

Profile and Plan Essentials

School		AUN/Branch
Avona Elementary School		120488603
Address 1		
2317 Front Street		
Address 2		
City	State	Zip Code
Easton	PA	18042
Chief School Administrator		Chief School Administrator Email
Doug Wagner		dwagner@wilsonareasd.org
Principal Name		
Katie Pietrouchie		
Principal Email		
kpiet@wilsonareasd.org		
Principal Phone Number		Principal Extension
484-373-6250		
School Improvement Facilitator Name		School Improvement Facilitator Email
Amy Austin		aaustin@wilsonareasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Katie Pietrouchie	Principal	Avona Elementary	kpiet@wilsonareasd.org
Evelyn McEntee	Reading Specialist	Avona Elementary	emcentee@wilsonareasd.org
John Martuscelli	Superintendent	Wilson Area School District	JMARTUS@wilsonareasd.org
Samantha Campbell	RTII Interventionist	Avona Elementary	sacampbell@wilsonareasd.org
Sarah McKitish	Teacher	Avona Elementary	smckitish@wilsonareasd.org
Laura Samson	Special Education Supervisor	Wilson Area School District	lsamson@wilsonareasd.org
Tiffany Roth	Community Member	Community	tiff.roth417@gmail.com
Amy Austin	District Level Leaders	Wilson Area School District	aaustin@wilsonareasd.org
Emily Flood	Parent	Community	emilymbrown14@gmail.com

Vision for Learning

Vision for Learning

We envision Avona Elementary to be an outstanding student-centered school which provide a variety of practical and educational learning experiences that will inspire, challenge, and equip all students to reach their fullest potential. Our students will gain the foundational skills to communicate, collaborate, think critically and creatively. Students will leave Avona Elementary School meeting benchmark goals and prepared to succeed at the Intermediate School. Students will embrace the W.A.R.R.I.O.R. values and try to meet the expectations on a daily basis.

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	False 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
WIDA ACCESS	EL students showed modest growth in subscores meeting Title III goal
PSSA	Significant growth in achievement of proficient/advance percentage for 4th grade in both ELA and Math.
Acadience	2% growth in achievement of end-of-year composite benchmark score.
Attendance	1.4% decrease in number of students who were chronically absent.

Challenges

Indicator	Comments/Notable Observations
Attendance Data	9% of Avona students were chronically absent during the 2023-24 school year.
PSSA	Only 62% of Avona students were proficient or advanced on the ELA PSSA.
PSSA	Only 65% of Avona students were proficient or advanced on the Math PSSA.

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations
Indicator Student Growth in Math ESSA Student Subgroups	Comments/Notable Observations 27% increase in grade 4 Math performance over previous year.

African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
Indicator Student Growth in ELA ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 10% increase in number of EL students (K-4) that met benchmark on EOY Acadience benchmark.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Student Growth in Math ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 7% increase overall (grades 3-4) Math performance over previous year.
Indicator Student Growth in ELA ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 2% increase overall (grades 3-4) Math performance over previous year.

Challenges

Indicator Achievement in ELA ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Only 62.5% of 3rd grade students were proficient on the 2023-24 ELA PSSA. Only 60.9% of 4th grade students were proficient on the 2023-24 ELA PSSA.
Indicator Achievement in Math ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Only 61.2% of 3rd grade students were proficient on the 2023-24 Math PSSA. Only 68% of 4th grade students were proficient on the 2023-24 Math PSSA.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Acadience ESSA Student Subgroups	Comments/Notable Observations Only 40% of ELL students met their grade-level benchmark during end-of-year benchmark assessments.

African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, English Learners	
Indicator Achievement in ELA ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, English Learners	Comments/Notable Observations Only 28% of 3rd and 4th Grade ELL students scored proficient or advanced on the ELA PSSA.
Indicator Achievement in Math ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, White, Economically Disadvantaged, English Learners	Comments/Notable Observations Only 40% of 3rd and 4th Grade ELL students scored proficient or advanced on the Math PSSA.
Indicator Acadience ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Only 52% of first grade students met benchmark on end-of-year assessment. This is a decrease of 18% from the 2022-23 school year. Roughly 50% of the grade level are ELL students. The District goal is that 90% of students are at core level on EOY assessment.
Indicator ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations

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.

EL students showed modest growth in subscores meeting Title III goal
Significant growth in achievement of proficient/advance percentage for 4th grade in both ELA and Math.
10% increase of ELL students who met their grade-level benchmark during end-of-year benchmark assessments.

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.

9% of Avona students were chronically absent during the 2022-23 school year.
Only 52% of first grade students met benchmark on end-of-year assessment. This is a decrease of 18% from the 2022-23 school year. Roughly 50% of the grade

level are ELL students.
Only 40% of ELL students met their grade-level benchmark during end-of-year benchmark assessments.
Only 62% of 3rd-4th grade students were proficient on the 2023-24 ELA PSSA. Only 65% of 3rd-4th grade students were proficient on the 2023-24 Math PSSA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Study Island	Grade 3 - 41% benchmark on March assessment Grade 4 - 33% benchmark on March assessment
Acadience	EOY Acadience assessment in 2023-24 SY. K - 66% core 1 - 52% core 2 - 76% core 3 - 65% core 4 - 70% core
PSSA	Grade 3 - 63% proficient Grade 4 - 51% proficient

English Language Arts Summary

Strengths

2% increase overall inscrease (K-4) in students at core on end-of-year Acadience assessment.
8% increase in proficiency on 4th grade PSSA. 2% increase in proficiency overall on 3rd-4th grade PSSA.
10% increase in ELL students at core on end-of-year Acadience assessment.

Challenges

Only 28% of ELL students were proficient or advanced on the PSSA ELA assessment.
9% of Avona students were chronically absent during the 2023-24 school year.
Only 40% of ELL students were core on end-of-year Acadience/DIBELS Next assessment.

Mathematics

Data	Comments/Notable Observations
PSSA	Grade 3 - 61% proficient Grade 4 - 68% proficient
Study Island	Grade 3 - 37% benchmark on March assessment Grade 4 - 43% benchmark on March assessment

Mathematics Summary

Strengths

27% increase in proficiency on 4th grade PSSA. 7% increase in proficiency overall on 3rd-4th grade PSSA.
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Challenges

Only 40% on ELL students were proficient or advanced on the PSSA Math assessment.
9% of Avona students were chronically absent during the 2023-24 school year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	Grade 4 - 77% proficient

Science, Technology, and Engineering Education Summary

Strengths

3% increase in proficiency on 4th grade PSSA.
Implementation of new science curriculum.

Challenges

The ELA and Math learning gaps affect students readiness in Science achievement.
9% of Avona students were chronically absent during the 2023-24 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
No data applies to this grade span	

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.

not applicable

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.

not applicable

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PSSA Data	Lower percentage of EL students scored proficient or advanced on both ELA and Math PSSA.
Acadience	Lower percentage of EL students met end-of-year benchmark at each grade level.

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	The Economically disadvantaged group has similar results as all students with many students having learning gaps.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Continued rapid increase of Hispanic students.

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.

Allyship initiative and district-wide focus on enhancing relationships and communication with Hispanic families.
Addition of Title One instructional aide.
Incorporation of reading and math intervention programs.

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.

ELA and Math results for Hispanic subgroup students
ELA and Math results for Economically disadvantaged students similar as all students
Increased learning gaps still presence as a results of pandemic instructional adjustments

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	Exemplary

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	Exemplary
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	Operational
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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Implement a multi-tiered system of supports for academics
Foster a culture of high expectations for success for all students, educators, families, and community members
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Provide frequent, timely, and systematic feedback and support on instructional practices

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
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Implement proactive approach to addressing chronic absenteeism.

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
10% increase of ELL students who met their grade-level benchmark during end-of-year benchmark assessments.	True
	False
EL students showed modest growth in subscores meeting Title III goal	False
Significant growth in achievement of proficient/advance percentage for 4th grade in both ELA and Math.	True
2% increase overall inscrease (K-4) in students at core on end-of-year Acadience assessment.	True
8% increase in proficiency on 4th grade PSSA. 2% increase in proficiency overall on 3rd-4th grade PSSA.	True
Allyship initiative and district-wide focus on enhancing relationships and communication with Hispanic families.	False
3% increase in proficiency on 4th grade PSSA.	True
27% increase in proficiency on 4th grade PSSA. 7% increase in proficiency overall on 3rd-4th grade PSSA.	True
Implement a multi-tiered system of supports for academics	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Implementation of new science curriculum.	False
not applicable	False
10% increase in ELL students at core on end-of-year Acadience assessment.	True
Addition of Title One instructional aide.	False
Incorporation of reading and math intervention programs.	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
9% of Avona students were chronically absent during the 2022-23 school year.	True
Only 52% of first grade students met benchmark on end-of-year assessment. This is a decrease of 18% from the 2022-23 school year. Roughly 50% of the grade level are ELL students.	True

Only 40% of ELL students met their grade-level benchmark during end-of-year benchmark assessments.	True
Only 62% of 3rd-4th grade students were proficient on the 2023-24 ELA PSSA. Only 65% of 3rd-4th grade students were proficient on the 2023-24 Math PSSA.	False
Only 40% on ELL students were proficient or advanced on the PSSA Math assessment.	True
Only 28% of ELL students were proficient or advanced on the PSSA ELA assessment.	True
9% of Avona students were chronically absent during the 2023-24 school year.	True
Only 40% of ELL students were core on end-of-year Acadience/DIBELS Next assessment.	True
Increased learning gaps still presence as a results of pandemic instructional adjustments	False
The ELA and Math learning gaps affect students readiness in Science achievement.	False
ELA and Math results for Hispanic subgroup students	False
ELA and Math results for Economically disadvantaged students similar as all students	False
Implement evidence-based strategies to engage families to support learning	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
9% of Avona students were chronically absent during the 2023-24 school year.	True
not applicable	False
9% of Avona students were chronically absent during the 2023-24 school year.	True
Implement proactive approach to addressing chronic absenteeism.	True
Only 40% of ELL students met their grade-level benchmark during end-of-year benchmark assessments.	True
Only 62% of 3rd-4th grade students were proficient on the 2023-24 ELA PSSA. Only 65% of 3rd-4th grade students were proficient on the 2023-24 Math PSSA.	False
Only 40% of ELL students met their grade-level benchmark during end-of-year benchmark assessments.	False
Only 62% of 3rd-4th grade students were proficient on the 2023-24 ELA PSSA. Only 65% of 3rd-4th grade students were proficient on the 2023-24 Math PSSA.	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.

Due to a rapid increase in the number of beginner ESL students, there are a larger number of students with learning gaps in ELA and math. Addressing and eliminating these gaps is the primary challenge Avona Elementary School will face in the 2024-2025 school year.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
9% of Avona students were chronically absent during the 2022-23 school year.		False
Only 52% of first grade students met benchmark on end-of-year assessment. This is a decrease of 18% from the 2022-23 school year. Roughly 50% of the grade level are ELL students.	10% increase in number of students meeting proficiency	False
Only 40% on ELL students were proficient or advanced on the PSSA Math assessment.	An increase in learning gaps is present for some students. Examine the use of small, differentiated groups during core instruction and math intervention	False
9% of Avona students were chronically absent during the 2023-24 school year.		False
Implement proactive approach to addressing chronic absenteeism.		False
Implement evidence-based strategies to engage families to support learning	Build off the increased family contact and participation that occurred last year during parent and family engagement activities,	True
Only 28% of ELL students were proficient or advanced on the PSSA ELA assessment.		True
9% of Avona students were chronically absent during the 2023-24 school year.		False
Only 40% of ELL students were core on end-of-year Acadience/DIBELS Next assessment.	An increase in learning gaps is present for some students due to the adjustments with instruction during the pandemic.	True
9% of Avona students were chronically absent during the 2023-24 school year.		False
Only 40% of ELL students met their grade-level benchmark during end-of-year benchmark assessments.		False
Only 40% of ELL students met their grade-level benchmark during end-of-year benchmark assessments.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
2% increase overall inscrease (K-4) in students at core on end-of-year Acadience assessment.	
8% increase in proficiency on 4th grade PSSA. 2% increase in proficiency overall on 3rd-4th grade PSSA.	
3% increase in proficiency on 4th grade PSSA.	
10% increase of ELL students who met their grade-level benchmark during end-of-year benchmark assessments.	

Significant growth in achievement of proficient/advance percentage for 4th grade in both ELA and Math.	
27% increase in proficiency on 4th grade PSSA. 7% increase in proficiency overall on 3rd-4th grade PSSA.	
Implement a multi-tiered system of supports for academics	Use the current MTSS model and process to identify and remediate learning gaps in ELA and math.
Foster a culture of high expectations for success for all students, educators, families, and community members	
10% increase in ELL students at core on end-of-year Acadience assessment.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Seek additional ways to provide support to families to help support learning.
	Implement differentiated small-group instruction during Core. Incorporate instruction of tier 2 vocabulary.
	The focus of the Title I support will be to identify learning gaps in students and eliminate them through whole group and small group core instruction as well as small group intervention when needed.

Goal Setting

Priority: The focus of the Title I support will be to identify learning gaps in students and eliminate them through whole group and small group core instruction as well as small group intervention when needed.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
More than 75% of the 3rd and 4th grade students will reach proficient or advanced on the math PSSA.			
Measurable Goal Nickname (35 Character Max)			
Math Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
More than 5% of the 3rd and 4th grade students will reach proficient or advanced on the Study Island benchmark 1.	More than 20% of the 3rd and 4th grade students will reach proficient or advanced on the Study Island benchmark 2.	More than 40% of the 3rd and 4th grade students will reach proficient or advanced on the Study Island benchmark 3.	More than 75% of the 3rd and 4th grade students will reach proficient or advanced on the math PSSA.

Priority: Seek additional ways to provide support to families to help support learning.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
80% of families that attend parent and family engagement activities find the activities to be useful in supporting student learning at home.			
Measurable Goal Nickname (35 Character Max)			
Family Support			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
More than 75% of families will attend the August 28 Open House.	More than 75% of families will attend the November parent-teacher conferences.	More than 75% of families who are invited will attend the February parent-teacher conferences.	More than 30% of families will attend Title 1 family engagement events.

Priority: Implement differentiated small-group instruction during Core. Incorporate instruction of tier 2 vocabulary.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
More than 72% of the 3rd and 4th grade students will reach proficient or advanced on the math PSSA.			
Measurable Goal Nickname (35 Character Max)			
ELA Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

More than 20% of the 3rd and 4th grade students will reach proficient or advanced on the Study Island benchmark 1.	More than 35% of the 3rd and 4th grade students will reach proficient or advanced on the Study Island benchmark 2.	More than 50% of the 3rd and 4th grade students will reach proficient or advanced on the Study Island benchmark 3.	More than 72% of the 3rd and 4th grade students will reach proficient or advanced on the math PSSA.
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Action Plan

Measurable Goals

Math Achievement	Family Support
ELA Achievement	

Action Plan For: Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.

Measurable Goals:
- More than 75% of the 3rd and 4th grade students will reach proficient or advanced on the math PSSA. - More than 72% of the 3rd and 4th grade students will reach proficient or advanced on the math PSSA.

Action Step		Anticipated Start/Completion Date	
Professional Development - teachers will be trained on a variety of strategies that can be used to provide small group instruction during the Core.		2024-08-21	2024-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Amy Austin - Director of Curriculum and Instruction	Facilitators, K-2 staff group, 3-4 staff group	Yes	
Action Step		Anticipated Start/Completion Date	
Implementation of Centers - differentiated teacher-led and student-led groupings and practice assignments		2024-09-16	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Katie Pietrouchie - Principal	Observation and feedback	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Establishment of efficient and effective procedures, small-group differentiated instruction, flexible data-driven student groups.	Katie Pietrouchie, monthly walk-throughs. Grade-level meetings with MTSS coordinator and reading specialist.

Action Plan For: Home Visits

Measurable Goals:
80% of families that attend parent and family engagement activities find the activities to be useful in supporting student learning at home.

Action Step		Anticipated Start/Completion Date	
Visit home of incoming kindergarten students during the summer to personally invite them to kindergarten orientation.		2024-07-15	2024-08-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Katie Pietrouchie, principal	Welcome bags and invitations in English and Spanish	No	
Action Step		Anticipated Start/Completion Date	
Open House - Parents will meet teachers to review academic/behavioral goals and expectations for the school year. Multiple community agencies will be present to provide resources for families. Title One policy and Home-School Compact will be shared.		2024-08-28	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Katie Pietrouchie, principal	Invitation, title one policy and home-school compact in English and Spanish.	No	
Action Step		Anticipated Start/Completion Date	
Ongoing communication		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Katie Pietrouchie, principal	Phone numbers, email addresses, teachers, translators	No	
Action Step		Anticipated Start/Completion Date	
Parent-Teacher conferences to review academic/behavioral progress		2024-11-18	2025-02-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Katie Pietrouchie, principal	Invitations in English and Spanish, teachers, translators, report cards, Acadience data	No	
Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)		
Increased engagement and communication	Evaluation of (1) attendance at kindergarten orientation, open house and parent-teacher conferences, (2) Teachers' communication logs, after each event and throughout the school year.		

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	Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Salaries and benefits for Title I instructors and guidance counselor	208128
Instruction	Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Salary and benefits for Title I instructional aide	24740
Instruction	Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Supplies for Title I - Spring Math and Acadience	5149
Instruction	Incorporate centers during core ELA and math instruction to provide additional	Salaries and benefits for teachers and aides for Title I summer program	14142

	opportunities for differentiation and small-group instruction.		
Instruction	Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Supplies for summer Title I program	250
Instruction	Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Supplies for MTSS program	102
Other Expenditures	Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Supplies for Parent Family Engagement activities (additional to set-aside funds)	632
Other Expenditures	Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Transportation for Title I summer program	1050
Other Expenditures	Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Salaries/benefits to provide Title I PD	487

Other Expenditures	Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Supplies for Title I PD	50	
Total Expenditures				254730

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Incorporate centers during core ELA and math instruction to provide additional opportunities for differentiation and small-group instruction.	Professional Development - teachers will be trained on a variety of strategies that can be used to provide small group instruction during the Core.

Structured Literacy

Action Step		
Professional Development - teachers will be trained on a variety of strategies that can be used to provide small group instruction during the Core.		
Audience		
K-4 Core academic teachers		
Topics to be Included		
ELA best practices and strategies		
Evidence of Learning		
Completion of PD activitied		
Lead Person/Position	Anticipated Start	Anticipated Completion
Alex Mindler, Supervisor of Instructional Technology	2024-08-23	2024-08-23

Learning Format

Type of Activities	Frequency
Inservice day	1 day
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Katie Pietrouchie	2025-01-06
School Improvement Facilitator Signature	Date
Amy Austin	2025-01-06