

**Liberty-Curtin El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Liberty-Curtin El Sch		110183602
<b>Address 1</b>		
PO Box 329		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Blanchard	PA	16826
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Francis Redmon		fredmon@kcsd.k12.pa.us
<b>Principal Name</b>		
Brett Umbenhouer		
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Megan Hull		mhull@kcsd.k12.pa.us



## **Vision for Learning**

### **Vision for Learning**

Preparing citizens for the challenges and opportunities of the future. We are committed to developing lifelong learners who are adaptable, resilient, productive, and of high moral character. We believe that each child deserves:

1. Equitable Access to Rigorous Curriculum and Effective Instruction;
2. To Become Critical Thinking and Solution-Focused Learners;
3. A Safe, Healthy, and Inclusive Culture;
4. High Expectations and Support for All;
5. Engaged and Empowered Community and Families;
6. Policies and Procedures that Promote Learning and Leadership;
7. High Expectations/High Support; Customer Service.

## 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>False 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
*All Student Group Meets the Standard Demonstrating Growth in Mathematics (Future Ready PA Index) [2022-2023 data]	*LC 80.0 Academic Growth Score Math
*All Student Group Meets the Standard Demonstrating Growth in ELA (Future Ready PA Index) [2022-2023 data]	*LC 83.0 Academic Growth Score ELA
*Attendance - All student groups meets performance standard for regular attendance. - (Future Ready PA Index) [2022-2023 data]	*LC regular attendance is 89; state average is 73.9

### Challenges

Indicator	Comments/Notable Observations
*ELA All student group and economically disadvantaged groups did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2022-2023 data]	*LC scored 40.7% Adv/Prof vs. Statewide average 54.5%
*Math All student group and economically disadvantaged groups did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2022-2023 data]	*LC scored 45.3% Adv/Prof vs. Statewide average 38.3%

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

### Strengths

<b>Indicator</b> *Percent Proficient or Advanced in Mathematics [2022-2023 data] <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> *All student group showed 45.3% Prof/Adv; White showed 47.1%; Economically Disadvantaged shows 37.9% - all trending up compared to previous year.
<b>Indicator</b> *Percent Proficient or Advanced in Science [2022-2023 data] <b>ESSA Student Subgroups</b> 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	<b>Comments/Notable Observations</b> *All student group showed 74.1% Prof/Adv; White showed 74.1%; Economically Disadvantaged shows 76.9% - all trending up compared to previous year.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> *89% Attendance -All Student Group Meets Performance Standard in Attendance	<b>Comments/Notable Observations</b>

<b>ESSA Student Subgroups</b> 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	*All Student group scored 89%White group scored 89.9%Economically Disadvantages group scored 85.7%Students with disabilities 80.8All met received a green rating, showing meeting performance standard except the sub group Students with disabilities. Also the economically disadvantaged subgroup is trending down while the all student group and white subgroups are trending up.
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**Challenges**

<b>Indicator</b> *Percent Proficient or Advanced in ELA/Literature (Future Ready Index) [2022-2023 data] <b>ESSA Student Subgroups</b> White, Economically Disadvantaged	<b>Comments/Notable Observations</b> *All student group had 40.7% of students score Prof/Adv; White group had 40.4% of students score Prof/Adv; Economically Disadvantaged Group scored 43.3% Prof/Adv - all did not meet the goal but increased from the previous tested year.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

**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.

*All student group showed 45.3% Prof/Adv; White showed 47.1%; Economically Disadvantaged shows 37.9% - all trending up compared to previous year. previous year in PSSA MATH 2022-2023
*All Student Group Meets the Standard Demonstrating Growth in ELA (Future Ready PA Index) [2022-2023 data]
*All Student Group Meets the Standard Demonstrating Growth in Mathematics (Future Ready PA Index) [2022-2023 data]
*All student group showed 74.1% Prof/Adv; White showed 74.1%; Economically Disadvantaged shows 76.9% - all trending up compared to previous year on the PSSA Science 2022-2023
*Attendance - All student groups meets performance standard for regular attendance. - (Future Ready PA Index) [2022-2023 data]

**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

*ELA All student group and economically disadvantaged groups did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2022-2023 data]
*Math All student group and economically disadvantaged groups did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2022-2023 data]

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience ELA	*Spring 2024 data for ELA Composite Scores for grades K-2
MAP Data ELA	*Spring 2024 data Projected Growth Report for ELA and Mathematics for grades 3 and 4

### English Language Arts Summary

#### Strengths

82% of kindergarten students met benchmark status for Reading composite score on Acadience by the end of the 2023-2024 school year; the goal was at least 60% of students.
69% of 1st grade students met benchmark status for Reading composite score on Acadience by the end of the 2023-2024 school year; the goal was at least 60% of students.

#### Challenges

*51.65% of 3rd grade students met their projected growth on NWEA MAPs for ELA. The goal was at least 60% of the students would meet the projected growth.
*39% of 4th grade students met their projected growth on NWEA MAPs for ELA. The goal was at least 60% of the students would meet the projected growth.

### Mathematics

Data	Comments/Notable Observations
Acadience Math	*Spring 2024 data for Math Composite Scores for grades K-2
MAP Data Math	*Spring 2024 data Grade Breakdown .csv file for Mathematics for grades 3-4

### Mathematics Summary

#### Strengths

82% of 2nd grade students met benchmark status for Math composite score on Acadience by the end of the 2023-2024 school year; the goal was at least 60% of students.
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#### Challenges

*51.5% of 4th grade students met their projected growth on NWEA MAPs for Math. The goal was at least 60% of the students would meet the projected growth.
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### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
*We do not have a data source to track Science.	We are looking at a purchase of a new ELA curriculum that has science embedded. Our hope is that we will be able to access using this curriculum.

### Science, Technology, and Engineering Education Summary

#### Strengths

*For 22-23 PSSA, 4th grade had 74.1% of students score proficient/advanced, above the state average if 58.9% of students statewide.
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## Challenges

Our greatest challenge is that we do not have a data source to progress monitor Science progress.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
100% of the students submitted their Career Readiness indicators.	Our plan has been successful in this area.

### 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.

100% of the students submitted their Career Readiness indicators.
Attendance - All student groups meets performance standard for regular attendance. - (Future Ready PA Index)

### 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.

Continue to implement PBIS
Creating a communication plan to foster family engagement using clear, transparent and convenient communication tools is key to improving student behavior and academic success.
Although we've started to implement a multi-tiered system of supports for academics and behavior, we need to refine the process and utilize PLCs with data teams to analyze the data and monitor the student progress of children in all 3 tiers of instruction throughout the entire school year.



## 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 Math and ELA	Economically Disadvantaged student group scores are lower in ELA and math than All student or White student groups.

### Student Groups by Race/Ethnicity

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

## Summary

### Strengths

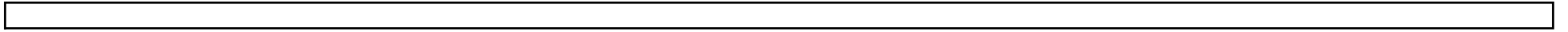
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Economically disadvantaged group of students are trending up on math and ELA measures.

### 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.

Economically Disadvantaged Group in ELA scored lower than all student group or white subgroup.
Economically Disadvantaged Group in Mathematics scored lower than all student group or white subgroup.



## 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	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	Exemplary

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	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	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?

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

Implement a multi-tiered system of supports for academics and behavior and social-emotional health.

### 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?

Implement evidence-based strategies to engage families to support learning. Creating a communication plan to foster family engagement using clear, transparent and convenient communication tools is key to improving student behavior and academic success.

Identify and address individual student learning needs.

## 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
*All Student Group Meets the Standard Demonstrating Growth in Mathematics (Future Ready PA Index) [2022-2023 data]	True
*All student group showed 45.3% Prof/Adv; White showed 47.1%; Economically Disadvantaged shows 37.9% - all trending up compared to previous year. previous year in PSSA MATH 2022-2023	False
*All Student Group Meets the Standard Demonstrating Growth in ELA (Future Ready PA Index) [2022-2023 data]	False
82% of kindergarten students met benchmark status for Reading composite score on Acadience by the end of the 2023-2024 school year; the goal was at least 60% of students.	True
69% of 1st grade students met benchmark status for Reading composite score on Acadience by the end of the 2023-2024 school year; the goal was at least 60% of students.	False
Attendance - All student groups meets performance standard for regular attendance. - (Future Ready PA Index)	False
82% of 2nd grade students met benchmark status for Math composite score on Acadience by the end of the 2023-2024 school year; the goal was at least 60% of students.	True
*For 22-23 PSSA, 4th grade had 74.1% of students score proficient/advanced, above the state average if 58.9% of students statewide.	False
Economically disadvantaged group of students are trending up on math and ELA measures.	False
100% of the students submitted their Career Readiness indicators.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Implement a multi-tiered system of supports for academics and behavior and social-emotional health.	False
*All student group showed 74.1% Prof/Adv; White showed 74.1%; Economically Disadvantaged shows 76.9% - all trending up compared to previous year on the PSSA Science 2022-2023	False
*Attendance - All student groups meets performance standard for regular attendance. - (Future Ready PA Index) [2022-2023 data]	False
	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
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*ELA All student group and economically disadvantaged groups did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2022-2023 data]	True
*Math All student group and economically disadvantaged groups did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2022-2023 data]	False
*51.65% of 3rd grade students met their projected growth on NWEA MAPs for ELA. The goal was at least 60% of the students would meet the projected growth.	False
Continue to implement PBIS	False
Although we've started to implement a multi-tiered system of supports for academics and behavior, we need to refine the process and utilize PLCs with data teams to analyze the data and monitor the student progress of children in all 3 tiers of instruction throughout the entire school year.	True
Our greatest challenge is that we do not have a data source to progress monitor Science progress.	False
Economically Disadvantaged Group in ELA scored lower than all student group or white subgroup.	False
Economically Disadvantaged Group in Mathematics scored lower than all student group or white subgroup.	True
Implement evidence-based strategies to engage families to support learning. Creating a communication plan to foster family engagement using clear, transparent and convenient communication tools is key to improving student behavior and academic success.	True
Identify and address individual student learning needs.	False
*39% of 4th grade students met their projected growth on NWEA MAPs for ELA. The goal was at least 60% of the students would meet the projected growth.	False
*51.5% of 4th grade students met their projected growth on NWEA MAPs for Math. The goal was at least 60% of the students would meet the projected growth.	True
Creating a communication plan to foster family engagement using clear, transparent and convenient communication tools is key to improving student behavior and academic success.	False
	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.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
*ELA All student group and economically disadvantaged groups did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2022-2023 data]	Utilizing the Science of Reading and targeted, timely interventions will lead to an increase in student success.	True
Although we've started to implement a multi-tiered system of supports for academics and behavior, we need to refine the process and utilize PLCs with data teams to analyze the data and monitor the student progress of children in all 3 tiers of instruction throughout the entire school year.	Using the MTSS process for academics, behavior and attendance will lead to identification of students with need and providing interventions to ultimately help increase student achievement	True
*51.5% of 4th grade students met their projected growth on NWEA MAPs for Math. The goal was at least 60% of the students would meet the projected growth.	Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.	True
Implement evidence-based strategies to engage families to support learning. Creating a communication plan to foster family engagement using clear, transparent and convenient communication tools is key to improving student behavior and academic success.	Use of tools such as Zoom, S'More Newsletter, and Class Dojo to engage parents.	False
Economically Disadvantaged Group in Mathematics scored lower than all student group or white subgroup.	Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.	False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
82% of kindergarten students met benchmark status for Reading composite score on Acadience by the end of the 2023-2024 school year; the goal was at least 60% of students.	Utilizing the Science of Reading and targeted, timely interventions will lead to an increase in student success.
*All Student Group Meets the Standard Demonstrating Growth in Mathematics (Future Ready PA Index) [2022-2023 data]	Rigorous instruction promoting student interests and including the learner as co-author of their educational journey encourage stronger student attendance.
82% of 2nd grade students met benchmark status for Math composite score on Acadience by the end of the 2023-2024 school year; the goal was at least 60% of students.	Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Utilizing the Science of Reading and targeted, timely interventions will lead to an increase in student success.
	Using the MTSS process for academics, behavior and attendance will lead to identification of students with need and providing interventions to ultimately help increase student achievement

	Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.
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## Goal Setting

**Priority: Using the MTSS process for academics, behavior and attendance will lead to identification of students with need and providing interventions to ultimately help increase student achievement**

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
Our goal is to use the MTSS model for behavior and social-emotional wellness to decrease the number of behavioral class disruptions so that less than 4% of all students in the building will have more than 10 SWIS referrals for major/physical aggression incidents to provide a safe environment for learning to occur.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS Model for Behavior and Social/Emotional Growth			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Put behavioral supports in place for students who had more than 5 SWIS referrals in 2024-2025.	Review SWIS data to determine areas in need of improvement and students in need of support.	Review SWIS data to determine areas in need of improvement and students in need of support. Determine if the school met the goal of less than 4% of all students in the building having more than 10 SWIS referrals for major/physical aggression incidents.	Determine if the school met the goal of less than 4% of all students in the building having more than 10 SWIS referrals for major/physical aggression incidents.

**Priority: Utilizing the Science of Reading and targeted, timely interventions will lead to an increase in student success.**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP student growth summary report aggregate by school in the area of ELA.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
3rd Grade ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish Baseline by end of October 2024.	at least 30% of students are on track to meet the benchmark	at least 45% of students are on track to meet the benchmark	at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 60% of the 2024-2025 Kindergarten students will have a Student Growth Percentile at or above 50 according to the Spring 2024 Acadience Report in the area of ELA			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Kindergarten ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish Baseline by end of October 2024.	at least 30% of students are on track to meet the benchmark	at least 45% of students are on track to meet the benchmark	at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth

**Priority: Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 60% of the 2024-2025 Kindergarten Students will have a Student growth percentile at or above 50 according to the Spring 2025 Acadience Growth Norms Report in the area of Math.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Kindergarten Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish Baseline by end of October 2024.	at least 30% of students are on track to meet the benchmark	at least 45% of students are on track to meet the benchmark	At least 60% of the 2024-2025 Kindergarten Students will have a Student growth percentile at or above 50

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Grade 3 Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish Baseline by end of October 2024.	at least 30% of students are on track to meet the benchmark	at least 45% of students are on track to meet the benchmark	at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth

## Action Plan

### Measurable Goals

3rd Grade ELA	Kindergarten Math
MTSS Model for Behavior and Social/Emotional Growth	Kindergarten ELA
Grade 3 Math	

### Action Plan For: MTSS ELA

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>At least 60% of the 2024-2025 Kindergarten Students will have a Student growth percentile at or above 50 according to the Spring 2025 Acadience Growth Norms Report in the area of Math.</li> <li>The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP student growth summary report aggregate by school in the area of ELA.</li> </ul>
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Action Step		Anticipated Start/Completion Date	
Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading		2024-08-28	2025-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal; Amy Heverly, Instructional Coach; Interventionists	ECRI, 95% group, Kilpatrick, Rave-O (Title I grant covers \$196,040 to provide for the salary and benefits of the 2 interventionists for the building) Salaries - \$145,00 and Benefits - \$72,702.48) Total \$217,702.48. The remaining cost of \$21,662.48 we will cover with district funds; Alan St. Jean, Author - Writing Olympics \$2000 ( \$1500 covered by family parent engagement/remainder covered by district or PTO)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.	weekly PLCs, data team meetings every 6 weeks, tier determination meetings every 6 weeks

### Action Plan For: MTSS Math

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math.</li> <li>At least 60% of the 2024-2025 Kindergarten Students will have a Student growth percentile at or above 50 according to the Spring 2025 Acadience Growth Norms Report in the area of Math.</li> </ul>
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Action Step	Anticipated Start/Completion Date
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Continue Implementation of a Tier 1 Evidence- Based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data		2024-08-28	2025-06-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Building Principal; Amy Heverly, Instructional Coach; Interventionists	Bridges intervention materials; (Title I grant covers \$196,040 to provide for the salary and benefits of the 2 interventionists for the building) Salaries - \$145,00 and Benefits - \$72,702.48) Total \$217,702.48. The remaining cost of \$21,662.48 we will cover with district funds	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.	weekly PLCs, data team meetings every 6 weeks, tier determination meetings every 6 weeks

### Action Plan For: Schoolwide Positive Behavioral Interventions and Supports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Our goal is to use the MTSS model for behavior and social-emotional wellness to decrease the number of behavioral class disruptions so that less than 4% of all students in the building will have more than 10 SWIS referrals for major/physical aggression incidents to provide a safe environment for learning to occur.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Implement Tier 1, 2 and 3 Behavior Support Systems (including PBIS Restorative Practices) and communicate clearly with families.		2024-08-28	2025-06-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Christina Manning, Student Services; Kelly Swartwood (Pattan Support); building counselor, building principal	Subscription to Zoom (KCSD), Smore (KCSD), Class Dojo, SWIS; Author visits by Alan St. Jean for Writing Olympics and Young Authors to focus on SEL topics in writing and share with families	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Hold SAIC meetings with families after students accrue 3 or more UNL days, work as a team to come up with a solution to improve attendance so students are present in order to grow academically.		2024-08-28	2025-06-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, counselor, teachers/staff	SAIC template, o Zoom (KCSD), Smore (KCSD), Class Dojo; (Title I grant covers \$196,040 to provide for the salary and benefits of the 2 interventionists for the building) Salaries - \$145,00 and Benefits - \$72,702.48) Total \$217,702.48. The remaining cost of \$21,662.48 we will cover with district funds	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Family engagement will increase through the usage of a variety of tools and platforms that encourage two-way engagement. Student behavior will improve with family communication and cooperation.	Use of data from Class Dojo, Smore and Zoom will show the level of family engagement and monitoring SWIS will show the percentage of referrals.

## 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>• MTSS ELA</li> <li>• MTSS Math</li> <li>• Schoolwide Positive Behavioral Interventions and Supports</li> </ul>	Two Title I Interventionists salaries (\$69,300+\$75,700)and benefits(\$51,540+\$21,161) (Paid using Title I, a portion of the Title II transfer of \$50,000; remainder by KCSD)	196040
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS ELA</li> </ul>	1 Book 1 School and supplies for families (supplement with KCSD and PTO funds)	972
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS ELA</li> </ul>	Alan St Jean Writing Olympics (4 days x \$500/day =\$2000; will supplement with KCSD or PTO funds)	1000
Total Expenditures			198012



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS ELA	Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading

### Implementation of CKLA

Action Step		
• Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading		
Audience		
Teachers		
Topics to be Included		
Introducing new program - CKLA		
Evidence of Learning		
Student progress on program unit assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum, Instructional Coaches, Interventionists	2024-06-07	2025-06-06

### Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"><li>1e: Designing Coherent Instruction</li><li>3d: Using Assessment in Instruction</li><li>3c: Engaging Students in Learning</li></ul>	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

## Approvals & Signatures

Uploaded Files
• KCSD24-25BoardAffirmationStatement.pdf

Chief School Administrator	Date
Francis Redmon	2024-06-26
Building Principal Signature	Date
Brett Umbenhouer	2024-06-03
School Improvement Facilitator Signature	Date
Megan Hull	2024-06-26