

Profile and Plan Essentials

School		AUN/Branch
Oakview Elementary School		104433903/3154
Address 1		
1387 School Road		
Address 2		
City	State	Zip Code
Stoneboro	PA	16153-2727
Chief School Administrator		Chief School Administrator Email
Keith Wolfe		K_Wolfe@lakeview.k12.pa.us
Principal Name		
Joshua Stonebraker		
Principal Email		
j_stonebraker@docs.lakeview.k12.pa.us		
Principal Phone Number		Principal Extension
7243767911		6136
School Improvement Facilitator Name		School Improvement Facilitator Email
Julie Lyon		j_lyon@lakeview.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Pears	Board Member	Lakeview School Board of Directors	davidpears@docs.lakeview.k12.pa.us
Gage Bartholomew	Board Member	Lakeview School Board of Directors	gagebartholomew@docs.lakeview.k12.pa.us
Rebecca Montgomery	Teacher	Oakview Elementary School	r_montgomery@docs.lakeview.k12.pa.us
Wanda Wagner	Teacher	Oakview Elementary School	w_wagner@docs.lakeview.k12.pa.us
Patricia Sefton	Teacher	Oakview Elementary School	p_sefton@docs.lakeview.k12.pa.us
Beth Lewis	Parent	Parent of Oakview student	bethlewisphoto@gmail.com
John Creekpaum	Parent	Parent of Oakview Student, Early Childhood Council Member	john.creekpaum@gmail.com
Julie Lyon	District Level Leaders	Administration	j_lyon@lakeview.k12.pa.us
Joshua Stonebraker	Principal	Principal	j_stonebraker@lakeview.k12.pa.us
Darcie Shaffer	Teacher	Title 1 Teacher	d_shaffer@lakeview.k12.pa.us
Jamie Wagler	Teacher	Title 1 Teacher	j_wagler@lakeview.k12.pa.us
Alyssa Saeler	Education Specialist	Title 1 Reading Specialist	a_saeler@lakeview.k12.pa.us

Vision for Learning

Vision for Learning

Learning transfers to life beyond the Lakeview School District. Every member of this learning community believes in their power to learn, excel, influence, and to create their own successful future. "As our educational foundation, the Lakeview School District will utilize Pennsylvania State Standards as our guiding force in educational programs. We will strive for high levels of achievement by using purposeful, data-based instruction. Educational programs will meet the various needs of students in order to continuously improve student achievement. Educating Lakeview students will be a shared responsibility among all stakeholders: students, parents, teachers, support staff members, administrators, Board of School Directors and members of the community. High quality and relevant professional development will provide administrators, teachers, and support staff members with the tools and knowledge required to sustain and enhance the District's ability to deliver a high quality program that promotes educational excellence."

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
73.7% of students were proficient or advanced on the PSSA ELA at Oakview Elementary which exceeded the state average.	2023-2024 PA Future Ready Index
70.9% of students were proficient or advanced on the PSSA Math at Oakview Elementary which exceeded the state average.	2023-2024 PA Future Ready Index
95.5% of students were proficient or advanced on the PSSA Science at Oakview Elementary which exceeded the state average.	2023-2024 PA Future Ready Index
Oakview Elementary's Academic Growth Score in math rose from a 52 in 2022-23 to a 76 in 2023-24 meeting the target score.	2023-2024 PA Future Ready Index
91.8% of students were proficient or advanced on the PSSA Science at Oakview Elementary. Exceeded state average	2022-2023 Data Source / PSSA Results

Challenges

Indicator	Comments/Notable Observations
2023-24 Academic Growth Score (65.0) was below statewide standard Academic Growth Score (70.0) in ELA.	2023-2024 PA Future Ready Index

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

Strengths

Indicator Economically disadvantaged group were 59.6% proficient or advanced in English Language Arts. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator Economically disadvantaged group were 54.5% proficient or advanced in Math. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Students with disabilities group were 39.5% proficient or advanced in Math. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations
Indicator Students with disabilities group were 34.1% proficient or advanced in ELA. ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

73.7% of students were proficient or advanced on the PSSA ELA at Oakview Elementary which exceeded the state average.
70.9% of students were proficient or advanced on the PSSA Math at Oakview Elementary which exceeded the state average.
Oakview Elementary's Academic Growth Score in math rose from a 52 in 2022-23 to a 76 in 2023-24 meeting the target score.

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.

2023-24 Academic Growth Score (65.0) was below statewide standard Academic Growth Score (70.0) in ELA.
Economically disadvantaged group were 59.6% proficient or advanced in English Language Arts.
Economically disadvantaged group were 54.5% proficient or advanced in Math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA Growth & Achievement Overview	All grades fell in the high growth, high achievement quadrant for ELA for the 2024-25 school year.
Acadience: Reading Composite Score	Beginning of Year 61.2% of K-2 students at or above benchmark End of Year 73.3% of K-2 students at or above benchmark
Acadience: 2nd Grade ORF	Decreased over the year: Beginning of Year 51.7% End of Year 58.6%

English Language Arts Summary

Strengths

73.3% of all K-2 students scored at or above benchmark on their Acadience end-of-year Reading Composite Score.
All grades (1st-5th) fell in the high growth, high achievement quadrant for ELA for the 2024-25 school year.

Challenges

Only 58.6% of grade 2 students scored at or above the benchmark on their end-of-year Acadience Oral Reading Fluency assessment.

Mathematics

Data	Comments/Notable Observations
NWEA Growth & Achievement Overview	All grades fell in the high growth, high achievement quadrant for math.
NWEA Single Term Achievement	94.5% of students in Grade 4 students scored above the 50 %tile for achievement on the end-of-year assessment.
NWEA Single Term Achievement	27.2% of students in Grade 3 scored below the 50 %tile for achievement on the end-of-year assessment.

Mathematics Summary

Strengths

All grade fell in the high growth, high achievement quadrant on the NWEA Growth & Achievement Overview report for math.
94.5% of students in Grade 4 students scored above the 50 %tile for achievement on the end-of-year assessment.

Challenges

27.2% of students in Grade 3 scored below the 50 %tile for achievement on the end-of-year assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	98.5% of students completed their required artifacts for their PA339 portfolio during the 2023-2024 school year.

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.

98.5% of students completed their required artifacts for their PA339 portfolio during the 2023-2024 school year.
Dedicating staff to Career Readiness and providing authentic learning experience.
Adoption of the Xello, a college and career readiness software, allows us to collect student artifacts electronically.

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.

As we continue to develop our PA339 Career Readiness plan, we are still working to transition from completion of the artifacts to authentic and immersive experiences for students.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
NWEA MAP Growth School Profile ELA	Students with disabilities in all grades scored at the 61st percentile for growth (above 50th percentile norm) when comparing the beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.
NWEA MAP Growth School Profile ELA	58.3% of students with disabilities in 3rd grade scored below the norm for achievement on the end of year MAP Growth ELA assessment.
NWEA MAP Growth School Profile Math	Students with disabilities in all grades scored at the 83rd percentile for growth (above 50th percentile norm) when comparing the beginning of year MAP Growth Math assessment to the end of year MAP Growth Math assessment.
NWEA MAP Growth School Profile Math	44.4% of student with disabilities in 5th grade scored below the norm for achievement on the end of year MAP Growth Math assessment.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
NWEA MAP Growth School Profile ELA	Economically disadvantaged students in all grades scored in the higher achievement, higher growth quadrant when comparing the 2024-25 beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.
NWEA MAP Growth School Profile Math	Economically disadvantaged students in all grades scored at the 89th percentile for growth when comparing the beginning of the year to the end of year NWEA Math assessments for the 2024-25 school year.
NWEA MAP Growth School Profile Math	Economically disadvantaged students in all grades scored in the higher achievement, higher growth quadrant when comparing the 2024-25 beginning of year MAP Growth Math assessment to the end of year MAP Growth Math assessment.

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.

Students with disabilities in all grades scored at the 61st percentile for growth (above 50th percentile norm) when comparing the beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.
Students with disabilities in all grades scored at the 83rd percentile for growth (above 50th percentile norm) when comparing the beginning of year MAP Growth Math assessment to the end of year MAP Growth Math assessment.
Economically disadvantaged students in all grades scored in the higher achievement, higher growth quadrant when comparing the 2024-25 beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.
Economically disadvantaged students in all grades scored in the higher achievement, higher growth quadrant when comparing the 2024-25 beginning of year MAP Growth Math assessment to the end of year MAP Growth Math assessment.

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.

58.3% of students with disabilities in 3rd grade scored below the norm for achievement on the end of year MAP Growth ELA assessment.
44.4% of student with disabilities in 5th grade scored below the norm for achievement on the end of year MAP Growth Math assessment.

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	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	Exemplary

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?

Align curricular materials and lesson plans to the PA Standards
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice
Implement an evidence-based system of school-wide positive behavior interventions and supports

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior: Analyze student assessment (diagnostic, formative, and summative) results to identify individual students requiring academic intervention and/or enrichment, as well as to inform instructional planning by determining areas of need for students performing below, at, and above expected proficiency levels.
Implement a multi-tiered system of supports for academics and behavior: Continue to conduct Solutions Team meetings to assist in the development of academic and/or behavioral intervention plans (title support, SAP referral, Tier II PBIS supports, etc.) for individual students and follow up meetings to evaluate students' success or lack thereof.

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
73.7% of students were proficient or advanced on the PSSA ELA at Oakview Elementary which exceeded the state average.	True
70.9% of students were proficient or advanced on the PSSA Math at Oakview Elementary which exceeded the state average.	True
Oakview Elementary's Academic Growth Score in math rose from a 52 in 2022-23 to a 76 in 2023-24 meeting the target score.	False
73.3% of all K-2 students scored at or above benchmark on their Acadience end-of-year Reading Composite Score.	False
All grades (1st-5th) fell in the high growth, high achievement quadrant for ELA for the 2024-25 school year.	True
Students with disabilities in all grades scored at the 61st percentile for growth (above 50th percentile norm) when comparing the beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.	False
Students with disabilities in all grades scored at the 83rd percentile for growth (above 50th percentile norm) when comparing the beginning of year MAP Growth Math assessment to the end of year MAP Growth Math assessment.	False
98.5% of students completed their required artifacts for their PA339 portfolio during the 2023-2024 school year.	False
All grade fell in the high growth, high achievement quadrant on the NWEA Growth & Achievement Overview report for math.	True
Adoption of the Xello, a college and career readiness software, allows us to collect student artifacts electronically.	False
Economically disadvantaged students in all grades scored in the higher achievement, higher growth quadrant when comparing the 2024-25 beginning of year MAP Growth ELA assessment to the end of year MAP Growth ELA assessment.	False
94.5% of students in Grade 4 students scored above the 50 %tile for achievement on the end-of-year assessment.	False
Dedicating staff to Career Readiness and providing authentic learning experience.	False
Economically disadvantaged students in all grades scored in the higher achievement, higher growth quadrant when comparing the 2024-25 beginning of year MAP Growth Math assessment to the end of year MAP Growth Math assessment.	False
Align curricular materials and lesson plans to the PA Standards	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice	False
Implement an evidence-based system of school-wide positive behavior interventions and supports	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
2023-24 Academic Growth Score (65.0) was below statewide standard Academic Growth Score (70.0) in ELA.	True
Economically disadvantaged group were 59.6% proficient or advanced in English Language Arts.	False
Economically disadvantaged group were 54.5% proficient or advanced in Math.	False
	False
Students with disabilities group were 42.5% proficient or advanced in English Language Arts.	False
Students with disabilities group were 42.5% proficient or advanced in Math.	False
As we continue to develop our PA339 Career Readiness plan, we are still working to transition from completion of the artifacts to authentic and immersive experiences for students.	False
27.2% of students in Grade 3 scored below the 50 %tile for achievement on the end-of-year assessment.	False
Only 58.6% of grade 2 students scored at or above the benchmark on their end-of-year Acadience Oral Reading Fluency assessment.	False
58.3% of students with disabilities in 3rd grade scored below the norm for achievement on the end of year MAP Growth ELA assessment.	False
44.4% of student with disabilities in 5th grade scored below the norm for achievement on the end of year MAP Growth Math assessment.	False
	False
Implement a multi-tiered system of supports for academics and behavior: Analyze student assessment (diagnostic, formative, and summative) results to identify individual students requiring academic intervention and/or enrichment, as well as to inform instructional planning by determining areas of need for students performing below, at, and above expected proficiency levels.	True
Implement a multi-tiered system of supports for academics and behavior: Continue to conduct Solutions Team meetings to assist in the development of academic and/or behavioral intervention plans (title support, SAP referral, Tier II PBIS supports, etc.) for individual students and follow up meetings to evaluate students' success or lack thereof.	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.

Although, Oakview's Academic Growth Score in ELA increased from 60 in the 2022-23 to a 65 for the 2023-24 school year, we still feel short of the state's targeted Growth Score of 70 by 5 points. By using more intentional instruction during each grade level's intervention/extension time we hope to continue to increase our Growth Score in order to meet PA's targeted score.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
2023-24 Academic Growth Score (65.0) was below statewide standard Academic Growth Score (70.0) in ELA.		False
Implement a multi-tiered system of supports for academics and behavior: Analyze student assessment (diagnostic, formative, and summative) results to identify individual students requiring academic intervention and/or enrichment, as well as to inform instructional planning by determining areas of need for students performing below, at, and above expected proficiency levels.		True
Implement a multi-tiered system of supports for academics and behavior: Continue to conduct Solutions Team meetings to assist in the development of academic and/or behavioral intervention plans (title support, SAP referral, Tier II PBIS supports, etc.) for individual students and follow up meetings to evaluate students' success or lack thereof.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All grades (1st-5th) fell in the high growth, high achievement quadrant for ELA for the 2024-25 school year.	
73.7% of students were proficient or advanced on the PSSA ELA at Oakview Elementary which exceeded the state average.	
70.9% of students were proficient or advanced on the PSSA Math at Oakview Elementary which exceeded the state average.	
All grade fell in the high growth, high achievement quadrant on the NWEA Growth & Achievement Overview report for math.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In moving towards "operational" status, Oakview has developed a benchmark assessment schedule (3 x's/year) and monthly grade level meeting schedule to analyze students' achievement to develop intervention/enrichment plans to ensure the growth of all students.
	In moving towards "operational" status, Oakview has scheduled weekly Solutions Team meetings along with monthly SAP and PBIS meetings to review student performance and develop intervention plans with periodic reviews on effectiveness.

Goal Setting

Priority: In moving towards “operational” status, Oakview has developed a benchmark assessment schedule (3 x’s/year) and monthly grade level meeting schedule to analyze students’ achievement to develop intervention/enrichment plans to ensure the growth of all students.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
All staff will participate in data meetings to analyze data (beginning of year, mid-year, end of year benchmarks) identifying students in need of additional interventions or enrichment and plan appropriate supports for these students in grades K-5 to assist reading progress.			
Measurable Goal Nickname (35 Character Max)			
Utilizing Benchmark Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
-Administer beginning of year NWEA MAPS Growth and Acadience benchmarks -Hold post beginning of year assessment ELA and Math grade level data meetings analyzing data to inform instruction and form intervention/enrichment groups	-Hold 2 (Nov. & Jan.) grade level meetings reviewing student achievement and observation data to analyze effectiveness of interventions/enrichments and make any necessary revisions to instruction and/or groupings	-Administer mid-year NWEA MAPS Growth and Acadience benchmarks -Hold mid year benchmark ELA and Math grade level data meetings analyzing data to inform instruction and form updated intervention/enrichment groups	-Hold February, March, April grade level meetings reviewing data to analyze effectiveness of interventions/enrichments and make any necessary revisions to instruction and/or groupings -Administer end of year NWEA MAPS Growth and Acadience benchmarks

Priority: In moving towards "operational" status, Oakview has scheduled weekly Solutions Team meetings along with monthly SAP and PBIS meetings to review student performance and develop intervention plans with periodic reviews on effectiveness.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
-Oakview will offered advanced tiers for student support (Solutions Team, PBIS Tier II, SAP) and hold regularly scheduled meetings to review student needs and intervention plans throughout the year.			
Measurable Goal Nickname (35 Character Max)			
Advanced Tiers of Student Support			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
-Hold weekly Solution Team as needed -Hold SAP/Tier II meetings monthly -Schedule follow up meetings to analyze data to review effectiveness	-Hold weekly Solution Team as needed -Hold SAP/Tier II meetings monthly -Schedule follow up meetings to analyze data to review effectiveness	-Hold weekly Solution Team as needed -Hold SAP/Tier II meetings monthly -Schedule follow up meetings to analyze data to review effectiveness	-Hold weekly Solution Team as needed -Hold SAP/Tier II meetings monthly -Schedule follow up meetings to analyze data to review effectiveness

Action Plan

Measurable Goals

Utilizing Benchmark Assessments	Advanced Tiers of Student Support
---------------------------------	-----------------------------------

Action Plan For: Data/Grade Level Meetings

Measurable Goals:
All staff will participate in data meetings to analyze data (beginning of year, mid-year, end of year benchmarks) identifying students in need of additional interventions or enrichment and plan appropriate supports for these students in grades K-5 to assist reading progress.

Action Step		Anticipated Start/Completion Date	
Conduct Data Meetings at each grade level after beginning-of-year (Sept.), mid-year (Jan.), and end-of-year benchmark assessments to analyze student data to form/revise flexible groupings and create/revise instruction to address individual needs.		2025-09-22	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers ELA & Math Title Teachers	NWEA MAP Growth Reports Acadience Reports	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
-Scheduled Data/Grade Level Meetings	-Collect Data/Grade Level Meeting minutes and instructional groupings

Action Plan For: Solutions/SAP/Tier II Team

Measurable Goals:
-Oakview will offered advanced tiers for student support (Solutions Team, PBIS Tier II, SAP) and hold regularly scheduled meetings to review student needs and intervention plans throughout the year.

Action Step		Anticipated Start/Completion Date	
Create Solutions Team; Conduct weekly Solution Team Meetings, as needed, to review academic referrals/implement interventions/evaluate student progress		2025-09-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal School Counselor Title Teachers as needed Classroom Teachers as needed	Sailor Support Referrals Referral Summary Sheets	No	
Action Step		Anticipated Start/Completion	

		Date	
Conduct monthly SAP/PBIS Tier II meetings to review mental health/behavioral referrals/implement interventions/evaluation student progress		2025-09-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Counselor Principal SAP Liason	Sailor Support Referrals Referral Summary Sheets	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Monthly Solution Team, PBIS Tier II, SAP Meetings Sailor Support Referrals/Summary Sheets	-Monthly Calendar -Solution Team Referrals -Sailor Support Summaries - Meeting Agendas

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	• Data/Grade Level Meetings • Solutions/SAP/Tier II Team	Salaries for 3 Title I Staff	229201.00
Instruction	• Data/Grade Level Meetings • Solutions/SAP/Tier II Team	Benefits for 3 Title I Staff	132395.00
Other Expenditures	• Data/Grade Level Meetings • Solutions/SAP/Tier II Team	Homeless Transportation	100.00
Title II.A and Title IV.A Transfer Funds	• Data/Grade Level Meetings • Solutions/SAP/Tier II Team	Benefits for 1 staff member	11200.37
Title II.A and Title IV.A Transfer Funds	• Data/Grade Level Meetings • Solutions/SAP/Tier II Team	PAFPC Membership 4 staff	125.00
Title II.A and Title IV.A Transfer Funds	• Data/Grade Level Meetings • Solutions/SAP/Tier II Team	Kinder Camp Salaries	9000.00
Title II.A and Title IV.A Transfer Funds	• Data/Grade Level	Kinder Camp Benefits	2500.00

	Meetings • Solutions/SAP/Tier II Team		
Title II.A and Title IV.A Transfer Funds	• Data/Grade Level Meetings • Solutions/SAP/Tier II Team	Supplies	6601.63
Total Expenditures			391123

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data/Grade Level Meetings	Conduct Data Meetings at each grade level after beginning-of-year (Sept.), mid-year (Jan.), and end-of-year benchmark assessments to analyze student data to form/revise flexible groupings and create/revise instruction to address individual needs.

Train any new staff on NWEA MAPS Reports

Action Step		
Conduct Data Meetings at each grade level after beginning-of-year (Sept.), mid-year (Jan.), and end-of-year benchmark assessments to analyze student data to form/revise flexible groupings and create/revise instruction to address individual needs.		
Audience		
New Teachers		
Topics to be Included		
Reading and analyzing the NWEA MAPS Growth Assessment Reports		
Evidence of Learning		
Documentation of Attendance Implementation into Data Meetings		
Lead Person/Position	Anticipated Start	Anticipated Completion
Elementary Title Staff	2025-08-25	2025-09-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	One session then as needed after
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date