Wilson Area Intermediate Sch

ATSI non-Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Wilson Area Intermediate Sch		120488603
Address 1		
2400 Firmstone St		
Address 2		
City	**State**	**Zip Code**
Easton	PA	18042
Chief School Administrator		**Chief School Administrator Email**
Mr John Martuscelli		jmartus@wilsonareasd.org
Principal Name		
Michael Chromey		
Principal Email		
mchromey@wilsonareasd.org		
Principal Phone Number		**Principal Extension**
484-373-6112		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Michael Chromey	Principal	Wilson Area Intermediate School	mchromey@wilsonareasd.org
John Martuscelli	Chief School Administrator	Wilson Area School District	jmartus@wilsonareasd.org
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Regina Moyer	Teacher	Wilson Area Intermediate School	rmoyer@wilsonareasd.org
Maggie Hall	Parent	PTA President/School Board Member	maggiehall818@gmail.com

Vision for Learning

Vision for Learning

The vision of Wilson Area Intermediate School (WAIS) is to be a student centered transition school, where students enter receiving self contained teaching and grow into independent students, assuming a secondary minded academic program. Teachers, staff, and families will help in the development of essential skills, where students will learn how to effectively communicate, continue to be inspired, and be challenged academically to reach their full potential. Students will embrace the W.A.R.R.I.O.R. values and meet these expectations on a daily basis. The goal is to have students become outstanding collaborators, and critical thinkers, while seeing a reflection of themselves in the curriculum. All students will leave WAIS demonstrating academic and personal growth as they prepare for Wilson Area High School.

Future Ready PA Index

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

False K	**False** 1	**False** 2	**False** 3	**False** 4	**True** 5	**True** 6
True 7	**True** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Percent English Language growth and attainment (17.2% - Green)	All student student groups met interim goal/target
College and Career measures (99.4% met target - Blue)	All student student groups met goal

Challenges

Indicator	Comments/Notable Observations
% P/A on ELA/Literature (57.2% - Red)	All groups did not meet goal
% P/A on Math/Alg I (35.0% - Red)	All groups did not meet goal
% P/A on Science (54.4% - Red)	All groups did not meet goal
% Regular Attendance (74.8% Red)	All groups did not meet goal

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

Strengths

Indicator ELA PSSA **ESSA Student Subgroups** Asian (not Hispanic), Multi-Racial (not Hispanic), White, Students with Disabilities	**Comments/Notable Observations** Increased performance from previous year but did not meet the state wide goal. ELA PVAAS growth - 70% 2 or More Races, 71.0% Student with Disabilities Met and exceeded statewide goal and increased in performance from the previous year. ELA P/A % - 87.5% Asian Overall student participation 97.5%
Indicator Math/Alg I PSSA **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** Students decreased performance from the previous year but did meet the state wide goal. Math PVAAS growth - 72% 2 or More Races, 75.0% EL students Math P/A % - 23.5% EL met or exceeded the interium target - increased in performance from the previous year. Math P/A % - All Student Groups, except Asian, increased perforance from the previous year but did not meet state wide goal.

Challenges

Indicator % Proficient or Advanced on ELA PSSA **ESSA Student Subgroups** English Learners, Students with Disabilities	**Comments/Notable Observations** 36.5% EL students proficient on ELA PSSA - maintained performance from previous year. 22.9 % IEP students proficient ELA PSSA - maintained performance from previous year. These targeted groups did not decline but also did not meet the state goal.
Indicator % Proficient or Advanced on Math/Alg I **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All students meet the interim target but did not meet the state goal, specifically: 9.3 % IEP students proficient Math PSSA 25.2% Economically Disadvantaged students scored P/A
Indicator Attendance **ESSA Student Subgroups** English Learners, Students with Disabilities	**Comments/Notable Observations** EL Students did not meet the statewide target, but increased in performance from the previous year - 75.9% Students with disabilities did not meet the statewide target, but increased in performance from the previous year - 70.2%

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.

Asian students increased their performance in both ELA and Math when compared to the previous year.
Students with disabilities increased their performance in ELA when compared to the previous year.
EL students increased their performance in Math when compared to the previous year.
EL students maintained their performance from the previous year in ELA
EL students met the goal for % proficient/advanced on the ELA PSSA.

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.

EL students did not meet the state goal in ELA
Students with disabilities meet the interim target but did not meet the state goal in math and ELA
In the Career Standards Benchmark, students with disabilities met or exceeded the interim target but decreased in performance from the 2021-2022 school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	On the 2023-2024 Acadience benchmark assessment: 5th grade students increased from 62% at or above benchmark at the BOY to 69% at or above benchmark on the MOY assessment. 6th grade students increased from 78% at or above benchmark at the BOY to 79% at or above benchmark on the MOY assessment.
Study Island	All grade levels will demonstrated an increase in proficiency in Study Island Benchmarks across three quarters. We will be measuring proficiency for EL and Students with Disabilities sub groups. 14% of EL students scored proficient or advanced on the 3rd quarter Study Island Benchmark. 19% of students with disabilities scored proficient or advanced on the 3rd quarter Study Island Benchmark.

English Language Arts Summary

Strengths

Proficiency increased across all grade level on the ELA Study Island Benchmarks
Increase in the percentage of students reading at grade level in 5th and 6th grade

Challenges

EL students' Acadience levels do not reflect grade level reading proficiency.
EL Students and Students with Disabilites are not demonstrating an increase in performance on Study Island Benchmarks.

Mathematics

Data	Comments/Notable Observations
Study Island	All grade levels will demonstrate an increase in proficiency in Study Island Benchmarks across three quarters. We will be measuring proficiency for Students with Disabilities. 6% of students with disabilities scored proficient or advanced on the 3rd Quarter Study Island Benchmark assessments.

Mathematics Summary

Strengths

Math proficiency increased in grades 5 and 6

Challenges

Math proficiency decreased in grades 7 and 8

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Study Island Grade 8	Science proficiency demonstrated in Students with Disabilities. 12% of Students with Disabilities were proficient or advanced on the 3rd Quarter Study Island Benchmarks.

Science, Technology, and Engineering Education Summary

Strengths

Grade 8 proficiency increased

Challenges

Over the three Study Island benchmark assessments there is little growth in proficiency.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Career Readiness Evidences	Grade 5 - 100% of students completed the requirements of the career portfolio which included career exploration projects, Xello assignments, and career matchmaker
Student Career Readiness Evidences	Grade 8 - 99% of students completed the requirements of the career portfolio which included Xello assignments, matchmaker and other indicators, financial literacy project, and developement of a high school career plan.
Student Career Readiness Evidences	All students met or exceeded the performance standard - 99.4%

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.

Students complete the career readiness activities and obtain the required pieces of evidence.

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.

There are no challenges associated with career readiness.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
EL students represent 3.7% of total chronically absent students. (EL students make up 7.9% of total population)	Low number of EL students are chronically absent
55% of EL students improved by at least one level on the WIDA ACCESS in at least 2 categories.	
14% of ELL students earned Proficient or higher on the third Study Island ELA Benchmark of the 2023-2024 school year.	ELL students showed limited growth in the area of EL. Students did demonstrate growth in the areas of below basic to basic.

Students with Disabilities

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

Data	Comments/Notable Observations
Truancy (33% of truant students have an IEP)	The percentage of truant students with an IEP decreased from 2022-2023. Students with IEP make up one third of number of students with truancy.
18% of WAIS students have an IEP	
19% of students with disabilities earned Proficient or higher on the third Study Island ELA Benchmark of the 2023-2024 school year.	Increasing the performance measure resulted in a decrease in student achievement. Students did move from below basic to basic.
6% of students with disabilities earned Proficient or higher on the third Study Island Math Benchmark of the 2023-2024 school year.	Students with disabilities demonstrated limited growth in the areas of proficient/advanced. They did show growth from below basic to basic.

Students Considered Economically Disadvantaged

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

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.

EL students are not overrepresented within chronic absenteeism.
The percentage of truant students with an IEP decreased from 2022-2023.
EL and Students with Disabilities have improved their rate of attendance

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students that are economically disadvantaged make up a disproportionate number of students with chronic absenteeism.
Students with an IEP make up one third of the students with chronic absenteeism.
EL and Students with Disabilities have not met the statewide target for attendance

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	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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

All curricula, assessments and instruction are aligned to the PA Standards.
Informal classroom visits to provide feedback on instructional practices.
Collaborative time across grade levels for planning and alignment of assessments.
Implement a multi-tiered system of supports for academics and behavior.

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?

Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA
Identify and address individual student learning needs
Foster a culture of high expectations for success for all students, educators, families, and community members

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
Asian students increased their performance in both ELA and Math when compared to the previous year.	False
Students with disabilities increased their performance in ELA when compared to the previous year.	True
EL students increased their performance in Math when compared to the previous year.	False
EL students maintained their performance from the previous year in ELA	True
Proficiency increased across all grade level on the ELA Study Island Benchmarks	False
EL students are not overrepresented within chronic absenteeism.	False
Grade 8 proficiency increased	False
The percentage of truant students with an IEP decreased from 2022-2023.	False
EL and Students with Disabilities have improved their rate of attendance	False
Math proficiency increased in grades 5 and 6	True
Students complete the career readiness activities and obtain the required pieces of evidence.	False
All curricula, assessments and instruction are aligned to the PA Standards.	True
Informal classroom visits to provide feedback on instructional practices.	True
Collaborative time across grade levels for planning and alignment of assessments.	True
EL students met the goal for % proficient/advanced on the ELA PSSA.	True
Increase in the percentage of students reading at grade level in 5th and 6th grade	False
Implement a multi-tiered system of supports for academics and behavior.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
EL students did not meet the state goal in ELA	True
Students with disabilities meet the interim target but did not meet the state goal in math and ELA	True
	False
	False
Math proficiency decreased in grades 7 and 8	False

There are no challenges associated with career readiness.	False
EL students' Acadience levels do not reflect grade level reading proficiency.	True
In the Career Standards Benchmark, students with disabilities met or exceeded the interim target but decreased in performance from the 2021-2022 school year.	False
EL and Students with Disabilities have not met the statewide target for attendance	False
Over the three Study Island benchmark assessments there is little growth in proficiency.	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	False
	False
Students that are economically disadvantaged make up a disproportionate number of students with chronic absenteeism.	True
Students with an IEP make up one third of the students with chronic absenteeism.	False
EL Students and Students with Disabilites are not demonstrating an increase in performance on Study Island Benchmarks.	True
Identify and address individual student learning needs	False
Foster a culture of high expectations for success for all students, educators, families, and community members	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.

EL and IEP students performed at levels below expectations Need for MTSS system throughout grades 5-8 Identify and address individual student learning needs

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
EL students did not meet the state goal in ELA		True
Students with disabilities meet the interim target but did not meet the state goal in math and ELA		True
EL students' Acadience levels do not reflect grade level reading proficiency.		False
Students that are economically disadvantaged make up a disproportionate number of students with chronic absenteeism.		False
Over the three Study Island benchmark assessments there is little growth in proficiency.		False
EL Students and Students with Disabilites are not demonstrating an increase in performance on Study Island Benchmarks.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Students with disabilities increased their performance in ELA when compared to the previous year.	
Math proficiency increased in grades 5 and 6	
All curricula, assessments and instruction are aligned to the PA Standards.	
Informal classroom visits to provide feedback on instructional practices.	
Collaborative time across grade levels for planning and alignment of assessments.	
EL students maintained their performance from the previous year in ELA	
EL students met the goal for % proficient/advanced on the ELA PSSA.	
Implement a multi-tiered system of supports for academics and behavior.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Through the implementation of instructional supports for EL students and the utilization of a tiered system of support, EL students will meet the state goal in ELA.
	Students with disabilities will continue to improve with the implementation of a tiered system of support throughout the instrucitonal day, that will result in an improvement in math and ELA state goals.

Goal Setting

Priority: Through the implementation of instructional supports for EL students and the utilization of a tiered system of support, EL students will meet the state goal in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Given the 2025 ELA PSSA, the number of English Language students achieving proficiency will increase by 5% from the 2024 ELA PSSA assessment.			
Measurable Goal Nickname (35 Character Max)			
Study Island Benchmarks			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
35% of ELL students will earn Basic or higher on the ELA Study Island Benchmark assessment.	60% of ELL students earn Basic or higher on the ELA Study Island Benchmark assessment.	40% of ELL students earn Proficient or higher on the ELA Study Island Benchmark assessment.	25% of EL students will increase on the WIDA ACCESS by 0.8 levels.

Priority: Students with disabilities will continue to improve with the implementation of a tiered system of support throughout the instrucitonal day, that will result in an improvement in math and ELA state goals.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Given the 2025 ELA PSSA, the number of students with disabilities achieving proficiency will increase by 5% from the 2024 ELA PSSA assessment.			
Measurable Goal Nickname (35 Character Max)			
PSSA ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
25% of students with disabilities will earn basic or higher on the 1st Study Island ELA Benchmark assessment.	45% of students with disabilities will earn basic or higher on the 2nd Study Island ELA Benchmark assessment.	25% of students with disabilities will earn proficient or higher on the 3rd Study Island ELA Benchmark assessment.	Given the 2025 ELA PSSA, the number of students with disabilities achieving proficiency will increase by 5% from the 2024 ELA PSSA assessment.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
Given the 2025 Math PSSA, the nubmer of students with disabilities achieving proficiency will increase by 5% from the 2024 Math PSSA assessment.
Measurable Goal Nickname (35 Character Max)
Math PSSA

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
15% of students with disabilities will earn basic or higher on the Study Island Math Benchmark.	30% of students with disabilities will earn basic or higher on the Study Island Math Benchmark.	15% of students with disabilities will earn proficient or higher on the Study Island Math Benchmark.	Given the 2025 Math PSSA, the number of students with disabilities achieving proficiency will increase by 5% from the 2024 Math PSSA assessment.

Action Plan

Measurable Goals

Study Island Benchmarks	PSSA ELA
Math PSSA	

Action Plan For: Administration of Pearson TELL for EL students

Measurable Goals:
• Given the 2025 ELA PSSA, the number of English Language students achieving proficiency will increase by 5% from the 2024 ELA PSSA assessment.

Action Step		**Anticipated Start/Completion Date**	
Through the administration of the Pearson TELL, students will be progressed monitored in language acquisition twice a year.		2024-08-21	2025-06-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kim Steirer / EL Coordinator	Pearson TELL	Yes	
Action Step		**Anticipated Start/Completion Date**	
Creation of a newcomer program for students at the intermediate school and high school.		2024-08-01	2025-06-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kim Steirer/EL Coordinator	Additional Teacher	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
The TELL will be used to determine EL progress towards WIDA ACCESS goals.	EL Teacher will collect TELL data twice a year to be used as progress monitoring data.

Action Plan For: MTSS for grades 7 and 8

Measurable Goals:
• Given the 2025 Math PSSA, the nubmer of students with disabilities achieving proficiency will increase by 5% from the 2024 Math PSSA assessment. • Given the 2025 ELA PSSA, the number of students with disabilities achieving proficiency will increase by 5% from the 2024 ELA PSSA assessment. • Given the 2025 ELA PSSA, the number of English Language students achieving proficiency will increase by 5% from the 2024 ELA PSSA assessment.

Action Step	**Anticipated Start/Completion Date**

Provide evidence based Tier I systematic multisensory explicit instruction.		2024-08-21	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Michael Chromey/Principal	Modeling and Coaching	No	
Action Step		**Anticipated Start/Completion Date**	
Provide evidence based Tier II intervention within core instruction.		2024-08-21	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Michael Chromey/Principal	Modeling and Coaching	No	
Action Step		**Anticipated Start/Completion Date**	
Data collection using multiple sources		2024-08-21	2024-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Michael Chromey/Principal	Math Checklists ELA Checklists	No	
Action Step		**Anticipated Start/Completion Date**	
Informal walk through observations		2024-08-21	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Michael Chromey/Principal	Checklist of explicit instruction strategies Tier II intervention strategies	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Consistent explicit instruction in Core academic areas.	Leadership team will conduct formal and informal walk throughs weekly throughout the school year. Feedback will be given to teachers through Team meeting and Data Grade level meetings.

Action Plan For: MTSS for grades 5 and 6

Measurable Goals:

- Given the 2025 Math PSSA, the nubmer of students with disabilities achieving proficiency will increase by 5% from the 2024 Math PSSA assessment.
- Given the 2025 ELA PSSA, the number of students with disabilities achieving proficiency will increase by 5% from the 2024 ELA PSSA assessment.
- Given the 2025 ELA PSSA, the number of English Language students achieving proficiency will increase by 5% from the 2024 ELA PSSA assessment.

Action Step		**Anticipated Start/Completion Date**	
Continue MTSS process in grades 5 and 6		2024-08-21	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Alex Mindler / Supervisor of Curriculum and Instructional Technology	LETRS Vocabulary Unit MTSS Coordinator	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
MTSS process used to strengthen core	Grade level teachers will collect Acadience data three times a year, as well as, progress monitor students not at

instruction and intervention.	core. The data will be shared with the MTSS coordinator.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Administration of Pearson TELL for EL students	Through the administration of the Pearson TELL, students will be progressed monitored in language acquisition twice a year.
Administration of Pearson TELL for EL students	Creation of a newcomer program for students at the intermediate school and high school.
MTSS for grades 5 and 6	Continue MTSS process in grades 5 and 6

Pearson TELL

Action Step		
• Through the administration of the Pearson TELL, students will be progressed monitored in language acquisition twice a year.		
Audience		
EL staff		
Topics to be Included		
Pearson TELL		
Evidence of Learning		
Data collection		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Kim Steirer / EL Coordinator	2024-08-21	2024-08-26

Learning Format

Type of Activities	Frequency
Inservice day	One Day
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

MTSS in grades 5 and 6

Action Step
• Continue MTSS process in grades 5 and 6
Audience
Teachers of grades 5 and 6
Topics to be Included

Vocabulary training in core instruction		
Evidence of Learning		
Grade level meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Alex Mindler / Supervisory of Curriculum and Instructional Technology	2024-08-21	2024-08-26

Learning Format

Type of Activities	**Frequency**
Inservice day	1/2 day
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files
• June 17, 2024 Board Meeting Minutes.pdf

Chief School Administrator	**Date**
John Martuscelli	2024-09-26
Building Principal Signature	**Date**
Michael Chromey	2024-09-19
School Improvement Facilitator Signature	**Date**
Heather Heimer	2024-09-19