

## **HOUCK EL SCH**

315 E Lehman St

TSI Title 1 School Plan | 2023 - 2024

---

### **VISION FOR LEARNING**

We will follow our school district's "Five Educational Priorities" (Data/Evidence Driven Culture, Relentless Culture of Reading, Student Centered Culture, College & Career Readiness and Culture of Community Connections), to support all of our students in being successful in every aspect of their educational experience. "Student achievement is our goal. Our number one indicator is for all of our students to have the necessary experiences to develop the knowledge and skills for their chosen career path." We we will focus on interventions to help provide supports for our students with attendance, academics, social skills and mental health.

## STEERING COMMITTEE

Name	Position	Building/Group
Pedro A Cruz	Principal	Lebanon/Henry Houck
Mrs. Emily Keener	Parent	Lebanon/Henry Houck
Mrs. Stephanie Kaylor	Parent	Lebanon/Henry Houck
Mr. James McNeal	5th grade teacher	Lebanon/Henry Houck
Mrs. Sue Danielewicz	4th grade teacher	Lebanon/Henry Houck
Mrs. Deanna Gamon	Teacher	Lebanon/Henry Houck
Mrs. Fox	Teacher	Lebanon/Henry Houck
Mrs. Vu	Teacher	Lebanon/Henry Houck
Mrs. Garrett- Giovino	Education Specialist	Lebanon/Henry Houck
Mrs. Dawn Schrader	Title 1 /Literacy Coach	Lebanon/Henry Houck
Mr. Jacob Bucy	Itinerant Support Teacher	Lebanon/Henry Houck
Dawn Connelly	District Level Leaders	Elementary Director of Teaching & Learning

Name	Position	Building/Group
Mrs. Wendy Kalbach	Community Member	Lebanon Federal Credit Union - Vice President of Community and Business Development
Mr. Phil Tipton	Community Member	YMCA
Mr. Darin Pickles	Community Member	YMCA

## ESTABLISHED PRIORITIES

### Priority Statement

Teachers will develop and implement a strategic plan to build academic deficits through strategic interventions and small group instruction while continuing to implement the new curriculum and program with fidelity.

Teachers will develop and implement a strategic plan to build academic deficits through strategic interventions and small group instruction.

Teachers and administrators will participate in the district's guidelines to provide Tier II and Tier III supports.

### Outcome Category

English Language Arts

Mathematics

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 3: Provide Student-Centered Support Systems

Essential Practices 4: Foster Quality Professional Learning

## ACTION PLAN AND STEPS

### Evidence-based Strategy

Small Group Instruction

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ARC/ELA Small Group	100% of the Henry Houck staff will implement the ARC reading program and will analyze IRLA data to strategically make instructional decisions to form small group instruction in all literacy blocks (ARC and ELA Block).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase teacher effectiveness using best practices and research based strategies to increase student achievement.	2023-08-28 - 2024-06-04	Pedro Cruz, Principal Dawn Schrader, Literacy Coach	ARC Manual, IRLA/School Pace, Conferencing sheets, Literacy Coach

### Anticipated Outcome

Henry Houck teachers will utilize morning collaborative time before school daily to analyze data with support as needed from the building Literacy Coach, grade-level peers, Special Ed./ELD staff and building Principal to adjust instructional practices and small group structure.

### Monitoring/Evaluation

Small group schedules will be kept and monitored in the classroom. Principal and Literacy Coach will monitor and check weekly.

### Evidence-based Strategy

Mathematics

---

## Measurable Goals

---

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Effective Instructional  
Practices All Classrooms:  
Math

100% of the Henry Houck teachers will implement a standards-aligned curriculum to increase teacher effectiveness using best instructional practices, research based strategies, and analyze data to make informed decisions to adjust instruction to increase student achievement.

---

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Increase teacher effectiveness using best practices and research based strategies to increase student achievement.

2023-08-28 -  
2024-06-04

Pedro Cruz,  
Principal

eNvision Program and materials, MSDA Diagnostic Assessment, SuccessMaker, Reflex math, DATA for student placement, Program supports (Curriculum Teacher Leader)

---

## Anticipated Outcome

---

## Monitoring/Evaluation

---

---

## Evidence-based Strategy

Focus on Continuous School Improvement

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Effective Instructional Practices for ALL students (EL and IEP).	100% of Henry Houck teachers will design lesson plans and implement a Standards - Aligned System (SAS) for all subject areas instructed to improve student achievement. Daily instruction will include differentiation and accommodations for students with an IEP and English Learners.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

Anticipated Outcome

Monitoring/Evaluation

-----

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of the Henry Houck staff will implement the ARC reading program and will analyze IRLA data to strategically make instructional decisions to form small group instruction in all literacy blocks (ARC and ELA Block). (ARC/ELA Small Group )	Small Group Instruction	Increase teacher effectiveness using best practices and research based strategies to increase student achievement.	08/28/2023 - 06/04/2024



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of the Henry Houck teachers will implement a standards-aligned curriculum to increase teacher effectiveness using best instructional practices, research based strategies, and analyze data to make informed decisions to adjust instruction to increase student achievement. (Effective Instructional Practices All Classrooms: Math)	Mathematics	Increase teacher effectiveness using best practices and research based strategies to increase student achievement.	08/28/2023 - 06/04/2024

## 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.**

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

---

Chief School Administrator

---

---

School Improvement Facilitator Signature

---

---

Building Principal Signature

Mr. Pedro A. Cruz

2023-06-13

---

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

English Language Arts/Literature All Student Group Exceeds the Standard Demonstrating Growth (2021 - 2022 PVAAS Data). Current percentage is 95% which is greater than the statewide average of 76%.

Science/Biology All 4th Grade Student Group Meets the Standard Demonstrating Growth (2021 - 2022 PVAAS Data). Current percentage is 78% which is greater than the statewide average of 74.6%.

Mathematics/Algebra 1 All Student Group Exceeds the Standard Demonstrating Growth (2021 - 2022 PVAAS Data) Current percentage is 100% which is greater than the statewide average of 76.2%.

Teachers that implement with fidelity DIBELS and/or IRLA have demonstrated growth with students in all subgroups. Data is reflective in reports that are individualized for each student. Homeroom DATA from IRLA is reflective of 1 years worth of growth or more.

### Challenges

English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target (PSSA 2021-2022)

Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target (PSSA 2021-2022)

Building capacity and culture around collaborative discussions involving of all members within the school community who impact student learning daily. A collaborative structure is needed that will empower all teachers with building leadership to work together to make the most of all educational experiences for all students.

Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target (PSSA 2021-2022)

Regular Attendance All Student Group Did Not Meet Performance Standard (PSSA 2020-2021)

Building capacity as a school using The Standards Aligned System (SAS) as a research based resource to improve student achievement.

## Strengths

2022-2023 implementation of new math program (enVision Mathematics Programs, Savvas), Lebanon School District Elementary Math Curriculum.

Educational field trips are extended opportunities for all classrooms K-5. Life Skills classrooms have planned trips throughout the year within the community. In addition, we offer Career Day Visitors, Junior Achievement/5th Grade, Biz-Town Program/5th, Trips to outdoor campgrounds, Theater & Arts, State Capital, farms and career research within the classroom setting. Building Principal and staff share with students' their educational journeys and what led to their career path.

Classrooms that have implemented with fidelity MSDA results (individualizing goals, forming small groups, use of Reflex math, and SuccessMaker, data is reflective of individualized growth.

Fourth-Grade Science PSSA Data is reflective of student achievement.

HH Literacy Coach analyzes the data from multiple points to structure specific targets for those student identified needing strategic intervention. The HH Literacy Coach coordinates and leads the building interventionists in data collection and small group instruction.

ELD and Supplemental Learning Support teachers analyze data sources (DIBELS, IRLA, CDT's) and use the data to provide

## Challenges

Building capacity using the Multi-Tiered System of Supports (MTSS) that supports staff by providing academic and behavioral strategies for students with various needs.

Performance by one or more student groups is at or below state-established standards. (TSI criteria)

Building capacity to develop and strengthen implementation of all programs as outlined by the Lebanon School District Elementary Curriculum/ELA for all students in all classrooms.

Building capacity as a school using The Standards Aligned System (SAS) as a research based resource to improve student achievement.

Building capacity school - wide in the learning and the development of STEM K-5.

Building capacity to develop and strengthen implementation of all programs as outlined by the Lebanon School District Elementary Curriculum/Math for all students in all classrooms.

Career evidence artifacts need to be collected consistently for all of our students.

Provide frequent, timely, and systematic feedback and support on instructional practices

## Strengths

strategic and targeted instruction within their classroom setting. The Supplemental Learning Support Classroom implements conferencing and components of the high-leverage Power Goals set for each student during ELA instruction weekly. IRLA Data is used by the IEP Team to make informed decisions for each student's learning.

ELD and Supplemental Learning Support teachers analyze data sources (DIBELS, IRLA, CDT's) and use the data to provide strategic and targeted instruction within their classroom setting. The Supplemental Learning Support Classroom implements conferencing and components of the high-leverage Power Goals set for each student during ELA instruction weekly. IRLA Data is used by the IEP Team to make informed decisions for each student's learning.

HH Literacy Coach analyzes the data from multiple points to structure specific targets for those student identified needing strategic intervention. The HH Literacy Coach coordinates and leads the building interventionists in data collection and small group instruction.

Teachers with implementation fidelity of DIBELS and/or IRLA have shown growth with students in all subgroups and have made more than a years growth as reflected in data.

Classrooms that have implemented with fidelity MSDA results

## Challenges

Implement a multi-tiered system of supports for academics and behavior

Students need to research careers and opportunities.

Guest speakers need to be invited to speak to students about potential careers.

Career week needs to be highlighted, celebrated, and recognized building wide.

Building capacity to develop and strengthen implementation of all programs as outlined by the Lebanon School District Elementary Curriculum/ELA for all students in all classrooms.

Building capacity and culture around collaborative discussions involving of all members within the school community who impact student learning daily. A collaborative structure is needed that will empower all teachers with building leadership to work together to make the most of all educational experiences for all students.

Align curricular materials and lesson plans to the PA Standards

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Building capacity as a school using The Standards Aligned System (SAS) as a research based resource to improve student

## Strengths

(individualizing goals, forming small groups, use of Reflex math, a SuccessMaker, data is reflective of individualized growth).

2022-2023 implementation of new math program (enVision Mathematics Programs, Savvas), Lebanon School District Elementary Math Curriculum.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school. (YMCA, Lebanon Credit Union, local community leaders.)

Classroom Artifacts and Research Projects.

All HH Elementary teachers have been provided Professional Development in the Lebanon School District 's new math program enVision math, SuccessMaker, MSDA. Ongoing support is provided through out the year by Elementary Curriculum Staff.

## Challenges

achievement.

Building capacity using the Multi-Tierd System of Supports (MTSS) that supports staff by providing academic and behavioral strategies for students with various needs.

Building capacity to develop and strengthen implementation of all programs as outlined by the Lebanon School District Elementary Curriculum/Science for all students in all classrooms.

Building capacity to develop and strengthen implementation of all programs as outlined by the Lebanon School District Elementary Curriculum/Math for all students in all classrooms.

Building capacity and culture around collaborative discussions involving of all members within the school community who impact student learning daily. A collaborative structure is needed that will empower all teachers with building leadership to work together to make the most of all educational experiences for all students.

Building capacity using the Multi-Tierd System of Supports (MTSS) that supports staff by providing academic and behavioral strategies for students with various needs.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

### Challenges

Building capacity as a school using The Standards Aligned System (SAS) as a research based resource to improve student achievement.

Building capacity using the Multi-Tiered System of Supports (MTSS) that supports staff by providing academic and behavioral strategies for students with various needs.

---

### Most Notable Observations/Patterns

Building capacity to improve student achievement is an outlined observable need. Growth is evident in classrooms that are implementing the Lebanon School District's board approved programs, use of an aligned curriculum and use of assessments that guide instructional decisions for teaching and learning.

---

### Challenges

### Discussion Point

### Priority for Planning

English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target (PSSA 2021-2022)

Students are struggling with transition from the COVID years and closing the gaps of instruction. The gaps in academic and social development impact the daily instruction provided by teachers. Teachers are still adapting to the challenges to meet the students' academic deficits and lack of social

✓



Challenges	Discussion Point	Priority for Planning
<p>Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target (PSSA 2021-2022)</p>	<p>development .</p> <p>Students are struggling with transition from the COVID years and closing the gaps of instruction. The gaps in academic and social development impact the daily instruction provided by teachers. Teachers are still adapting to the challenges to meet the academic deficits and lack of social development. In addition the teachers are learning a new math curriculum and program.</p>	<p>✓</p>
<p>Career evidence artifacts need to be collected consistently for all of our students.</p>		
<p>Align curricular materials and lesson plans to the PA Standards</p>		
<p>Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based</p>		
<p>Building capacity and culture around collaborative discussions involving of all members within the school community who impact student learning daily. A collaborative structure is needed that will empower all teachers with building leadership to work together to make the most of all educational experiences for all students.</p>		

**Challenges**

**Discussion Point**

**Priority for Planning**

Building capacity to develop and strengthen implementation of all programs as outlined by the Lebanon School District Elementary Curriculum/ELA for all students in all classrooms.

Building capacity to develop and strengthen implementation of all programs as outlined by the Lebanon School District Elementary Curriculum/ELA for all students in all classrooms.

Building capacity and culture around collaborative discussions involving of all members within the school community who impact student learning daily. A collaborative structure is needed that will empower all teachers with building leadership to work together to make the most of all educational experiences for all students.

Building capacity school - wide in the learning and the development of STEM K-5.

Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target (PSSA 2021-2022)

Performance by one or more student groups is at or below state-established standards. (TSI criteria)

Regular Attendance All Student Group Did Not Meet

**Challenges****Discussion Point****Priority for Planning**

Performance Standard (PSSA 2020-2021)

Building capacity as a school using The Standards Aligned System (SAS) as a research based resource to improve student achievement.

Building capacity using the Multi-Tierd System of Supports (MTSS) that supports staff by providing academic and behavioral strategies for students with various needs.

Tier II is mostly in place, but there is a definite need to improve Tier III.



Provide frequent, timely, and systematic feedback and support on instructional practices

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Building capacity as a school using The Standards Aligned System (SAS) as a research based resource to improve student achievement.

Building capacity using the Multi-Tierd System of Supports (MTSS) that supports staff by providing academic and behavioral strategies for students with various needs.

**Challenges****Discussion Point****Priority for Planning**

Building capacity to develop and strengthen implementation of all programs as outlined by the Lebanon School District Elementary Curriculum/Science for all students in all classrooms.

Building capacity to develop and strengthen implementation of all programs as outlined by the Lebanon School District Elementary Curriculum/Math for all students in all classrooms.

---

## ADDENDUM B: ACTION PLAN

### Action Plan: Small Group Instruction

Action Steps	Anticipated Start/Completion Date
Increase teacher effectiveness using best practices and research based strategies to increase student achievement.	08/28/2023 - 06/04/2024

Monitoring/Evaluation	Anticipated Output
Small group schedules will be kept and monitored in the classroom. Principal and Literacy Coach will monitor and check weekly.	Henry Houck teachers will utilize morning collaborative time before school daily to analyze data with support as needed from the building Literacy Coach, grade-level peers, Special Ed./ELD staff and building Principal to adjust instructional practices and small group structure.

Material/Resources/Supports Needed	PD Step
ARC Manual, IRLA/School Pace, Conferencing sheets, Literacy Coach	yes

---

---

**Action Plan: Mathematics**

**Action Steps**

**Anticipated Start/Completion Date**

Increase teacher effectiveness using best practices and research based strategies to increase student achievement.

08/28/2023 - 06/04/2024

**Monitoring/Evaluation**

**Anticipated Output**

**Material/Resources/Supports Needed**

**PD Step**

eNvision Program and materials, MSDA Diagnostic Assessment, SuccessMaker, Reflex math, DATA for student placement, Program supports (Curriculum Teacher Leader)

yes

**Action Plan: Focus on Continuous School Improvement**

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of the Henry Houck staff will implement the ARC reading program and will analyze IRLA data to strategically make instructional decisions to form small group instruction in all literacy blocks (ARC and ELA Block). (ARC/ELA Small Group )	Small Group Instruction	Increase teacher effectiveness using best practices and research based strategies to increase student achievement.	08/28/2023 - 06/04/2024
100% of the Henry Houck teachers will implement a standards-aligned curriculum to increase teacher effectiveness using best instructional practices, research based strategies, and analyze data to make informed decisions to adjust instruction to increase student achievement. (Effective Instructional Practices All Classrooms: Math)	Mathematics	Increase teacher effectiveness using best practices and research based strategies to increase student achievement.	08/28/2023 - 06/04/2024



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Small Group PD for both Math & ELA. From the IU 13.	K5 - 5th	Small group instruction.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
We will analyze our Math data through out the school year. (SUCCESSMAKER & Reflex Math)	08/21/2023 - 04/05/2024	Facilitator from the IU 13
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Teaching Diverse Learners in Inclusive Settings	

---



## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

