

Paradise El Sch

Schoolwide Title 1 School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Paradise Elementary School		113365303
Address 1		
20 N. Belmont Rd.		
Address 2		
City	State	Zip Code
Paradise	PA	17562
Chief School Administrator		Chief School Administrator Email
Dr. Erik Orndorff		erik_orndorff@pequeavalley.org
Principal Name		
Dr. Rick Esche		
Principal Email		
rick_esche@pequeavalley.org		
Principal Phone Number		Principal Extension
717-768-5560		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Rich Eby		rich_eby@pequeavalley.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Rick Esche	Principal	Paradise Elementary	rick_esche@pequeavalley.org
Jody Bradley	Assistant to the Principal	Paradise Elementary	jody_bradley@pequeavalley.org
Jennifer Gilman	Special Education Consultant	Pequea Valley School District	Gilmanjennifer_gilman@pequeavalley.org
Karla Neff	Elementary Advocate	The Factory	karla@thefactoryministries.com
Erik Orndorff	Superintendent	Pequea Valley School District	erik_orndorff@pequeavalley.org
Rich Eby	Assistant to the Superintendent	Pequea Valley School District	rich_eby@pequeavalley.org
Cathy Koenig	Director of Pupil Services	Pequea Valley School District	cathy_koenig@pequeavalley.org
Dan Sauder	Parent	Paradise Elementary	itsajeepting31@aol.com
Samantha Evans	Paraprofessional	Paradise Elementary	samantha_evans@pequeavalley.org
Kelly Loder	Teacher	Paradise Elementary School	kelly_loder@pequeavalley.org
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Ebeth Hoover	Community Member	Factory Services	ebeth@thefactoryministries.com
Courtney Rafter	Teacher	Paradise Elementary School	courtney_rafter@pequeavalley.org
Cortney Bushnell	Teacher	Paradise Elementary School	courtney_bushnell@pequeavalley.org
Jill Moore	Teacher	Paradise Elementary School	Jill_moore@pequeavalley.org
Jodi Stoltzfus	Parent	Paradise Elementary School	Jodistoltzfus@yahoo.com

Vision for Learning

Vision for Learning

Mission Statement The Pequea Valley School District will strive to create an "Ideal Learning Environment" that inspires each learner to excel. "Ideal Learning Experience" - Meeting each learner at his/her (interest/learning) level, challenging them, so that everyone is motivated to return tomorrow. Vision Statement Pequea Valley School District, "Where Each Learner Counts." Belief Statements 1. Learning occurs when a positive relationship is developed with each PV learner. 2. Learning occurs when the environment is focused around autonomy, mastery, and purpose. 3. Learning will occur in flexible environments. 4. Learning is a collaborative activity. 5. Learning occurs when associated with a child's interest, strengths, and zone of proximal development. 6. Learning occurs at different paces and rates. 7. Learning will allow EACH PV learner to receive their Post-Secondary "First Choice."

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

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

Strengths

Indicator ELA Growth ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged students exceeded ELA Growth score with 83% showing growth. This was the most significant increase for all groups.
Indicator Math Growth ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities met the expected benchmark with 70% Growth in Math.
Indicator Grade 3 Reading ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged group achievement scores rose from 27.8% to 48.4% in 21-22 SY for 3rd grade reading proficiency.

Challenges

Indicator ELA Proficient or Advanced ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 20.6% (up from 7% during previous report period) of learners with disabilities met the benchmark. This was lower than all other groups.
Indicator	Comments/Notable Observations

Math Proficient or Advanced ESSA Student Subgroups Students with Disabilities	7.8% (up from 3.5% the previous year) of Students with Disabilities met the Math achievement benchmark. This was lower than all other groups.
Indicator ELA Proficient or Advanced ESSA Student Subgroups Hispanic	Comments/Notable Observations 39% (Up from 22%) of Hispanic students met the ELA benchmark of Proficient or Advanced compared to the All Student Group (46.2%) and White student group (49.2%).
Indicator Math Proficient or Advanced ESSA Student Subgroups Hispanic	Comments/Notable Observations 19% (up from 9.8%) of Hispanic students met the Math benchmark of Proficient or Advanced compared to the All Student Group (22.1%) and White student group (23.6%).

Summary

Strengths

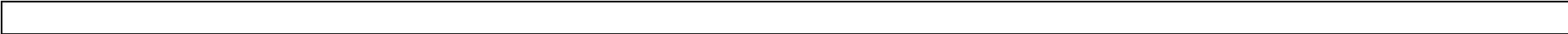
Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ELA (79) Growth Expectations met statewide growth standard of 70.
Students with Disabilities met the expected growth benchmark with 70% Growth in Math.
90.7% Regular attendance rate that met state performance standard (94.1%).
100% of All Students Group exceeds Career Standards Benchmark performance standard.

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.

ELA Proficient and Advanced - 46.2% of learners (up from 41% previous data set) of learners met the statewide goal for proficient or advanced, down from statewide average of 54%
Math Proficient or Advanced - 22.1% (up from 21.2%) of learners met the statewide goal for proficient or advanced, down from the statewide average of 35.7%.
Grade 3 Reading - 52.6% (up from 31.1%) of all 3rd grade students were proficient at reading.



Local Assessment

English Language Arts

Data	Comments/Notable Observations
All Student Group at 46.2% (up from 41.1%) Proficient or Advanced	Below state average of 54.1%
Econ. Disadvantaged group 41.3% (up from 31.9%) Proficient or Advanced	Below state average of 54.1%
Students with disabilities at 20.6% (up from 7%) Proficient or Advanced	Below state average of 55% and our lowest performing student group

English Language Arts Summary

Strengths

MTSS coordinator and structure in place to differentiate for low performing student groups.
Implementing CKLA Amplify curriculum with emphasis on strong core instruction and facilitator resources.
Targeted group instruction through MTSS coordinators and paraprofessionals

Challenges

Increase whole group ELA achievement scores to meet/ exceed state standards.
Strengthen supports and instruction in ELA core to meet growing needs of ED and Learners with disabilities.
Strengthen and support Tier2/3 groups during WIN times.

Mathematics

Data	Comments/Notable Observations
All Student Group scored 22.1% (up from 21.2%) Proficient or Advanced	Below state average of 35.7%
Econ. Disadvantaged group scored 15.3 (up from 11.8%) Proficient or Advanced	Below state average of 35.7% and All Student Group of 22.1%
Students with disabilities group scored 7.8% (up from 3.5%) Proficient or Advanced	Well below all other student groups.

Mathematics Summary

Strengths

4th year of implementing Eureka Math Curriculum to leverage whole group core instruction and scaffold skills K-6.
Increased coordination of MTSS program to include tiered interventions and identification of deficits in tier 2 and 3 learners.

Challenges

Increase whole group Math achievement scores to meet/ exceed state standards.
Strengthen supports and instruction in Math core to meet growing needs of ED and Learners with disabilities.
Supports and time will be added to support Tier 2/3 groups during WIN.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All Student Group - 66.7% (up from 57.4%) of learners scored Proficient or Advanced	Group scored above state average 54.4%
Economically Disadvantaged Group - 65.8% (up from 54.1%) scored Proficient or Advanced	Below whole group performance and state average.

Science, Technology, and Engineering Education Summary

Strengths

Teachers are embedding science in their core ELA and Math curriculum.
Paradise will enter its third year of full implementation of CKLA (aligned to Science of Reading) ELA curriculum in K-6, which embody Science.
PV is in the process of revising Science standards to meet STEELS expectations for 2025.

Challenges

Grades 4-6 will have a focus on science instruction - more planning to meet new STEELS standards with embedded professional development opportunities.
Former curriculums did not embed science as robustly as the new models.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% (up from 98.6%) of Paradise All Student Group exceeded performance standard in PA Future Ready	Group included economically disadvantaged learners
Paradise Elementary exceeded the statewide average (88%) and state performance standards (98%).	Paradise Elementary is currently using new software to track career readiness through the Xello! platform.

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 standards are aligned with school vision to ensure each learner reaches their goal of post secondary First Choice.

Tracking and Data collection tools have been effective and supported learner career readiness portfolio submissions.

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.

We have implemented Xello! for 3 years.

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
Students with disabilities scored 7.8% (up from 3.5%) proficient or advanced in Math Achievement data.	Well below statewide average of 35% and All Student Group in Math at 22.1% proficient or advanced.
Students with disabilities scored 20.6% (up from 7%) proficient or advanced in English Language Arts Achievement data.	Below statewide average of 54.1% and All Student Group in ELA at 46.2% proficient or advanced. This group is making progress.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Econ. Disadvantaged students performed at 41.3% (up from 31.9%) proficient or advanced on English Language Arts PSSA.	Econ. Disadvantaged Group made good progress when compared to previous year and also performed consistently with non ED group.
Econ. Disadvantaged students performed at 15.3% (up from 11.8%) proficient or advanced on Math PSSA.	Econ. Disadvantaged Group made good progress when compared to previous year and also performed consistently with non ED group (22.1%).
ED students performed at 65.8% (up from 54.1%) proficient or advanced on Science PSSA.	The ED group (65.8) scored on par with the All Student Group (56.7) in Science. This is a positive increase since the previous year.
ED students exceeded Academic Growth Expectations in ELA (83.0; up from 73.0) but did not meet in Math (50.0).	ED students exceeded Academic Growth Expectations in ELA (83.0), but did not meet them in Math (50).

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Hispanic student groups performed lower on English Language Arts (39%) and Math (19%) PSSAs than their peers when comparing proficient or advanced.

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.

Eureka Math Curriculum Implementation for all grade K-6. Develops core math instruction in a scaffolded manner and lessons are Common Core aligned.
Restructuring of MTSS Interventionists and dedicated Title 1 paraprofessionals to facilitate tier 2 and 3 interventions.
Implementation of CKLA Amplify ELA curriculum in 21-22 SY with a K-6 continuum.

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.

The building schedule had been a challenge to provide a specific Tier 2 enrichment and intervention time for all learners in ELA.
A noted challenge was providing direct instruction to special education/ ELD learners while still making sure they were involved in core instruction. The building schedule has dedicated time for each grade level to pull special education and ELD learners that will not conflict with core instruction (in most cases).
Increased collaboration between special education/ ELD and regular education learning facilitators so they are working together to support core instruction.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	Operational
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	Operational
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	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	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	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?

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
--

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

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?

Foster a culture of high expectations for success for all students, educators, families, and community members
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Implement evidence-based strategies to engage families to support learning
--

Identify professional learning needs through analysis of a variety of data
--

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
100% of All Students Group exceeds Career Standards Benchmark performance standard.	True
ELA (79) Growth Expectations met statewide growth standard of 70.	True
Students with Disabilities met the expected growth benchmark with 70% Growth in Math.	True
MTSS coordinator and structure in place to differentiate for low performing student groups.	True
Implementing CKLA Amplify curriculum with emphasis on strong core instruction and facilitator resources.	True
Targeted group instruction through MTSS coordinators and paraprofessionals	True
90.7% Regular attendance rate that met state performance standard (94.1%).	True
Career Readiness standards are aligned with school vision to ensure each learner reaches their goal of post secondary First Choice.	True
Tracking and Data collection tools have been effective and supported learner career readiness portfolio submissions.	False
Eureka Math Curriculum Implementation for all grade K-6. Develops core math instruction in a scaffolded manner and lessons are Common Core aligned.	True
Restructuring of MTSS Interventionists and dedicated Title 1 paraprofessionals to facilitate tier 2 and 3 interventions.	True
4th year of implementing Eureka Math Curriculum to leverage whole group core instruction and scaffold skills K-6.	False
Increased coordination of MTSS program to include tiered interventions and identification of deficits in tier 2 and 3 learners.	True
Teachers are embedding science in their core ELA and Math curriculum.	False
Paradise will enter its third year of full implementation of CKLA (aligned to Science of Reading) ELA curriculum in K-6, which embody Science.	True
PV is in the process of revising Science standards to meet STEELS expectations for 2025.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Implementation of CKLA Amplify ELA curriculum in 21-22 SY with a K-6 continuum.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True

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
ELA Proficient and Advanced - 46.2% of learners (up from 41% previous data set) of learners met the statewide goal for proficient or advanced, down from statewide average of 54%	True
Math Proficient or Advanced - 22.1% (up from 21.2%) of learners met the statewide goal for proficient or advanced, down from the statewide average of 35.7%.	True
Grade 3 Reading - 52.6% (up from 31.1%) of all 3rd grade students were proficient at reading.	True
	False
Increase whole group Math achievement scores to meet/ exceed state standards.	True
Strengthen supports and instruction in Math core to meet growing needs of ED and Learners with disabilities.	True
Increase whole group ELA achievement scores to meet/ exceed state standards.	True
Increased collaboration between special education/ ELD and regular education learning facilitators so they are working together to support core instruction.	True
We have implemented Xello! for 3 years.	False
The building schedule had been a challenge to provide a specific Tier 2 enrichment and intervention time for all learners in ELA.	True
A noted challenge was providing direct instruction to special education/ ELD learners while still making sure they were involved in core instruction. The building schedule has dedicated time for each grade level to pull special education and ELD learners that will not conflict with core instruction (in most cases).	True
Strengthen supports and instruction in ELA core to meet growing needs of ED and Learners with disabilities.	True
Grades 4-6 will have a focus on science instruction - more planning to meet new STEELS standards with embedded professional development opportunities.	False
Former curriculums did not embed science as robustly as the new models.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Implement evidence-based strategies to engage families to support learning	True
Identify professional learning needs through analysis of a variety of data	True
Strengthen and support Tier2/3 groups during WIN times.	True
Supports and time will be added to support Tier 2/3 groups during WIN.	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.

The largest observation is that we must create and maintain a schedule and staffing to implement all the tiers of the MTSS framework in order to provide the academic supports to increase achievement. The professional development offerings surrounding the needed strategies will be integral.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA Proficient and Advanced - 46.2% of learners (up from 41% previous data set) of learners met the statewide goal for proficient or advanced, down from statewide average of 54%	Enrichment and Intervention	True
Math Proficient or Advanced - 22.1% (up from 21.2%) of learners met the statewide goal for proficient or advanced, down from the statewide average of 35.7%.	We have purchased Tier 3 intervention tools to use in support of learners. This has been an area of need for a few years now.	True
Grade 3 Reading - 52.6% (up from 31.1%) of all 3rd grade students were proficient at reading.	This is a goal shared by our community. We are about to begin the 3rd year of CKLA implementation We believe that core instruction in K-3 along with tiered supports will help us meet our goal of improving this level of proficiency.	True
Increase whole group Math achievement scores to meet/ exceed state standards.		False
Strengthen supports and instruction in Math core to meet growing needs of ED and Learners with disabilities.	Eureka Math Squared Implementation	False
Foster a culture of high expectations for success for all students, educators, families, and community members		False
Implement evidence-based strategies to engage families to support learning		True
Identify professional learning needs through analysis of a variety of data		False
Increase whole group ELA achievement scores to meet/ exceed state standards.	CKLA Implementation K-6	False
Strengthen supports and instruction in ELA core to meet growing needs of ED and Learners with disabilities.		False
The building schedule had been a challenge to provide a specific Tier 2 enrichment and intervention time for all learners in ELA.		False
A noted challenge was providing direct instruction to special education/ ELD learners while still making sure they were involved in core instruction. The building schedule has dedicated time for each grade level to pull special education and ELD learners that will not conflict with core instruction (in most cases).		False

Increased collaboration between special education/ ELD and regular education learning facilitators so they are working together to support core instruction.		False
Strengthen and support Tier2/3 groups during WIN times.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
MTSS coordinator and structure in place to differentiate for low performing student groups.	Use MTSS team to identify and support tier 2 and 3 learners.
Implementing CKLA Amplify curriculum with emphasis on strong core instruction and facilitator resources.	
Targeted group instruction through MTSS coordinators and paraprofessionals	Use MTSS team to identify and support tier 2 and 3 learners.
Implementation of CKLA Amplify ELA curriculum in 21-22 SY with a K-6 continuum.	
Eureka Math Curriculum Implementation for all grade K-6. Develops core math instruction in a scaffolded manner and lessons are Common Core aligned.	Eureka is the main driver to improve Math achievement and growth scores.
Restructuring of MTSS Interventionists and dedicated Title 1 paraprofessionals to facilitate tier 2 and 3 interventions.	New structure will allow for learners to be challenged and remediated at their individual levels within the classroom.
Paradise will enter its third year of full implementation of CKLA (aligned to Science of Reading) ELA curriculum in K-6, which embody Science.	Coordinate with learning facilitators and review data to ensure Amplify will meet needs to address core ELA instruction.
100% of All Students Group exceeds Career Standards Benchmark performance standard.	
ELA (79) Growth Expectations met statewide growth standard of 70.	Regular school attendance will allow learners to be present for Math instruction within the Core.
Students with Disabilities met the expected growth benchmark with 70% Growth in Math.	
90.7% Regular attendance rate that met state performance standard (94.1%).	Science achievement can assist with bringing up Math scores in regards to integrating math into science instruction.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
Career Readiness standards are aligned with school vision to ensure each learner reaches their goal of post secondary First Choice.	Integrate career readiness activities into Math and ELA core instruction.
Increased coordination of MTSS program to include tiered interventions and	New structure will allow for learners to be challenged and

identification of deficits in tier 2 and 3 learners.	remediated at their individual levels within the classroom.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Data collection of benchmark testing will drive instructional decisions.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	PBIS team has met frequently to enhance monitoring and implementation of tier 1 behavioral supports.
Provide frequent, timely, and systematic feedback and support on instructional practices	Newly digitalized supervision and evaluation model using Frontline will be implemented this year. Will offer timely feedback to learning facilitators.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Allocation of staff resources and new Tier 3 intervention resources will positively impact ELA student achievement.
	Allocation of staff resources and new Tier 3 intervention resources will positively impact Math student achievement.
	90% of learners will read by the end of 3rd Grade
	10% increase in family attendance at Parental and Family Engagements.

Goal Setting

Priority: Allocation of staff resources and new Tier 3 intervention resources will positively impact ELA student achievement.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
80% of learners will show growth (41 percentile or higher) on the district MAP Reading diagnostic assessment. The growth baseline will be per the BOY level set diagnostic assessment.			
Measurable Goal Nickname (35 Character Max)			
MAP Testing - Reading			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
BOY - Get baseline	MOY - 40% of learners will show growth (41 percentile or higher) on the district MAP Reading diagnostic assessment.	MOY - 40% of learners will show growth (41 percentile or higher) on the district MAP Reading diagnostic assessment.	80% of learners will show growth (41 percentile or higher) on the district MAP Reading diagnostic assessment.

Priority: 90% of learners will read by the end of 3rd Grade

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
80% of learners will show growth (100 points or higher) using the literacy composite score on the EOY mClass diagnostic assessment.			
Measurable Goal Nickname (35 Character Max)			
80% Third Grade Tier III Proficient			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
BOY - Get baseline	MOY - 40% of learners will show growth (50 points or higher) on the MOY mClass diagnostic assessment.	MOY - 40% of learners will show growth (50 points or higher) on the MOY mClass diagnostic assessment.	80% of learners will show growth (100 points or higher) on the EOY mClass diagnostic assessment.

Priority: Allocation of staff resources and new Tier 3 intervention resources will positively impact Math student achievement.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
80% MTSS Tier 3 math pull out learners will demonstrate proficiency on their fact fluency progress monitoring.			
Measurable Goal Nickname (35 Character Max)			

Tier 3 Math Fact Fluency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
BOY - Collect baseline data	MOY - 40% MTSS Tier 3 math pull out learners will demonstrate proficiency on their fact fluency progress monitoring.	MOY - 40% MTSS Tier 3 math pull out learners will demonstrate proficiency on their fact fluency progress monitoring.	80% MTSS Tier 3 math pull out learners will demonstrate proficiency on their fact fluency progress monitoring.

Priority: 10% increase in family attendance at Parental and Family Engagements.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
10 percent increase of attendance at Parental and Family Engagement events.			
Measurable Goal Nickname (35 Character Max)			
Parental and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Back to School Curriculum Title I Night/Conferences	Read Under the Lights Literacy	Conferences/Culture Night	Family Engagement events and Conferences Final Tally

Action Plan

Measurable Goals

MAP Testing - Reading	80% Third Grade Tier III Proficient
Tier 3 Math Fact Fluency	Parental and Family Engagement

Action Plan For: Haggerty & 95% Phonics during Tier 3 pull-out

Measurable Goals:
<ul style="list-style-type: none"> 80% of learners will show growth (100 points or higher) using the literacy composite score on the EOY mClass diagnostic assessment. 80% of learners will show growth (41 percentile or higher) on the district MAP Reading diagnostic assessment. The growth baseline will be per the BOY level set diagnostic assessment.

Action Step		Anticipated Start/Completion Date	
The MTSS professionals will be trained to layer in Haggerty & 95% phonics during Tier 3 WIN time.		2023-08-31	2024-05-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rich Eby/ Kayley Gates/Rick Esche	Haggerty, 95% Phonics program; MTSS interventionists; and Title 1 paraprofessional staff	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of learners demonstrate growth (41 percentile or higher) on the district MAP diagnostic assessment.	Monthly Data Meetings; Monthly PLC Meetings; Administrator walkthroughs

Action Plan For: Tier 3 Bridges & Do The Math during WIN

Measurable Goals:
<ul style="list-style-type: none"> 80% MTSS Tier 3 math pull out learners will demonstrate proficiency on their fact fluency progress monitoring.

Action Step		Anticipated Start/Completion Date	
The MTSS professionals will be trained to layer in Bridges and Do The Math interventions during Tier 3 WIN time.		2023-08-31	2024-05-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rich Eby/ Kayley Gates/Rick Esche	Bridges (K-2), Bridges (3-5); Do The Math resources; MTSS Interventionists; and Title 1 paraprofessional staff.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of MTSS Tier 3 learners (Grades 3-6) will demonstrate proficiency on their fact fluency progress monitoring.	MTSS interventionists; Monthly Data Meetings, Monthly PLC Meetings, and EOY data collection/ review.

Action Plan For: Parental and Family Engagement

Measurable Goals:
<ul style="list-style-type: none"> 10 percent increase of attendance at Parental and Family Engagement events.

Action Step		Anticipated Start/Completion Date	
Increase marketing through PTO group and Newly K-6 wide implemented Class DoJo and partnering with Factory Social Services to connect with disconnected families.		2023-08-15	2024-05-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal-Assistant to the Principal- Counselor-Factory Advocates-Social Workers-Lead Teachers	Pizza - Marketing Flyers - Factory Partnership - Class DoJo - Sapphire Digital Back Pack	Yes	
Action Step		Anticipated Start/Completion Date	
Provide Staff with Title 1 Family Engagement Video		2023-10-09	2023-10-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rich Eby/ Rick Esche	District-created Family Engagement Video	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff will complete reflection as team and submit to building principal	Rich Eby & Rick Esche/ One Time/ Email

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.

E-grant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • Haggerty & 95% Phonics during Tier 3 pull-out • Tier 3 Bridges & Do The Math during WIN 	The MTSS teachers and paraprofessionals will be trained to layer in Haggerty & 95% phonics and will deliver Tier 3 during WIN time. The MTSS Teacher and Paraprofessionals will be trained to layer in Bridges and Do The Math interventions to deliver during Tier 3 WIN time.	\$423,347
Other Expenditures	<ul style="list-style-type: none"> • Parental and Family Engagement 	Increase marketing through PTO group and Newly K-6 wide implemented Class DoJo and partnering with Factory Social Services to connect with disconnected families.	\$5,314
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Haggerty & 95% Phonics during Tier 3 pull-out	The MTSS professionals will be trained to layer in Haggerty & 95% phonics during Tier 3 WIN time.
Tier 3 Bridges & Do The Math during WIN	The MTSS professionals will be trained to layer in Bridges and Do The Math interventions during Tier 3 WIN time.
Parental and Family Engagement	Increase marketing through PTO group and Newly K-6 wide implemented Class DoJo and partnering with Factory Social Services to connect with disconnected families.
Parental and Family Engagement	Provide Staff with Title 1 Family Engagement Video

Bridges Math Intervention

Action Step		
<ul style="list-style-type: none"> The MTSS professionals will be trained to layer in Bridges and Do The Math interventions during Tier 3 WIN time. 		
Audience		
MTSS Interventionists and Title 1 Instructional Paraprofessionals		
Topics to be Included		
Training and Resources to Implement Bridges intervention for Tier 3 Math		
Evidence of Learning		
Exit ticket via trainer, Staff will be able to effectively implement interventions for 80% of MTSS Tier III learners showing Growth		
Lead Person/Position	Anticipated Start	Anticipated Completion
MTSS Coordinator/Principal/Assistant Superintendent	2023-08-28	2023-08-28

Learning Format

Type of Activities	Frequency
Inservice day	1 Time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Reading Interventions - Haggerty & 95% Phonics

Action Step
<ul style="list-style-type: none"> The MTSS professionals will be trained to layer in Haggerty & 95% phonics during Tier 3 WIN time.

Audience		
MTSS Interventionists and Title 1 Instructional Paraprofessionals		
Topics to be Included		
Training and Resources to Implement Haggerty & 95% Phonics as Tier 3 MTSS interventions		
Evidence of Learning		
Exit Ticket provided by trainer, Staff will be able to effectively implement interventions for 80% of MTSS Tier III learners showing Growth		
Lead Person/Position	Anticipated Start	Anticipated Completion
MTSS Coordinator/Principal/Assistant Superintendent	2023-08-30	2023-08-30

Learning Format

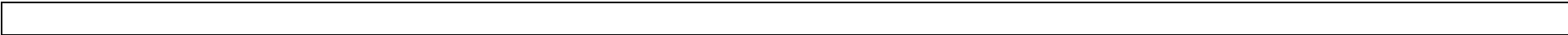
Type of Activities	Frequency
Inservice day	1 time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

MTSS Tier Intervention - Do The Math

Action Step		
<ul style="list-style-type: none"> The MTSS professionals will be trained to layer in Bridges and Do The Math interventions during Tier 3 WIN time. 		
Audience		
MTSS Interventionists and Title 1 Instructional Paraprofessionals		
Topics to be Included		
Training and Resources to Implement Do The Math intervention for Tier 3 Math		
Evidence of Learning		
Exit ticket provided by trainer, Staff will be able to effectively implement interventions for 80% of MTSS Tier III learners showing Growth		
Lead Person/Position	Anticipated Start	Anticipated Completion
MTSS Coordinator/Principal/Assistant Superintendent	2023-08-31	2023-08-31

Learning Format

Type of Activities	Frequency
Inservice day	1 time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	



Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Erik Orndorff	2023-11-15
Building Principal Signature	Date
Rick Esche	2023-11-20
School Improvement Facilitator Signature	Date
Richard Eby	2023-11-20