a year Method: Principal will hold regular monthly data meetings and review new Aimsweb data 3 times a year.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• PD ELA and Math • ELA Aimsweb • Math Aimsweb	Salary of Academic Intervention Specialist at State Street Elementary	81070.00
Instruction	• PD ELA and Math • ELA Aimsweb • Math Aimsweb	Benefits of Academic Intervention Specialist at State Street Elementary	32428.00
Instruction	• Use of Social Service Team to reduce ODR's	20% of the salary for the Social Worker at State Street Elementary	16924.00
Instruction	• Use of Social Service Team to reduce ODR's	Partial Benefits for the Social Worker at State Street Elementary	6770.00
Instruction	• PD ELA and Math • ELA Aimsweb • Math Aimsweb	25% of salary for STEAM Teacher at State Street Elementary	12242.00
Instruction	• PD ELA and Math • ELA Aimsweb • Math Aimsweb	Partial Benefit for STEAM Teacher at State Street Elementary	4897.00
Total Expenditures			154331

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PD ELA and Math	Implement PD around best effective reading and math strategies to improve achievement.

SEL

Action Step		
• The Social Service Team will Conduct Social Skills Programs weekly. ODR's will be reviewed quarterly		
Audience		
Students and Staff		
Topics to be Included		
Social Skills		
Evidence of Learning		
Decrease of ODR's		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Social Service Team and Principal	2024-08-22	2025-06-05

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly Meetings Quarterly ODR Review
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

PD ELA and Math Aimsweb

Audience		
Staff, Principal, Superintendent		
Topics to be Included		
PD ELA and Math Review of Aimsweb Data Individual Academic Plans for students who are not performing		
Evidence of Learning		
Increase of Basic and Proficient on the Aimsweb Benchmarks		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal	2024-08-22	2024-06-04

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly and Benchmark dates.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Dr. Joseph Pasquerilla	2025-01-07
Building Principal Signature	**Date**
Jo Ann Hoover	2025-01-07
School Improvement Facilitator Signature	**Date**
Dr. Amy Filipowski	2025-01-07