

MARTIN SCHOOL

2000 Wabank Rd

TSI Title 1 School Plan | 2023 - 2024

Steering Committee

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Vision for Learning

We are an engaged, empowered, student-centered learning community on a journey of academic growth and achievement focusing on high expectations and support for all students.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
There is evidence that the school increased in performance from the previous year with EL's.	Yes
There is evidence that the school meets statewide goal for Mathematics/Algebra 1.	Yes
There is evidence that the school meets statewide goal for Mathematics/Algebra 1 for economically disadvantaged students.	No
There is evidence that the student group maintained the College and Career Standard benchmark from the previous year.	No
All students demonstrated an increase in performance from the previous year.	No
According to the IRLA data wall by grade indicates the number of students demonstrating reading proficiency grew from 32.2% in September to 53.1% in May.	No
STAR Reading Elementary - According to the STAR Reading Proficiency Report , students in K5 through 2nd grade demonstrated 48% proficiency in Reading	No
According to the STAR Math Proficiency report, students in K5 through 5th grade demonstrated 50% proficiency in Math	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	No

Challenges

Challenge	Consideration In Plan
There is evidence that the school increased in performance from the previous year with EL's but still does not meet the statewide goal for ELA/Literature.	Yes
There is evidence that the school increased in performance from the previous year but still does not meet the statewide goal for ELA/Literature for all groups.	Yes

There is evidence that EL's did not meet the state-wide goal for ELA/Literature.	No
There is evidence that the school decreased in performance from the previous year with students with disabilities which is below the statewide goal for mathematics.	No
There is evidence that the student group did not meet the statewide goal/interim target for the college and career measures.	No
All students are not meeting the statewide goal/interim target.	No
According to the STAR Reading Proficiency Report, students in K5 through 5th grade demonstrated a 9% increase in proficiency from September through May in Reading.	No
According to the STAR Reading Proficiency Report, students in 6th, 7th and 8th grade did not maintain proficiency from September through May in Reading.	No
According to the STAR Math Proficiency Report, students in K5 through 5th grade demonstrated an 11% increase in proficiency from September through May in Math.	No
There needs to be consistent use of evidenced-based Tier 1 Core Instructional practices with fidelity to District expectations, programs and resources across all classrooms for all students.	No
The data indicates that students are not meeting proficient and advanced levels on District and State Assessments.	No

Most Notable Observations/Patterns

Data needs to be used to guide instructional practices, students' goal setting, and educators' development. This will be done through feedback loops to all stakeholders.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
There is evidence that the school increased in performance from the previous year with EL's.	All student groups met standard growth in math by 74.8%, Which included ELD students.
There is evidence that the school meets statewide goal for Mathematics/Algebra 1.	Black, Econ, and Hispanic students, met the standard growth.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
There is evidence that the school increased in performance from the previous year with EL's but still does not meet the statewide goal for ELA/Literature.	In 2018/2019, EL learners scored 16.3% on ELA in 2021/22 they performed at 17.9%	Yes	If we ensure that there is equitable access to evidence-based instructional practices and fidelity to district programs and resources and timely cohesive feedback is provided to all stakeholders then all students will demonstrate growth and achievement.
There is evidence that the school increased in performance from the previous year but still does not meet the statewide goal for ELA/Literature for all groups.	In 2018/2019, All groups, 45.1% for ELA. In they performed at 33.3%	Yes	There is evidence that the school increased in performance from the previous year but still does not meet the statewide goal for ELA/Literature for all groups.

Goal Setting

Priority: If we ensure that there is equitable access to evidence-based instructional practices and fidelity to district programs and resources and timely cohesive feedback is provided to all stakeholders then all students will demonstrate growth and achievement.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	By Q4, 60% of students will show grade-level proficiency as measured by the IRLA School Data Wall by grade level Proficiency report.	ELA K-8	By Q1, 100% of students will have established goals as measured by the IRLA School Data Wall by Grade Level Report from June 2023. New students to the District will have established goals and grade level proficiency levels done.	By Q2, 20% of students will be on target and/or have demonstrated proficiency for their grade level as measured by the IRLA School Data Wall by Grade Level Proficiency Report.	By Q3, 20% of grade levels will be on target and/or have demonstrated proficiency for their grade level as measured by the IRLA School Data Wall by Grade Level Proficiency Report.	By Q4, the end of the 23-24 school year building total proficiency will be 60% as measured by the IRLA School Data Wall by Grade Level Proficiency Report
Regular Attendance	By Q4, school wide attendance as measured by report: District Chronic Absenteeism Snapshot will have a decrease of 8% from the end of the 22-23 school year as compared to the 23-24 school year.	All School Attendance	By the end of Q1, 100% of students with Chronic Absenteeism as identified by report: District Chronic Absenteeism Snapshot from the end of year 22-23 school will serve as baseline data.	By the end of Q2, 100% of students who have been identified as meeting the “regular attendance” criteria will have documented AIC plans and interventions, family contacts and community referrals as appropriate. Ensure that Tier 1 Attendance Supports are all in place school wide.	By the end of Q3, 100% of students who are identified as having Chronic Absenteeism will have documented intervention strategies with corresponding MTSS plans developed, reviewed and revised, resources and support will be documented as appropriate to each child.	By Q4, school wide attendance as measured by report: District Chronic Absenteeism Snapshot will have a decrease of 8% from the end of the 22-23 school year as compared to the 23-24 school year.

Priority: There is evidence that the school increased in performance from the previous year but still does not meet the statewide goal for ELA/Literature for all groups.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	By Q4, 50% of students will show grade-level proficiency from the STAR Consolidated Assessment Proficiency Math Report.	Math K-8	By Q1, 100% of students will have an established STAR Consolidated Assessment Proficiency Math Report for baseline and progress monitoring will commence.	By Q2, 20% of students will show grade level proficiency from the STAR Consolidated Assessment Proficiency Math Report for baseline and progress monitoring will commence.	By Q3, 20% of students will show grade level proficiency from the STAR Consolidated Assessment Proficiency Math Report for baseline and progress monitoring will commence.	By Q4, 50% of students will show grade level proficiency from the STAR Consolidated Assessment Proficiency Math Report.

Action Plan

Action Plan for: Provide frequent, timely, and systematic feedback and support on instructional practices.

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Math K-8 		Teachers and students will have constructive formats for math conversations Whole class, small groups, pair students, and students with the teacher. Data monitoring system for goal setting will reflect multiple data conversations.		Quarterly monitoring will occur after each administration of the STAR assessment.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Teachers will engage in compelling mathematical conversations and goal-setting through student conferencing.	08/22/2023	05/31/2024	Instructional Coach, Classroom teacher	Data, IXL, district resources, IU13 support team	Yes
During PLC's review data and intentionally plan for flexible grouping of students.	08/22/2023	05/31/2024	Instructional coach, Classroom teacher	Data, district resources, learning walks	No
Use of questioning that promotes critical thinking and discourse among students,	08/22/2023	05/31/2024	Instructional coach, Classroom teacher	Data, IXL district resources, learning walks	No
Administrators will engage in walk-throughs to ensure that there is fidelity to District Programs and resources and core instruction.	08/22/2023	05/31/2024	Principal, Assistant Principal, Central office, Directors.	Data, district resources, IU13 support team	No
Feedback loops will be established for all stakeholders.	08/22/2023	05/31/2024	Instructional coach, Principal, Assistant Principal, Content coordinators	Data, district resources, PA ETEP	No

Action Plan for: Provide frequent, timely, and systematic feedback and support on instructional practices

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> ELA K-8 		The building wide coaching conferencing with students and teachers include goal setting.		The instructional coach and literacy interventionist will conduct bi-weekly data meetings with teachers.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Engage in professional development in the areas of purposeful planning for conferences and small group instruction, progression of content standards, and the use of IRLA data.	08/22/2023	05/31/2024	Instructional coach, Literacy Interventionist, teachers and specialists. (ELD teachers and Special education).	Data, District resources, educational text materials	No
Use the DDI Protocol to analyze various data to guide and adjust literacy instructional practices.	08/22/2023	05/31/2024	Instructional coach, Literacy Interventionist, teachers, and specialists. (ELD teachers and Special education).	Data, District resources, educational text materials, IU 13 support team	Yes
Establish expectations for the effective use of collaborative planning time.	08/22/2023	05/31/2024	School Administration team- Principal, Assistant principal. Instructional coach, Literacy Interventionist, teachers, and specialists. (ELD teachers and Special education).	Data, District resources	No
Administrators will engage in walk-throughs to identify building-wide patterns and trends	08/22/2023	05/31/2024	School administration (Principal, Assistant Principal, Content Coordinators	Data, District Resources, PA- ETEP, IU 13 support team	No

Action Plan for: Attendance Works

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> All School Attendance 		The school staff will clearly understand the attendance guidelines and definitions.		The school team will be monitoring the school attendance data...	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Ensure that the necessary staff are trained and understand the guidelines and definitions as set forth by PDE for attendance.	08/22/2023	05/31/2024	Student Family Resource Specialists (SFRS), Guidance counselor	Data, district resources	No
Set up systems that track and monitor "Regular Attendance" and "Chronic Absenteeism"	08/22/2023	05/31/2024	Student Family Resource Specialists (SFRS), Guidance counselor	Data, district resources	No
Ensure that Tier 1 Attendance Supports are in place school wide.	08/22/2023	05/31/2024	Student Family Resource Specialists (SFRS), Guidance counselor.	Data, district resources	No
Students who have been identified as meeting the "regular attendance" criteria should have documented AIC plans and interventions, family contacts, and community referrals as appropriate.	08/22/2023	05/31/2024	School administration- Principal, Assistant principal, Student Family Resource Specialists (SFRS), Guidance counselor.	Data, district resources	No
Students who are identified as having Chronic Absenteeism will have documented intervention strategies that will be reviewed and revised, and resources and support will be documented as appropriate to each child.	08/22/2023	05/31/2024	School administration- Principal, Assistant Principal, Student Family Resource Specialists (SFRS), Guidance counselor.	Data, district resources	No

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Provide frequent, timely, and systematic feedback and support on instructional practices.	<ul style="list-style-type: none">• Teachers will engage in compelling mathematical conversations and goal-setting through student conferencing.
Provide frequent, timely, and systematic feedback and support on instructional practices	<ul style="list-style-type: none">• Use the DDI Protocol to analyze various data to guide and adjust literacy instructional practices.

Professional Development Activities

Data Dive using DDI						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Use the DDI Protocol to analyze various data to guide and adjust literacy instructional practices. 	Classroom Teachers, Content specialists	Analysis of Academic data IRLA, STAR Reports District common assessments	Educators will have a triangulation of the data to make strategic decisions for small-group instruction. Educators' data reflection in School Place will reflect the next instructional steps for students.	Instructional coach, Interventions specialists School administrative team, Content Coordinators	08/22/2023	05/31/2024
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Monthly					

Formats for Constructive Math Conversations

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Teachers will engage in compelling mathematical conversations and goal-setting through student conferencing. 	Classroom Teachers, Content specialists	Analysis of Academic Data STAR Reports, Introduction to constructive math conversations	Established norms of constructive math conversations Established building-wide classroom expectations for math classroom materials K-8 Modeling of questions and types of questions that are inquiry base	Instructional coach, Interventions specialists School administrative team, Content coordinators	08/22/2023	05/31/2024

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Monthly		