

Profile and Plan Essentials

School		AUN/Branch
Snyder-Girotti Elementary School		122091303
Address 1		
450 Beaver St.		
Address 2		
City	State	Zip Code
Bristol	PA	19007
Chief School Administrator		Chief School Administrator Email
Broadus Davis		bdavis@bbsd.org
Principal Name		
Julie Balcer		
Principal Email		
jbalcer@bbsd.org		
Principal Phone Number		Principal Extension
2157811000		2004
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Broadus W. Davis		bdavis@bbsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Danielle Leyrer	Admin: SG Asst. Principal	Schoolwide Plan	dleyrer@bbsd.org
Broadus Davis	Admin: BBSD Superintendent	Schoolwide Plan	bdavis@bbsd.org
Julie Balcer	Principal/SG	Schoolwide Plan	jbalcer@bbsd.org
Dawn DeLuca	Ed Specialist/SG	Schoolwide Plan	ddeluca@bbsd.org
Darletta Berry-Johnson	Community Member	Schoolwide Plan	darletta@lbc21stcccl.org
Michael Girard	Community Member	Schoolwide Plan	mgirard18@comcast.net
Eugene Williams	Community Member	Schoolwide Plan	ejw@grundyfoundation.com
Kristin Faight	Teacher	Schoolwide Plan	kfaight@bbsd.org
Lori Helkowski	Teacher	Schoolwide Plan	lhelkowski@bbsd.org
LaToya Sahm	Teacher	Schoolwide Plan	lsahm@bbsd.org
Mary Lou Tantom	Teacher	Schoolwide Plan	mtantum@bbsd.org
Kim Rowe	Teacher	Schoolwide Plan	alwaysl811@aol.com
Allison McHugh	Education Specialist	Schoolwide Plan	amchugh@bbsd.org
Diana Squillace	Parent	Schoolwide Plan	dbarbetta03@gmail.com

Vision for Learning

Vision for Learning

Our vision is to create a respectful and positive learning environment where growth and a strong community of learners are at the center of all that we do. By fostering compassion, teamwork, and open communication, the school aims to build trust and accountability among students, teachers, and parents. Believing that all students can achieve great results, the school is dedicated to a student-centered holistic approach that appreciates and nurtures each individual's potential. The school will use data to inform instructional practices, ensuring that teaching methods are effective and responsive to student needs. Committed to lifelong learning among both students and teachers, the school strives to empower everyone to succeed and thrive in a supportive and inclusive atmosphere.

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced: In Science, all student groups met the interim goal/improvement target for the 2022-2023 year at 76.2%	
Academic Growth Expectations: In ELA, the all-student group exceeds the standard, demonstrating growth with a score of 87 during the 2022-2023 year.	
Academic Growth Expectations: In Science, the all-student group exceeds the standard, demonstrating growth with a score of 81 during the 2022-2023 year.	
All student group exceeds performance standards on college and career measures.	
Preliminary 2024 PSSA data indicates that 4th grade had 84% of students scored proficient and advanced on the PSSA math assessment.	

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced: In ELA, the all student group did not meet the interim goal/improvement target for the 2022-2023 year, with 43.9% at proficient or advanced.	
Proficient or Advanced: In math, the all-student group did not meet the interim goal/improvement target for the 2022-2023 year, with 43.3% at proficient or advanced.	
Academic Growth Expectations: In math, the all-student group did not meet the standard demonstrating growth with a score of 66 during the 2022-2023 year.	
Attendance: The all-student group did not meet the performance standard, with a score of 66.2% of students not chronically absent.	

Preliminary 2024 PSSA data indicates that the 6th grade scored 17% proficient on the PSSA math assessment.	
--	--

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

Strengths

Indicator The African American/black, Hispanic, white, economically disadvantaged, students with disabilities, and combined ethnicity subgroups increased in performance from the previous year in math. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator The Hispanic subgroup met or exceeded the statewide goal and increased in performance from the previous year in ELA. ESSA Student Subgroups Hispanic	Comments/Notable Observations

Challenges

Indicator In ELA, all subgroups, excluding African American/black, did not meet the interim goal/improvement target for the 2022-2023 year and decreased in performance from the previous year. ESSA Student Subgroups American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations
Indicator In math, all student subgroups did not meet the statewide goal/interim target for the 2022-2023 year. All subgroups except two or more races increased in performance from the previous year. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations

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.

Academic Growth Expectations: In ELA, the all-student group exceeds the standard, demonstrating growth with a score of 87 during the 2022-2023 year.
Academic Growth Expectations: In Science, the all-student group exceeds the standard, demonstrating growth with a score of 81 during the 2022-2023 year.
Preliminary 2024 PSSA data indicates that 4th grade had 84% of students scored proficient and advanced on the PSSA math assessment.

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.

Proficient or Advanced: In ELA, the all student group did not meet the interim goal/improvement target for the 2022-2023 year, with 43.9% at proficient or advanced.
Proficient or Advanced: In math, the all-student group did not meet the interim goal/improvement target for the 2022-2023 year, with 43.3% at proficient or advanced.
Academic Growth Expectations: In math, the all-student group did not meet the standard demonstrating growth with a score of 66 during the 2022-2023 year.
Attendance: The all-student group did not meet the performance standard, with a score of 66.2% of students not chronically absent.
Preliminary 2024 PSSA data indicates that the 6th grade scored 17% proficient on the PSSA math assessment.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Fastbridge, Foundations, Scholastic Assessments Grades K-2	In grades K-2, using Fastbridge, Foundations, and Scholastic assessments, students met the growth goal at 91%.
Fastbridge and Scholastic Assessments Grades 3-6	In grades 3 - 6, using Fastbridge and Scholastic reading assessments, students did not achieve the 1% growth across the grade levels. In grade three, one percent growth was reached by 93% of the students assessed. In grades 4-6, only 72-88% of the students attained the goal of one percent growth.

English Language Arts Summary

Strengths

Professional development in structured literacy and its integration into the core curriculum.
Student growth is a result of the a combination of data driven instruction and intentional and specific interventions implemented by staff to meeting individual student needs.
Professional Learning Team collaboration and discussion of effective teaching strategies led to the overall improvement of implementation of instructional strategies to increase achievement.
Staff professional development on understanding Fastbridge data and connecting the data to appropriate grade level interventions.

Challenges

Identifying evidence-based interventions for small group lessons, with the capability to monitor progress effectively.
Utilizing all data sources cohesively to make data-driven decisions that enhance instructional practices.
Thoroughly documenting the progress students make during small group sessions, including specific skills improved, challenges encountered, and individualized strategies that have proven effective
Students in grades 3-6 continue to struggle with phonics and have deficiencies in foundational reading skills. The core reading program in the intermediate grade levels does not adequately address these areas, necessitating the supplementation with evidence-based phonics instruction.

Mathematics

Data	Comments/Notable Observations
K - 2 - Fastbridge and Envisions	In grades K-2, using Fastbridge and Envisions assessments students the growth goal at 91.6% showing a 1% growth in 90% of the students at each grade level.

Grade 3 - 6 - Fastbridge and Envisions	In grades 3-6, using FAsbridge and Envisions assessments, students did not see a 1% growth in 90% of the students.
--	--

Mathematics Summary

Strengths

Student growth is a result of the a combination of data driven instruction and intentional and specific interventions implemented by staff to meeting individual student needs.
Professional development in "Guided Math in Action" book study that focuses on building mathematical proficiency with purposeful, standards-based, differentiated engaging small-group instruction.

Challenges

The 6th-grade schedule only allows for one hour of math instruction.
Teachers need to use formative data more regularly to drive their instruction to be more intentional to address individual needs.
Placing greater emphasis on ensuring that core instruction is delivered with fidelity.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
none available	We currently do not have benchmark or any assessment data to discuss.

Science, Technology, and Engineering Education Summary

Strengths

The new STEM specials class is engaging and interactive and is standards-based.
All students receive a quarter of STEM education throughout the school year.

Challenges

Lack of consistent and affordable science resources available.
Having sufficient time to provide professional development on the new PA STEEL Science Standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
The All Student group exceeded the performance standard.	

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

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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.

The All Student group exceeded the performance standard for the Career Standards Benchmark.

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 is inconsistent performance across various data sources.

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

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

Student Groups by Race/Ethnicity

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

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.

Implementation of Multi-Tiered Systems of Support in grades K - 6 will begin this year.

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.

Overall, our students have academic challenges. While improving our systems for implementing a standards based curriculum with intentional interventions targeted to students' needs, our entire student population will benefit and grow academically.

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
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	Emerging
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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
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	Emerging
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?

Snyder-Girotti has a strong and supportive community.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Snyder-Girotti has a strong staff and leadership who are focused on continued improvement.

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?

Snyder-Girotti's population has created a need for a more comprehensive intervention program (MTSS) and uniform process for Tier 2 and Tier 3 academic and behavioral supports.
The increasing complexity of students' mental health issues at Snyder Girotti continues to pose a significant challenge to overall student achievement.
Implement evidence-based strategies to engage families to support 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
Academic Growth Expectations: In Science, the all-student group exceeds the standard, demonstrating growth with a score of 81 during the 2022-2023 year.	False
Academic Growth Expectations: In ELA, the all-student group exceeds the standard, demonstrating growth with a score of 87 during the 2022-2023 year.	False
Preliminary 2024 PSSA data indicates that 4th grade had 84% of students scored proficient and advanced on the PSSA math assessment.	False
Professional development in structured literacy and its integration into the core curriculum.	False
Student growth is a result of the a combination of data driven instruction and intentional and specific interventions implemented by staff to meeting individual student needs.	False
Professional Learning Team collaboration and discussion of effective teaching strategies led to the overall improvement of implementation of instructional strategies to increase achievement.	False
	False
Staff professional development on understanding Fastbridge data and connecting the data to appropriate grade level interventions.	True
The new STEM specials class is engaging and interactive and is standards-based.	False
All students receive a quarter of STEM education throughout the school year.	False
The All Student group exceeded the performance standard for the Career Standards Benchmark.	False
Snyder-Girotti has a strong and supportive community.	True
Professional development in "Guided Math in Action" book study that focuses on building mathematical proficiency with purposeful, standards-based, differentiated engaging small-group instruction.	False
Student growth is a result of the a combination of data driven instruction and intentional and specific interventions implemented by staff to meeting individual student needs.	False
Snyder-Girotti has a strong staff and leadership who are focused on continued improvement.	True
Implementation of Multi-Tiered Systems of Support in grades K - 6 will begin this year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	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
Proficient or Advanced: In ELA, the all student group did not meet the interim goal/improvement target for the 2022-2023 year, with 43.9% at proficient or advanced.	False
Proficient or Advanced: In math, the all-student group did not meet the interim goal/improvement target for the 2022-2023 year, with 43.3% at proficient or advanced.	False
Academic Growth Expectations: In math, the all-student group did not meet the standard demonstrating growth with a score of 66 during the 2022-2023 year.	False
Identifying evidence-based interventions for small group lessons, with the capability to monitor progress effectively.	True
Utilizing all data sources cohesively to make data-driven decisions that enhance instructional practices.	False
Attendance: The all-student group did not meet the performance standard, with a score of 66.2% of students not chronically absent.	True
The increasing complexity of students' mental health issues at Snyder Girotti continues to pose a significant challenge to overall student achievement.	True
There is inconsistent performance across various data sources.	False
Preliminary 2024 PSSA data indicates that the 6th grade scored 17% proficient on the PSSA math assessment.	False
Academic Growth Expectations: In math, the all-student group did not meet the standard demonstrating growth with a score of 66 during the 2022-2023 year.	False
Lack of consistent and affordable science resources available.	False
Thoroughly documenting the progress students make during small group sessions, including specific skills improved, challenges encountered, and individualized strategies that have proven effective	False
Overall, our students have academic challenges. While improving our systems for implementing a standards based curriculum with intentional interventions targeted to students' needs, our entire student population will benefit and grow academically.	False
Implement evidence-based strategies to engage families to support learning	False
	False
	False

The 6th-grade schedule only allows for one hour of math instruction.	False
Teachers need to use formative data more regularly to drive their instruction to be more intentional to address individual needs.	False
Snyder-Girotti's population has created a need for a more comprehensive intervention program (MTSS) and uniform process for Tier 2 and Tier 3 academic and behavioral supports.	True
Having sufficient time to provide professional development on the new PA STEEL Science Standards.	False
Students in grades 3-6 continue to struggle with phonics and have deficiencies in foundational reading skills. The core reading program in the intermediate grade levels does not adequately address these areas, necessitating the supplementation with evidence-based phonics instruction.	False
Placing greater emphasis on ensuring that core instruction is delivered with fidelity.	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.

Snyder-Girotti has continued to see significant increases in the academic and social-emotional needs of its students. We recognize that the implementation of an MTSS framework will greatly influence positive student outcomes. MTSS will support a consistent, data-based, tiered process that will work to meet the needs of all students. In the area of English Language Arts (ELA), our core curriculum for grades K-2 has been thoroughly analyzed to address any gaps in phonics and phonemic awareness. However, we have identified a need to strengthen phonics instruction in grades 3-6 to better support our students. To address this, we must implement evidence-based interventions during the intervention block and make instructional decisions driven by data. In mathematics, we face the challenge of increasing the length of the math block in our 6th-grade class. Currently, it is 60 minutes long, whereas it is 90 minutes in grades K-5. We need to work towards aligning the math block duration to ensure consistent and adequate instructional time across all grade levels.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The increasing complexity of students' mental health issues at Snyder Girotti continues to pose a significant challenge to overall student achievement.	The increasing complexity of students' mental health issues at Snyder Girotti continues to pose a significant challenge to overall student achievement. As these mental health concerns grow more prevalent and multifaceted, they impact students' ability to focus, engage, and perform academically. Addressing these issues requires comprehensive support systems, including counseling, mental health resources, and a supportive school environment. By prioritizing mental health, we can help students overcome these challenges and improve their academic outcomes, ensuring they reach their full potential.	True
Snyder-Girotti's population has created a need for a more comprehensive intervention program (MTSS) and uniform process for Tier 2 and Tier 3 academic and behavioral supports.	The diverse population at Snyder-Girotti has highlighted the need for a more comprehensive intervention program through a Multi-Tiered System of Support (MTSS). To effectively meet the varying needs of our students, we must establish a uniform process for providing Tier 2 and Tier 3 academic and behavioral support. This structured approach will ensure that students receive targeted interventions tailored to their specific needs, whether they require additional academic assistance or behavioral guidance. By implementing a consistent and comprehensive MTSS framework, we can better support our student's success and create a more inclusive and supportive learning environment.	True
Identifying evidence-based interventions for small group lessons, with the capability to monitor progress effectively.	Implementing ELA reading interventions (UFLI and Virginia Phonics)	False
Attendance: The all-student group did not meet the performance standard, with a score of 66.2% of students not chronically absent.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
---------------------	-------------------

Staff professional development on understanding Fastbridge data and connecting the data to appropriate grade level interventions.	Professional development equipped teachers with the skills to analyze and run data reports identifying students who are at risk.
Snyder-Girotti has a strong and supportive community.	Snyder-Girotti is fortunate to have a strong and supportive community that plays a crucial role in the success and well-being of our students. This community consists of dedicated parents, engaged local organizations, and committed staff members who work collaboratively to create a nurturing and inclusive environment.
Snyder-Girotti has a strong staff and leadership who are focused on continued improvement.	Their unwavering focus on continuous improvement drives the school's success and helps create a thriving educational community.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The increasing complexity of students' mental health issues at Snyder Girotti continues to pose a significant challenge to overall student achievement. As these mental health concerns grow more prevalent and multifaceted, they impact students' ability to focus, engage, and perform academically. Addressing these issues requires comprehensive support systems, including social-emotional resources and a supportive, positive school culture. By prioritizing social-emotional learning, we can help students overcome these challenges and improve their academic outcomes, ensuring they reach their full potential.
	The diverse population at Snyder-Girotti has highlighted the need for a more comprehensive intervention program through a Multi-Tiered System of Support (MTSS). To effectively meet the varying needs of our students, we must establish a uniform process for providing Tier 2 and Tier 3 academic, emotional, and behavioral support. This structured approach will ensure that students receive targeted interventions tailored to their specific needs, whether they require additional academic assistance or behavioral guidance. By implementing a consistent and comprehensive MTSS framework, we can better support our student's success and create a more inclusive and supportive learning environment.

Goal Setting

Priority: The increasing complexity of students' mental health issues at Snyder Girotti continues to pose a significant challenge to overall student achievement. As these mental health concerns grow more prevalent and multifaceted, they impact students' ability to focus, engage, and perform academically. Addressing these issues requires comprehensive support systems, including social-emotional resources and a supportive, positive school culture. By prioritizing social-emotional learning, we can help students overcome these challenges and improve their academic outcomes, ensuring they reach their full potential.

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, Snyder Girotti School will implement its MTSS framework to incorporate targeted social-emotional learning (SEL) interventions, ensuring that at least 80% of students identified with significant mental health concerns (Tier 2 and Tier 3) receive appropriate SEL support. Success will be measured by a 10% increase in students' social-emotional competencies, as assessed by SEL surveys and teacher observations, and a 10% improvement in academic performance among these students. The school will achieve this by fostering and maintaining a caring and responsive culture for all students, staff, and parents, working toward the development of a positive environment that emphasizes the uniqueness of each individual within Snyder-Girotti Elementary School. This will include daily Tier 1 SEL lessons, teacher training on strategies, and initiatives to create a positive school culture that promotes student well-being. Progress will be reviewed quarterly, with the goal of full implementation by the end of the 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
School Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Survey parents, teachers, and other stakeholders to identify desired areas for training and support ongoing School Culture development.	Conduct Professional Development Training for all staff in the area of behavior and student supports. Presentation conducted by building staff related to social emotional and behavior supports.	Presentation of Parent Training Sessions focusing on topics that will help support families.	Analyze all data and assess if goals were met.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)

Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: The diverse population at Snyder-Girotti has highlighted the need for a more comprehensive intervention program through a Multi-Tiered System of Support (MTSS). To effectively meet the varying needs of our students, we must establish a uniform process for providing Tier 2 and Tier 3 academic, emotional, and behavioral support. This structured approach will ensure that students receive targeted interventions tailored to their specific needs, whether they require additional academic assistance or behavioral guidance. By implementing a consistent and comprehensive MTSS framework, we can better support our student's success and create a more inclusive and supportive learning environment.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, Snyder-Girotti School will establish a uniform process for providing Tier 2 and Tier 3 academic, emotional, and behavioral support within the MTSS framework, with a focus on reading and math instruction. This will include implementing small group interventions using evidence-based strategies, ensuring that at least 80% of students identified for Tier 2 and Tier 3 support demonstrate a 10% improvement in reading and math proficiency, as measured by standardized assessments and progress monitoring tools. The school will also provide professional development for teachers on the delivery of these interventions and maintain a consistent process for identifying and supporting students in need. Progress will be reviewed quarterly to ensure the effectiveness of the interventions, with the goal of full implementation and measurable student success by the end of the 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
MTSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Formalize MTSS procedures with accompanying forms and processes in adherence with Title I and child find obligations.	Provide professional development on MTSS platform that teachers will utilize to monitor and track student data.	Review and restructure processes if needed based on data and feedback from staff and re-align procedures to ensure effective and efficient implementation of interventions.	Assess intervention effectiveness through analyzing data including benchmark assessments, curriculum-based measures, intervention assessments, and

			available social/emotional and behavioral data.
--	--	--	---

Action Plan

Measurable Goals

School Culture	MTSS

Action Plan For: Intervention Period: Tier 2 Interventions in the area of Math (guided math groups, use of Envisions Math materials, and Title I math specialist.

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, Snyder-Girotti School will establish a uniform process for providing Tier 2 and Tier 3 academic, emotional, and behavioral support within the MTSS framework, with a focus on reading and math instruction. This will include implementing small group interventions using evidence-based strategies, ensuring that at least 80% of students identified for Tier 2 and Tier 3 support demonstrate a 10% improvement in reading and math proficiency, as measured by standardized assessments and progress monitoring tools. The school will also provide professional development for teachers on the delivery of these interventions and maintain a consistent process for identifying and supporting students in need. Progress will be reviewed quarterly to ensure the effectiveness of the interventions, with the goal of full implementation and measurable student success by the end of the 2024-2025 school year.

Action Step		Anticipated Start/Completion Date	
Investigate best practices regarding a school-wide structure for MTSS in the area of mathematics.		2024-09-04	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dawn DeLuca/ Math Specialist	IU consultation	Yes	
Action Step		Anticipated Start/Completion Date	
Implement, provide professional development, and analyze/evaluate data		2024-09-04	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Julie Balcer/Principal Danielle Leyer/Assistant Principal Dawn DeLuca/Math Specialist	Book Study: Guided Math in Action	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MTSS implementation in the area of mathematics is integrated through the math classes.	Academic and behavior reviews: Flexible grouping, MTSS data/analysis. Staff will meet monthly during the after-school professional development.

Action Plan For: Intervention Period: Tier 2 and Tier 3 Interventions in the area of ELA (reading, use of reading specialist small groups)

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2024-2025 school year, Snyder-Girotti School will establish a uniform process for providing Tier 2 and Tier 3 academic, emotional, and behavioral support within the MTSS framework, with a focus on reading and math instruction. This will include implementing small group interventions using evidence-based strategies, ensuring that at least 80% of students identified for Tier 2 and Tier 3 support demonstrate a 10% improvement in reading and math proficiency, as measured by standardized assessments and progress monitoring tools. The school will also provide professional development for teachers on the delivery of these interventions and maintain a consistent process for identifying and supporting students in need. Progress will be reviewed quarterly to ensure the effectiveness of the interventions, with the goal of full implementation and measurable student success by the end of the 2024-2025 school year.

Action Step		Anticipated Start/Completion Date	
Investigate best practices regarding a school-wide structure for MTSS in the area of English Language Arts.		2024-09-04	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
LaToya Sahm and Kristin Faight/ Reading Specialists	IU consultation	Yes	
Action Step		Anticipated Start/Completion Date	
Develop a school-wide structure for MTSS in the area of English Language Arts.		2024-09-04	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Julie Balcer/ Principal Danielle Leyer/Assistant Principal LaToya Sahm and Kristin Faight/ Reading Specialists	MTSS platform: Branching Minds	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MTSS implementation in the area of ELA is integrated through the intervention block.	Academic and behavioral reviews: Flexible grouping, MTSS data analysis. Grade-level groups will meet monthly for 45 minutes.

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	<ul style="list-style-type: none">Intervention Period: Tier 2 and Tier 3 Interventions in the area of ELA (reading, use of reading specialist small groups)	Evidence based adaptive reading program Lexia will be purchased.	5378
Instruction	<ul style="list-style-type: none">Intervention Period: Tier 2 and Tier 3 Interventions in the area of ELA (reading, use of reading specialist small groups)	Salaries and benefits for two reading specialists	386882
Instruction	<ul style="list-style-type: none">Intervention Period: Tier 2 Interventions in the area of Math (guided math groups, use of	Partial salary and benefits for the math interventionist.	34259

	Envisions Math materials, and Title I math specialist.			
Total Expenditures				426519

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Intervention Period: Tier 2 Interventions in the area of Math (guided math groups, use of Envisions Math materials, and Title I math specialist.	Investigate best practices regarding a school-wide structure for MTSS in the area of mathematics.
Intervention Period: Tier 2 Interventions in the area of Math (guided math groups, use of Envisions Math materials, and Title I math specialist.	Implement, provide professional development, and analyze/evaluate data
Intervention Period: Tier 2 and Tier 3 Interventions in the area of ELA (reading,use of reading specialist small groups)	Investigate best practices regarding a school-wide structure for MTSS in the area of English Language Arts.
Intervention Period: Tier 2 and Tier 3 Interventions in the area of ELA (reading,use of reading specialist small groups)	Develop a school-wide structure for MTSS in the area of English Language Arts.

Education and Implementation of MTSS - School Team

Action Step		
<ul style="list-style-type: none"> Investigate best practices regarding a school-wide structure for MTSS in the area of mathematics. Investigate best practices regarding a school-wide structure for MTSS in the area of English Language Arts. Develop a school-wide structure for MTSS in the area of English Language Arts. Implement, provide professional development, and analyze/evaluate data 		
Audience		
Administration, Specialists, general and special education teachers		
Topics to be Included		
MTSS rationale, MTSS Framework, scheduling, data-measures		
Evidence of Learning		
The school team will build an understanding of the MTSS process and how it can impact students		
Lead Person/Position	Anticipated Start	Anticipated Completion
Julie Balcer/ Principal	2024-09-04	2025-06-11

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Ongoing
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">affirmation.pdf

Chief School Administrator	Date
Building Principal Signature	Date
Julie Balcer	2024-11-08
School Improvement Facilitator Signature	Date