



Valley Grove El Sch
Schoolwide Title 1 School Plan
2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Valley Grove Elementary		106618603
Address 1		
389 Sugarcreek Dr		
Address 2		
City	State	Zip Code
Franklin	PA	16323
Chief School Administrator		Chief School Administrator Email
Kevin Briggs		kbriggs@staff.vgsd.org
Principal Name		
Cheryl Krachkowski		
Principal Email		
ckrachkowski@staff.vgsd.org		
Principal Phone Number		Principal Extension
8144323861		2911
School Improvement Facilitator Name		School Improvement Facilitator Email
Kevin Briggs		kbriggs@staff.vgsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kevin Briggs	Superintendent	Valley Grove SD	kbriggs@staff.vgsd.org
Cheryl Krachkowski	Principal	Valley Grove Elementary School	ckrachkowski@staff.vgsd.org
Steph Gordon	Teacher	Valley Grove Elementary School	sgordon@staff.vgsd.org
Jessica Monaco	Parent	Parent	jayoungmonaco@gmail.com
Alyssa Wolfgang	Parent	Parent	winslow1991@gmail.com
Robert Wenner	Community Representative	Sugarcreek Borough PD	rwenner@sugarcreekborough.us
Brandy Ellis	Teacher	Valley Grove Elementary School	bellis@staff.vgsd.org
Amanda Culver	Teacher	Valley Grove Elementary School	aculver@staff.vgsd.org
Brandon Winger	School Board President	School Board	bwinger@vgsd.org
Carrie Beightol	School Counselor	Valley Grove Elementary School	cbeightol@staff.vgsd.org
Jen Johnston	District Level Leaders	Valley Grove Elementary School	jjohnston@staff.vgsd.org
Melissa Wolfgang	Education Specialist	Valley Grove Elementary School	mwolfgong@staff.vgsd.org
Quincey Wood	Teacher	Valley Grove Elementary School	qwood@staff.vgsd.org
Heather Morrison	Education Specialist	Valley Grove Elementary School	hmorrison@staff.vgsd.org

Vision for Learning

Vision for Learning

The Valley Grove School District believes that students will achieve proficiency on local, state and national assessments and complete high school with the values and skills necessary to be productive members of the local and global community.

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

<p>Indicator Science/Biology All Student Group Exceeds the Standard Demonstrating Growth</p> <p>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</p>	<p>Comments/Notable Observations VGES Academic Growth Score = 100% Statewide Average Growth Score = 74.6% Meeting Statewide Growth Standard = 70.0%</p>
<p>Indicator Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth</p> <p>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</p>	<p>Comments/Notable Observations VGES Academic Growth Score = 89% Statewide Average Growth Score = 76.2% Meeting Statewide Growth Standard = 70.0%</p>

Challenges

<p>Indicator Students who took the ELA PSSA and are identified as having an IEP or considered economically disadvantage scored lower than All Student Group</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations VGES Economically Disadvantage ELA Percent Proficient or Advanced = 52.2% VGES IEP ELA Percent Proficient or Advanced = 23.7% VGES Non-IEP/ Economically Disadvantage ELA Percent Proficient or Advanced = 56%</p>
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Economically Disadvantaged, Students with Disabilities	
Indicator Students who took the Math PSSA and are identified as having an IEP or considered economically disadvantage scored lower than All Student Group ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations VGES Economically Disadvantage ELA Percent Proficient or Advanced = 42.8% VGES IEP ELA Percent Proficient or Advanced = 20% VGES Non-IEP/ Economically Disadvantage ELA Percent Proficient or Advanced = 48.9%

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.

English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth
Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth
Science/Biology All Student Group Exceeds the Standard Demonstrating Growth

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.

Students who took the ELA PSSA and are identified as having an IEP or considered economically disadvantage scored lower than non-IEP/economically disadvantage.
Students who took the Math PSSA and are identified as having an IEP or considered economically disadvantage scored lower than non-IEP/economically disadvantage.
All Student Group scoring in the ELA and Math Advanced range are currently Below the State Average ELA 14.7% (Statewide Goal 15.2%) Math 14.2% (Statewide Goal 14.6%)
All Student Group scoring in the ELA and Math Interim Goal/Improvement Target range are currently not meeting 2023 Statewide goal ELA 56.0% (Statewide Goal 81.1%) Math 48.9% (Statewide Goal 71.8%)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Benchmarks All student groups math at or above proficient 54%; basic 27%; below 19% (state standards) All student groups early literacy at or above proficient 82%; not proficient 18%; (school standards) All student	All student groups math at or above proficient 54%; basic 27%; below 19% (state standards) All student groups early literacy at or above proficient 82%;

groups ELA at or above proficient 54%; basic 25%; below 20% (state benchmarks)	not proficient 18%; (school standards) All student groups ELA at or above proficient 54%; basic 25%; below 20% (state benchmarks)
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English Language Arts Summary

Strengths

The building is utilizing STAR data to drive instructional decisions. Data grade level team meetings are held after each benchmark assessment fo reading.
The building is implementing structured literacy training (LETRS) professional development for elementary staff.
Tiered interventions are implemented on a daily basis with varying intensity based on student need.
ECRI and Heggerty and utilized as core instruction in K-2 classrooms.

Challenges

The building continues to develop with fidelity and validity Tier 1, core instructional strategies and knowledge that align with structured literacy and science-driven practices.
Continued fidelity and validity in the implementation of ECRI and Heggerty.
Continue to build and develop Multi-sensory strategies and instructional practices at all tier levels.
The building continues to develop with fidelity and validity Tier 2 and Tier 3, intervention instructional strategies and knowledge that align with structured literacy, science-driven practices and are systematic and sequential.

Mathematics

Data	Comments/Notable Observations
Using On-Hand Benchmark Data, we are able to understand what PA standards and anchors that students need further assistance with. This will assist teachers' planning and instruction to improve the skills needed to be successful in those areas.	x
Using STAR Benchmark Data, we are able to identify student strengths and challenges, which allows us to provide appropriate instruction for those students so they can reach or go above grade equivalency.	x

Mathematics Summary

Strengths

The building is utilizing STAR data to drive instructional decisions. Data grade-level team meetings are held after each benchmark assessment for math.
Tiered interventions are implemented on a daily basis with varying intensity based on student needs. Tier 2 and 3 math intervention is provided utilizing science-driven core programming (Bridges).
The building is implementing math (CRA) professional development for elementary staff.

Challenges

Aligning core curriculum instruction and resources with intervention instruction/resources.
Developing/building a CRA approach to core instructional delivery.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
80% of students are proficient or above, 20% of students are below proficient based PSSA building level data.	The building utilizes state standards to drive curricular goals and anchor points.

Science, Technology, and Engineering Education Summary

Strengths

The building utilizes state standards to drive curricular goals and anchor points.
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Challenges

The building will develop pacing guides to further enhance instructional pacing.
The building will address cross-curricular instruction to further enhance instructional delivery and curricular mapping.

Related Academics

Career Readiness

Data	Comments/Notable Observations
98.4% of students exceed the Career Standards Benchmark.	We use Xello to house all of student data for Career Readiness.

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

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
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The building received 148 discipline referrals for the 22-23 school year; 20.3% were bus referrals and 25% were disrespect towards peers, and 10% were classroom disruption.	The building utilizes an SRO to monitor and secure the building/grounds, a social worker to provide social/emotional/behavioral support to students and staff, and the building implements a PBIS program to promote prosocial behaviors. The building uses SWISS and On-Hands to assist in determining student needs for tiered PBIS interventions/reinforcements.
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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.

JA Titan in Day - Local businesses volunteer to run group activities with students that are focused on career-readiness skills.
5th and 6th grade students visited Vo-Tech
PBIS implemented within the building
Utilization of SRO and school social worker to assist in building safety and student support/interventions.

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.

Continuing to develop and build the PBIS program and implementing science-driven practices by all staff with fidelity and validity.
Continued expansion of career awareness across grade levels.
Building clearly defined Tier 2 and 3 PBIS interventions and supports and utilizing personnel in an effective capacity.

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
24% of our population is special education ELA-23.7% proficient or above Math-20% proficient or above Science-57.9% proficient or above ELA growth is 76% and 78% in math	*The building level focus is on all student groups in which the students with disabilities needs are considered.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
52% of our population is economic disadvantaged ELA-52.2% proficient or above Math-42.8% proficient or above Science-78.4% proficient or above ELA growth is 76% and 78% in math	*The building level focus is on all student groups in which the students with economic disadvantage needs are considered.

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.

The building utilizes Tier 2 and 3 interventions for all students in need.
All IEP and ED group students demonstrated continued growth and met growth standard based on FRI data.

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.

Continued development of Tier 2 and Tier 3 interventions in academic areas.
Continued development of Tier 2 and Tier 3 interventions in social/emotional areas.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
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	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
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?

The building has initiated the MTSS process and has Tier 2 and 3 interventions for academics.

The district utilizes an SRO and social worker to promote a safe school environment.

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?

The building will continue to develop and grow MTSS, Tier 2 and 3 academic, social/emotional interventions, and PBIS

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
English Language Arts/Literature All Student Group Meets the Standard Demonstrating Growth	False
Mathematics/Algebra All Student Group Exceeds the Standard Demonstrating Growth	False
Science/Biology All Student Group Exceeds the Standard Demonstrating Growth	False
The building is utilizing STAR data to drive instructional decisions. Data grade level team meetings are held after each benchmark assessment fo reading.	True
The building is implementing structured literacy training (LETRS) professional development for elementary staff.	True
The building utilizes state standards to drive curricular goals and anchor points.	False
The building is utilizing STAR data to drive instructional decisions. Data grade-level team meetings are held after each benchmark assessment for math.	False
Tiered interventions are implemented on a daily basis with varying intensity based on student needs. Tier 2 and 3 math intervention is provided utilizing science-driven core programming (Bridges).	True
All IEP and ED group students demonstrated continued growth and met growth standard based on FRI data.	False
PBIS implemented within the building	True
The building has initiated the MTSS process and has Tier 2 and 3 interventions for academics.	True
The building is implementing math (CRA) professional development for elementary staff.	False
	False
The district utilizes an SRO and social worker to promote a safe school environment.	True

Tiered interventions are implemented on a daily basis with varying intensity based on student need.	True
ECRI and Heggerty and utilized as core instruction in K-2 classrooms.	True
Utilization of SRO and school social worker to assist in building safety and student support/interventions.	True
The building utilizes Tier 2 and 3 interventions for all students in need.	False
JA Titan in Day - Local businesses volunteer to run group activities with students that are focused on career-readiness skills.	False
5th and 6th grade students visited Vo-Tech	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
All Student Group scoring in the ELA and Math Advanced range are currently Below the State Average ELA 14.7% (Statewide Goal 15.2%) Math 14.2% (Statewide Goal 14.6%)	True
Students who took the ELA PSSA and are identified as having an IEP or considered economically disadvantage scored lower than non-IEP/economically disadvantage.	False
Students who took the Math PSSA and are identified as having an IEP or considered economically disadvantage scored lower than non-IEP/economically disadvantage.	False
All Student Group scoring in the ELA and Math Interim Goal/Improvement Target range are currently not meeting 2023 Statewide goal ELA 56.0% (Statewide Goal 81.1%) Math 48.9% (Statewide Goal 71.8%)	True
Aligning core curriculum instruction and resources with intervention instruction/resources.	False
The building continues to develop with fidelity and validity Tier 1, core instructional strategies and knowledge that align with structured literacy and science-driven practices.	True
The building will develop pacing guides to further enhance instructional pacing.	True
Continued fidelity and validity in the implementation of ECRI and Heggerty.	True
Continuing to develop and build the PBIS program and implementing science-driven practices by all staff with fidelity and validity.	True
The building will continue to develop and grow MTSS, Tier 2 and 3 academic, social/emotional interventions, and PBIS	True
	False
Continued development of Tier 2 and Tier 3 interventions in academic areas.	True
Continue to build and develop Multi-sensory strategies and instructional practices at all tier levels.	True
The building continues to develop with fidelity and validity Tier 2 and Tier 3, intervention instructional strategies and knowledge that align with structured literacy, science-driven practices and are systematic and sequential.	True
Developing/building a CRA approach to core instructional delivery.	True
The building will address cross-curricular instruction to further enhance instructional delivery and curricular mapping.	False
Building clearly defined Tier 2 and 3 PBIS interventions and supports and utilizing personnel in an effective capacity.	True
Continued development of Tier 2 and Tier 3 interventions in social/emotional areas.	False

	False
Continued expansion of career awareness across grade levels.	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.

As a low-income rural school district, Valley Grove SD offers full-day preschool and kindergarten to help close achievement gaps. Our program provides academic and social development support ensuring successful transition into kindergarten and long-term educational success. The building recognizes that core instruction, Tier 2/Tier 3 instruction, and delivery in ELA and math are emerging and continue to be a priority for all student groups in regard to ongoing achievement and intervention development. The building also recognizes the need to utilize quality sources of data in order to identify curricular and student needs to develop and implement science-driven programs and interventions with fidelity. We understand that social/emotional and behavioral well-being and school safety impact the success of a student in the school environment. Our building will continue to grow in using CIS, SWIS, and qualitative data to drive programming and Tier 2/3 interventions.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Group scoring in the ELA and Math Advanced range are currently Below the State Average ELA 14.7% (Statewide Goal 15.2%) Math 14.2% (Statewide Goal 14.6%)		False
Continuing to develop and build the PBIS program and implementing science-driven practices by all staff with fidelity and validity.	The building currently implements a PBIS program, however Tiers 2 and 3 are not clearly defined or implemented in fullness. The building received 148 discipline referrals last year with 20% being school bus and 25% disrespect toward peers. We will continue to use CIS, SWIS, and qualitative data to analyze student needs and to develop programs and interventions to promote a safe school environment.	True
The building will continue to develop and grow MTSS, Tier 2 and 3 academic, social/emotional interventions, and PBIS	Although the building has initiated data meetings, we will continue to build and strengthen the use of data sources to drive instruction, intervention development, and delivery.	True
The building continues to develop with fidelity and validity Tier 1, core instructional strategies and knowledge that align with structured literacy and science-driven practices.		False
Continued development of Tier 2 and Tier 3 interventions in academic areas.		False

The building will develop pacing guides to further enhance instructional pacing.		False
All Student Group scoring in the ELA and Math Interim Goal/Improvement Target range are currently not meeting 2023 Statewide goal ELA 56.0% (Statewide Goal 81.1%) Math 48.9% (Statewide Goal 71.8%)	Although the building has initiated data meetings, we will continue to build and strengthen the use of data sources to drive instruction, intervention development, and delivery. Data will be utilized to assist staff in developing in-class small group instruction targeting enrichment or remediation using science-driven teaching strategies/materials.	True
Continued fidelity and validity in the implementation of ECRI and Heggerty.		False
Continue to build and develop Multi-sensory strategies and instructional practices at all tier levels.		False
The building continues to develop with fidelity and validity Tier 2 and Tier 3, intervention instructional strategies and knowledge that align with structured literacy, science-driven practices and are systematic and sequential.		False
Developing/building a CRA approach to core instructional delivery.		False
Building clearly defined Tier 2 and 3 PBIS interventions and supports and utilizing personnel in an effective capacity.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The building is utilizing STAR data to drive instructional decisions. Data grade level team meetings are held after each benchmark assessment fo reading.	
The building is implementing structured literacy training (LETRS) professional development for elementary staff.	
The district utilizes an SRO and social worker to promote a safe school environment.	
Tiered interventions are implemented on a daily basis with varying intensity based on student needs. Tier 2 and 3 math intervention is provided utilizing science-driven core programming (Bridges).	
PBIS implemented within the building	
The building has initiated the MTSS process and has Tier 2 and 3 interventions for academics.	The MTSS process will continue to develop and expand to meet student needs with fidelity and integrity.
Tiered interventions are implemented on a daily basis with varying intensity based on student need.	All students will be receiving enrichment and/or remediation based on student needs using various data points.
ECRI and Heggerty and utilized as core instruction in K-2 classrooms.	

Utilization of SRO and school social worker to assist in building safety and student support/interventions.	
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The LEA will strive to move over-arching PBIS philosophies to consistent application-based delivery. ex: classroom rules, skills training, positive/negative ratios, reteaching, reinforcing).
	Using data, the LEA will build systems and processes to implement instructional and intervention programs with fidelity and integrity. (ex: flexible small groups, focused instruction, 1-1 student driven)
	Consistent utilization of science-driven instructional practices (ECRI, Heggerty, LETRS, CRA) and resources to promote continued growth and achievement.

Goal Setting

Priority: Using data, the LEA will build systems and processes to implement instructional and intervention programs with fidelity and integrity. (ex: flexible small groups, focused instruction, 1-1 student driven)

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Through the implementation of quality delivery of intervention and enrichment instruction using small groups and focused instruction 90 % of students will maintain or show growth in their benchmark percentile mark.			
Measurable Goal Nickname (35 Character Max)			
Intervention/Enrichment Time			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline	70% of students	80% of students	90% of students

Priority: The LEA will strive to move over-arching PBIS philosophies to consistent application-based delivery. ex: classroom rules, skills training, positive/negative ratios, reteaching, reinforcing).

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Through the use of classroom rules, in-class SEL Character Strong, positive/negative ratios, reteaching social skills/expectations, and reinforcing the office (major) discipline referrals will not exceed 8% of the discipline referrals.			
Measurable Goal Nickname (35 Character Max)			
Decrease ODR.			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
11%	10%	9%	8% or less

Priority: Consistent utilization of science-driven instructional practices (ECRI, Heggerty, LETRS, CRA) and resources to promote continued growth and achievement.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
As observed by administrator classroom walk-throughs, 100% of teachers will be utilizing science-driven practices and/or resources (ECRI, Heggerty, LETRS, CRA) each quarter.			
Measurable Goal Nickname (35 Character Max)			
Science-Driven Practices/Resources			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline	90%	95%	100%

Action Plan

Measurable Goals

Intervention/Enrichment Time	Decrease ODR.
Science-Driven Practices/Resources	

Action Plan For: Data utilization and focused instruction

Measurable Goals:
<ul style="list-style-type: none"> Through the implementation of quality delivery of intervention and enrichment instruction using small groups and focused instruction 90 % of students will maintain or show growth in their benchmark percentile mark.

Action Step	Anticipated Start/Completion Date	
Classroom teachers will use benchmark and formative data to form intervention and enrichment groups to provide focused instruction to meet student needs.	2023-09-25	2024-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Building Principal	Benchmark Data Data meetings Formative data Approved curriculum/resources Team meetings	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Maintenance or growth in student percentile ranks based on benchmark data (BOY to EOY). Development/implementation of FIG's each week of the SY.	Student benchmarks will be administered each marking period. List of FIG groups for each classroom/grade level.
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Action Plan For: Science-driven Practices/Resources

Measurable Goals:
<ul style="list-style-type: none"> As observed by administrator classroom walk-throughs, 100% of teachers will be utilizing science-driven practices and/or resources (ECRI, Heggerty, LETRS, CRA) each quarter.

Action Step		Anticipated Start/Completion Date	
Teachers will be provided training opportunities (LETRS, ECRI, etc.) to address current instructional needs (structured literacy).		2023-08-23	2024-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	LETRS manuals on-line modules IU6 TaC support	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
32 teachers will be trained in LETRS 100% will utilize science-based practices/resources based on administrative quarterly walk-throughs.	Building principal walk-throughs-quarterly

Action Plan For: PBIS Tier 1 classroom application

Measurable Goals:
<ul style="list-style-type: none"> Through the use of classroom rules, in-class SEL Character Strong, positive/negative ratios, reteaching social skills/expectations, and reinforcing the office (major) discipline referrals will not exceed 8% of the discipline referrals.

Action Step		Anticipated Start/Completion Date	
The use of classroom rules, positive/negative ratios, reteaching skills/expectations, reinforcement, in-class SEL Character Strong in each classroom daily.		2023-08-29	2024-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal	IU 6 TaC PBIS team Solutions Team Team Meetings SWIS Training	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in ODR (majors) Increased student time in the classroom	SIS, SWIS systems Monthly data review with PBIS team Principal/PBIS Team

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"> Data utilization and focused instruction Science-driven Practices/Resources PBIS Tier 1 classroom application 	Teacher and Paraprofessional Salaries-Gordon (80%), Sivak (100%), Wargo (33%), Baughman (100%), Barker (100%)	160046
Instruction	<ul style="list-style-type: none"> Data utilization and focused instruction Science-driven Practices/Resources PBIS Tier 1 classroom application 	Teacher and Paraprofessional Benefits-Gordon (80%), Sivak (100%), Wargo (33%), Baughman (100%), Barker (100%)	101595
Instruction	<ul style="list-style-type: none"> Data utilization and focused instruction Science-driven Practices/Resources PBIS Tier 1 classroom application 	Instructional Supplies	1169
Instruction	<ul style="list-style-type: none"> Data utilization and focused instruction Science-driven Practices/Resources 	Teacher and Paraprofessional Salaries-Gordon (20%)	13423

	<ul style="list-style-type: none"> • PBIS Tier 1 classroom application 		
Instruction	<ul style="list-style-type: none"> • Data utilization and focused instruction • Science-driven Practices/Resources • PBIS Tier 1 classroom application 	teacher and Paraprofessional Benefits-Gordon (20%)	7533
Instruction	<ul style="list-style-type: none"> • Data utilization and focused instruction • Science-driven Practices/Resources • PBIS Tier 1 classroom application 	Instructional Supplies	642
Total Expenditures			284408

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Science-driven Practices/Resources	Teachers will be provided training opportunities (LETRS, ECRI, etc.) to address current instructional needs (structured literacy).

LETRS

Action Step		
<ul style="list-style-type: none"> • Teachers will be provided training opportunities (LETRS, ECRI, etc.) to address current instructional needs (structured literacy). 		
Audience		
Teachers		
Topics to be Included		
LETRS		
Evidence of Learning		
Pre-Post Tests		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principal	2023-08-23	2024-06-06

Learning Format

Type of Activities	Frequency
Course(s)	In-Service 2 days and On-Line Modules (30hrs)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Title I Affirmation VGSD 22-23.pdf

Chief School Administrator	Date
Kevin M. Briggs	2023-11-20
Building Principal Signature	Date
Cheryl Krachkowski	2023-11-20
School Improvement Facilitator Signature	Date