HATFIELD EL SCH

1701 Fairgrounds Road

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Hatfield Elementary School strives to cultivate a diverse, equitable, and inclusive school family committed to respect, responsibility and rigor that empowers students to reach their highest potential in a safe environment.

STEERING COMMITTEE

Name	Position	Building/Group
Rita Whalen	Principal	Hatfield Elementary
Bridget Welch	Reading Specialist	Hatfield Elementary
Janel Cohen	Reading Specialist	Hatfield Elementary
Jessica Bennett	Teacher	Hatfield Elementary
Katherine Vaillancourt	Parent	Hatfield Elementary
Kim Bainbridge	Guidance Counselor	Hatfield Elementary
Katherine Jarvis	Teacher	Hatfield Elementary
Emily Rosen	Education Specialist	Hatfield Elementary
Lynne Heyl	Education Specialist	North Penn School District
Ron Martiello	Education Specialist	North Penn School District
Michael McKenna	District Level Leaders	North Penn School District
Cynthia Fergeson	Community Member	Community Member
Colleen Parker	Other	School Climate Coordinator

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Use multiple forms of data to address the learning needs of all students. Utilize core instructional time and small group interventions to target academic deficits. Use MTSS time to discuss student growth and allocation of resources.	English Language Arts Mathematics
Create a school environment that is welcoming, inclusive, and has high expectations for students and staff.	Essential Practices 4: Foster Quality Professional Learning

ACTION PLAN AND STEPS

Evidence-based Strategy
Implementation of new ELA Core Program

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Goal	By focusing on year 1 implementation efforts of a new ELA curriculum, students will increase proficiency by 5% using the Spring STAR Scaled Score (i.e. measured by an increase in the number of students who met the STAR Reading benchmark).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional Development of ELA Core program, Science of Reading, and Fundations	2023-08-23 - 2024-06-11	Rita Whalen	Wit and Wisdom Curricular Resource, Fundations
iReady Growth	2023-08-23 - 2024-06-11	Rita Whalen	iReady Math Curriculum
MTSS/PBIS Training	2023-08-23 - 2024-06-11	Rita Whalen	MCIU Support

Anticipated Outcome

All Staff trained

Monitoring/Evaluation

Monthly training

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By focusing on year 1 implementation efforts of a new ELA curriculum, students will increase proficiency by 5% using the Spring STAR Scaled Score (i.e. measured by an increase in the number of students who met the STAR Reading benchmark). (ELA Goal)	Implementation of new ELA Core Program	Professional Development of ELA Core program, Science of Reading, and Fundations	08/23/2023 - 06/11/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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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   Rita Whalen   2023-08-23

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Grade 5 are 70% Proficient and Advanced Grade 6 are 84% Proficient and Advanced

On the Star ELA Assessment, ELL students increased from 12% (at or above benchmark) in the Fall to 27% (at or above benchmark) in the Spring.

Grade 2 students grew an average of 12 percentile points from Fall to Spring.

Students are making growth across all subgroups. Despite the language barrier, students are showing positive achievement over time.

4th Grade Hatfield students were 61% advanced or proficient in the 22-23 science PSSA.

Second grade Hatfield students increased in Math Star by 9 percentage points higher then the district.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

Challenges

Over 70% of students with IEPs are not proficient or advanced on the math PSSA.

85% of Hispanic students were not proficient or advanced on the math PSSA.

STAR 360: from baseline fall 2022 to spring 2023 there was a decrease of 5% SGP

N/A

70% of students with IEPs were not proficient in math PSSA.

PSSA Data: Overall, each grade either maintained or scored lower than in Ovprevious years

PSSA data showed that students tested performed lower in 5th and 6th grade based on prior years data

There are a large number of ELD beginners that require a significant amount of human resource support (social, emotional, and academic interventions).

Staffing is stretched thin when scheduling support for beginners

Strengths

Collectively shape the vision for continuous improvement of teaching and learning.

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

N/A

Fifth grade students went from 45% at or above benchmark in the Fall to 61% in the Spring.

5th grade students went from 47% at or above benchmark in the Fall to 65% in the Spring.

Students showing positive growth using the iReady math curriculum

Challenges

Social and emotional interventions are taking priority over academics to meet the needs of some of our students

Although HF students were 61% proficient or advanced, it is still 84% below the district average.

Identify and address individual student learning needs.

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

Foster a culture of high expectations for success for all students, educators, families, and community members.

Continuously monitor implementation of the school improvement plan and adjust as needed.

Use multiple professional learning designs to support the learning needs of staff.

Most Notable Observations/Patterns

Hatfield's pursuit of continuous growth must remain a priority. Staff input is vital in terms of how growth is being measured (e.g., expectations, sources of data, etc.). In doing so, a collective voice helps shape what success looks like. Our school will prioritize two goals as noted below: 1. Be intentional when building relationships with children. - Strive to transcend beyond our newfound 100 minutes of weekly Morning Meetings. - Get to know students and ensure that they know we care (e.g., show versus tell). 2. Refine our instructional practice. - Holistically, understand that the spectrum of preparedness ranges extremely wide. - Employ small-group instruction to equitably get children what they need. Staff are prompted to adhere to this essential question: How is what you're doing in the moment (e.g.: planning, managing, delivering, collaborating) achieving one of the two above needs?

Challenges	Discussion Point	Priority for Planning
70% of students with IEPs were not proficient in math PSSA.		
Identify and address individual student learning needs.		✓
Foster a culture of high expectations for success for all students, educators, families, and community members.		✓
STAR 360: from baseline fall 2022 to spring 2023 there was a decrease of 5% SGP		
PSSA Data: Overall, each grade either maintained or scored lower than in Ovprevious years		

ADDENDUM B: ACTION PLAN

Action Plan: Implementation of new ELA Core Program

Action Steps	Anticipated Start/Completion Date
Professional Development of ELA Core program, Science of Reading, and Fundations	08/23/2023 - 06/11/2024

Monitoring/Evaluation	Anticipated Output
Monthly training	All Staff trained

Material/Resources/Supports Needed		PD Step
Wit and Wisdom Curricular Resource, Fundations		yes

Action Steps	Anticipated Start/Completion Date
iReady Growth	08/23/2023 - 06/11/2024

Monitoring/Evaluation	Anticipated Output
Monthly training	All Staff trained

Material/Resources/Supports Needed	PD Step
iReady Math Curriculum	no

Action Steps	Anticipated Start/Completion Date
MTSS/PBIS Training	08/23/2023 - 06/11/2024

Monitoring/Evaluation	Anticipated Output
Monthly training	All Staff trained

Material/Resources/Supports Needed	PD Step
MCIU Support	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By focusing on year 1 implementation efforts of a new ELA curriculum, students will increase proficiency by 5% using the Spring STAR Scaled Score (i.e. measured by an increase in the number of students who met the STAR Reading benchmark). (ELA Goal)	Implementation of new ELA Core Program	Professional Development of ELA Core program, Science of Reading, and Fundations	08/23/2023 - 06/11/2024
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
ELA Core Implementation Support	Teachers of ELA	Wit and Wisdom Components, Science of Reading, Fundations

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Follow program with fidelity using pacing guides, formative assessments, changes in practice	08/23/2023 - 06/11/2024	Rita Whelan

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Plan will be communicated through the School-Wide Title 1 Plan, Home and School Meetings, monthly newsletters, and staff meetings.	Program implementation and progress.	In person and electronic	All stakeholders	Beginning of school year to the end of the school year.