

EISENHOWER EL SCH

3700 Route 957

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

The Eisenhower Elementary team will work collaboratively with the Warren County School District, parents, and community to address gaps in education and ensure all students are able to learn and grow in all educational options available: in school, virtual, and hybrid.

STEERING COMMITTEE

Name	Position	Building/Group
Brian Reynolds	Principal	Eisenhower Elementary School
Heidi DeWald	Elementary School Teacher - Regular Education	Eisenhower Elementary School
Medina Reynolds	Academic Teacher Coach	Warren County School District
Lynn A. Shultz	Supervisor of Elementary Education	Warren County School District
Ashley Brendlinger	Parent	Eisenhower Elementary School
Rhonda Thompson	Teacher	Eisenhower Elementary School
Leslie Hoisington	Community Member	Eisenhower Elementary School
Tanya Swanson	Teacher	Eisenhower Elementary School
Tamre Vanord	Teacher	Eisenhower Elementary School
Tina Chase	Teacher	Eisenhower Elementary School
Jennifer Morrison	Teacher	Eisenhower Elementary School
Heather Bunk	Teacher	Eisenhower Elementary School
Katrina Campbell	Teacher	Eisenhower Elementary School

Name	Position	Building/Group
Gwen Nagel	Teacher	Eisenhower Elementary School
Donna Trubic	Teacher	Eisenhower Elementary School
Tammy Head	Teacher	Eisenhower Elementary School
Karen Donovall	Teacher	Eisenhower Elementary School
Shelby Littlefield	Teacher	Eisenhower Elementary School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
PSSA Math scores will increase by improving the implementation of strategies and practices learned from professional development into classroom instruction. PSSA Math scores will increase by reinforcing best instructional and management practices at the school and district level.	Parent and family engagement
PSSA ELA scores will increase by improving the implementation of strategies and practices learned from professional development into classroom instruction. PSSA ELA scores will increase by reinforcing best instructional and management practices at the school and district level.	Early Literacy
PSSA ELA scores will increase by improving the implementation of strategies and practices learned from professional development into classroom instruction. PSSA ELA scores will increase by reinforcing best instructional and management practices at the school and district level.	English Language Arts
PSSA Math scores will increase by improving the implementation of strategies and practices learned from professional development into classroom instruction. PSSA Math scores will increase by reinforcing best instructional and management practices at the school and district level.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Professional Development

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math PSSA achievement Using the PSSA, Grade 3-4 math proficient and advanced scores will improve from 2020-2021 to 2021-2022 By 5%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Math teachers will participate in professional development training that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.

2021-08-04 -
2022-06-04

Lisa Franklin

SAVVAS resources, pd resources, coaching support

Anticipated Outcome

Increase in Math achievement on Acadience, CDT and PSSA

Monitoring/Evaluation

Brian Reynolds

Evidence-based Strategy

Professional Development

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

2nd Grade Reading
Achievement

59% of the students in 1st grade at the end of the 20-21 school year scored at or above benchmark on the Acadience assessment. This student group will increase by 10% in the at or above benchmark category by the end of the 21-22 school year. on the Acadience assessment.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

K-2 teachers will be trained on Literacy Best Practices by Medina Reynolds-literacy coach and Erin Eighmy TAC IU5 throughout SY 21-22.

2021-08-04 -
2022-06-04

Medina Reynolds, Erin
Eighmy, Brian Reynolds
administrator

ELA resources, observation
feedback for
implementation of practices

Anticipated Outcome

Increase in parent and family engagement in reading and math related activities.

Monitoring/Evaluation

Brian Reynolds

Evidence-based Strategy

Professional Development

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

ELA PSSA achievement

Using the PSSA, Grade 3-4 proficient and advanced ELA scores will improve from 2020-2021 to 2021-2022 By 5%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Teachers will be trained in Step Up to Writing.

2021-08-04 - 2022-06-04

Lynn Shultz

Step Up to Writing Teacher's Manual and Resources, Trainer

Anticipated Outcome

PSSA scores will improve in SY 2021-2022

Monitoring/Evaluation

Lynn Shultz, Brian Reynolds

Evidence-based Strategy

Parent and Family Engagement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Parent and Family Engagement	Parents and Families will attend monthly activities that are presented on reading and math topics. 50% of the total enrollment of families will be involved in activities throughout SY 21-22.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
There will be monthly math and reading activities that we will offer and promote to families to assist them with helping their child reinforce math and reading skills within the home.	2021-08-04 - 2022-06-04	Brian Reynolds, Heidi Dewald	various ELA and Math resources

Anticipated Outcome
Families will increase their involvement with reinforcing math and ela skills at home.

Monitoring/Evaluation
Brian Reynolds

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 math proficient and advanced scores will improve from 2020-2021 to 2021-2022 By 5%. (Math PSSA achievement)	Professional Development	Math teachers will participate in professional development training that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.	08/04/2021 - 06/04/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
59% of the students in 1st grade at the end of the 20-21 school year scored at or above benchmark on the Acadience assessment. This student group will increase by 10% in the at or above benchmark category by the end of the 21-22 school year. on the Acadience assessment. (2nd Grade Reading Achievement)	Professional Development	K-2 teachers will be trained on Literacy Best Practices by Medina Reynolds-literacy coach and Erin Eighmy TAC IU5 throughout SY 21-22.	08/04/2021 - 06/04/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 proficient and advanced ELA scores will improve from 2020-2021 to 2021-2022 By 5%. (ELA PSSA achievement)	Professional Development	Teachers will be trained in Step Up to Writing.	08/04/2021 - 06/04/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature	Brian Reynolds	2021-09-01
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

ELA Grade 3-The All Student Group exceeded the Interim Goal/Improvement Target with 81.4% proficient or advanced.

ELA Grade 4- The All Student Group exceeded the Interim Goal/Improvement Target with 64.5% proficient or advanced.

Grade 3 Math- The All Student Group exceeded the Interim Goal/Improvement Target with 59.1% proficient or advanced.

2018-2019 Science PSSA: The All Student Group exceeded the Interim Goal/Improvement Target with 81.9% achieving proficient or advanced.

2018-2019 ELA PSSA: The Economically Disadvantaged subgroup met the Interim Goal/ Improvement Target with 61.1% achieving proficient or advanced.

Kindergarten Acadience-90% of students scored at or above benchmark for MOY SY 2020-2021, a 4% increase from MOY SY 2019-2020

Grade 5 Acadience- 66% of students scored at or above benchmark for MOY SY 2020-2021, a 6% increase from MOY SY 2019-2020

Challenges

Grade 5 ELA-The All Student Group did not meet the interim Goal/Improvement Target with 51.6% proficient or advanced.

Grade 4 Math- The All Student Group did not meet the Interim Goal/Improvement Target with 39.5% proficient or advanced.

Grade 5 Math-The All Student Group did not meet the Interim Goal/Improvement Target with 37.1% proficient or advanced.

2018-2019 ELA PSSA: The subgroup Students with Disabilities do not meet the Interim Goal/Improvement Target with 36.4% achieving proficient or advanced.

2018-2019 Math PSSA: The subgroup Students with Disabilities do not meet the Interim Goal/Improvement Target with 27.3% achieving proficient or advanced.

Grade 1 Acadience- 56% of students scored at or above benchmark for MOY SY 2020-2021, a 19% decrease from MOY SY 2019-2020

Grade 4 Acadience-56% of students scored at or above benchmark for MOY SY 2020-2021, a 23% decrease from MOY SY 2019-2020

Strengths

Grade 5 ELA-52.6% Proficient on Winter Reading CDT, a decrease of .7% from Winter Reading CDT 2019-2020.

1st Grade Acadience-60% of students are at or above benchmark for MOY SY 2020-2021, a 6% increase from MOY SY 2019-2020

5th Grade MATH-Numbers and Operations 42.5% Proficient on Winter CDT

Kindergarten Acadience-67% of students are at or above benchmark for MOY SY 2020-2021, a 1% decrease from MOY 2019-2020

Grade 4 Science 74.3% of students scored Proficient or Advanced on the Winter CDT, and increase of 5.3% from Winter CDT SY 2019-2020

2018-2019 Science PSSA: 77.4% of the Economically Disadvantaged subgroup scored Proficient or Advanced,

2018-2019 ELA PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with 61.1% achieving proficient or advanced and scores increased from the year before.

2018-2019 MATH PSSA: The subgroup Economically Disadvantaged met the Interim Goal/Improvement Target with

Challenges

Grade 4 ELA-25.5% Proficient on Winter Reading CDT, a decrease of 22.1% from Winter Reading CDT 2019-2020

Grade 3 ELA-22.7% Proficient on Winter Reading CDT 2020-2021, a decrease of 11.1% from Winter Reading CDT 2019-2020

3rd Grade MATH- Algebraic Concepts 23.3% Proficient on Winter CDT, Numbers and Operations 0% Proficient on Winter CDT

2nd Grade Acadience-38% of students are at or above benchmark for MOY SY 2020-2021, an 18% decrease from MOY SY 2019-2020

4th Grade MATH-Algebraic Concepts 31.1% Proficient on Winter CDT, Measurement Data and Probability 21.4% Proficient on Winter CDT, Numbers and Operations 14.6% Proficient on Winter CDT

No challenges at this time.

2018-2019 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 36.4% achieving proficient or advanced, but their scores did increase from the year before.

2018-2019 MATH PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target with 27.3% achieving, proficient or advanced, but their scores did increase

Strengths

31.9% achieving proficient or advanced and scores increased from the year before.

2018-2019 SCIENCE PSSA: The subgroup Economically Disadvantaged met the Interim/Improvement Target with 77.4% achieving proficient or advanced and scores increased from the year before.

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

Identify and address individual student learning needs *

5th Grade 100% completion of College and Career Readiness Activities

Challenges

from the year before.

Continuously monitor implementation of the school improvement plan and adjust as needed *

Identify professional learning needs through analysis of a variety of data *

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

There are none at this time.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

Grade 4 Math- The All Student Group did not meet the Interim Goal/Improvement Target with 39.5% proficient or advanced.

The transition to common core math has been difficult for students, resulting in lower achievement. Teachers need trained in how to bridge these gaps.

2nd Grade Acadience-38% of students are at or above benchmark for MOY SY 2020-2021, an 18% decrease from MOY SY 2019-2020

Grade 5 Math-The All Student Group did not meet the Interim Goal/Improvement Target with 37.1% proficient or advanced.

The transition to common core math has been difficult for students, resulting in lower achievement. Teachers need trained in how to bridge these gaps.

Grade 1 Acadience- 56% of students scored at or above benchmark for MOY SY 2020-2021, a 19% decrease from MOY SY 2019-2020

Grade 4 Acadience-56% of students scored at or above benchmark for MOY SY 2020-2021, a 23% decrease from MOY SY 2019-2020

Grade 4 ELA-25.5% Proficient on Winter Reading CDT, a decrease of 22.1% from Winter Reading CDT 2019-2020

The lack of explicit writing practice and instruction has resulted in lower achievement on ELA PSSA's. Teachers need professional development in writing instruction in order to incorporate best writing practices into their classroom.

Challenges	Discussion Point	Priority for Planning
Grade 3 ELA-22.7% Proficient on Winter Reading CDT 2020-2021, a decrease of 11.1% from Winter Reading CDT 2019-2020	The lack of explicit writing practice and instruction has resulted in lower achievement on ELA PSSA's. Teachers need professional development in writing instruction in order to incorporate best writing practices into their classroom.	

ADDENDUM B: ACTION PLAN

Action Plan: Professional Development

Action Steps	Anticipated Start/Completion Date
Math teachers will participate in professional development training that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.	08/04/2021 - 06/04/2022
Monitoring/Evaluation	Anticipated Output
Brian Reynolds	Increase in Math achievement on Acadience, CDT and PSSA
Material/Resources/Supports Needed	PD Step
SAVVAS resources, pd resources, coaching support	yes

Action Plan: Professional Development

Action Steps		Anticipated Start/Completion Date	
K-2 teachers will be trained on Literacy Best Practices by Medina Reynolds-literacy coach and Erin Eighmy TAC IU5 throughout SY 21-22.		08/04/2021 - 06/04/2022	
Monitoring/Evaluation		Anticipated Output	
Brian Reynolds		Increase in parent and family engagement in reading and math related activities.	
Material/Resources/Supports Needed			PD Step
ELA resources, observation feedback for implementation of practices			yes

Action Plan: Professional Development

Action Steps	Anticipated Start/Completion Date
Teachers will be trained in Step Up to Writing.	08/04/2021 - 06/04/2022
Monitoring/Evaluation	Anticipated Output
Lynn Shultz, Brian Reynolds	PSSA scores will improve in SY 2021-2022
Material/Resources/Supports Needed	PD Step
Step Up to Writing Teacher's Manual and Resources, Trainer	yes

Action Plan: Parent and Family Engagement

Action Steps	Anticipated Start/Completion Date
There will be monthly math and reading activities that we will offer and promote to families to assist them with helping their child reinforce math and reading skills within the home.	08/04/2021 - 06/04/2022
Monitoring/Evaluation	Anticipated Output
Brian Reynolds	Families will increase their involvement with reinforcing math and ela skills at home.
Material/Resources/Supports Needed	PD Step
various ELA and Math resources	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-4 math proficient and advanced scores will improve from 2020-2021 to 2021-2022 By 5%. (Math PSSA achievement)	Professional Development	Math teachers will participate in professional development training that reinforce instructional best practices, effective use of the new math textbook and resources, effective use of Acadience, CDT and classroom data, and math small group instruction.	08/04/2021 - 06/04/2022
59% of the students in 1st grade at the end of the 20-21 school year scored at or above benchmark on the Acadience assessment. This student group will increase by 10% in the at or above benchmark category by the end of the 21-22 school year. on the	Professional Development	K-2 teachers will be trained on Literacy Best	08/04/2021 - 06/04/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Acadience assessment. (2nd Grade Reading Achievement)		Practices by Medina Reynolds-literacy coach and Erin Eighmy TAC IU5 throughout SY 21-22.	
Using the PSSA, Grade 3-4 proficient and advanced ELA scores will improve from 2020-2021 to 2021-2022 By 5%. (ELA PSSA achievement)	Professional Development	Teachers will be trained in Step Up to Writing.	08/04/2021 - 06/04/2022

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math best practices	K-5 teachers	SAVVAS resources, best practices

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
teacher math observations	08/04/2021 - 06/04/2022	Lisa Franklin Academic Coach

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

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

Professional Development Step**Audience****Topics of Prof. Dev**

Early Literacy Best Practices

K-2 and reading specialists

best practices in early literacy

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Incorporating best practices into ELA instruction
based on classroom observation

08/04/2021 - 06/04/2022

Medina Reynolds academic coach, Erin
Eighmy IU5, Brian Reynolds administrator

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

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

Professional Development Step	Audience	Topics of Prof. Dev
Step Up to Writing	K-5 Classroom Teachers	Teachers will be trained in Step Up to Writing.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be observed teaching writing to ensure these strategies are being utilized and implemented into their instruction.	08/04/2021 - 06/04/2022	Lynn Shultz, Brian Reynolds

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
1d: Demonstrating Knowledge of Resources	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inform faculty and staff of EES's Title Plan components	Title Plan: Data, priorities, goals, strategies, professional development	Faculty Meeting, Grade Level Meetings, Staff Meetings, Professional Development	Faculty and Staff	October 5, 2021
