

**Fred J. Jaiidl El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Fred J Jaindl Elementary School		121395103
<b>Address 1</b>		
1051 Weilers Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Breinigsville	PA	18031
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mark Madson		madsonm@parklandsd.net
<b>Principal Name</b>		
Jeffrey Bartman		
<b>Principal Email</b>		
bartmanj1@parklandsd.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
310-351-5880		28500
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Adrienne Kashner		kashnera@parklandsd.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jeffrey Bartman	Principal	Fred J Jaindl Elementary	bartmanj1@parklandsd.net
Diane Kelly	Special Education teacher	Fred J Jaindl Elementary	kellyd@parklandsd.net
Kathy Pearson	Reading Specialist	Fred J Jaindl Elementary	pearsonk@parklandsd.net
Carrie Weaknecht	RTII/Gifted teacher	Fred J Jaindl Elementary	weaknecht@parklandsd.net
Karen Reyburn	ELL Teacher	Fred J Jaindl Elementary	reyburnk@parklandsd.net
Kristin Patselas	Regular Education Teacher	Fred J Jaindl Elementary	patselask@parklandsd.net
Officer William Rohrbach	DARE officer	Upper Macungie Police Dept.	wrohrbach@uppermac-pd.org
Samantha Ding	Parent	Fred J Jaindl Elementary	dings@parklandsd.net
Cailin Bodnar	Community Member	Fred J Jaindl Elementary	bodnarc@parklandsd.net
Adrienne Kashner	District Level Leaders	Parkland School District	kashnera@parklandsd.net
Mark J. Madson	Chief School Administrator	Parkland School District	madsonm@parklandsd.net

## Vision for Learning

### **Vision for Learning**

Student success is a key component of Parkland's vision of educating the whole child through the Academics, Arts, and Athletics. In this day and age the driving factor of a successful school is how well it performs on PSSA tests and the growth data we receive from PVAAS. Although, we in the education realm understand there are certainly other measures to gauge success that are not reflected in a standardized test score or in student success summary reports. The key to success is to help our students learn to grow socially, emotionally, and academically throughout the school year.

## 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
79.7% of students performed proficient or advanced on the ELA standards, based on the 23-24 PSSA.	This was an increase from the 22-23 school year (77.4%)
77.9.3% of students performed proficient or advanced on mathematics standards, based on the 23-24 PSSA.	This is a slight decrease from the previous previous year (79.3%) but exceeds the statewide goal of 71.8%
All students groups met the Academic growth Standards for Reading and Math According to PVAAS 23-24 data. 71.0 in ELA and 73.0 in Math for the 23-24 school year.	70.0 is the statewide growth standard
58.1% of students scored Advanced on the 23-24 Math PSSA.	More than half of our students are scoring Advanced in Math

### Challenges

Indicator	Comments/Notable Observations
51% of students met the Science standards, based on the 23-24 PSSA.	All student group did not meet the standard for demonstrating growth in Science Academic growth score of 53 below the statewide average. this is an additional drop from 53% proficient or Advanced in the 22-23 school year.

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

### Strengths

<b>Indicator</b> 64% of Economically Disadvantaged met or exceeded the statewide goal in Math standards, based on the 23-24 PSSA. <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Economically Disadvantaged met or exceeded the interim target in Math. There was a slight decrease in achievement from 66.7% in 22-23 school year.
<b>Indicator</b> 94.1% of Asian Students scored proficient or advanced on ELA standards , based on the 23-24 PSSA. <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> This is an increase from previous year and trending upward

Asian (not Hispanic)	
<b>Indicator</b> 78.3% of White students scored proficient or Advanced on ELA standards based on the 23-24 PSSA <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> this is an increase from the previous 22-23 school year data (73.1%)

### Challenges

<b>Indicator</b> 22.5% of Students with Disabilities were proficient or Advanced. They did not meet the state-wide interim target for the 23-24 school year. <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> This is a trending decrease since the 21-22 school year (42.1%)
<b>Indicator</b> 62% of Economically Disadvantaged students were Proficient or Advanced on ELA standards, based on PSSA. They did not meet the statewide interim target for the 23-24 school year. <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> This was a slight decrease from previous year 22-23 (64.7%)
<b>Indicator</b> 66.7% of Combined Ethnicity students were proficient or advanced in ELA standards, based on the 23-24 PSSA <b>ESSA Student Subgroups</b> Combined Ethnicity	<b>Comments/Notable Observations</b> slight decrease from 22-23 school year (70.4%)
<b>Indicator</b> 64% of Combined Ethnicity students met annual growth expectations according to 23-24 PVAAS data. A significant decrease from previous year. <b>ESSA Student Subgroups</b> Combined Ethnicity	<b>Comments/Notable Observations</b> This is a considerable drop from 91% of Combined Ethnicity students meeting annual growth expectations based on 22-23 PVAAS data. Investigate what students specifically fall under this demographic.

### 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.

66.7% of Economically Disadvantaged met or exceeded statewide standards in Math based on 23-24 PSSA
77.4% of students performed proficient or advanced on the ELA standards based on 23-24 PSSA.
79.3% of students performed proficient or advanced on Mathematics standards based on 23-24 PSSA.

All students groups made sufficient Academic growth in Reading and Math based on 23-24 PVAAS.

### 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.

51% of students met the Science standards, based on the 23-24 PSSA. All student group did not meet the standard for demonstrating growth in Science.

64% of Combined Ethnicity students met annual growth expectations according to 23-24 PVAAS data.

22.5% of Students with Disabilities were proficient or Advanced. They did not meet the state-wide interim target for the 23-24 school year.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
PSSA ELA (grades 3-5)	Grade 3 82% Advanced or Proficient Grade 4 69% Advanced or Proficient Grade 5 91% Advanced or Proficient
CDT's (grades 3-5)	Administer BOY and MOY to inform instruction
Acadience Reading K-6	EOY Benchmark Grade 5 -71% Advanced, 10% Proficient, Grade 4 -44% Advanced, 19% Proficient
Curriculum Based Assessments and classroom diagnostic tools (grades K-5)	Wonders Weekly and Unit Assessment
Kindergarten Entry Inventory (KEI)	Assessment results shared to collaborate with local pre-schools and daycare facilities

### English Language Arts Summary

#### Strengths

tiered intervention system for ELA
Professional Development
Intervention and Enrichment periods (I&E) 45 minutes daily K-5
collaboration: common planning times, grade level meetings and core team meetings

#### Challenges

Differentiated Instruction
Standards focused lessons
Integration of content
Professional Development for support staff and paraprofessionals

### Mathematics

Data	Comments/Notable Observations
PSSA Math (grades 3-5)	Grade 5 85% Proficient or Advanced Grade 4 87% Proficient or Advanced Grade 3 75% Proficient or Advanced
CDT's (grades 3-5)	Administer BOY and MOY to inform instruction
Curriculum Based Math Assessments (grades K-5)	Math in Focus Unit Assessments

## Mathematics Summary

### Strengths

Implementation of new core math program - Math in Focus
Collaboration: common planning times, grade level meetings and core team meetings allow for analysis of data and planning of standards based lessons as well as differentiated learning
Implementation of new math interventions as part of the MTSS process.

### Challenges

Lack a structured tiered intervention program for Math.
Core program not always aligned with standards.
Professional Development is needed for support staff delivering math interventions

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science	81% Proficient or Advanced this is a decrease in interim goal from previous years
Curriculum Based K-5	Carolina Science

## Science, Technology, and Engineering Education Summary

### Strengths

New Carolina Science Curriculum aligned to NGSS
Integrate content area reading into Science and Social Studies units

### Challenges

Need for assessment and differentiation
Limited content time and frequent interruptions or omissions from schedule

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	All students K-5 participate in Xello web based program

### 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 Students in Grades K-5 met the career standards 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.

Limited time in schedule to complete Xello activities
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Insufficient data is available for this sub group	

### Students with Disabilities

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

Data	Comments/Notable Observations
22.5% of Students with Disabilities were proficient or Advanced. They did not meet the state-wide interim target for the 23-24 school year. 2022-2023 34.5% 2023-2024 22.5%	This is an area of concern as it is a consistent downward trend. 93 % of Learning Support students participate in the PSSA ELA.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
62% of Economically Disadvantaged students were Proficient or Advanced on ELA standards, based on PSSA. They did not meet the statewide interim target for the 23-24 school year.	This is a slight decrease from the previous year. 96.2% of Economically Disadvantaged participate in the PSSA.
64% of Economically Disadvantaged met or exceeded the statewide goal in Math standards, based on the 23-24 PSSA.	Economically Disadvantaged met or exceeded the interim target in Math. There was a slight decrease in achievement from 66.7% in 22-23 school year.

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### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	78.3% of White students scored proficient or Advanced on ELA standards based on the 23-24 PSSA.
Asian	94.1% of Asian Students scored proficient or advanced on ELA standards , based on the 23-24 PSSA.

### 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.

78.3% of White students scored proficient or Advanced on ELA standards based on the 23-24 PSSA. This is an increase from the 22-23 school year.
94.1% of Asian Students scored proficient or advanced on ELA standards , based on the 23-24 PSSA.
64% of Economically Disadvantaged met or exceeded the statewide goal in Math standards, based on the 23-24 PSSA.

#### 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.

62% of Economically Disadvantaged students were Proficient or Advanced on ELA standards, based on PSSA. They did not meet the statewide interim target for the 23-24 school year.
22.5% of Students with Disabilities were proficient or Advanced. They did not meet the state-wide interim target for the 23-24 school year. 2022-2023 34.5% 2023-2024 22.5% This is an area of concern as it is a consistent downward trend.



## 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	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	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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Exemplary
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	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?

Multi tiered intervention program for ELA
Ongoing professional development for all staff, experienced and new
Regular collaboration among staff with common planning times and throughout the year with grade levels across the district

### 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?

Involvement with community
Structured intervention for math

## 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
66.7% of Economically Disadvantaged met or exceeded statewide standards in Math based on 23-24 PSSA	False
77.4% of students performed proficient or advanced on the ELA standards based on 23-24 PSSA.	True
tiered intervention system for ELA	True
Professional Development	True
Intervention and Enrichment periods (I&E) 45 minutes daily K-5	True
collaboration: common planning times, grade level meetings and core team meetings	True
Implementation of new core math program - Math in Focus	True
New Carolina Science Curriculum aligned to NGSS	False
100% of Students in Grades K-5 met the career standards benchmark	False
Integrate content area reading into Science and Social Studies units	True
79.3% of students performed proficient or advanced on Mathematics standards based on 23-24 PSSA.	True
All students groups made sufficient Academic growth in Reading and Math based on 23-24 PVAAS.	False
Collaboration: common planning times, grade level meetings and core team meetings allow for analysis of data and planning of standards based lessons as well as differentiated learning	True
Multi tiered intervention program for ELA	True
Ongoing professional development for all staff, experienced and new	True
Regular collaboration among staff with common planning times and throughout the year with grade levels across the district	True
Implementation of new math interventions as part of the MTSS process.	True
78.3% of White students scored proficient or Advanced on ELA standards based on the 23-24 PSSA. This is an increase from the 22-23 school year.	False
94.1% of Asian Students scored proficient or advanced on ELA standards , based on the 23-24 PSSA.	False
64% of Economically Disadvantaged met or exceeded the statewide goal in Math standards, based on the 23-24 PSSA.	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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51% of students met the Science standards, based on the 23-24 PSSA. All student group did not meet the standard for demonstrating growth in Science.	True
64% of Combined Ethnicity students met annual growth expectations according to 23-24 PVAAS data.	True
Differentiated Instruction	True
Standards focused lessons	False
Integration of content	True
Lack a structured tiered intervention program for Math.	True
Core program not always aligned with standards.	True
Limited time in schedule to complete Xello activities	True
Professional Development for support staff and paraprofessionals	True
Professional Development is needed for support staff delivering math interventions	True
62% of Economically Disadvantaged students were Proficient or Advanced on ELA standards, based on PSSA. They did not meet the statewide interim target for the 23-24 school year.	False
22.5% of Students with Disabilities were proficient or Advanced. They did not meet the state-wide interim target for the 23-24 school year.	True
Need for assessment and differentiation	True
Limited content time and frequent interruptions or omissions from schedule	True
Involvement with community	False
22.5% of Students with Disabilities were proficient or Advanced. They did not meet the state-wide interim target for the 23-24 school year. 2022-2023 34.5% 2023-2024 22.5% This is an area of concern as it is a consistent downward trend.	False
Structured intervention for math	True

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Economically disadvantaged and Students with Disabilities continue to struggle to meet proficiency

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
51% of students met the Science standards, based on the 23-24 PSSA. All student group did not meet the standard for demonstrating growth in Science.		False
64% of Combined Ethnicity students met annual growth expectations according to 23-24 PVAAS data.		True
Lack a structured tiered intervention program for Math.	what resources are available	False
Core program not always aligned with standards.	Implementaion of new core Math program will be better aligned with standards	False
Limited time in schedule to complete Xello activities		False
Professional Development is needed for support staff delivering math interventions		False
Structured intervention for math		True
Differentiated Instruction	Acadience K-5 Universal screener and progress monitoring for T2 and 3 students	False
Integration of content		False
Professional Development for support staff and paraprofessionals		False
Need for assessment and differentiation	Teachers require assistance after analyzing data to put a plan to implement within their Tier 1 classroom.	False
Limited content time and frequent interruptions or omissions from schedule	integration of content into all subject areas	True
22.5% of Students with Disabilities were proficient or Advanced. They did not meet the state-wide interim target for the 23-24 school year.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
tiered intervention system for ELA	noticeable growth with struggling learners
Professional Development	Teachers are knowledgeable and able to provide exemplary core reading instruction.
Intervention and Enrichment periods (I&E) 45 minutes daily K-5	allow for small group instruction
collaboration: common planning times, grade level meetings and core team meetings	allows for teachers to meet with core team, align with standards
Integrate content area reading into Science and Social Studies units	Many resources are accesible for integration of content reading. Epic books, Science leveled readers, Newsela, etc.
77.4% of students performed proficient or advanced on the ELA standards based on 23-24 PSSA.	
Implementation of new core math program - Math in Focus	

Multi tiered intervention program for ELA	Plan and timeline for Implementation of new Math intervention. training and professional development for assistants
Ongoing professional development for all staff, experienced and new	
Regular collaboration among staff with common planning times and throughout the year with grade levels across the district	
Collaboration: common planning times, grade level meetings and core team meetings allow for analysis of data and planning of standards based lessons as well as differentiated learning	
Implementation of new math interventions as part of the MTSS process.	Ongoing professional development will be necessary. Schedules that reflect intervention periods for both Math and ELA will need to be developed.
79.3% of students performed proficient or advanced on Mathematics standards based on 23-24 PSSA.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implementation of new ELA programs should benefit all students
	Choose a resource for Math I/E block
	Commit to content time and integrate knowledge building practices in core ELA instruction

## Goal Setting

Priority: Choose a resource for Math I/E block

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
During the 2024-2025 school year, all support staff will receive training in hand to mind intervention. K-5 will continue to develop and implement a math I/E block of time daily.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math I/E			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
September Professional Development for support staff Hand to Mind Math resources.	Continue Professional Development Opportunities for support staff Hand to Mind	Continue Professional Development Opportunities for support staff Hand to Mind	Continue Professional Development Opportunities for support staff.

Priority: Implementation of new ELA programs should benefit all students

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
During the 2024-2025 School year teachers will implement a new Core reading Program K-2 (Really Great Reading) and Geodes Grades 3 and 4 will begin pre-implementing Wit and Wisdom (Great Minds).			
<b>Measurable Goal Nickname (35 Character Max)</b>			
New Programs RGR and W&W			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Professional Development for RGR and W&W implementation. Administer CDT (3-5) BOY Acadience (K-5) and RGR BOP (K-2) assessments with fidelity. Bi-Weekly, grade level and core team meetings will allow for data analysis.	Analyze progress monitoring data from Acadience and RGR student playground. Adjust instruction and/or intervention. On-going professional development to support implementation of new programs. Administer MOY Acadience Benchmark and MOP RGR Benchmark with fidelity.	Analyze data from CDT (3-5), Acadience MOY and RGR MOP Benchmarks and progress monitoring data. Adjust instruction and/or intervention. Self- Assess fidelity of administration of assessments , validly of data collected, and implementation of new programs.	Administer EOY Benchmark in Acadience (K-5) and EOP Benchmark in RGR (K-2). Analyze student data, self Assess validity of data and administration of assessments. Assess pre-implementation goals of new programs. Determine future professional development needs.

Priority: Commit to content time and integrate knowledge building practices in core ELA instruction

<b>Outcome Category</b>			
STEM			
<b>Measurable Goal Statement (Smart Goal)</b>			

Begin implementation of Wit and Wisdom and knowledge building practices to improve student comprehension and build background knowledge.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
New Programs RGR and W&W			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Support implementation of new Knowledge Building program. Professional development for Intermediate staff grades 3-5. Implementation of Geodes K-2.	Support implementation of new Knowledge Building program. Professional development for Intermediate staff grades 3-5. Implementation of Geodes K-2.	Support implementation of new Knowledge Building program. Professional development for Intermediate staff grades 3-5. Implementation of Geodes K-2.	Analyze EOY data K-5. Self-assess implementation of Geodes and W&W. Determine next steps in the implementation process.

## Action Plan

### Measurable Goals

Math I/E	New Programs RGR and W&W
New Programs RGR and W&W	

### Action Plan For: Implementation of RGR/Geodes K-2 and W&W Grads 3+4

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>During the 2024-2025 School year teachers will implement a new Core reading Program K-2 (Really Great Reading) and Geodes Grades 3 and 4 will begin pre-implementing Wit and Wisdom (Great Minds).</li> </ul>

Action Step		Anticipated Start/Completion Date	
Implementation of Really Great Reading /Geodes K-2 and pre-implementation of Wit&Wisdom curriculum in Grades 3 and 4.		2024-08-26	2025-06-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Adrienne Kashner/Federal Programs Kelly Rosario/Office of Teaching and Learning Jeff Bartman/Principal Kethy Pearson/Reading Specialist	Federal funding will be utilized to provide additional push in/pull out support through Title aide services for small group reteaching of both ELA and Math. Additional math/ELA resources/intervention components will be purchased with title funds as needed to support student growth. Jaindl receives \$TBD to spend on building needs with a majority of that total going to hiring Title aides who support the ELA and Math intervention programming, with an additional \$TBD utilized between the elementary buildings for intervention materials during the year for reading and math needs.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Benchmark data and progress monitoring data through Acadience, CDT's and Curriculum Based assessments	Discuss classroom teachers implementation of core instruction monthly at grade level meetings. Reading Specialist, Title 1 assistants, Core team members and classroom teachers adjust instruction and/or intervention



## 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>Implementation of RGR/Geodes K-2 and W&amp;W Grads 3+4</li></ul>	Title 1 Assistant Salaries	91315
Total Expenditures			91315

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implementation of RGR/Geodes K-2 and W&W Grads 3+4	Implementation of Really Great Reading /Geodes K-2 and pre-implementation of Wit&Wisdom curriculum in Grades 3 and 4.

Ongoing training for Really Great Reading instruction and data analysis. Participate in Wit and Wisdom pre-implementation and on-going training with district grade level teams

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Implementation of Really Great Reading /Geodes K-2 and pre-implementation of Wit&amp;Wisdom curriculum in Grades 3 and 4.</li> </ul>		
<b>Audience</b>		
Classroom teachers K-2, one third grade teacher and two fourth grade classroom teachers who will implement Wit and Wisdom, Title 1 Assistants, Learning Support teachers, and core team members		
<b>Topics to be Included</b>		
Scope and Sequence of new programs, instructional resources and curriculum-based assessments, data analysis and differentiation plans		
<b>Evidence of Learning</b>		
Self assessment checklists to look at fidelity of instruction and validity of data collection. Benchmark assessments in Acadience, CDT, and curriculum-based assessments		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Jeff Bartman/Principal Kathy Pearson/Reading Specialist Carrie Weaknecht/ Data and Instructional Specialist	2024-08-01	2025-06-15

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Summer Professional Development Days, Parkland Academy courses, Grade Level meetings will occur twice monthly. Faculty meetings quarterly.
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Jeffrey Bartman	2025-01-06
<b>School Improvement Facilitator Signature</b>	<b>Date</b>