Profile and Plan Essentials

School		AUN/Branch
Sharpsville Area Elementary School		104433604
Address 1		
100 Hittle Drive		
Address 2		
City	**State**	**Zip Code**
Sharpsville	PA	16150
Chief School Administrator		**Chief School Administrator Email**
John Vannoy		jvannoy@sasdpride.org
Principal Name		
Ericka Dungee		
Principal Email		
edungee@sasdpride.org		
Principal Phone Number		**Principal Extension**
7249628300		3850
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ericka Dungee	Principal/Member	Administrator	edungee@sasdpride.org
Ashley Mocker	Business Manager/Member	Administrator	amocker@sasdpride.org
Nicholas Hanahan	Member	School Board	███████████████████
Shawna Burk	Member	Teacher	sburk@sasdpride.org
Paige Wasko	Member	School Psychologist	pwasko@sasdpride.org
Alta Roqueplot	Member	Parent	████████████
Melissa Young	Member	Community Member	myoung@sasdpride.org

Vision for Learning

The Sharpsville Elementary School envisions a place where the school staff works together to ensure that students are in a constant state of growth and improvement. We will make data driven decisions in a timely manner regarding student performance. Students who are in need will receive support in a tiered fashion. Our support system will begin prior to the start of Kindergarten for some students, with Success by 6, and continue through 5th grade. By offering support when needed, we will see our special education numbers begin to drop and academic performance continue to rise.

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
88.7% Proficient or Advanced in Science	88.7% Proficient or Advanced beats the statewide average of 58.9%
86.6% students with regular attendance	86.6% students with regular attendance beats the state average of 73.9%
100% career standards benchmark	Statewide career benchmark performance standard is 98.0% and the statewide average is 89.6%. SES scored 100%

Challenges

Indicator	Comments/Notable Observations
All student group did not meet the standard demonstrating growth in math	SES Academic Growth Score for math was 63. A score of 70 is necessary for meeting the statewide growth standard. The statewide average was 75.3
All student group did not meet the standard demonstrating growth in ELA	SES Academic Growth Score for ELA was 69. A score of 70 is necessary for meeting the statewide growth standard. The statewide average was 75.

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

Strengths

Indicator Percent Advanced Mathematics/Algebra **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** There was an increase in percentage of all students scoring advanced in Mathematics/Algebra.
Indicator Percent Advanced Mathematics/Algebra **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** There was an increase in percentage of students scoring proficient/advanced in all subgroups.
Indicator Science/Biology	**Comments/Notable Observations** 88.7% proficient or advanced in science.

ESSA Student Subgroups	

Challenges

Indicator	
Indicator ELA Proficient or Advanced **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** 26.1% of students with disabilities scored proficient or advanced in ELA.
Indicator Math Proficient or Advanced **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 37.9% of economically disadvantaged students were proficient or advanced
Indicator ELA Growth **ESSA Student Subgroups**	**Comments/Notable Observations** 69% growth score did not meet the statewide growth standard of 70%
Indicator Math Growth **ESSA Student Subgroups**	**Comments/Notable Observations** 63% growth score, did not meet the statewide growth standard of 70.0%

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.

88.7% Proficient or Advanced beats the statewide average of 58.9
86.6% students with regular attendance beats the state average of 73.9%
Statewide career benchmark performance standard is 98.0% and the statewide average is 89.6%. SES scored 100%

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.

SES Academic Growth Score for math was 63. A score of 70 is necessary for meeting the statewide growth standard. The statewide average was 75.3
SES Academic Growth Score for ELA was 69. A score of 70 is necessary for meeting the statewide growth standard. The statewide average was 75.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
FastBridge	All grade levels saw an increase in the amount of students scoring benchmark on the reading assessment.
PVAAS	Growth Scores are from 2023. Results are not in for 2024 PSSA assessments.
DRA	DRA scores increased from fall to spring.

English Language Arts Summary

Strengths

All grades maintained a steady number of students who were proficient and above.
2nd grade had a 23% increase in students scoring at or above the benchmark in Fastbridge.
5th grade was well above the ELA growth standard on PVAAS

Challenges

Kindergarten Reading FastBridge spring assessment shows a -35% drop from fall scores.
4th grade ELA PSSA was well below the growth standard.

Mathematics

Data	Comments/Notable Observations
FastBridge	District wide FastBridge scores are steady throughout the year.
PVAAS	4th grade met the math growth standard on PVAAS

Mathematics Summary

Strengths

The Very Low Risk group grew by 2 from fall to spring.
5% growth in meeting the benchmark on 5th grade math FastBridge assessment from fall to spring.
4th grade met the math growth standard on PVAAS.

Challenges

Increase in the number of students scoring well below benchmark except 4th grade.
5th grade was below the math growth standard on PVAAS.
Kindergarten saw a 13% decrease in the number of students scoring at or above the Fastbridge benchmark.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PVAAS	All quintiles were yellow or green.

Science, Technology, and Engineering Education Summary

Strengths

4th grade met the growth standard on the PSSA.

Challenges

To get high proficient students into the above average range.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	All student group exceeds the statewide performance standard. We are at 100%.

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.

Career Readiness- All student group exceeds performance standard 100%

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.

n/a
Many areas are not a focus of this plan

Equity Considerations

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

Students with Disabilities
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Index	26.1% proficient or advanced in ELA, 28.3% proficient or advanced in math

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready PA Idex	51% proficient or advanced in ELA. 37.9% proficient or advanced in math

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.

Students with disabilities increased from 25.6% P or A in 2021-22, to 28.3% P or A in 2022-23 in math
Economically disadvantaged students increased their proficient and advanced scores from 44.6% in 21-22 to 51% in 2022-2023 in ELA
Economically disadvantaged students increased their proficient and advanced scores from 31% in 2021-2022 to 37.9% in 2022-2023 in Math.

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.

Students with disabilities saw a decrease in students proficient and advanced. Students scored 30.8% in 2021-2022 and 26.1%in 2022-2023.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
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	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths
Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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?

Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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
88.7% Proficient or Advanced beats the statewide average of 58.9	False
86.6% students with regular attendance beats the state average of 73.9%	False
Statewide career benchmark performance standard is 98.0% and the statewide average is 89.6%. SES scored 100%	False
All grades maintained a steady number of students who were proficient and above.	True
2nd grade had a 23% increase in students scoring at or above the benchmark in Fastbridge.	True
5th grade was well above the ELA growth standard on PVAAS	False
The Very Low Risk group grew by 2 from fall to spring.	True
5% growth in meeting the benchmark on 5th grade math FastBridge assessment from fall to spring.	True
	False
4th grade met the growth standard on the PSSA.	False
Career Readiness- All student group exceeds performance standard 100%	False
Students with disabilities increased from 25.6% P or A in 2021-22, to 28.3% P or A in 2022-23 in math	False
Economically disadvantaged students increased their proficient and advanced scores from 44.6% in 21-22 to 51% in 2022-2023 in ELA	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
4th grade met the math growth standard on PVAAS.	False
Economically disadvantaged students increased their proficient and advanced scores from 31% in 2021-2022 to 37.9% in 2022-2023 in Math.	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

SES Academic Growth Score for math was 63. A score of 70 is necessary for meeting the statewide growth standard. The statewide average was 75.3	False
SES Academic Growth Score for ELA was 69. A score of 70 is necessary for meeting the statewide growth standard. The statewide average was 75.	True
	False
Increase in the number of students scoring well below benchmark except 4th grade.	False
5th grade was below the math growth standard on PVAAS.	False
Kindergarten Reading FastBridge spring assessment shows a -35% drop from fall scores.	True
4th grade ELA PSSA was well below the growth standard.	False
n/a	False
Many areas are not a focus of this plan	False
Students with disabilities saw a decrease in students proficient and advanced. Students scored 30.8% in 2021-2022 and 26.1%in 2022-2023.	False
	True
Implement evidence-based strategies to engage families to support learning	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Kindergarten saw a 13% decrease in the number of students scoring at or above the Fastbridge benchmark.	False
To get high proficient students into the above average range.	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.

It was noted that kindergarten is in need to interventions to lessen the amount of students who are regressing throughout the school year in reading. We also noticed that second grade always has a substantial amount of growth throughout the year.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SES Academic Growth Score for ELA was 69. A score of 70 is necessary for meeting the statewide growth standard. The statewide average was 75.	After analyzing the data from the 2023-24 assessments, it is noted that 42.42% of 4th grade students who are economically disadvantaged scored proficient or higher on the math pssa. In 5th grade, 21.05% of students who are economically disadvantaged scored proficient or higher on the math pssa. Also, 56.25% of students in 4th grade who are economically disadvantaged scored proficient or higher on the pssa in ELA. 36.84% of 5th grade students who are economically disadvantaged scored proficient or higher on the pssa in ELA.	True
Kindergarten Reading FastBridge spring assessment shows a -35% drop from fall scores.	We will work to advertise our Kindergarten registration process in order to get our new students into the building for a screening in April so that we are able to offer Success by 6 to those students who need it most. Also providing intervention time during the day to address some of the learning gaps.	True
		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
All grades maintained a steady number of students who were proficient and above.	Discuss what was done and what we can do to move more students into the advanced range.
2nd grade had a 23% increase in students scoring at or above the benchmark in Fastbridge.	The 2nd grade staff will share out ideas and plans as it relates to reading groups, schedules, etc.
The Very Low Risk group grew by 2 from fall to spring.	Continue to use support to help out low risk groups through the MTSS process.
5% growth in meeting the benchmark on 5th grade math FastBridge assessment from fall to spring.	5th grade math teacher will be asked about strategies used.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Communications from PTO and the Title I parent meeting/survey clearly showed that they prefer information to be shared through the district app and class dojo. We will increase this form of communications.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Our Problem Solving Team has continued to meet weekly. We can improve our systems and communications with teachers in order to streamline our supports for our students. We plan to improve our MTSS by incorporating SEL, Behavior, and academics through CI3T training. Our Tier II Referral process has been made easier for teachers with the use of google forms.
Build leadership capacity and empower staff in the development and successful implementation of	Math and ELA coaches can be involved in data analysis and communications with teachers regarding students who are struggling.

initiatives that better serve students, staff, and the school	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We are on the cusp of meeting our goal. We will work together to fine tune teaching strategies and drill down what skills students are struggling in. Power hour which is our intervention time will be used to teach these strategies/skills.
	There is a history of dropping scores at the end of the year on assessments for kindergarten students. We will ensure a 1:1 assessment ratio for our kindergarten students and ensure that the same person assesses the student throughout the year on all 3 assessments. We will also be implementing Heggerty and staff will be trained in Fundations for the 25-26 school year.

Goal Setting

Priority: We are on the cusp of meeting our goal. We will work together to fine tune teaching strategies and drill down what skills students are struggling in. Power hour which is our intervention time will be used to teach these strategies/skills.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems

Measurable Goal Statement (Smart Goal)
As a building, we will continue to schedule 3 sets of Power Hours and continue to meet as a Problem Solving Team bi-weekly for the duration of the year. We will advance 15 students out of our initial reading intervention groups from fall to winter to spring.

Measurable Goal Nickname (35 Character Max)
FastBridge Reading Assessment

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Set a baseline to compare student data/achievement.	5 students will advance out of their intervention group.	10 students will advance out of their interventon group.	12 students will advance out of their intervention group.

Priority: There is a history of dropping scores at the end of the year on assessments for kindergarten students. We will ensure a 1:1 assessment ratio for our kindergarten students and ensure that the same person assesses the student throughout the year on all 3 assessments. We will also be implementing Heggerty and staff will be trained in Fundations for the 25-26 school year.

Outcome Category
Early Literacy

Measurable Goal Statement (Smart Goal)
Percentile scores for Early Reading English will increase 10% from the fall of 2024 to the spring of 2025. Progress monitoring will be implemented to see if our lower level students are making progress.

Measurable Goal Nickname (35 Character Max)
Kindergarten FastBridge Reading

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Fall will give us our baseline score.	5% increases in scores.	8% increase in scores.	10% increase in scores.

Action Plan

Measurable Goals

FastBridge Reading Assessment	Kindergarten FastBridge Reading

Action Plan For: Heggerty

Measurable Goals:
• Percentile scores for Early Reading English will increase 10% from the fall of 2024 to the spring of 2025. Progress monitoring will be implemented to see if our lower level students are making progress. • As a building, we will continue to schedule 3 sets of Power Hours and continue to meet as a Problem Solving Team bi-weekly for the duration of the year. We will advance 15 students out of our initial reading intervention groups from fall to winter to spring.

Action Step		Anticipated Start/Completion Date	
Teachers will be trained on the program by Heggerty or another trainer so that they are able to teach the system with fidelity.		2024-09-02	2025-05-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Rhonda Staunch/Reading Specialist	Heggerty basil and classroom materials/resources.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reading specialist will meet with classroom teachers to go over data received. Groups will be adjusted from the outcome of the meeting. This program is aligned with education standards and has been shown to improve student literacy and teacher confidence.	Monthly monitoring will occur to make sure progress is being made.

Action Plan For: MTSS

Measurable Goals:
• Percentile scores for Early Reading English will increase 10% from the fall of 2024 to the spring of 2025. Progress monitoring will be implemented to see if our lower level students are making progress. • As a building, we will continue to schedule 3 sets of Power Hours and continue to meet as a Problem Solving Team bi-weekly for the duration of the year. We will advance 15 students out of our initial reading intervention groups from fall to winter to spring.

Action Step		Anticipated Start/Completion Date	
Draft MTSS meeting schedule and agenda. Look at data and place students into Tier 1,2, or 3.		2024-09-02	2025-05-23
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ericka Dungee/principal Rhonda Staunch/Reading Specialist Dr. Annessa Steele/Director of students services	students data Google sheets	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The MTSS team will work in unison to make sure that the MTSS model is working not only academically for our students but behaviorally as well.	Bi monthly meetings to review data and make adjustments as needed. The team will include special education and behavioral specialists to make sure that the proper supports are in place for students who need remediation.

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	• MTSS	Salaries and Benefits	$250121
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Heggerty	Teachers will be trained on the program by Heggerty or another trainer so that they are able to teach the system with fidelity.

Heggerty Training

Action Step		
• Teachers will be trained on the program by Heggerty or another trainer so that they are able to teach the system with fidelity.		
Audience		
Teachers/aides/ reading coach		
Topics to be Included		
how to teach the program explicitly and systematically.		
Evidence of Learning		
Observation and student data.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Ericka Dungee/Principal Rhonda Staunch/Reading Specialist	2024-08-27	2024-11-22

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Ericka Dungee	2024-08-09
School Improvement Facilitator Signature	**Date**