

James Burd Elementary School

DRAFT A-TSI Plan

2023-2024 Academic Year

Steering Committee

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Vision for Learning

The James Burd Family will work together to create a welcoming, inspiring, and engaging environment, where all learners take pride in reaching their full potential.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Students with disabilities have consistent research-based programs available to use for instruction.	No
Code.org is being utilized on our no special days.	No
ARC Themes are focused in science, technology, and engineering.	No
Teachers want to collaborate with each other to enhance learning opportunities for students.	Yes
The percentage of students in Tier I support increased in math and reading as measured by the i-Ready diagnostic.	No
Career readiness skills are taught to all students.	No
Students are exposed to a variety of careers in Guidance Lessons K-3.	No
The PSSA participate rate was 98.3% for all student groups. (Economically disadvantaged = 98%, students with disabilities = 92.6%).	No

	No
The overall PSSA Mathematics proficiency rate increased over the last two reportable years (35.4% to 48.7%).	No
3rd grade accuracy on Acadience increased from 64% to 69% from BOY to MOY for the 22-23 SY.	No
Kindergarten and third grade are reducing the number of students significantly below level in Acadience from BOY to MOY.	No
All students are receiving instruction on their instructional level.	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Yes
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	No
The participation rate for students with disabilities increased from 80% to 92.6%.	No
The participation rate for students with disabilities increased from 80% to 92.6%.	No
The participation rate for students with disabilities increased from 80% to 92.6%.	No

Challenges

Challenge	Consideration In Plan
There is a need to improve overall attendance rates for students with learning disabilities.	Yes
Students with disability are not achieving at the same level as other students. There is a need to increase the student achievement relative to pupils with disabilities.	No
There is a lack of tiered levels of academic, behavioral, and social-emotional supports across and within grade levels.	No
There is a need for increased collaboration time between special education teachers and general education teachers.	No
Some skills (ex: Entrepreneur) are difficult concepts for younger students to comprehend.	No
Common vocabulary is inconsistent throughout K-3 and K-12 when relating to careers/career readiness.	No

There is a need for additional collaboration time between classroom and special education teachers.	No
Students with disabilities are being pulled out from core instruction.	No
Additional professional development is needed to help staff utilize STEM and scientific method within the lessons.	No
The lack of human resources has reduced STEM time for the coteaching model of STEM	No
The proficiency rate at JBES has dropped over the last three reportable years (62.7%, 56.8%, and 52.2%) across all student groups. The proficiency rate for students with disabilities has dropped over the last three years (19%, 31.3%, and 4%)	No
The proficiency rate for economically disadvantage continues to drop over the same three year period (56.4%, 51.1%, 43.8%)	No
JB students with disabilities scored 4% proficiency on the Mathematics PSSA.	No
	No
The Acadience math composite score increased the number of students that were significantly below from BOY to MOY (20% to 35%)	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	No
Implement a multi-tiered system of supports for academics and behavior.	Yes
	No
	No
Overall, each grade level is decreasing the number of students in the at or above proficiency category from the BOY Benchmark to MOY Benchmark in 22-23. The number of first grade students that were significantly below grade level dropped from 27% to 44% from BOY to MOY in the 22-23 SY.	No
Overall, each grade level is decreasing the number of students in the at or above proficiency category from the BOY Benchmark to MOY Benchmark in 22-23. The number of first grade students that were significantly below grade level dropped from 27% to 44% from BOY to MOY in the 22-23 SY.	No
Overall, each grade level is decreasing the number of students in the at or above proficiency category from the BOY Benchmark to MOY Benchmark in 22-23. The number of first grade students that were significantly below grade level dropped from 27% to 44% from BOY to MOY in the 22-23 SY.	No

Most Notable Observations/Patterns

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Teachers want to collaborate with each other to enhance learning opportunities for students.	
All students are receiving instruction on their instructional level.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
There is a need to improve overall attendance rates for students with learning disabilities.	Special Education students attendance rate is impacted by outside services required to support their academic, social, and behavioral needs. Parent understanding of attendance policies and expectations affect the number of excused and unexcused absences.	Yes	Special Education Students attendance rate is impacted by outside services students require to support their academic, social, and behavioral needs. Parent understanding of attendance policies and expectations affect the number of unexcused absences.
Implement a multi-tiered system of supports for academics and behavior.	Providing not only common collaborative data and grade level meetings is necessary, but also creating a framework for data meetings and grade level meetings is necessary to help streamline utilization of time.	Yes	Providing guidance and framework for data meetings and grade level meetings is necessary to help streamline utilization of time.

Goal Setting

Priority: Special Education Students attendance rate is impacted by outside services students require to support their academic, social, and behavioral needs. Parent understanding of attendance policies and expectations affect the number of unexcused absences.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Regular Attendance	80% of students identified as Students with Disabilities will be considered regular attendance from the start of the school year through the end of the school year.	Attendance	95% of students identified as Students with Disabilities will be considered regular attendance from the start of the school year through September 30.	90% of students identified as Students with Disabilities will be considered regular attendance from the start of the school year through December 30.	85% of students identified as Students with Disabilities will be considered regular attendance from the start of the school year through March 30.	80% of students identified as Students with Disabilities will be considered regular attendance from the start of the school year through the end of the school year.

Priority: Providing guidance and framework for data meetings and grade level meetings is necessary to help streamline utilization of time.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 1: Focus on Continuous Improvement of Instruction	During the 2023-2024 school year, grade-level teams will meet with Special Education teachers and Reading Specialists to identify needs in core instruction utilizing data from Acadience, Benchmarks, Progress Monitoring, and i-Ready Diagnostics at a minimum of 5 times during the school year.	Data Team Meetings	BOY i-Ready Diagnostics in Mathematics and English Language Arts are given to all students in grades 1-3. Acadience Assessments are given to students in grades 2-3.	Beginning of Year Data Meetings and Progress Monitoring Review Meetings have been held to identify key skills to improve Differentiated Tiered Instruction.	MOY i-Ready Diagnostics in Mathematics and English Language Arts are given to all students in grades K-3. Middle of Year Data Meetings and Progress Monitoring Review Meetings have been held to identify key skills to improve Differentiated Tiered Instruction.	EOY i-Ready Diagnostics in Mathematics and English Language Arts are given to all students in grades K-3. Progress Monitoring Review Meetings have been held to identify key skills to improve Differentiated Tiered Instruction.

Action Plan

Action Plan for: Texting with Parents					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Attendance 		Communicate the importance and value of daily attendance		Homeroom teachers will have documented communication through Dojo	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Homeroom teachers will contact parent(s)/guardian(s) through Class Dojo following absence of 2 consecutive days.	08/24/2023	05/31/2024	James Burd Elementary School Building Principal	Class Dojo	No

Action Plan for: Attendance Mailings home

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Attendance 					
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
District attendance letters will be mailed home after 3, 5, 10 Unexcused Absences.	08/24/2023	05/31/2024	James Burd Elementary School Building Principal	Skyward Attendance Records; District Attendance Letter with Building Attachment	No

Action Plan for: Monitors or Mentors

Action Plan for: Monitors or Mentors					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Attendance 					
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Building Principal and designee will engage with students reaching weekly attendance goal the last day of each school week. Building secretary will provide homeroom teachers the list of qualified pupils through the weekly attendance report run on the day prior to the last day of the school week.	08/24/2023	05/31/2024	James Burd Elementary School Building Principal	Skyward Attendance Reports	No

Action Plan for: Benchmark & Progress Monitoring Assessments (i-Ready, Acadience)

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
• Data Team Meetings					
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Students will be evaluated and Progress Monitored in ELA and Mathematics utilizing i-Ready and Acadience.	08/24/2023	05/31/2024	James Burd Elementary School Building Principal	i-Ready, Acadience	Yes

Action Plan for: Teacher Centered Collaborative Activities

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
• Data Team Meetings					
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Educators will utilize a problem solving framework (TIPS) to build and document collaborative problem solving.	08/24/2023	05/31/2024	James Burd Elementary School Building Principal	TIPS Template	No

Professional Development Activities

Understanding Reports and Analyzing Data						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Students will be evaluated and Progress Monitored in ELA and Mathematics utilizing i-Ready and Acadience. 	Regular Education Teachers, Special Education Teachers, Reading Specialist	Locating reports through Acadience Data Management System and iReady Toolbox, Analyzing Data, Identifying Students Needs through data	Staff will be able to pull reports and analyze individual student progress and deficits	James Burd Elementary School Building Principal	08/24/2023	05/31/2024
Learning Formats						
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Professional Learning Community (PLC)	Minimum of five times during the school year					