

Vision for Learning

Vision for Learning

The Vision for Learning at Kerr Elementary School for the 2025-2026 School Year is that all students will receive an education that meets or exceeds the standards of academic performance for each grade level. Students in need of remediation will receive comprehensive supports to close the achievement gap and support their social and emotional needs.

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
Student achievement levels in Math and Science reporting categories exceed the 2033 statewide performance goals	The building has increased or relatively maintained student achievement in each year for the past five years.
Students were meeting (Math) exceeding (ELA) in the statewide academic growth standard for the 2023-2024 School Year.	Math Growth Score ~ 70 Science Growth Score ~ 100
The percent of students performing in the Advanced range is approximately three times the state average in ELA, Math and Science.	ELA ~ 39.1% Advanced Math ~ 55% Advanced Science ~ 68.1% Advanced

Challenges

Indicator	Comments/Notable Observations
The percentage of students scoring proficient or advanced on the ELA PSSA is lower than Math and Science	ELA ~ 39.1% Advanced Math ~ 55% Advanced Science ~ 68.1% Advanced
Students did not meet the standard demonstrating growth in ELA.	ELA Growth Score ~ 59

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

Strengths

Indicator	Comments/Notable Observations
Proficient and advanced percentages have increased or remained stable in all the content areas (ELA, Math, Science) from the 22-23 to 23-24 PSSAs. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	

Indicator Students were meeting or exceeding the standard of demonstrating academic growth on Math and Science the PSSAs in 23-24. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations
Indicator 95.8% of students score proficient or advanced on the PSSA science assessment. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations

Challenges

Indicator Student with disabilities subgroup have lower overall achievement on the ELA and Mathematics PSSA. However, both have increased from the prior years ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations
Indicator Our Benchmarking process indicates that the achievement gap for specific subgroups is closing, but more work in closing the gap in upper elementary math and ELA is needed. ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations

Summary

Strengths

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

Proficient and advanced percentages have increased or remained stable in all the content areas (ELA, Math, Science) from the 22-23 to 23-24 PSSAs.
Students were meeting or exceeding the standard of demonstrating academic growth on Math and Science the PSSAs in 23-24.
The percent of students performing in the Advanced range is approximately three times the state average in ELA, Math and Science.
95.8% of students score proficient or advanced on the PSSA science assessment.

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.

Our Benchmarking process indicates that the achievement gap for specific subgroups is closing, but more work in closing the gap in upper elementary math is needed.

Student who are economically disadvantaged, though improving, are still not performing commensurate to their peers in ELA, Math, and Science.

Students did not meet the standard demonstrating growth in ELA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA Data	39.1% of students scored advanced on ELA, which is more than 3x higher than state averages.
Local Benchmarking Data	Students showed consistent growth throughout the year, with an increase in the number of students at or below the 50NCE at the start of the school year compared to the end.

English Language Arts Summary

Strengths

79.5% of student were proficient or advanced on their ELA PSSA, which Meets the statewide goal.
39.1% of students scored advanced on ELA, which is more than 3x higher than state averages.

Challenges

Having students meet the standard for growth in ELA PSSA will likely improve overall performance rates and increase students performing at grade level.
Students, though growing, did not grow at the same rate on the PSSA ELA based upon local benchmarking tools.

Mathematics

Data	Comments/Notable Observations
PSSA Data	55% of students scored advanced on their Math PSSA, which is well higher than state averages.
Growth Measures	Students showed consistent growth throughout the year, with an increase in the number of students at or below the 50 NCE at the start of the school year compared to the end.

Mathematics Summary

Strengths

Overall Academic Growth Score Math PSSA (70) is meeting the standard demonstrating growth.
83% of student were proficient or advanced on their Math PSSA, which exceeds the statewide goal.
55% of students scored advanced on their Math PSSA, which is well higher than state averages.

Challenges

Students, though growing, did not grow at the same rate on the PSSA Math based upon local benchmarking tools.

Having students exceed the standard for growth in Math PSSA, rather than meet it, would likely improve overall performance rates and increase students performing at grade level
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Data	95.8% of students passed the Science PSSA in 4th grade with 71.8% scoring advanced.
PSSA Data	Students continue to excel in demonstrating grade level skills in science

Science, Technology, and Engineering Education Summary

Strengths

95.8% of students passed the Science PSSA in 4th grade with 68.1% scoring advanced
Overall Academic Growth Score on Science PSSA (100) is exceeding the standard demonstrating growth.

Challenges

No challenges identified pertaining to science
Consider ways to move even more students into the advanced range on the science PSSA.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	98.7% of students met the annual CSB goal

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.

98.7% of students met the annual CSB goal
Students participate in career based scenarios through the JA Biz Town partnership.

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.

How can we create more real world career based learning opportunities for students?
What other partnerships are available for career based learning opportunities 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
Students identified for special education make up 7.6% of the students at Kerr Elementary School.	Students within all subgroups will participate in the district reading/math benchmarking process and data is measured throughout the school year.
Students identified for special education make up 7.6% of the students at Kerr Elementary School.	Students within all subgroups will be identified for district established Tier II and Tier III reading/math interventions based on quarterly benchmarking data.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
35.9% of students are identified as economically disadvantaged at Kerr elementary	Economically disadvantaged students along with all other subgroups participate in the district reading/math benchmarking process and data is measured throughout the school year.
35.9% of students are identified as economically disadvantaged elementary	Students within all subgroups will be identified for district established Tier II and Tier III reading/math interventions based on quarterly benchmarking data.
96.3% of students identified as economically disadvantaged met the career standards benchmark	The subgroup performed equally to all others based on the career standards benchmark.

for 2023.	
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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.

This plan reflects the needs of all students within the school building, not broken down by subgroup category
Students within all subgroups will be identified for district established Tier II and Tier III reading/math interventions based on quarterly benchmarking data.

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.

This plan reflects the needs of all students within the school building, not broken down by subgroup category
This plan reflects the needs of all students within the school building, not broken down by subgroup category

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

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

Foster Quality Professional Learning

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

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
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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

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

Academic challenges are associated with COVID-19 disruptions and the learning gaps created by it. The team is tasked with ensuring that students are placed in appropriate interventions and given learning opportunities to close the achievement gap.

The social and emotional needs of students has increased due to anxiety caused by COVID-19. Whether school related or personal, the change in routines, insecurities, and general uneasiness with school in different formats has had an effect on our students.
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How can we further engages students and families in the available services provided through Title I?
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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
95.8% of students score proficient or advanced on the PSSA science assessment.	True
The percent of students performing in the Advanced range is approximately three times the state average in ELA, Math and Science.	True
Proficient and advanced percentages have increased or remained stable in all the content areas (ELA, Math, Science) from the 22-23 to 23-24 PSSAs.	True
79.5% of student were proficient or advanced on their ELA PSSA, which Meets the statewide goal.	True
39.1% of students scored advanced on ELA, which is more than 3x higher than state averages.	True
Students were meeting or exceeding the standard of demonstrating academic growth on Math and Science the PSSAs in 23-24.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
55% of students scored advanced on their Math PSSA, which is well higher than state averages.	True
95.8% of students passed the Science PSSA in 4th grade with 68.1% scoring advanced	True
98.7% of students met the annual CSB goal	True
Students participate in career based scenarios through the JA Biz Town partnership.	False
This plan reflects the needs of all students within the school building, not broken down by subgroup category	True
Students within all subgroups will be identified for district established Tier II and Tier III reading/math interventions based on quarterly benchmarking data.	True
Overall Academic Growth Score Math PSSA (70) is meeting the standard demonstrating growth.	True
83% of student were proficient or advanced on their Math PSSA, which exceeds the statewide goal.	True
Overall Academic Growth Score on Science PSSA (100) is exceeding the standard demonstrating growth.	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
Our Benchmarking process indicates that the achievement gap for specific subgroups is closing, but more work in closing the gap in upper elementary math is needed.	True
Student who are economically disadvantaged, though improving, are still not performing commensurate to their peers in ELA, Math, and Science.	True
Students did not meet the standard demonstrating growth in ELA.	True
Students, though growing, did not grow at the same rate on the PSSA Math based upon local benchmarking tools.	True
Having students exceed the standard for growth in Math PSSA, rather than meet it, would likely improve overall performance rates and increase students performing at grade level	True
Having students meet the standard for growth in ELA PSSA will likely improve overall performance rates and increase students performing at grade level.	True
Academic challenges are associated with COVID-19 disruptions and the learning gaps created by it. The team is tasked with ensuring that students are placed in appropriate interventions and given learning opportunities to close the achievement gap.	True
The social and emotional needs of students has increased due to anxiety caused by COVID-19. Whether school related or personal, the change in routines, insecurities, and general uneasiness with school in different formats has had an effect on our students.	True
How can we further engages students and families in the available services provided through Title I?	True
This plan reflects the needs of all students within the school building, not broken down by subgroup category	False
Students, though growing, did not grow at the same rate on the PSSA ELA based upon local benchmarking tools.	True
No challenges identified pertaining to science	False
This plan reflects the needs of all students within the school building, not broken down by subgroup category	False
How can we create more real world career based learning opportunities for students?	False
What other partnerships are available for career based learning opportunities for students?	False
Consider ways to move even more students into the advanced range on the science PSSA.	False

Most Notable Observations/Patterns

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

Kerr Elementary has continued strong performance state standardized assessments with 81.7% of students advanced or proficient in reading and 77.7% in math, there is still areas of improvement, which has and will be identified using local assessment data. The team will continue to identify possible learning gaps in students pre-k to 5 that will be identified through the districts STAR reading and mathematics benchmarking tool 2-4 times per year. This data includes all subgroups, as intervention will be based on state standards gaps and include all student subgroups. Team members will utilize data from this tool coupled with other local curriculum data to identify areas of strength in need in students. Students within all subgroups will participate in the district reading/math benchmarking process and data is measured throughout the school year. Based the on results, teachers/team members will develop instructional learning responses to remediate areas of student knowledge identified as gaps or areas of need. In addition, the team will offer reading and math intervention groups for students who need additional support beyond the Tier I instruction being provided. Students within all subgroups will be identified for district established Tier II and Tier III reading/math interventions based on quarterly benchmarking data. The team has also identified the mental health/social & emotional needs of students as an area to provide additional support beyond the Tier I Second Step SEL curriculum. As a result, the PASS assessment will be used to gather additional data on students in regards to social emotional learning and mental health. This data will be couples with other supporting data and processes that are utilized to make recommendations to support students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Our Benchmarking process indicates that the achievement gap for specific subgroups is closing, but more work in closing the gap in upper elementary math is needed.		False
Student who are economically disadvantaged, though improving, are still not performing commensurate to their peers in ELA, Math, and Science.		False
Students, though growing, did not grow at the same rate on the PSSA Math based upon local benchmarking tools.		False
Having students exceed the standard for growth in Math PSSA, rather than meet it, would likely improve overall performance rates and increase students performing at grade level		False
How can we further engages students and families in the available services provided through Title I?	Create more opportunities to engage families with opportunities to support their students at home.	True
Academic challenges are associated with COVID-19 disruptions and the learning gaps created by it. The team is tasked with ensuring that students are placed in appropriate interventions and given learning opportunities to close the achievement gap.	Use of robust MTSS system and the recent adoption of a new Tier 3 reading intervention program	False
The social and emotional needs of students has increased due to anxiety caused by COVID-19. Whether school related or personal, the change in routines, insecurities, and general uneasiness with school in different formats has had an effect on our students.	Kerr has an extremely effective PBIS system of supports in place.	False
Having students meet the standard for growth in ELA PSSA will likely improve overall performance rates and increase students performing at grade level.	Use of robust MTSS system and the recent adoption of a new Tier 3 reading intervention program	True
Students, though growing, did not grow at the same rate on the PSSA ELA based upon local benchmarking tools.	Continual review of student data will help to monitor student progress and appropriately intervention to maximize student growth and achievement.	False
Students did not meet the standard demonstrating growth in ELA.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
79.5% of student were proficient or advanced on their ELA PSSA, which Meets the statewide goal.	
39.1% of students scored advanced on ELA, which is more than 3x higher than state averages.	
This plan reflects the needs of all students within the school building, not broken down by subgroup category	
Students within all subgroups will be identified for district established Tier II and Tier III reading/math interventions based on quarterly benchmarking data.	
95.8% of students passed the Science PSSA in 4th grade with 68.1% scoring advanced	
95.8% of students score proficient or advanced on the PSSA science assessment.	
The percent of students performing in the Advanced range is approximately three times the state average in ELA, Math and Science.	
Proficient and advanced percentages have increased or remained stable in all the content areas (ELA, Math, Science) from the 22-23 to 23-24 PSSAs.	
Students were meeting or exceeding the standard of demonstrating academic growth on Math and Science the PSSAs in 23-24.	
Overall Academic Growth Score Math PSSA (70) is meeting the standard demonstrating growth.	
83% of student were proficient or advanced on their Math PSSA, which exceeds the statewide goal.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	
98.7% of students met the annual CSB goal	This has been consistently good.
55% of students scored advanced on their Math PSSA, which is well higher than state averages.	
Overall Academic Growth Score on Science PSSA (100) is exceeding the standard demonstrating growth.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will offer family engagement opportunities throughout the school year to further educate families in the Title I services available and how to best support their student's academic achievement.
	Continual review of student data will help to monitor student progress and appropriately intervention to maximize student growth and achievement.

Goal Setting

Priority: The district will offer family engagement opportunities throughout the school year to further educate families in the Title I services available and how to best support their student's academic achievement.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
The district will offer events throughout the school year in an effort to engage more parents/families in activities, information sessions, and opportunities to learn about Title I services and how to best support their student's reading and math development.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The Title I team will partner with the PTO to offer more family engagement opportunities.	The Title I team will partner with the PTO to offer more family engagement opportunities.	The Title I team will partner with the PTO to offer more family engagement opportunities.	The Title I team will partner with the PTO to offer more family engagement opportunities.

Priority: Continual review of student data will help to monitor student progress and appropriately intervene to maximize student growth and achievement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The Title I team will continuously review benchmark and CBA data to determine students need for reading intervention throughout the school year.			
Measurable Goal Nickname (35 Character Max)			
MTSS Data Review and Instructional Planning			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Review Initial Benchmark Data and place students into reading interventions.	Review November Benchmark Data and place students into reading interventions or remove from intervention based on numerous data points.	Review February Benchmark Data and place students into reading interventions or remove from intervention based on numerous data points.	Review May Benchmark Data and place students into reading interventions or remove from intervention based on numerous data points. Plan for next year's intervention groupings.

Action Plan

Measurable Goals

Parent and Family Engagement Goal	MTSS Data Review and Instructional Planning
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Action Plan For: Ongoing Parent Engagement Meetings

Measurable Goals:
<ul style="list-style-type: none">The district will offer events throughout the school year in an effort to engage more parents/families in activities, information sessions, an opportunities to learn about Title I services and how to best support their student's reading and math development.

Action Step		Anticipated Start/Completion Date	
Facilitate one fall and one spring parent and family engagement event by partnering with the PTO to provide events that engage both students and parents/guardians.		2025-08-21	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stephen Edwards/Director of Federal Programs	Community Engagement Supplies / Funds	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in the number of parent/guardian attendees for Title I (spring and fall) events.	Signatures of attendees will be collected and tracked at fall and spring events.

Action Plan For: MTSS Benchmark and Data Review

Measurable Goals:
<ul style="list-style-type: none">The Title I team will continuously review benchmark and CBA data to determine students need for reading intervention throughout the school year.

Action Step		Anticipated Start/Completion Date	
Ongoing review of student data to inform placement into reading and mathematics intervention.		2025-08-21	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Katelyn Toth / Principal Stephen Edwards / Director of	Title I reading and math supplies	Yes	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Overall decrease in the number of students performing below the 50th NCE on reading and math benchmark assessments.	STAR reading and math benchmark assessments (3-4 times per year).

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">MTSS Benchmark and Data Review	Salaries for Kerr Elementary FTE's	325000
Instruction	<ul style="list-style-type: none">MTSS Benchmark and Data Review	Benefits for Kerr Elementary FTE's	150000
Instruction	<ul style="list-style-type: none">MTSS Benchmark and Data Review	Renaissance Learning Accelerated Reader	3650
Instruction	<ul style="list-style-type: none">MTSS Benchmark and Data Review	Supplies for Title I Reading. Including, but not limited, additional supplies for Tier II/III Reading programs.	15000
Instruction	<ul style="list-style-type: none">MTSS Benchmark and Data Review	Supplies for Title I Mathematics. Including, but not limited, additional supplies for Tier II/III mathematics programs.	5047
Instruction	<ul style="list-style-type: none">MTSS Benchmark and Data Review	Non Public Equitable Share per meaningful consultation.	3755
Other Expenditures	<ul style="list-style-type: none">Ongoing Parent	Parent/Family Engagement	5500

	Engagement Meetings	Funds for Kerr Engagement activities	
Other Expenditures	<ul style="list-style-type: none"> Ongoing Parent Engagement Meetings 	Distributed Parent and Family Engagement Amount including non public	5500
Other Expenditures	<ul style="list-style-type: none"> Ongoing Parent Engagement Meetings 	Homeless Set-Aside	1000
Other Expenditures	<ul style="list-style-type: none"> Ongoing Parent Engagement Meetings MTSS Benchmark and Data Review 	Registration for Title I ISP Conference	1500
Other Expenditures	<ul style="list-style-type: none"> Ongoing Parent Engagement Meetings MTSS Benchmark and Data Review 	Registration for Federal Programs PAFPC conference.	600
Other Expenditures	<ul style="list-style-type: none"> Ongoing Parent Engagement Meetings MTSS Benchmark and Data Review 	Travel and Lodging for Title I ISP and PAFPC conferences.	1500
Other Expenditures	<ul style="list-style-type: none"> Ongoing Parent Engagement Meetings MTSS Benchmark and Data Review 	Registrations for Child Accounting and PIMS professional development.	600
Other Expenditures	<ul style="list-style-type: none"> Ongoing Parent Engagement Meetings MTSS Benchmark and Data Review 	Travel and Lodging for Child Accounting conferences.	1000
Total Expenditures			519652

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS Benchmark and Data Review	Ongoing review of student data to inform placement into reading and mathematics intervention.

Data Review

Action Step		
<ul style="list-style-type: none">Ongoing review of student data to inform placement into reading and mathematics intervention.		
Audience		
Kerr Elementary Staff		
Topics to be Included		
Analyzing student assessment data to determine areas of strength and need.		
Evidence of Learning		
Data will be monitored to ensure that students in need of intervention were not missed or overlooked based on an average NCE on benchmark assessments.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Katelyn Toth / Principal Steve Edwards / Director of Federal Programs	2025-08-21	2026-06-05

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing with 3 check-ins throughout the year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	