

Franklin Twp El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Franklin Township Elementary		112013753
Address 1		
870 Old Route 30		
Address 2		
City	State	Zip Code
Orrtanna	pa	17353
Chief School Administrator		Chief School Administrator Email
Dr. Jason Perrin		jperrin@gasd-pa.org
Principal Name		
Shelly Lappi		
Principal Email		
slappi@gasd-pa.org		
Principal Phone Number		Principal Extension
7173346254		3268
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Jeff Matzner		jmatzner@gasd-pa.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ashlee Kunkel	Reading Specialist	Franklin Township	akunkel@gasd-pa.org
Lindsay Knouse	Community Member	PTO - Franklin Township	l.knouse@upperadams.org
Dr. Shelly Lappi	Principal	Franklin Township	slappi@gasd-pa.org
Jackie Kapfhammer	Education Specialist	Franklin Township	jkapfhammer@gasd-pa.org
Dr. Jason Perrin	Chief School Administrator	GASD	jperrin@gasd-pa.org
Lauren Naylor	Education Specialist	Franklin Township	lnaylor@gasd-pa.org
Natalie Garman	Education Specialist	Franklin Township	ngarman@gasd-pa.org
Dr. Jeffrey Matzner	District Level Leaders	Franklin Township	jmatzner@gasd-pa.org
Brooke Forbes	Teacher	Franklin Township	bforbes@gasd-pa.org
Tara Johnson	Parent	Franklin Township	tjohnson@gasd-pa.org
Diane Nace	Education Specialist	GASD	dnace@gasd-pa.org
Janae Watkins	Education Specialist	Franklin Township	jwatkins@gasd-pa.org
Marlee Jones	Education Specialist	Franklin Township	mjones@gasd-pa.org

Vision for Learning

Vision for Learning

The vision of Franklin Township Elementary is to ensure that each student will achieve and grow through systematic and explicit instruction. All teachers will collaborate and differentiate instruction to meet the needs of all learners. Our school community will work together to foster a nurturing environment in which everyone matters and belongs here.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA All Student Group (2022-2023 PVAAS Data)	Students exceeded the state average growth standard by 5.4%
Math All Student Group (2022-2023 PVAAS Data)	Students exceeded the state average growth standard by 4.9%
Science All Student Group (2022-2023 PSSA Data)	Students exceeded the state average by 17.2%

Challenges

Indicator	Comments/Notable Observations
Math All Student Group (2022-2023 PSSA Data)	Students did not meet the Statewide 2033 goal by 20.5%
Science All Student Group (2022-2023 PSSA Data)	Students decreased in performance in the previous year.
ELA All Student Group (2022-2023 PSSA Data)	Students did not meet the Statewide 2033 goal by 25.9%

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

Strengths

Indicator ELA (2022-2023 PSSA Data) ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 25% of students with disabilities scored at the proficient or advanced level. This is an increase in performance over previous years.
Indicator Math (2022-2023 PSSA Data) ESSA Student Subgroups White	Comments/Notable Observations 56.3% of students who are white scored at the proficient or advanced level. This is an increase in performance over previous years.
Indicator ELA 2022-2023 PSSA Data) ESSA Student Subgroups White	Comments/Notable Observations 59.9% of students who are white scored at the proficient or advanced level. This is an increase in performance over previous years.

Indicator ELA (2022-2023 PSSA Data) ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 40.2% of students who are economically disadvantaged scored at the proficient or advanced level. This is an increase in performance over previous years.
Indicator Science (2022-2023 PSSA Data) ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 60.7% of students who are economically disadvantaged scored at the proficient or advanced level. This is an increase in performance over previous years.

Challenges

Indicator Math (2022-2023 PSSA Data) ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 32.9% of students who are economically disadvantaged scored at the proficient or advanced level. This is a decrease in performance over previous years.
Indicator Math (2022-2023 PSSA Data) ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 17.9% of students with disabilities scored at the proficient or advanced level. This is a decrease in performance over previous years.

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 All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the state growth standard.
Math All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the state growth standard.
Students that are economically disadvantaged and students with disabilities (ELA 2022-2023 PSSA Data) - Targeted instruction and intervention were provided to students to increase their performance.
Students that are White (Math and ELA) (2022-2023 PSSA Data) - Targeted instruction and intervention were provided to students to increase their performance.

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 that are Economically Disadvantaged (Math) (2022-2023 PSSA Data) - Provide targeted instruction and intervention to students who are economically disadvantaged to increase achievement.
Students with Disabilities (Math) (2022-2023 PSSA Data) - Provide targeted instruction and intervention to students with disabilities to increase achievement.
Students in the All Student Group (Math) (2022-2023 PSSA Data) - Provide targeted instruction and intervention to students to meet the Statewide Goal.
Students in the All Student Group (ELA) (2022-2023 PSSA Data) - Provide targeted instruction and intervention to students to meet the Statewide Goal.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading Composite (BOY to EOY)	Kindergarten - increased from 28% to 72% at/above benchmark 1st Grade - increased from 50% to 53% at/above benchmark 2nd Grade - increased from 53% to 52% at/above benchmark 3rd Grade - increased from 62% to 73% at/above benchmark 4th Grade - increased from 64% to 79% at/above benchmark 5th Grade - increased from 62% to 76% at/above benchmark

English Language Arts Summary

Strengths

Kindergarten - Daily Heggerty, daily 95% Core Phonics, 95% Group PALS Lessons, early literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, 1 paraprofessional supporting each classroom, targeted small group instruction, goal setting
K-5: Daily Heggerty (K-2), daily 95% Core Phonics (K-3), daily syllable type review (4-5), literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting, co-teaching/model lessons
4th Grade - Daily review of syllable types, literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting, Rewards, Vocabulary Surge
5th Grade - Daily review of syllable types, literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting, Rewards, Vocabulary Surge

Challenges

K-1st Grade - Strengthen high frequency word instruction and exposure to more syllable types to increase achievement in uncontrolled text.
2nd-3rd Grade - Strengthen high frequency word instruction and practice with decodable texts. Use diagnostic assessments to differentiate decodable text instruction.
K-5th grade- Provide consistent, differentiated and skill-based small group instruction with support from interventionists for appropriate instructional resources.
K- Strengthen letter sounds through explicit and systematic instruction using sound walls to reinforce articulation.

Mathematics

Data	Comments/Notable Observations
Acadience Math Composite (BOY to EOY)	Kindergarten - increased 49% to 74% at/above benchmark 1st Grade - increased 37% to 64% at/above benchmark 2nd Grade - increased 39% to 61% at/above benchmark 3rd Grade - increased 31% to 51% at/above benchmark 4th Grade - increased 36% to 41% at/above benchmark 5th Grade - increased 24% to 46% at/above benchmark

Mathematics Summary

Strengths

K-5: Targeted groupings for math instruction based on daily ACI's, daily designated math instruction, highly qualified staff, goal setting, and math assessments (Acadience benchmarking)

Challenges

K-5th grade- Provide targeted instruction to meet skill deficits in an explicit, systematic, and sequential manner.
K-5: Teachers ensure that foundational skills are taught to automaticity, as well as hinge skills secured.
K-5th grade- Ensure standardized assessment of ACI's.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students in grades 3,4,5 completed this program.	Xello
Students in grade 3,4,5 participated in career day. Each student got to attend a presentation about three different careers.	Career Day

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.

All students in grades 3,4,5 completed the Xello career program.
All students in grades 3,4,5 participated in Career Day.

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.

Students are limited in choices during Career Day based on scheduling and volunteer presenters.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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 behavioral and attendance data support the academic success of this group of students.
The culture and climate of the school is promoted through the Warrior Way to facilitate academic success and consistent behavioral expectations.

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 Math data shows a need to improve our processes surrounding students with disabilities and economically disadvantaged students. This may include revising IEP goals more frequently, adjusting SDI's on a more regular basis. We will begin refining instructional practices and supports during interventions. Professional Development may also be explored and considered.
The ELA data shows a need to improve our processes surrounding our all student group. We have implemented a knowledge building curriculum to help students increase background knowledge, target vocabulary, and increase morphological awareness to increase reading comprehension.

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	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Continuous Improvement of Instruction - structured collaborative planning time, aligned instructional materials, multi-disciplinary teams to collaborate with a focus on data, continuous improvement with differentiated instruction used to address individual learning needs, administrative daily/weekly classroom visits with intentional/actionable feedback

Foster Quality Professional Learning - Identified and differentiated, all staff participating in professional learning communities and/or professional organizations, On site instructional coaches follow-up to support teachers' implementation of new learning

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?

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

Continuous Improvement of Instruction- Improve regularly scheduled data meeting discussions by focusing on the collaboration of next steps for students.

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
Students that are economically disadvantaged and students with disabilities (ELA 2022-2023 PSSA Data) - Targeted instruction and intervention were provided to students to increase their performance.	False
Students that are White (Math and ELA) (2022-2023 PSSA Data) - Targeted instruction and intervention were provided to students to increase their performance.	False
ELA All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the state growth standard.	True
Kindergarten - Daily Heggerty, daily 95% Core Phonics, 95% Group PALS Lessons, early literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, 1 paraprofessional supporting each classroom, targeted small group instruction, goal setting	True
K-5: Daily Heggerty (K-2), daily 95% Core Phonics (K-3), daily syllable type review (4-5), literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting, co-teaching/model lessons	True
4th Grade - Daily review of syllable types, literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting, Rewards, Vocabulary Surge	False
K-5: Targeted groupings for math instruction based on daily ACI's, daily designated math instruction, highly qualified staff, goal setting, and math assessments (Acadience benchmarking)	True
5th Grade - Daily review of syllable types, literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting, Rewards, Vocabulary Surge	False
Math All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the state growth standard.	True
All students in grades 3,4,5 completed the Xello career program.	False
The behavioral and attendance data support the academic success of this group of students.	False
All students in grades 3,4,5 participated in Career Day.	False
N/A	False
The culture and climate of the school is promoted through the Warrior Way to facilitate academic success and consistent behavioral expectations.	False
Continuous Improvement of Instruction - structured collaborative planning time, aligned instructional materials, multi-	False

disciplinary teams to collaborate with a focus on data, continuous improvement with differentiated instruction used to address individual learning needs, administrative daily/weekly classroom visits with intentional/actionable feedback	
Foster Quality Professional Learning - Identified and differentiated, all staff participating in professional learning communities and/or professional organizations, On site instructional coaches follow-up to support teachers' implementation of new learning	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
Students in the All Student Group (Math) (2022-2023 PSSA Data) - Provide targeted instruction and intervention to students to meet the Statewide Goal.	False
Students that are Economically Disadvantaged (Math) (2022-2023 PSSA Data) - Provide targeted instruction and intervention to students who are economically disadvantaged to increase achievement.	False
Students with Disabilities (Math) (2022-2023 PSSA Data) - Provide targeted instruction and intervention to students with disabilities to increase achievement.	False
K-5th grade- Provide targeted instruction to meet skill deficits in an explicit, systematic, and sequential manner.	False
K-1st Grade - Strengthen high frequency word instruction and exposure to more syllable types to increase achievement in uncontrolled text.	True
2nd-3rd Grade - Strengthen high frequency word instruction and practice with decodable texts. Use diagnostic assessments to differentiate decodable text instruction.	False
K-5th grade- Provide consistent, differentiated and skill-based small group instruction with support from interventionists for appropriate instructional resources.	True
N/A	False
Provide frequent, timely, and systematic feedback and support on instructional practices: Improve and give feedback on instructional practices.	True
Students are limited in choices during Career Day based on scheduling and volunteer presenters.	False
The Math data shows a need to improve our processes surrounding students with disabilities and economically disadvantaged students. This may include revising IEP goals more frequently, adjusting SDI's on a more regular basis. We will begin refining instructional practices and supports during interventions. Professional Development may also be explored and considered.	False
The ELA data shows a need to improve our processes surrounding our all student group. We have implemented a knowledge building curriculum to help students increase background knowledge, target vocabulary, and increase morphological awareness to increase reading comprehension.	False
K-5th grade- Ensure standardized assessment of ACI's.	False
Continuous Improvement of Instruction- Improve regularly scheduled data meeting discussions by focusing on the collaboration of next steps for students.	False
Students in the All Student Group (ELA) (2022-2023 PSSA Data) - Provide targeted instruction and intervention to students to	False

meet the Statewide Goal.	
K- Strengthen letter sounds through explicit and systematic instruction using sound walls to reinforce articulation.	True
K-5: Teachers ensure that foundational skills are taught to automaticity, as well as hinge skills secured.	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.

Foundational skills with letter sound correspondence and word reading need core support to increase student achievement across grade levels.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Provide frequent, timely, and systematic feedback and support on instructional practices: Improve and give feedback on instructional practices.	Data huddles; Grade level professional development	True
K-1st Grade - Strengthen high frequency word instruction and exposure to more syllable types to increase achievement in uncontrolled text.	Instructing teachers with the heart word routine; repetition of high frequency words	True
K-5th grade- Provide consistent, differentiated and skill-based small group instruction with support from interventionists for appropriate instructional resources.		False
K- Strengthen letter sounds through explicit and systematic instruction using sound walls to reinforce articulation.	Support during core phonics instruction; repetitive practice through letter sounds in small group instruction	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Kindergarten - Daily Heggerty, daily 95% Core Phonics, 95% Group PALS Lessons, early literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, 1 paraprofessional supporting each classroom, targeted small group instruction, goal setting	Provide support to improve core and small group instruction
K-5: Daily Heggerty (K-2), daily 95% Core Phonics (K-3), daily syllable type review (4-5), literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting, co-teaching/model lessons	Meet with Grade Levels to continue discussions on data, what's working and what may need to be changed.
ELA All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the state growth standard.	Meet with Grade Levels to continue discussions on data, what's working and what may need to be changed.
Math All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the state growth standard.	Meet with Grade Levels to continue discussions on data, what's working and what may need to be changed.
K-5: Targeted groupings for math instruction based on daily ACI's, daily designated math instruction, highly qualified staff, goal setting, and math assessments (Acadience benchmarking)	Meet with Grade Levels to continue discussions on data, what's working and what may need to be changed.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
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	Through mini professional developments, data huddles and analyzing data, teachers and data team will work together to improve instruction
	Frequent distributive practice throughout the day with high frequency words across content areas
	Reading specialists will support core instruction and planning small group instruction

Goal Setting

Priority: Through mini professional developments, data huddles and analyzing data, teachers and data team will work together to improve instruction

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
As a result of implementing mini professional developments, data huddles and analyzing data, at least 80% of students will score at or above benchmark on end of the year Acadience Reading benchmarks.			
Measurable Goal Nickname (35 Character Max)			
Mini PDs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% of students will meet interim Reading Acadience goals.	80% of students will meet middle of the year Reading Acadience goals.	80% of students will meet end of the year Reading Acadience goals.	80% of students will meet end of the year Reading Acadience goals.

Priority: Frequent distributive practice throughout the day with high frequency words across content areas

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
As a result of frequent distributed practice throughout the day with high frequency word instruction across content areas, at least 80% of students will score at or above benchmark on end of the year Acadience Reading benchmarks.			
Measurable Goal Nickname (35 Character Max)			
HFW			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% of students will meet interim Reading Acadience goals.	80% of students will meet middle of the year Reading Acadience goals.	80% of students will meet end of the year Reading Acadience goals.	80% of students will meet end of the year Reading Acadience goals.

Priority: Reading specialists will support core instruction and planning small group instruction

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
As a result of reading specialists will support core instruction and planning small group instruction, 80% of students will score at or above benchmark on end of the year Acadience Reading benchmarks.			
Measurable Goal Nickname (35 Character Max)			
Kindergarten and 1st Grade			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

80% of students will meet interim Reading Acadience goals.	80% of students will meet middle of the year Reading Acadience goals.	80% of students will meet end of the year Reading Acadience goals.	80% of students will meet end of the year Reading Acadience goals.
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Action Plan

Measurable Goals

Mini PDs	HFW
Kindergarten and 1st Grade	

Action Plan For: Professional Development

Measurable Goals:
<ul style="list-style-type: none"> As a result of implementing mini professional developments, data huddles and analyzing data, at least 80% of students will score at or above benchmark on end of the year Acadience Reading benchmarks.

Action Step		Anticipated Start/Completion Date	
Use data to drive instruction for teachers to learn about and implement evidence-based literacy strategies.		2024-08-27	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists, Principal	Reading Specialist Salaries \$28,963	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student growth and achievement on benchmark assessments.	Reading specialists Acadience Benchmarks (Beginning of the year, middle of the year, and end of the year) and Progress Monitoring (as needed)

Action Plan For: High Frequency Word Instruction

Measurable Goals:
<ul style="list-style-type: none"> As a result of reading specialists will support core instruction and planning small group instruction, 80% of students will score at or above benchmark on end of the year Acadience Reading benchmarks. As a result of frequent distributed practice throughout the day with high frequency word instruction across content areas, at least 80% of students will score at or above benchmark on end of the year Acadience Reading benchmarks.

Action Step		Anticipated Start/Completion Date	
Strengthen instruction using heart word routine and frequent distributed practice to give students many opportunities to apply their learning in text.		2024-08-27	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists, Principal	Title One Supplies (Published materials, School Supplies, and Seesaw) \$8,767.46	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student growth and achievement on benchmark assessments.	Reading specialists Acadience Benchmarks (Beginning of the year, middle of the year, and end of the year) and Progress Monitoring (as needed)

Action Plan For: Support Core Phonics and Small Group Instruction

Measurable Goals:
<ul style="list-style-type: none"> As a result of reading specialists will support core instruction and planning small group instruction, 80% of students will score at or above benchmark on end of the year Acadience Reading benchmarks.

Action Step	Anticipated Start/Completion Date	
Supporting the core phonics and small group instruction in Kindergarten and First Grade. Reading specialists will support in classrooms to improve literacy instruction.	2024-08-27	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Reading Specialists, Principal	Title One Supplies (Published materials, School Supplies, and Seesaw) 2,767.40	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase student growth and achievement on benchmark assessments.	Reading specialists Acadience Benchmarks (Beginning of the year, middle of the year, and end of the year) and Progress Monitoring (as needed)

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	<ul style="list-style-type: none"> Professional Development High Frequency Word Instruction Support Core Phonics and Small Group Instruction 	Family Engagement /Seesaw/Communication/Events	2341.67
Instruction	<ul style="list-style-type: none"> Professional Development High Frequency Word Instruction Support Core Phonics and Small Group Instruction 	Reading Specialists' Salaries	200000
Instruction	<ul style="list-style-type: none"> Professional Development High Frequency Word Instruction Support Core Phonics and Small Group Instruction 	Reading Specialists' Benefits	100000
Instruction	<ul style="list-style-type: none"> Professional Development High Frequency Word Instruction 	Supplies to Support Supplemental Reading Services K-2; 3-5	50721

	<ul style="list-style-type: none">• Support Core Phonics and Small Group Instruction		
Total Expenditures			353062.67000000004

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Development	Use data to drive instruction for teachers to learn about and implement evidence-based literacy strategies.
High Frequency Word Instruction	Strengthen instruction using heart word routine and frequent distributed practice to give students many opportunities to apply their learning in text.

Monthly PD Sessions

Action Step		
<ul style="list-style-type: none"> Use data to drive instruction for teachers to learn about and implement evidence-based literacy strategies. 		
Audience		
K-3 classroom teachers Paraprofessionals		
Topics to be Included		
Letter Sound Instruction using articulation and letter formation Frequent Distributed Practice Choral reading Using magnetic boards, elkonin boxes, and word chains to apply phoneme grapheme mapping Sending home texts to practice with family Phonics core instruction is driven by student growth and achievement Use interweaving to practice and apply new learning		
Evidence of Learning		
Increase student growth and achievement on benchmark assessments.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Reading Specialists, Principal	2024-08-27	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 4a: Reflecting on Teaching 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	

High Frequency Word Instruction

Action Step
<ul style="list-style-type: none"> Strengthen instruction using heart word routine and frequent distributed practice to give students many opportunities to apply their learning in text.

Audience		
K-3 Classroom Teachers Paraprofessionals		
Topics to be Included		
Heart Word Routine Frequent distributed practice of high frequency words Apply high frequency word learning to application in text		
Evidence of Learning		
Increase student growth and achievement on benchmark assessments.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Reading Specialists, Principal	2024-08-27	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Daily
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3b: Using Questioning and Discussion Techniques 1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally 	
This Step Meets the Requirements of State Required Trainings	

High Frequency Word Instruction

Action Step		
<ul style="list-style-type: none"> Strengthen instruction using heart word routine and frequent distributed practice to give students many opportunities to apply their learning in text. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Daily
Observation and Practice Framework Met in this Plan	

- 4e: Growing and Developing Professionally
- 3b: Using Questioning and Discussion Techniques
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Shelly J. Lappi	2024-06-25
School Improvement Facilitator Signature	Date