

HATFIELD EL SCH

370 Derrick Ave

Schoolwide Title 1 School Plan | 2023 - 2024

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
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Vision for Learning

The most important component of student success is the collaboration, commitment, and communication between home, school, and community. Hatfield teachers believe in continuing to strengthen the home, school, and community connection. Parents are invited to play an active role in their child's education. By working together with parents and community members as a team, Hatfield teachers can continue to make outstanding progress in every child's educational experience. Providing an individual plan for academic success for each student.

Summary oCf Strengths and Challenges

Strengths

| Strength | Consideration in Plan |
|---|-----------------------|
| 63% of students in Grades 3-5 scored proficient or advanced on the PSSA in the area of ELA. | Yes |
| Career Readiness Program | Yes |
| Use of Technology | Yes |
| Fewer office discipline referrals. | Yes |
| Robot infusion of Dash/Dots, Edison bots, and Ozobots in primary elementary grade levels. | No |
| Chromebooks for all students in grades 2-5. Individual Ipads for students in Grades K-1. | Yes |
| New Smartboards have been installed for each classroom. | Yes |
| Computer Classes and STEM classes for 1/2 semester each. | Yes |
| Identify and address individual student learning needs. | Yes |
| PBIS implementation | Yes |
| Utilization of First in Math Program schoolwide GR K-5 | Yes |
| Students in Grade 5 successfully completed the Smart Futures Career Benchmark with 100% Compliance. | Yes |
| Utilization of learning centers in math instruction in grades 3-5. | Yes |
| Implementation of 7 Mindsets Program supporting SEL | Yes |
| Smart Futures 3-5 is aimed at individual student interests. | No |
| Hatfield has implemented PBIS with a level of 99% accuracy at the 2022-2023 fidelity check. | Yes |
| The district implements a multi-tiered system of supports for both academics and behavior. | Yes |
| IU1 Teresa Brown Math consultant contributing differentiated strategies in mathematics instruction. | Yes |
| Cross district collaboration among math teachers sharing instructional strategies. | No |

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|--------------------------------|-----|
| NWEA Data for Reading and Math | Yes |
|--------------------------------|-----|

Challenges

| Challenge | Consideration in Plan |
|---|-----------------------|
| The percentage of students falling in the Basic/Below Basic Range in ELA Grades 3-5 PSSA | Yes |
| The percentage of students falling in the Basic/Below Basic Range in Math Grades 3-5 PSSA | Yes |
| Increase in staff professional development with Technology programs available. | Yes |
| All careers are not represented. | Yes |
| Increase in the number of referrals to Special Education services due to learning loss. | Yes |
| Increase in class sizes | Yes |
| Lack of solid foundational skills in Math. | Yes |
| Increase in the number of referrals to Special Education services due to learning loss. | Yes |
| Continual need for technology professional development. | Yes |
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Most Notable Observations/Patterns

Grade 5 math scores for 21-22 PSSA were the highest in the last 9 years.

Analyzing Strengths and Challenges

Strengths

| Strength | Discussion Points |
|---|--|
| Students in 3-5 were 63% proficient or advanced on the PSSA in the area of ELA. | ELA continues to be a strong point academically in our school. |
| Fewer office discipline referrals. | PBIS implemented with fidelity |
| Chromebooks for all students in grades 2-5. Individual I pads for students in Grades K-1. | Access to technology for each student has been helpful. |
| New Smartboards have been installed for each classroom. | excellent |
| Computer Classes and STEM classes for 1/2 semester each. | excellent |
| Use of technology | students savvy |
| PBIS implementation | Successful |
| Utilization of First In Math Program schoolwide GR K-5 | Successful |
| Students in Grade 5 successfully completed the Smart Futures Career Benchmark with 100% Compliance. | Successful |
| Utilization of learning centers in math instruction in grades 3-5. | Successfully engaging students |
| Grades 3-5 students exposed to many different careers. | Integrate careers into all classes. |
| Hatfield has implemented PBIS with a level of 99% accuracy at the 2022-2023 fidelity check. | Continue with this process and aim for 100%. |
| The district implements a multi-tiered system of supports for both academics and behavior. | Continue this process with fidelity. |
| IU1 Teresa Brown Math consultant contributing differentiated strategies in mathematics instruction. | Successful |
| NWEA Data for Reading and Math | Teachers using this data |

Challenges

| Challenge | Discussion Points | Priority For Planning | Priority Statement |
|--|---|-----------------------|--|
| The percentage of students falling in the Basic/Below Basic Range in ELA Graes 3-5 PSSA | Need for smaller class sizes. Lack of support for Gr 3-5 | Yes | We need to ensure differentiated instruction occurs for all students K-5. |
| All careers are not represented. | add additional | No | |
| Increase in class sizes | 3 teachers for every grade level regardless of number of students | Yes | 3 teachers in each grade level regardless of student count |
| Lack of solid foundational skills in Math. | Lack of Math fact retention | Yes | We need to target students who lack foundational skills and ensure that they're reaching mastery at the end of each grade level. |
| Retirements, staff changes, and positions not being filled. | Large class sizes | No | |
| Increase in the number of referrals to Special Education services due to learning loss. | Also the lack of pre-school for students | No | |
| The majority of Economically disadvantaged students continue to lack Math foundational skills. | ways to embed math foundational skills | No | |
| Extra support isn't available for students in grades 3-5. | need for RTI for grades 3-5 | No | |

Goal Setting

Priority: We need to ensure differentiated instruction occurs for all students K-5 to improve Math PSSA Scores

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|-------------------------|---|---------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Mathematics | Overall 5% growth in grades 3,4,5 from last year's P/A percentage | PSSA MATH | 20% | 22% | 25% | 30% |

Priority: Improvement of word recognition/phonics for Kindergarten students.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|-------------------------|---|---------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| ELA | 60% of kindergarten students will meet or exceed the phonics/word recognition goal at the end of the year on the NWEA Assessment. | NWEA | 30% | 40% | 50% | 60% |

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Action Plan

| Action Plan for: Small Group Instruction for Math | | | | | |
|---|------------------------|-----------------------------|-------------------------|---|----------|
| Measurable Goals | | Anticipated Output | | Monitoring/Evaluation (People, Frequency, and Method) | |
| <ul style="list-style-type: none"> PSSA MATH NWEA | | Growth from BOY to EOY | | Teachers, Grade level meetings, monthly | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? |
| Math coaching/collaboration | 08/28/2023 | 05/31/2024 | Principal/Lead teachers | NWEA and devices | Yes |

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|-------------------------|--|
| Small Group Instruction | <ul style="list-style-type: none">• Provide Diagnostic Testing 3 times per year.• Math coaching |

Professional Development Activities

| Math and ELA Coaching | | | | | | |
|--|------------------|--|---|----------------------|--|--------------------------------------|
| 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"> Provide Diagnostic Testing 3 times per year. | Teachers | Pacing and remediation in small groups after diagnostic. | Growth on NWEA | Principal | 08/28/2023 | 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 | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | 4 times per year | | | | Structured Literacy | |