

Profile and Plan Essentials

School		AUN/Branch
Lehighton Area Elementary Center		121135503
Address 1		
3 Indian Ln		
Address 2		
City	State	Zip Code
Lehighton	PA	18235
Chief School Administrator		Chief School Administrator Email
Mr Jason Moser		jmoser@lehighton.org
Principal Name		
Dr. Mark McGalla		
Principal Email		
mmcgalla@lehighton.org		
Principal Phone Number		Principal Extension
6103777880		4133
School Improvement Facilitator Name		School Improvement Facilitator Email
Gretchen Laviolette		glaviolette@lehighton.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Aaron Sebelin	Principal	Lehigh Area Elementary Center	asebelin@lehigh.org
Mark McGalla	Principal	Lehigh Area Elementary Center	mmcgalla@lehigh.org
Patrick Garret	Parent	Lehigh Area Elementary Center	premlor@yahoo.com
Jamie Bacon	Parent	Lehigh Area Elementary Center	jbacon@ee-schools.org
Jordan Eckman	Parent	Lehigh Area Elementary Center	mrsjeckman@gmail.com
Lauren Cortright	Education Specialist	Lehigh Area Elementary Center	lcortright@lehigh.org
Suzanne Cordes	Teacher	Lehigh Area Elementary Center	scordes@lehigh.org
Nicole Collier	Community Member	LHH Learn & Play Childcare Center Inc	nicolecollierdick@gmail.com
Gretchen Laviolette	District Level Leaders	Lehigh Area School District	glaviolette@lehigh.org
Duane Dellecker	Board Member	Lehigh Area School District	ddellecker@lehigh.org
Connie Haydt	Community Member	Griff's Ale Haus	griffsalehaus@gmail.com
Amanda Citro	Other	Lehigh Area School District	acitro@lehigh.org

Vision for Learning

Vision for Learning

The Lehigh Area Elementary Center will ensure that there is a system within the school that fully embraces school-wide use of assessments and data to focus on improving student development. This system and use of data will drive the change and implementation of effective instructional practices and student development programs to meet the needs of all students schoolwide.

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	True 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
Seeing growth in ELA and Math	i-Ready implementation contributed to the growth in Math
ELA and Math are relatively equal to the state average for achievement	Small group instruction is supporting some level of achievement.
Science is well above the state average for achievement	Science has consistently been a strong subject in the district.

Challenges

Indicator	Comments/Notable Observations
Science growth is decreasing	Concern was shared about students being pulled from Science class for support in ELA and/or Math
Working towards the Statewide Goals for 2033	While we are staying consistent with the state, we are not approaching the goal.
Although achievement results for ELA and Math are near the state average, they are still low.	One concern that can be leading to this is the shortage of substitutes which causes support services to be pulled. Other areas addressed are lack of parental education support/communication and student behavioral issues.

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

Strengths

Indicator Increase in achievement in Math and/or ELA ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Special education teachers were reassigned to better support the needs of the students. Schedules have also been heavily manipulated to provide more supports to students.
Indicator Growth in Math for all reported races/ethnicities is increasing. ESSA Student Subgroups Combined Ethnicity, Hispanic, White	Comments/Notable Observations Race does not seem to be impacting the growth of the students.

Challenges

Indicator Declining achievement results within the Hispanic group ESSA Student Subgroups Hispanic	Comments/Notable Observations Attendance and tardiness have been observed to be higher concerns within this group
Indicator Science is declining in multiple groups. ESSA Student Subgroups Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Concern with students being pulled from Science instruction for other support services.
Indicator Growth is decreasing in ELA and Math. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations
Indicator Overall low achievement results. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Although extra supports are provided, the extent of the disability that a student has will impact their academic achievement.

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.

Seeing growth in ELA and Math
Science is well above the state average for achievement
Growth in Math for all reported races/ethnicities is increasing.

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.

Science growth is decreasing
Working towards the Statewide Goals for 2033
Although achievement results for ELA and Math are near the state average, they are still low.
Growth is decreasing in ELA and Math for students with disabilities.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	Several grade levels are showing growth. However, some are showing the same results throughout the year or even decreases.

English Language Arts Summary

Strengths

In ELA, well below level decreased in grades 3-5 from the beginning of the year until the end.
In ELA, Kindergarten, third and fifth grades made growth.
In ELA, Kindergarten well above group increased quite drastically and the red, well below level, decreased quite significantly.
Implementation of Bookworms K-5 has provided a curricular resource focused on the science of reading.

Challenges

In ELA, First grade is decreasing quite significantly.
In ELA, second grade showed an increase in at or above level from beginning to the middle of the year but then dropped at the end of the year.
In ELA, mid-year results seem to drop for the intermediate grades.
In ELA, fourth grade was rather stagnant through the year other than a decrease in well below.

Mathematics

Data	Comments/Notable Observations
i-Ready	Growth was observed in all grade levels with an increase of at or above grade level results. However, the results are a bit inconsistent across grade levels.

Mathematics Summary

Strengths

In math, 2024/2025 was the second year of i-Ready which should lead to higher results.
In math, in all grade levels, the "early on grade level" and "mid or above grade level" increased quite dramatically.
In math, kindergarten and first grade have the biggest increases in Mid or Above Grade Level.

Challenges

In math, low results at the start of the year seem to indicate summer "slumps."
In math, from one grade level to the next, there are less students who are early on or mid or above grade level.
In math, intermediate grades have close to or more than half of the students one or more grade levels below.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom grades from Panorama	Although the school has strong Science results, Science instruction is often sacrificed for other purposes.

Science, Technology, and Engineering Education Summary

Strengths

Science topics are embedded within Bookworms which will help to support instruction of non-fiction material.
In science, Students perform quite well on their classroom assessments. Level of interest is often quite high which leads to higher academic achievement.
In science, 76% of students in grades 3-5 are excelling with 14% on track

Challenges

In science, the implementation of the STEELS standards will be a challenge.
In science, there is a lack of time due to ELA and math needs.
Available time for support services that does not require pulling students out of science instruction.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index	100% of our students meet the career standards benchmark in 23/24.

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.

The use of Smart Futures helps with the completion of the career benchmarks through the collection of artifacts.
Counselors work with students for the completion of career benchmarks.

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.

Having an appropriate amount of time available on a regular basis

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Acadience	4 out of 6 students increased from the beginning of the year to the end of year; 1 student remained the same, and 1 student dropped. All students are below the 40th percentile in ability.
i-Ready	All students increased from the beginning of the year until the end of the year. All students are at or below the 35th percentile in ability.

Students with Disabilities

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

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.

Our EL students have shown growth over the course of the year.
--

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.

Our EL students are falling below approximately 2/3 of their peers.
We currently have just one EL teacher for the entire district.

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	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Not Yet Evident

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
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	Emerging

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	Emerging
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	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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?

Provide frequent, timely, and systematic feedback and support on instructional practices
Collectively shape the vision for continuous improvement of teaching and learning
Implement a multi-tiered system of supports for academics and behavior
Identify professional learning needs through analysis of a variety of data

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
Seeing growth in ELA and Math	True
Science is well above the state average for achievement	False
Growth in Math for all reported races/ethnicities is increasing.	True
In ELA, well below level decreased in grades 3-5 from the beginning of the year until the end.	True
In math, 2024/2025 was the second year of i-Ready which should lead to higher results.	True
In math, in all grade levels, the "early on grade level" and "mid or above grade level" increased quite dramatically.	True
Science topics are embedded within Bookworms which will help to support instruction of non-fiction material.	False
In science, Students perform quite well on their classroom assessments. Level of interest is often quite high which leads to higher academic achievement.	False
Counselors work with students for the completion of career benchmarks.	False
In ELA, Kindergarten, third and fifth grades made growth.	True
In ELA, Kindergarten well above group increased quite drastically and the red, well below level, decreased quite significantly.	True
Implementation of Bookworms K-5 has provided a curricular resource focused on the science of reading.	True
In science, 76% of students in grades 3-5 are excelling with 14% on track	False
The use of Smart Futures helps with the completion of the career benchmarks through the collection of artifacts.	False
Our EL students have shown growth over the course of the year.	False
In math, kindergarten and first grade have the biggest increases in Mid or Above Grade Level.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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
----------	---------------------------------

Science growth is decreasing	False
Working towards the Statewide Goals for 2033	False
Although achievement results for ELA and Math are near the state average, they are still low.	True
In math, low results at the start of the year seem to indicate summer "slumps."	False
In ELA, First grade is decreasing quite significantly.	True
In ELA, second grade showed an increase in at or above level from beginning to the middle of the year but then dropped at the end of the year.	True
In math, from one grade level to the next, there are less students who are early on or mid or above grade level.	True
Our EL students are falling below approximately 2/3 of their peers.	False
Having an appropriate amount of time available on a regular basis	False
In ELA, mid-year results seem to drop for the intermediate grades.	True
Growth is decreasing in ELA and Math for students with disabilities.	True
In math, intermediate grades have close to or more than half of the students one or more grade levels below.	True
In science, the implementation of the STEELS standards will be a challenge.	False
In ELA, fourth grade was rather stagnant through the year other than a decrease in well below.	False
In science, there is a lack of time due to ELA and math needs.	False
Available time for support services that does not require pulling students out of science instruction.	False
We currently have just one EL teacher for the entire district.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Collectively shape the vision for continuous improvement of teaching and learning	True
Implement a multi-tiered system of supports for academics and behavior	False
Identify professional learning needs through analysis of a variety of data	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.

Overall, we want to make sure that goals are achievable and not too lofty or unrealistic.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In math, from one grade level to the next, there are less students who are early on or mid or above grade level.	The lack of a strong resource in previous years has led to students being behind in the upper grades.	True
In math, intermediate grades have close to or more than half of the students one or more grade levels below.	Similar to above...the lack of a strong resource did not allow for teachers to as easily provide students with strong instruction in the primary grades which is now affecting the students in the intermediate grades.	False
In ELA, First grade is decreasing quite significantly.		False
In ELA, second grade showed an increase in at or above level from beginning to the middle of the year but then dropped at the end of the year.		False
In ELA, mid-year results seem to drop for the intermediate grades.		False
Although achievement results for ELA and Math are near the state average, they are still low.	It is very natural to teach to the middle. With the addition of a third administrator who will be focusing on achievement, data, and improvement of instruction, we should be able to better address the individual needs of the students.	True
Growth is decreasing in ELA and Math for students with disabilities.	Students with disabilities are too often taught at the grade level in which they test and are not pushed beyond that to furnish much, if any, growth.	True
Collectively shape the vision for continuous improvement of teaching and learning		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
In ELA, well below level decreased in grades 3-5 from the beginning of the year until the end.	What is it that is contributing to this difference? What needs to be done for it to occur at all grade levels?
Seeing growth in ELA and Math	
In math, 2024/2025 was the second year of i-Ready which should lead to higher results.	A strong curricular resource, if used with fidelity, should garner strong results K-5.
In math, in all grade levels, the "early on grade level" and "mid or above grade level" increased quite dramatically.	The use of the i-Ready resources appears to be proving beneficial.
Growth in Math for all reported races/ethnicities is increasing.	
In ELA, Kindergarten, third and fifth grades made growth.	
In ELA, Kindergarten well above group increased quite drastically and the red, well below level, decreased quite significantly.	

Implementation of Bookworms K-5 has provided a curricular resource focused on the science of reading.	The utilization of a curricular resource that follows the Science of Reading should provide the support necessary to see improvement.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In addition to providing research based interventions, we need to utilize the mathematics curricular resource that has been purchased in the manner in which it is to be used.
	We need to continue to push our students and provide them with the tools and resources that they need to be successful.
	We need to continuously expose our students with disabilities to on-grade level work or at least work that pushes them towards growth.

Goal Setting

Priority: In addition to providing research based interventions, we need to utilize the mathematics curricular resource that has been purchased in the manner in which it is to be used.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
At the end of the year, at least 60% of students in grades 3-5 will perform at or above grade level on the i-Ready benchmark.			
Measurable Goal Nickname (35 Character Max)			
Intermediate grades math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 15% will be at or above grade level	At least 30% will be at or above grade level.	At least 45% will be at or above grade level.	At least 60% will be at or above grade level.

Priority: We need to continue to push our students and provide them with the tools and resources that they need to be successful.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
At least 40% of first graders who test at or below grade level on the BOY Acadience benchmark will show growth on the EOY.			
Measurable Goal Nickname (35 Character Max)			
1st Grade Acadience Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 10% will show growth.	At least 20% will show growth.	At least 30% will show growth.	At least 40% will show growth.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the year, all grade 4 and 5 teachers will grade writing assessments the same.			
Measurable Goal Nickname (35 Character Max)			
Intermediate shared grading			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60% of writing assessments will be graded the same.	70% of writing assessments will be graded the same.	85% of writing assessments will be graded the same.	100% of writing assessments will be graded the same.

Priority: We need to continuously expose our students with disabilities to on-grade level work or at least work that pushes them towards growth.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
At least 20% of students with disabilities who test well below benchmark at the BOY will increase to at least below benchmark in either ELA and/or Math.			
Measurable Goal Nickname (35 Character Max)			
Students with disabilities growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 2% will move from well below to below.	At least 7% will move from well below to below.	At least 14% will move from well below to below.	At least 20% will move from well below to below.

Action Plan

Measurable Goals

Intermediate grades math	1st Grade Acadience Growth
Intermediate shared grading	Students with disabilities growth

Action Plan For: Shared vision/mission

Measurable Goals:
- At least 20% of students with disabilities who test well below benchmark at the BOY will increase to at least below benchmark in either ELA and/or Math. - By the end of the year, all grade 4 and 5 teachers will grade writing assessments the same. - At the end of the year, at least 60% of students in grades 3-5 will perform at or above grade level on the i-Ready benchmark. - At least 40% of first graders who test at or below grade level on the BOY Acadience benchmark will show growth on the EOY.

Action Step		Anticipated Start/Completion Date	
Develop a school building mission in line with the district mission and the goals established as part of this plan.		2025-08-19	2025-09-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
M. McGalla, A. Sebelin, T. Foster/Elementary administration	Title I Plan, District mission, pen and paper	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Mission statement implemented by all staff with identification of what the practice of the mission will look like.	School administrators, at least once throughout the year, through staff performance evaluations

Action Plan For: 1st Grade Reading Achievement

Measurable Goals:
At least 40% of first graders who test at or below grade level on the BOY Acadience benchmark will show growth on the EOY.

Action Step		Anticipated Start/Completion Date	
Scheduling of time for UFLI and DI		2025-07-02	2025-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
M. McGalla, A. Sebelin, T. Foster/Elementary administration	UFLI and DI resources for recommendation of time required for full implementation of the programs	No	
Action Step		Anticipated	

		Start/Completion Date	
Evaluation of Tier I delivery		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tricia Foster, Elem Principal of Academic Achievement and Intervention	N/A	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A schedule for all teachers, but specifically grade 1, that provides adequate time for ELA instruction. In addition, Tier I delivery will be addressed to ensure full implementation of ELA resources.	Elementary administration, daily, class observation

Action Plan For: Intermediate Grades Math Achievement

Measurable Goals:
At the end of the year, at least 60% of students in grades 3-5 will perform at or above grade level on the i-Ready benchmark.

Action Step		Anticipated Start/Completion Date	
Effective and efficient implementation of daily lessons		2025-08-25	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	i-Ready resources	Yes	
Action Step		Anticipated Start/Completion Date	
Use differentiated groups during daily lessons		2025-08-25	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	i-Ready results	Yes	
Action Step		Anticipated Start/Completion Date	
Use of manipulatives		2025-08-25	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	Math manipulatives	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased growth among the grade 3-5 students	Grade level teachers and EC administration, at least bi-weekly, grade level meetings

Action Plan For: Common grading times

Measurable Goals:	
By the end of the year, all grade 4 and 5 teachers will grade writing assessments the same.	

Action Step		Anticipated Start/Completion Date	
Pre-schedule common time for grade level teachers to complete grading of writing assessments		2025-08-01	2025-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elementary administration	N/A	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through previously received PD, teachers will grade assessments together and compare results to work towards common results.	Teachers and administration, review of grades, spreadsheet of results.

Action Plan For: On-level instruction

Measurable Goals:	
At least 20% of students with disabilities who test well below benchmark at the BOY will increase to at least below benchmark in either ELA and/or Math.	

Action Step		Anticipated Start/Completion Date	
Adapt/modify grade-level instruction		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special education teachers	i-Ready, Bookworms, UFLI, and Heggerty materials	No	
Action Step		Anticipated Start/Completion Date	
Utilize interventions to bridge gaps		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special education teachers	i-Ready, Bookworms, UFLI, and Heggerty materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will receive appropriately adapted grade-level instruction.	Director of Student Services, monthly, department meetings

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	• Shared vision/mission • 1st Grade Reading Achievement • Intermediate Grades Math Achievement • Common grading times	Salaries	413946.80
Instruction	• Shared vision/mission • 1st Grade Reading Achievement • Intermediate Grades Math Achievement • Common grading times	Benefits	177136.56
Title II.A and Title IV.A Transfer Funds	• Shared vision/mission • Intermediate Grades Math Achievement • Common grading times	Salaries	110513
Title II.A and Title IV.A Transfer Funds	• Shared vision/mission • Intermediate Grades Math Achievement • Common grading times	Benefits	15910
Total Expenditures			717506.36

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Intermediate Grades Math Achievement	Effective and efficient implementation of daily lessons
Intermediate Grades Math Achievement	Use differentiated groups during daily lessons

i-Ready Professional Development

Action Step		
- Effective and efficient implementation of daily lessons - Use differentiated groups during daily lessons		
Audience		
New elementary teachers		
Topics to be Included		
Daily instruction, resource use, grouping, and use of manipulatives		
Evidence of Learning		
Observation by administration		
Lead Person/Position	Anticipated Start	Anticipated Completion
Elementary administration	2025-08-20	2025-10-28

Learning Format

Type of Activities	Frequency
Inservice day	August and October
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4b: Maintaining Accurate Records 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Jason G. Moser	2025-06-28
Building Principal Signature	Date
Mark McGalla	2025-06-27
School Improvement Facilitator Signature	Date
Gretchen L Laviolette	2025-06-27