

**Saltsburg El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Saltsburg Elementary School		128321103
<b>Address 1</b>		
199 Trojan Ln		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Saltsburg	Pennsylvania	15681-8960
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Phil Martell		martell.p@rvsdpa.org
<b>Principal Name</b>		
Tracy Richards		
<b>Principal Email</b>		
richards.t@rvsdpa.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
7246393556		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tracy Richards	Principal	Saltsburg Elementary School	richards.t@rvsdpa.org
Phil Martell	Superintendent	River Valley SD	martell.p@rvsdpa.org
Regina Geesey	District Level Leaders	River Valley SD	geesey.r@rvsdpa.org
Julie Obney	District Level Leaders	Saltsburg Elementary School	obney.j@rvsdpa.org
Heather Reo	Teacher	Saltsburg Elementary School	reo.h@rvsdpa.org
Barb Stramaski	Community Member	Evergreen After School Club	vqw314@yahoo.com
Lacey Czerniec	Paraprofessional	River Valley SD	czerniec.l@rvsdpa.org
Kristin Stine	Other	Parent	stinekristin@rocketmail.com
Kathy Monko	District Level Leaders	River Valley SD	monko.k@rvsdpa.org
Lisa Jackson	Teacher	Saltsburg Elementary	jackson.l@rvsdpa.org
Lori Baker	Teacher	Saltsburg Elementary	baker.l@rvsdpa.org
Cayla Dohey	Teacher	Saltsburg Elementary	dohey.c@rvsdpa.org
Jody Demase	Parent	Parent	dchevy51@yahoo.com
Jessica Rader	Parent	Parent	Jessrader59@gmail.com
Brenda Fletcher	Other	Grandparent	
Brandi Sieczkowski	Parent	Parent	bsieczkowski@iu28.org
Nikki Scholl	Parent	Parent	nicolescholl1210@gmail.com
Glenn Richards	Other	Recreation Association	
Jeanine Buell	Parent	Parent	buell.j@rvsdpa.org
Travis Barta	Parent	Parent	bartat@apolloridge.com

## **Vision for Learning**

### **Vision for Learning**

Saltsburg Elementary School fosters a student-centered, nurturing environment that cultivates lifelong learners. With unwavering commitment, we set high standards for every student, equipping them with the knowledge and skills essential for academic excellence and personal development. Our mission extends beyond academics; we aim to instill college and career readiness skills while empowering students to discover their true selves and pursue their aspirations with confidence.

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Math, ELA & Science - Achievement	We have advanced scores that are almost double the state average in all the content area designations for the 2023 PSSA.
Math, ELA & Science- Achievement	Proficiency rates on the 2023 state assessments indicate that proficiency rates were higher than the state average in math, ELA and science.
Science Data	90.5% of our students scored advanced or proficient on the PSSA.
Career Readiness	All of our students submitted the required career readiness artifacts.
ELA Data	ELA PSSA scores indicate the students met both achievement and growth data expectations.
Math Data	Math achievement scores were approximately 74%, which is significantly higher than the state average of 38.3%.
Math & Science	Math & science achievement met the 2033 statewide goal.

### Challenges

Indicator	Comments/Notable Observations
Math Growth	Our growth data indicated we did not meet the standard for demonstrating growth in math in any subgroup - all students, white or economically disadvantaged.
ELA Growth	Although the economically disadvantaged subgroup met the target for ELA growth, scores dropped slightly.

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

### Strengths

<p><b>Indicator</b> Reading Achievement <b>ESSA Student Subgroups</b> White, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> We had a very low percentage of students scoring in the below-basic range.</p>
<p><b>Indicator</b> Math Achievement <b>ESSA Student Subgroups</b> White, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> A very high number of students scored in the advanced range.</p>
<p><b>Indicator</b> College &amp; Career Measures <b>ESSA Student Subgroups</b> White, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> 100% of our students were in compliance with meeting the benchmark standards.</p>
<p><b>Indicator</b> ELA, Math &amp; Science Achievement <b>ESSA Student Subgroups</b> White, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> In all three testing areas (Math, ELA &amp; Science), students in the economically disadvantaged subgroup met or exceeded the interim target for achievement.</p>

### Challenges

<p><b>Indicator</b> ELA Achievement <b>ESSA Student Subgroups</b> White, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> We need to increase the number of students scoring in the advanced range for the ELA PSSAs.</p>
<p><b>Indicator</b> Math Growth <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> Our math growth scores declined considerably. We did not meet the growth standard for any subgroup, including "all students," "white," and "economically disadvantaged."</p>

White, Economically Disadvantaged	
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### 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.

Reading Achievement & Growth - decreasing below basic students and met growth and achievement targets for all subgroups.
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Math Achievement - met 2033 goal for all subgroups.
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#### 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.

Math growth - we need to focus on growing our student's math scores
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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience Reading	The scores increased by 5% from the beginning to the end of the year. In grades K-3, this drives the need for additional testing to determine interventions and student groupings.
COACH benchmark	Assessment given to students in grades 3-5 to determine skill deficits in the anchors and eligible content.
NWEA	Approximately 53% of students achieved their projected growth score on the ELA NWEA. This assessment is used for measuring achievement and growth in K–12 ELA. The data helps to inform instructional strategies and provides PSSA projections.

### English Language Arts Summary

#### Strengths

Data is used to group students into skill-based groups to provide the appropriate reading interventions
The number of students scoring in the below-basic range on ELA PSSA assessment has decreased
Quality, evidence-based interventions are being provided to struggling readers
Implementation of technology programs which are individualized to each student.

#### Challenges

Increasing staff knowledge to align with the science of reading, particularly in the area of phonological awareness.
Increasing the number of students scoring in the advanced/proficient range for the ELA PSSA
Constant re-training of faculty and staff in order to provide consistent, quality interventions
Incorporating quality small-group instructional activities during the core blocks.

### Mathematics

Data	Comments/Notable Observations
Acadience Math	The scores increased by 12% from the beginning to the end of the year. In grades K-5, this drives the need for additional testing to determine interventions and student groupings.
Coach benchmarks	Assessment given to students in grades 3-5 to determine skill deficits in the anchors and eligible content.
NWEA	Assessment used for measuring achievement and growth in K–12 math. The data helps to inform instructional strategies.



## Mathematics Summary

### Strengths

The number of students scoring advanced/proficient in the math PSSA assessment
Math Liaison who spearheads professional development regarding best practices in mathematics (fluency sprints, 3-Act Tasks, differentiation menus, etc.).
Addition of math fluency program, as well as quality math interventions.

### Challenges

Incorporating quality small-group instructional activities during the core blocks.
Increasing computation scores for all students
Finding time to implement math interventions for those students who also struggle in reading

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
COACH benchmark	Assessment given to students in grade 4 to determine skill deficits in the anchors and eligible content.
CBA - Science Dimensions	Assessments given to monitor student's performance in relation to what is being taught in the classroom.

## Science, Technology, and Engineering Education Summary

### Strengths

Science PSSA assessment scores have been outstanding with approximately 90% or higher meeting the target
Science achievement and growth targets were met.

### Challenges

New science standards will be approved soon and we will have to begin to make the transition to the NGSS philosophy.
Finding time to incorporate more science content in cross-curricular activities.
There was a lack of consistency in instruction for science this year. The previous, veteran teacher retired and was replaced. This new teacher took a leave at the beginning of 2024 and a substitute was assigned to the grade for the remainder of the year.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Smart Futures - 100% of students met Career Readiness Benchmarks	Smart Futures houses the majority of our artifacts. The guidance counselor is instrumental in assisting with facilitation of these activities.
WOW/Beable Implementation	Dedicated time is provided for teachers to explore careers and for students to discover their strengths, interests and values.

### 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 met the Career Readiness benchmark.
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## 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.

It is difficult to find time in the master schedule to implement new initiatives.

## 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
The Future Ready Index indicates that economically disadvantaged students met the target for both ELA achievement and growth. The achievement score increased roughly 4% while the growth score fell slightly from 73 to 72.	This was an area that was focused upon during the last school year. and we did meet growth and achievement targets for ELA.
The Future Ready Index indicates that economically disadvantaged students met the target for math achievement but did not meet the growth standard.	Achievement scores rose approximately 9% but the growth standard had a sharp decline.

### 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.

We have very few subgroups listed in our Future Ready PA Index. The only areas we have identified are white and economically disadvantaged.
ELA achievement and growth data met interim targets. ELA achievement showed an increase for economically disadvantaged students.
Math achievement data showed an increase for economically disadvantaged students.
Our economically disadvantaged student population in math outscored the "all student" and "white" student groups.

### 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.

We did not meet the math growth target for the "all student" and "white" subgroups.
We did not meet with math growth data target for economically disadvantaged students.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
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	Exemplary
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	Exemplary
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

Continue with data meetings focusing on student learning, student progress, and academic achievement.
We have a variety of evidence-based interventions for reading and math to utilize during WIN time.
Through data meetings, individual student's needs are identified, and the appropriate interventions are implemented.
The school community maintains a culture of high student expectations, provides a positive school environment and is centered around the science of learning.
The district provides the much-needed time for professional development and data analysis. In addition to their 40-minute daily prep time, teachers are provided with 30 minutes of morning time Monday through Thursday and an additional 2 hours of professional development time every Friday.

### 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?

We began planning for schoolwide PBIS in the 2023-24 school year. Although it is not fully operational at this time, we have developed the matrices, lessons, and supplementary materials. In the 24-25 school year, we plan to begin implementing PBIS.
A review of the impact of professional learning on staff practices and student learning is not systematic, and it is not formally monitored/evaluated. We need to build in more effective tools for teachers to evaluate their professional learning.
We live in a small, rural community, and there are few local organizations with which to partner regarding school initiatives. We have made some improvements in this area with local organizations such as the Lion's Club, Senior Citizen's Center, and the American Legion, but we need to improve this area.



## 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
Reading Achievement & Growth - decreasing below basic students and met growth and achievement targets for all subgroups.	True
Math Achievement - met 2033 goal for all subgroups.	True
Data is used to group students into skill-based groups to provide the appropriate reading interventions	True
The number of students scoring in the below-basic range on ELA PSSA assessment has decreased	False
Quality, evidence-based interventions are being provided to struggling readers	True
Implementation of technology programs which are individualized to each student.	False
The school community maintains a culture of high student expectations, provides a positive school environment and is centered around the science of learning.	False
The number of students scoring advanced/proficient in the math PSSA assessment	False
Math Liaison who spearheads professional development regarding best practices in mathematics (fluency sprints, 3-Act Tasks, differentiation menus, etc.).	False
Science PSSA assessment scores have been outstanding with approximately 90% or higher meeting the target	False
All students met the Career Readiness benchmark.	True
We have very few subgroups listed in our Future Ready PA Index. The only areas we have identified are white and economically disadvantaged.	False
Continue with data meetings focusing on student learning, student progress, and academic achievement.	True
We have a variety of evidence-based interventions for reading and math to utilize during WIN time.	False
Through data meetings, individual student's needs are identified, and the appropriate interventions are implemented.	False
ELA achievement and growth data met interim targets. ELA achievement showed an increase for economically disadvantaged students.	False
Addition of math fluency program, as well as quality math interventions.	False
Math achievement data showed an increase for economically disadvantaged students.	False
Our economically disadvantaged student population in math outscored the "all student" and "white" student groups.	False

Science achievement and growth targets were met.	False
The district provides the much-needed time for professional development and data analysis. In addition to their 40-minute daily prep time, teachers are provided with 30 minutes of morning time Monday through Thursday and an additional 2 hours of professional development time every Friday.	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
Math growth - we need to focus on growing our student's math scores	True
Increasing staff knowledge to align with the science of reading, particularly in the area of phonological awareness.	True
Increasing the number of students scoring in the advanced/proficient range for the ELA PSSA	False
Incorporating quality small-group instructional activities during the core blocks.	False
Increasing computation scores for all students	False
Finding time to implement math interventions for those students who also struggle in reading	True
We did not meet the math growth target for the "all student" and "white" subgroups.	False
Incorporating quality small-group instructional activities during the core blocks.	False
New science standards will be approved soon and we will have to begin to make the transition to the NGSS philosophy.	False
We live in a small, rural community, and there are few local organizations with which to partner regarding school initiatives. We have made some improvements in this area with local organizations such as the Lion's Club, Senior Citizen's Center, and the American Legion, but we need to improve this area.	False
Finding time to incorporate more science content in cross-curricular activities.	False
It is difficult to find time in the master schedule to implement new initiatives.	False
We began planning for schoolwide PBIS in the 2023-24 school year. Although it is not fully operational at this time, we have developed the matrices, lessons, and supplementary materials. In the 24-25 school year, we plan to begin implementing PBIS.	False
A review of the impact of professional learning on staff practices and student learning is not systematic, and it is not formally monitored/evaluated. We need to build in more effective tools for teachers to evaluate their professional learning.	False
Constant re-training of faculty and staff in order to provide consistent, quality interventions	False

We did not meet with math growth data target for economically disadvantaged students.	False
There was a lack of consistency in instruction for science this year. The previous, veteran teacher retired and was replaced. This new teacher took a leave at the beginning of 2024 and a substitute was assigned to the grade for the remainder of the year.	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.

It is imperative to continue to implement grade-level meetings. Also, we need to continue progress monitoring for those students receiving interventions. Teachers also need to be trained on how to implement programs with fidelity, as well as be given constructive feedback from administrators. The formation of the literacy team should assist the school in creating and implementing fidelity checks for the reading program. We need more specific diagnostic tools, particularly in math.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math growth - we need to focus on growing our student's math scores	Only grades 4 & 5 are included for growth. We will need to focus on these grades.	True
Finding time to implement math interventions for those students who also struggle in reading	We focus on reading during WIN, so those students struggling in both subjects do not have a dedicated time for math interventions. We try to differentiate in the core to assist these students, but it is not the same as dedicated intervention time.	False
Increasing staff knowledge to align with the science of reading, particularly in the area of phonological awareness.	As the science of reading evolves, we need to match our practices to the research. Our instructional practices are developing in this area, but we need to provide consistent, systematic instruction which aligns to the science of reading.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Data is used to group students into skill-based groups to provide the appropriate reading interventions	Data meetings and PD time allow teachers to gather, review, and analyze data to group students appropriately.
Quality, evidence-based interventions are being provided to struggling readers	Few students scored below the benchmark on state assessments. Reading specialists are available during WIN to work with the most struggling students, and quality, evidence-based interventions are provided.
Reading Achievement & Growth - decreasing below basic students and met growth and achievement targets for all subgroups.	Although we met all targets for the 2023 PSSA, we did not in 2022. During that year, ELA growth did not meet the target. Local data shows that we are moving our most struggling readers, even if they are not at benchmark.
Math Achievement - met 2033 goal for all subgroups.	Math achievement is outstanding on the PSSA. Acadience math data indicates computation lacks behind concepts/application.
All students met the Career Readiness benchmark.	100% compliance in this category. The guidance counselor, using Smart Futures, tracks career benchmark progress.
Continue with data meetings focusing on student learning, student progress, and academic achievement.	The new school calendar will allow for more time to analyze the data and incorporate quality instructional activities.

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Although math achievement is outstanding, the growth data demonstrated a sharp decline in scores. During the core instructional block, differentiation must occur to increase student achievement.
	K-2 classrooms will incorporate routines into ELA instruction in order to explicitly teach skills. Small group instruction during the core should be differentiated and focus on direct, systematic instruction focusing on skill deficits. Teachers need to be able to look at the data and determine effective instruction.

## Goal Setting

**Priority: Although math achievement is outstanding, the growth data demonstrated a sharp decline in scores. During the core instructional block, differentiation must occur to increase student achievement.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Approximately 55% of students will demonstrate typical, above-typical, or well-above-typical growth on Acadience Math or will meet RIT growth projections from BOY to MOY testing. This will be achieved through WIN interventions and small-group instruction during the core math block, which will deliver instruction matched to the skill deficits identified.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Core Differentiation - Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Benchmark/diagnostic testing will occur to determine instructional needs of students.	Teachers will develop a workshop (small-group, skills-based) schedule to be used during core time.	Approximately 45% of students will demonstrate typical, above typical, or well above typical growth on Acadience or will meet RIT growth projections from BOY to MOY testing.	Approximately 55% of students will demonstrate typical, above typical, or well above typical growth on Acadience or will meet RIT growth projections from BOY to MOY testing.

**Priority: K-2 classrooms will incorporate routines into ELA instruction in order to explicitly teach skills. Small group instruction during the core should be differentiated and focus on direct, systematic instruction focusing on skill deficits. Teachers need to be able to look at the data and determine effective instruction.**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Approximately 55% of students will demonstrate typical, above-typical, or well-above-typical growth on Acadience Reading or will meet RIT growth projections from BOY to MOY testing. This will be achieved through WIN interventions and small-group instruction during the core ELA block, which will provide phonemic awareness, phonics, fluency, or comprehension interventions to students with skill deficits identified in those areas.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Core Differentiation - ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Benchmark/diagnostic testing	Teachers will develop a	Approximately 45% of students will	Approximately 55% of students will

will occur to determine instructional needs of students.	workshop (small-group, skills-based) schedule to be used during core time.	demonstrate typical, above typical, or well above typical growth on Acadience or will meet RIT growth projections from BOY to MOY testing.	demonstrate typical, above typical, or well above typical growth on Acadience or will meet RIT growth projections from BOY to MOY testing.
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## Action Plan

### Measurable Goals

Core Differentiation - Math	Core Differentiation - ELA
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### Action Plan For: Math - Data Informed Decision Making

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Approximately 55% of students will demonstrate typical, above-typical, or well-above-typical growth on Acadience Math or will meet RIT growth projections from BOY to MOY testing. This will be achieved through WIN interventions and small-group instruction during the core math block, which will deliver instruction matched to the skill deficits identified.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Benchmark and diagnostic testing will be completed at the beginning, middle, and end of each year.		2024-08-21	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Liaison, Classroom Teachers	Testing materials	No	
Action Step		Anticipated Start/Completion Date	
The grade-level teams will meet with the principal to review the data and group students with similar skill deficits to create/revise WIN groups.		2024-08-21	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Data, Projector	No	
Action Step		Anticipated Start/Completion Date	
Teachers will create "workshop/differentiated/small-group" schedules for implementation in the core.		2024-09-27	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Differentiated/small-group plans will be handed into the principal upon completion	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data on benchmark attainment for each	The principal will facilitate data meetings with the teachers at least three times yearly, teacher



student indicating improvement, classroom plans for differentiation,	classroom growth reports twice yearly, WIN schedules for each cycle, principal walk-throughs for workshop/small-group time, workshop/small-group schedules created by teachers
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**Action Plan For: Professional Development on Best Practices**

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Approximately 55% of students will demonstrate typical, above-typical, or well-above-typical growth on Acadience Reading or will meet RIT growth projections from BOY to MOY testing. This will be achieved through WIN interventions and small-group instruction during the core ELA block, which will provide phonemic awareness, phonics, fluency, or comprehension interventions to students with skill deficits identified in those areas.</li> <li>Approximately 55% of students will demonstrate typical, above-typical, or well-above-typical growth on Acadience Math or will meet RIT growth projections from BOY to MOY testing. This will be achieved through WIN interventions and small-group instruction during the core math block, which will deliver instruction matched to the skill deficits identified.</li> </ul>

<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
PD will be provided to the faculty at least three times yearly for both math and ELA. The session will focus on the principles of quality instruction and how to incorporate effective strategies in the classroom.	2024-08-21	2025-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal, Math Liaison, Reading Specialisits	Data, handouts, projector, curricular resources	No
<b>Action Step</b>	<b>Anticipated Start/Completion Date</b>	
PD will be provided to the faculty at least three times yearly for both math and ELA. The session will focus on the principles of quality instruction and how to incorporate effective strategies in the classroom.	2024-08-21	2025-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>
Principal, Math Liaison, Reading Specialisits	Data, handouts, projector, curricular resources	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Teachers will increase their knowledge of effective instructional practices in order to effectively group their groups and provide quality activities.	PD agenda created by the principal, teachers will create differentiated schedules to be used during core instruction. At least three math and three reading PD sessions will be provided throughout the year.

## Action Plan For: ELA - Data Informed Decision Making

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Approximately 55% of students will demonstrate typical, above-typical, or well-above-typical growth on Acadience Reading or will meet RIT growth projections from BOY to MOY testing. This will be achieved through WIN interventions and small-group instruction during the core ELA block, which will provide phonemic awareness, phonics, fluency, or comprehension interventions to students with skill deficits identified in those areas.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Benchmark and diagnostic testing will be completed at the beginning, middle, and end of each year.		2024-08-21	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists, Classroom Teachers	Testing Materials	No	
Action Step		Anticipated Start/Completion Date	
The grade-level teams will meet with the principal to review the data and group students with similar skill deficits to create/revise WIN groups.		2024-08-21	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Data, projector	No	
Action Step		Anticipated Start/Completion Date	
Teachers will create "workshop/differentiated/small-group" schedules for implementation in the core.		2024-09-27	2025-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Differentiated/small-group plans will be handed into the principal upon completion	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will increase their knowledge of effective instructional practices in order to	The principal will facilitate data meetings with the teachers at least three times yearly, teacher classroom growth reports twice yearly, WIN schedules for each cycle, principal

effectively group their groups and provide quality activities.

walk-throughs for workshop/small-group time, workshop/small-group schedules created by teachers

## 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"><li>• ELA - Data Informed Decision Making</li></ul>	Salary and benefits for teacher and paraprofessional	\$161,899
Total Expenditures			0

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
ELA - Data Informed Decision Making	Teachers will create "workshop/differentiated/small-group" schedules for implementation in the core.

### Structured Literacy

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers will create "workshop/differentiated/small-group" schedules for implementation in the core.</li> </ul>		
<b>Audience</b>		
All ELA Teachers		
<b>Topics to be Included</b>		
Structured Literacy, Differentiation Improve Achievement		
<b>Evidence of Learning</b>		
Classroom Observations, Completion of Structured Literacy PD		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Tracy Richards, Julie Obney	2024-08-21	2025-05-29

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Classroom/school visitation	Four times, annually
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	



## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Tracy L. Richards	2024-11-12
<b>School Improvement Facilitator Signature</b>	<b>Date</b>