Profile and Plan Essentials

School		AUN/Branch
Warrior Run El Sch		116498003

Address 1		
244 Warrior Run Blvd		

Address 2		

City	State	Zip Code
Turbotville	PA	17772

Chief School Administrator		Chief School Administrator Email
Dr Thor R Edmiston		tedmiston@wrsd.org

Principal Name		
Michael Freeborn		

Principal Email		
mfreeborn@wrsd.org		

Principal Phone Number		Principal Extension
570-649-5138		1000

School Improvement Facilitator Name		School Improvement Facilitator Email
Theresa Bartholomew		tbartholomew@wrsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Thor Edmiston	Chief School Administrator	Warrior Run School District	tedmiston@wrsd.org
Theresa Bartholomew	District Level Leaders	Warrior Run School District	tbartholomew@wrsd.org
Amanda Velte	District Level Leaders	Warrior Run School District	avelte@wrsd.org
Michael Freeborn	Principal	Warrior Run Elementary School	mfreeborn@wrsd.org
Wendy Arnold	Principal	Warrior Run Elementary School	warnold@wrsd.org
Amy Bowers	Teacher	Warrior Run Elementary School	abowers@wrsd.org
Blythe Libby	Teacher	Warrior Run Elementary School	blibby@wrsd.org
Taylor Stahley	Teacher	Warrior Run Elementary School	tstahley@wrsd.org
Jennifer Rempe	Board Member	Warrior Run School District	jrempe@wrsd.org
Clarissa Paige	Parent	Warrior Run School District	clarissa@clarissapaige.com
Rachel Yoder	Parent	Warrior Run School District	rachel.m.yoder@gmail.com
Miranda Bailey	Board Member	Warrior Run School District	mbailey@wrsd.org

Vision for Learning

Vision for Learning

Our Warrior Run vision is to be an exemplary, student-centered learning community where students develop knowledge and skills to positively influence a diverse, interconnected, and changing world.

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	True 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
5th Grade Math PSSA Scores	
2nd Grade Acadience Scores	
6th Grade Acadience Scores	
3rd Grade Math PSSA Scores	
3rd Grade Reading PSSA Scores	

Challenges

Indicator	Comments/Notable Observations
4th Grade ELA PSSA Scores	
Behavior referrals	
4th Grade Science PSSA Scores	
1st Grade Acadience Scores	
4th Grade Acadience Scores	

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

Strengths

Indicator	**Comments/Notable Observations**
Our economically disadvantaged students are achieving at similar rates to the general population **ESSA Student Subgroups** Economically Disadvantaged	The passing rates are within 10%
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator	**Comments/Notable Observations**
The IEP population's passing rate is significantly below the whole. **ESSA Student Subgroups** Students with Disabilities	13.6% for Reading and 21.6% for Math

Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **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.

Our economically disadvantaged students are achieving at similar rates to the general population

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.

The IEP population's passing rate is significantly below the whole.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience/DIBELS Assessments	Use of DIBELs as a universal screener 3 times per year
PSSA Assessments	Proficiency, ranking in the region, and growth across cohorts
IXL Benchmarking	Given three times per year
Classroom Assessments	ECRI, Wonders Unit Assessments, Standards Based Report Cards

English Language Arts Summary

Strengths

Implementation of Enhanced Core Reading Instruction (ECRI) in classrooms
Fluency Practice using PALs methods Grades 2/3
Multi-Year implementation of a structured literacy based reading series
Monthly Curriculum Meetings grades 4-6

Challenges

Moved to a new building
Integration from the elementary model to the K-6 model
4th Grade ELA Scores (IXL Benchmarking, DIBELS, PSSAs)

Mathematics

Data	Comments/Notable Observations
Spring Math	Whole class and individual interventions
IXL Benchmarking	Given three times per year
PSSA Scores	Proficiency, ranking in the region, and growth across cohorts
Math Summative Assessments	Everyday Math series

Mathematics Summary

Strengths

5th Grade Math PSSAs
3rd Grade Math PSSAs
Mastery shown through whole class intervention with Spring Math

Challenges

New Building
Integration from the elementary model to the K-6 model
Co-planning

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Summative Assessments	Teacher written unit tests

Report Card Grades	Review of report cards
PSSA scores	Proficiency, ranking in the region, and growth across cohorts

Science, Technology, and Engineering Education Summary

Strengths

Curriculum review of new standards

Challenges

Cohort of students of 4th grade scored low on assessments across all data points

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures portfolios	

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)

False Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
summative assessments	
report cards	
project based assignments	

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.

project based learning for differentiation

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.

Creating systems to encourage cross-curricular collaboration

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
Passing rates on the PSSAs	
Passing rates on the Keystones	
DIBELS scores	

Students Considered Economically Disadvantaged
False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Passing rates on the PSSAs	
Passing rates on the Keystones	
DIBELS scores	

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.

The economically disadvantaged students perform simliarly to their peers on assessments

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.

The IEP population significantly underperforms, especially on the Algebra I Keystone exam

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	Emerging
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	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

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

Foster Quality Professional Learning

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

Summary

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

Working with various stakeholders across the community

Significant funding for professional development and coursework.
Multi-Tiered System of Support for academics and behavior
Leveraging fiscal resources

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?

Supervision of instructional practices
Teacher efficacy

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
Our economically disadvantaged students are achieving at similar rates to the general population	False
Implementation of Enhanced Core Reading Instruction (ECRI) in classrooms	True
Fluency Practice using PALs methods Grades 2/3	False
Multi-Year implementation of a structured literacy based reading series	False
Monthly Curriculum Meetings grades 4-6	False
The economically disadvantaged students perform simliarly to their peers on assessments	False
Curriculum review of new standards	False
5th Grade Math PSSAs	False
3rd Grade Math PSSAs	False
Mastery shown through whole class intervention with Spring Math	True
project based learning for differentiation	True
Working with various stakeholders across the community	False
Significant funding for professional development and coursework.	False
Multi-Tiered System of Support for academics and behavior	False
Leveraging fiscal resources	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
The IEP population's passing rate is significantly below the whole.	False
Moved to a new building	False
Integration from the elementary model to the K-6 model	False
4th Grade ELA Scores (IXL Benchmarking, DIBELS, PSSAs)	True
New Building	False
Integration from the elementary model to the K-6 model	False
Co-planning	True
Creating systems to encourage cross-curricular collaboration	False
Supervision of instructional practices	True
The IEP population significantly underperforms, especially on the Algebra I Keystone exam	False
Cohort of students of 4th grade scored low on assessments across all data points	False
Teacher efficacy	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.

setting expectations for teacher planning and look fors in the classroomimplementation of PLCs

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Co-planning	new staff and working with grade level to align teaching and remediation practices	True
Supervision of instructional practices	behavior referrals pulled principals from classrooms	True
4th Grade ELA Scores (IXL Benchmarking, DIBELS, PSSAs)	reading ability	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implementation of Enhanced Core Reading Instruction (ECRI) in classrooms	This allowed for teachers to have systemic and explicit instruction. This creates alignment of teaching practices
Mastery shown through whole class intervention with Spring Math	This pre-teaches standards and provides whole class interventions.
project based learning for differentiation	This gives students voice and choice in their learning and how it is assessed.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Co-planning will have problems of practice focus due to the PLC framework.
	Supervisors will be able to support throughout the day due to a schedule change allowing for PLC time in the mornings. The result will be ongoing feedback to the teachers.
	Through additional supports for students with reading challenges, we will help improve their reading ability.

Goal Setting

Priority: Through additional supports for students with reading challenges, we will help improve their reading ability.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
Students will maintain or grow five points on their PSSA scores for the school year.
Measurable Goal Nickname (35 Character Max)
ELA Goal

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: Co-planning will have problems of practice focus due to the PLC framework.

Outcome Category
Professional learning
Measurable Goal Statement (Smart Goal)
On an end of the year survey, 70 percent of teachers will rate the PLCs as valuable.
Measurable Goal Nickname (35 Character Max)
PLC Goal

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: Supervisors will be able to support throughout the day due to a schedule change allowing for PLC time in the mornings. The result will be ongoing feedback to the teachers.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
We will increase the number of walk throughs performed by 25% from the 23-24 school year. The focus will be to improve feedback in the setting instructional outcomes and questioning and discussion techniques. Intermediate grade levels will be encouraged to implement project based learning.
Measurable Goal Nickname (35 Character Max)
Walk-Through Goal

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

ELA Goal	PLC Goal
Walk-Through Goal	

Action Plan For:

Measurable Goals:

Action Step			Anticipated Start/Completion Date	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?		

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

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

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

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

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Learning Format

Type of Activities	Frequency
Observation and Practice Framework Met in this Plan	
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