

James Gettys El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
James Gettys Elementary School		112013753
Address 1		
898 Biglerville Rd		
Address 2		
City	State	Zip Code
Gettysburg	PA	17325-8003
Chief School Administrator		Chief School Administrator Email
Jason Perrin		jperrin@gasd-pa.org
Principal Name		
Ted Wells		
Principal Email		
twells@gasd-pa.org		
Principal Phone Number		Principal Extension
717-334-6254		1228
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Jeffrey Matzner		jmatzner@gasd-pa.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ted Wells	Building Principal	James Gettys Elementary School	twells@gasd-pa.org
Kathleen Sease	Elementary School Teacher	James Gettys Elementary School	ksease@gasd-pa.org
Christina Cooley	Ed Specialist	James Gettys Elementary School	ccooley@gasd-pa.org
Sara Nugent	Ed Specialist	James Gettys Elementary School	snugent@gasd-pa.org
Laura Shafer	Ed Specialist	James Gettys Elementary School	lshafer@gasd-pa.org
Kathy Schiefer	Parent	James Gettys Elementary School	kschiefer@gasd-pa.org
Allison Symmes	Parent	PTO- JGES	aesymmes@gmail.com
Suzanne Spokus	Parent	James Gettys Elementary School	sspokus@gasd-pa.org
Dr. Jason Perrin	Chief School Administrator	GASD	jperrin@gasd-pa.org
Dr. Jeffrey Matzner	District Level Leaders	GASD	jmatzner@gasd-pa.org
Diane Nace	District Level Leaders	GASD	dnace@gasd-pa.org
Andrea Bortner	Education Specialist	James Gettys Elementary	abortner@gasd-pa.org
Rebecca Morris	Education Specialist	GASD	rmorris@gasd-pa.org
Carrie McMaster	Education Specialist	James Gettys Elementary	cmcmaster@gasd-pa.org
Sharon Smith	Education Specialist	James Gettys Elementary	ssmith3@gasd-pa.org
Shannon Harvey	Community Member	Penn State University	Sxs205@psu.edu

Vision for Learning

Vision for Learning

The vision of James Gettys Elementary School is to ensure that each student will achieve maximum growth through high expectations and differentiated support. All teachers will utilize best practices while teaching to high standards given appropriate resources. All students, parents, and staff will work together to create a nurturing community in which everyone belongs and demonstrates exemplary character.

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)	98% academic growth score which exceeded the state average growth score by 19.6%
Math All Student Group (2022-2023 PVAAS Data)	92% academic growth score which exceeds the state average growth score by 17.1%
Science All Student Group (2022-2023 PVAAS Data)	77% academic growth score which exceeds the state average growth score by 2.3%
ELA All Student Group (2022-2023 PSSA Data)	55.7% of students were advanced or proficient exceeding the statewide average by 17.4%
Attendance Data	Percentage of Students not chronologically absent is 94% which is above the statewide performance standard of 73.9% and meets the statewide 2033 goal of 94.1%.

Challenges

Indicator	Comments/Notable Observations
ELA - All Student Group (2022-2023 PSSA Data)	ELA - All Student Group Proficient or Advanced scores fell 2% from '21-'22 (dropping to 56.9% from 58.9%)
Science - All Student Group (2022-2023 PSSA Data)	Science - All Student Group Proficient or Advanced fell 9.4% from '21-'22 (dropping to 71.4% from 80.8%)
Math - All Student Group (2022-2023 PSSA Data)	Math - All Student Group Proficient or Advanced fell 3.2% from '21-'22 (dropping to 55.7% from 58.9%)

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

Strengths

Indicator ELA 2022-2023 PVAAS Data ESSA Student Subgroups White	Comments/Notable Observations ELA White Student Group academic growth increased over previous year, '21-'22 - going to 89% from 67% (22% increase)
Indicator ELA 2022-2023 PVAAS Data ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations ELA - Economically Disadvantaged Student Group academic growth increased over '21-'22- increasing to 100% from 66% (34% increase)
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator 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	Comments/Notable Observations

Challenges

Indicator ELA 2022-2023 PSSA Data ESSA Student Subgroups Hispanic	Comments/Notable Observations ELA - Hispanic Student Group Proficient or Advanced scores fell 5.5% from '21-'22 (dropping to 34.5% from 40%)
Indicator ELA 2022-2023 PSSA Data ESSA Student Subgroups White	Comments/Notable Observations ELA - White Student Group Proficient or Advanced fell 1.4% from '21-'22 (dropping to 62.9% from 64.3%)
Indicator ELA 2022-2023 PSSA Data ESSA Student Subgroups	Comments/Notable Observations ELA - Student with Disabilities Group Proficient or Advanced scores fell 6.2% from '21-'22 (dropping to 24.1% from 30.3%)
Indicator Math 2022-2023 PSSA Data ESSA Student Subgroups	Comments/Notable Observations Math - Hispanic Student Group Proficient or Advanced fell 19.3% from '21-'22 (dropping to 20.7% from 40%)

Hispanic	
Indicator Math 2022-2023 PSSA Data ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Math - Economically Disadvantaged Student Group Proficient or Advanced fell 1.7% from '21-'22 (dropping to 44.% from 45.7%)

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 statewide average.
Math All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the statewide average.
ELA All Student Group (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 in All Student Group (ELA) (2022-2023 PSSA Data) - provide targeted instruction and intervention to meet the statewide goals.
ELA - 3 Subgroups (2022-2023 PSSA Data) saw decreases in % proficient or advanced from '21-'22 year to '22'-'23 Hispanic -40% - 34.5% - Provide targeted instruction and intervention to meet statewide goals. White - 64.3% - 62.9% Student with Disabilities - 40% - 34.5%
Math - Hispanic Student Group - (2022-2023 PSSA Data) - provide targeted instruction and intervention to meet statewide goals.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
100% of K students scored at or above the benchmark for the PSF score.	4% increase from 2023
67% of 1st grade students scored at or above the benchmark for the ORF word correct score.	flat from 2023
69.5% of 2nd grade students scored at or above the benchmark for the ORF accuracy score.	10.5% increase from 2023
69% of 3rd grade students scored at or above the benchmark for the ORF accuracy score.	flat from 2023
79% of 4th grade students scored at or above the benchmark for the ORF accuracy score.	9% increase from 2023
76.8% of 5th grade students scored at or above the benchmark for the ORF accuracy score.	3.8% increase from 2023
Acadience End of the Year (2024) Students who are at or above the benchmark for the reading composite score: K: 93%	Increase of 13% over 2023
Acadience End of the Year (2023) Students who are at or above the benchmark for the reading composite score 1st Grade: 67%	Decrease of 6% over 2023
Acadience End of the Year (2023) Students who are at or above the benchmark for the reading composite score: 2nd Grade: 74%	Increase of 14% from 2023
Acadience End of the Year (2023) Students who are at or above the benchmark for the reading composite score: 3rd Grade: 74%	Increase of 5% from 2023
Acadience End of the Year (2023) Students who are at or above the benchmark for the reading composite score: 4th Grade; 63%	Increase of 5% from 2023
Acadience End of the Year (2023) Students who are at or above the benchmark for the reading composite score: 5th Grade: 64%	Decrease of 7% from 2023

English Language Arts Summary

Strengths

100% of Kindergarten students scored at or above benchmark for PSF score.
93% of Kindergarten students scored at or above benchmark for their acadience reading composite score. A 13% increase over '22-'23.
Most grades (K,2,3,4) saw increases in reading composite scores over 2023.
Grades 2, 4, 5 saw increases in ORF accuracy over 2023 scores

Challenges

Only 54% of 4th grade students scored at or above the benchmark for the ORF word correct score.
Only 58% of 4th grade students scores at or above benchmark for their reading composite score.
Only 63% of 1st grade students scored at or above benchmark for ORF accuracy.

Mathematics

Data	Comments/Notable Observations
78% of Kindergarten students scored at or above the benchmark for next number fluency.	8% decrease from 2023
68.5% of 1st grade students scored at or above the benchmark for advanced quantity discrimination.	1.5% decrease from 2023
72.4% of 2nd grade students scored at or above the benchmark for computation.	7.4% increase from 2023
67.3% of 3rd grade students scored at or above the benchmark for computation.	7.3% increase from 2023
55.5% of 4th grade students scored at or above the benchmark for computation.	5.5% decrease from 2023
82% of 5th grade students scored at or above the benchmark for computation.	10% decrease from 2023
Acadience EOY (2024) 80.7% of 5th students scored at or above the benchmark for the composite score.	9.6% decrease from 2023
Acadience EOY (2024) 64% of 4th students scored at or above the benchmark for the composite score.	13% increase from 2023
Acadience EOY (2024) 77.5% of 3rd students scored at or above the benchmark for the composite score.	10.5% increase from 2023
Acadience EOY (2024) 67% of 2nd students scored at or above the benchmark for the composite score.	4% decrease from 2023
Acadience EOY (2024) 74% of 1st students scored at or above the benchmark for the composite score.	17% decrease from 2023
Acadience EOY (2024) 78% of K students scored at or above the benchmark for the composite score.	8% decrease from 2023

Mathematics Summary

Strengths

77.5% of 3rd grade students scored at or above the benchmark for math composite score
80.7% of 5th grade students scored at or above the benchmark for math composite score.
3rd, 4th, and 5th grade students scored above the state average on math PSSAs 2023. 55.7% - state avg. 38.3%
82% of 5th grade students scored at or above the benchmark for computation.

Challenges

Only 67% of 2nd grade students scored at or above benchmark on their Acadience composite score.
Only 55.5% of 4th grade students scored at or above benchmark on Acadience computation score
Only 67.3% of 3rd grade students scored at or above benchmark on Acadience computation score
Only 64% of 4th grade students scored at or above benchmark on their Acadience composite score

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
77% of our 4th grade students met the academic growth score.	This is above the state avg of 74.7%

Science, Technology, and Engineering Education Summary

Strengths

77% of our 4th grade students met the academic growth PVAAS data which is above the state avg growth score of 74.4%

Challenges

Only 37.5% of 4th grade students score advanced on the 2023 PSSAs. While this is above the statewide average of 26% it is a decrease from the 2022 PSSAs where 50% of students scored advanced.

Related Academics

Career Readiness

Data	Comments/Notable Observations
98.2% of students in grades 3-5 met career readiness goal.	A Career Day was offered to students in grades 3,4,5. Students had the opportunity to interact, learn and explore 5 different careers and completed a reflection on each of the careers chosen.
100% of students in grades 3,4,5 completed this program.	Xello

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.

Programs were made available to students in grades 3, 4, 5 to explore up to 5 different career paths.
100% of students in grades 3, 4, 5 completed the Xello program.

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

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

Data	Comments/Notable Observations
PSSA Data (22-23) Reading and Math	Students with Disabilities did not meet the statewide 2033 goal in either ELA (45%) and Math (44%)
PSSA Data (22-23) Reading and Math	Students with Disabilities - Performed below statewide average (JG 45% - State -54.5%) ELA and above the statewide average in Math (JG-44% State AVG - 38.3%)
PVAAS Data (22-23)	Students with Disabilities exceeded the both the statewide average and exceeded the statewide growth standard in both ELA and Math.

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.

PVAAS Data - (22-23) Students with Disabilities exceeded the both the statewide average and exceeded the statewide growth standard in both ELA and Math. ELA - JG 100%, Statewide Avg. 75.4% Statewide Goal 70%; MATH-JG 87%, Statewide Avg 74.9 Statewide Goal - 70%

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.

Students with Disabilities -PSSA (22-23) Performed below statewide average (JG 45% - State -54.5%) ELA

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	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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
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	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	Exemplary
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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
School Wide Positive Behavior Committee developed and implemented a plan to support positive behavior across all grade levels

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?

Partnerships with community stakeholders including local businesses and agencies can be leveraged to better meet the needs of the school.

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
ELA All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the statewide average.	False
Math All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the statewide average.	True
ELA All Student Group (2022-2023 PSSA Data) - Targeted instruction and intervention were provided to students to increase their performance.	False
100% of Kindergarten students scored at or above benchmark for PSF score.	False
93% of Kindergarten students scored at or above benchmark for their acadience reading composite score. A 13% increase over '22-'23.	False
Most grades (K,2,3,4) saw increases in reading composite scores over 2023.	False
77.5% of 3rd grade students scored at or above the benchmark for math composite score	False
80.7% of 5th grade students scored at or above the benchmark for math composite score.	False
3rd, 4th, and 5th grade students scored above the state average on math PSSAs 2023. 55.7% - state avg. 38.3%	False
Programs were made available to students in grades 3, 4, 5 to explore up to 5 different career paths.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
School Wide Positive Behavior Committee developed and implemented a plan to support positive behavior across all grade levels	False
Grades 2, 4, 5 saw increases in ORF accuracy over 2023 scores	False
82% of 5th grade students scored at or above the benchmark for computation.	False
77% of our 4th grade students met the academic growth PVAAS data which is above the state avg growth score of 74.4%	False
100% of students in grades 3, 4, 5 completed the Xello program.	False
PVAAS Data - (22-23) Students with Disabilities exceeded the both the statewide average and exceeded the statewide growth standard in both ELA and Math. ELA - JG 100%, Statewide Avg. 75.4% Statewide Goal 70%; MATH-JG 87%, Statewide Avg 74.9 Statewide Goal - 70%	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
Students in All Student Group (ELA) (2022-2023 PSSA Data) - provide targeted instruction and intervention to meet the statewide goals.	False
ELA - 3 Subgroups (2022-2023 PSSA Data) saw decreases in % proficient or advanced from '21-'22 year to '22-'23 Hispanic - 40% - 34.5% - Provide targeted instruction and intervention to meet statewide goals. White - 64.3% - 62.9% Student with Disabilities - 40% - 34.5%	False
Math - Hispanic Student Group - (2022-2023 PSSA Data) - provide targeted instruction and intervention to meet statewide goals.	False
Only 67% of 2nd grade students scored at or above benchmark on their Acadience composite score.	False
Only 55.5% of 4th grade students scored at or above benchmark on Acadience computation score	False
Only 54% of 4th grade students scored at or above the benchmark for the ORF word correct score.	False
Partnerships with community stakeholders including local businesses and agencies can be leveraged to better meet the needs of the school.	True
Students are limited in choices during Career Day based on scheduling and volunteer presenters.	False
Only 63% of 1st grade students scored at or above benchmark for ORF accuracy.	False
Only 67.3% of 3rd grade students scored at or above benchmark on Acadience computation score	False
Only 64% of 4th grade students scored at or above benchmark on their Acadience composite score	False
Only 58% of 4th grade students scores at or above benchmark for their reading composite score.	False
Math - Hispanic Student Group - (2022-2023 PSSA Data) - provide targeted instruction and intervention to meet statewide goals.	False
Only 37.5% of 4th grade students score advanced on the 2023 PSSAs. While this is above the statewide average of 26% it is a decrease from the 2022 PSSAs where 50% of students scored advanced.	False
Students with Disabilities -PSSA (22-23) Performed below statewide average (JG 45% - State -54.5%) ELA	True

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.

Our action plan from last year, and the action steps that were implemented, have had a positive impact and were positively received by stakeholders. We would like to continue and expand on our efforts to increase family engagement and collaboration between specialists and classroom teachers in order to continue making positive progress towards our interim target. With the introduction of CKLA Skills component in Grades K,1,,2 and the implementation of departmentalization in grades 4,5 will positively impact targeted instruction that should benefit all student groups including our ED group.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Partnerships with community stakeholders including local businesses and agencies can be leveraged to better meet the needs of the school.	Continue collaboration with agencies to included regular collaboration in CST and ESAP meetings.	True
Students with Disabilities -PSSA (22-23) Performed below statewide average (JG 45% - State -54.5%) ELA	Introduction of CKLA Skills curriculum in grades K,1,2 as well as the implementation of departmentalizing in grades 4 and 5 will allow for more consistency and better targeted classroom instruction and interventions.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Math All Student Group (2022-2023 PVAAS Data) - Core Instruction and Interventions have been successful in helping students to exceed the statewide average.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	We have successfully collected and analyzed data holistically, but recognize the need to dig deeper into the data, and further analyze data by subgroups.
PVAAS Data - (22-23) Students with Disabilities exceeded the both the statewide average and exceeded the statewide growth standard in both ELA and Math. ELA - JG 100%, Statewide Avg. 75.4% Statewide Goal 70%; MATH-JG 87%, Statewide Avg 74.9 Statewide Goal - 70%	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Child Support Team and Data Team integration efforts that were implemented last year were largely successful. Positives that resulted from this - colleagues were better able to plan and meet the instructional needs for all students. Continue to expand teams to include New Story staff.
	Introduction of CKLA Skills curriculum in grades K,1,2 as well as the implementation of departmentalizing in grades 4 and 5 will allow for more consistency and better targeted classroom instruction and interventions.

Goal Setting

Priority: Child Support Team and Data Team integration efforts that were implemented last year were largely successful. Positives that resulted from this - colleagues were better able to plan and meet the instructional needs for all students. Continue to expand teams to include New Story staff.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
As a result of expanding the individuals participating and collaborating with our CST/Data Team (or ACT Team) to include specialists from the New Story Staff 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)			
Reading Composite Score Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60% of students in all student groups will perform at or above level in the reading composite score.	65% of students in all student groups will perform at or above level in the reading composite score.	70% of students in all student groups will perform at or above level in the reading composite score.	80% of students in all student groups will perform at or above level in the reading composite score.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: Introduction of CKLA Skills curriculum in grades K,1,2 as well as the implementation of departmentalizing in grades 4 and 5 will allow for more consistency and better targeted classroom instruction and interventions.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
As a result of reading specialists supporting core instruction and planning small group instruction, that this year includes CKLA Skills curriculum, 80% of students will score at or above benchmarks on EOY 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
60% of KDG & 1st Grade students will perform at or above ELA Acadience Benchmarks.	65% of KDG & 1st Grade students will perform at or above ELA Acadience Benchmarks.	70% of KDG & 1st Grade students will perform at or above ELA Acadience Benchmarks.	80% of KDG & 1st Grade students will perform at or above ELA Acadience Benchmarks.

Action Plan

Measurable Goals

Reading Composite Score Growth	
Kindergarten and 1st Grade	

Action Plan For: Reading

Measurable Goals:
<ul style="list-style-type: none"> As a result of expanding the individuals participating and collaborating with our CST/Data Team (or ACT Team) to include specialists from the New Story Staff at least 80% of students will score at or above benchmark on end of the year Acadience Reading Benchmarks. As a result of reading specialists supporting core instruction and planning small group instruction, that this year includes CKLA Skills curriculum, 80% of students will score at or above benchmarks on EOY on end of the year Acadience Reading Benchmarks.

Action Step		Anticipated Start/Completion Date	
Implementation of the CKLA Amplify Skills strand curriculum at in grades K-2.		2024-06-30	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ted Wells, Principal Reading Specialists	Reading Specialists Salaries and Benefits. CKLA Amplify Skills Stands Curriculum	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student growth and achievement on benchmark assessments.	Reading Specialists and DATA Team - Acadience Benchmarks (BOY, MOY, EOY) and progress monitoring as needed. Mr. Wells, principal- monitor the implementation of the CKLA program via regular walkthroughs and observations.

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
Instruction	<ul style="list-style-type: none">Reading	Title 1 Schoolwide Expenditure	202460
Total Expenditures			202460

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Reading	Implementation of the CKLA Amplify Skills strand curriculum at in grades K-2.

Standards Based Curricular Implementation

Action Step		
<ul style="list-style-type: none"> Implementation of the CKLA Amplify Skills strand curriculum at in grades K-2. 		
Audience		
K, 1, 2 Teachers, Reading Specialists, EL and LS teachers		
Topics to be Included		
Conducting, interpreting, acadience probes. Using data to improve student instruction.		
Evidence of Learning		
Observations, Progress Monitoring Data, Acadience Probes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Ted Wells, Principal Teachers and Specialists.	2024-06-30	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Ted Wells	2024-07-01
School Improvement Facilitator Signature	Date