

Profile and Plan Essentials

School		AUN/Branch
Bullskin Elementary School		101261302
Address 1		
125 Pleasant Valley Rd		
Address 2		
City	State	Zip Code
Connellsville	PA	15425-9334
Chief School Administrator		Chief School Administrator Email
Richard J. Evans		revans@casdfalcons.org
Principal Name		
Jamie Bielecki-Quinn		
Principal Email		
jbielecki@casdfalcons.org		
Principal Phone Number		Principal Extension
7246286540		5204
School Improvement Facilitator Name		School Improvement Facilitator Email
Traci Kuhns		TKuhns@casdfalcons.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jamie Bielecki-Quinn	Principal	Bullskin Township Elementary	jbielecki@casdfalcons.org
Tambra Sprock	Elementary Teacher - Title 1	Bullskin Township Elemenatry	TSprock@casdfalcons.org
Matthew Show	Elementary Teacher - Title 1	Bullskin Township Elementary	MShow@casdfalcons.org
Melissa Loy	Guidance Counselor	Bullskin Township Elementary	MLoy@casdfalcons.org
Leah Dellinger	Special Education Teacher	Bullskin Township Elementary	LDellinger@casdfalcons.org
Laura Kasunic	Regular Ed Teacher Primary	Bullskin Township Elementary	LKasunic@casdfalcons.org
Julie Alesantrino	Regular Ed Teacher Intermediate	Bullskin Township Elementary	JAlesantrino@casdfalcons.org
Kristin Pavlovich	Parent	Bullskin Township Elementay	Kpavlovich@casdfalcons.org
Nicole Young	Parent	Bullskin Township Elementary	youngnikkilea@gmail.com
Dave Martray	Board Member	Connellsville School Board	dmartray@casdfalcons.org
Traci Kuhns	District Level Leaders	Connellsville Area School District	tkuhns@casdfalcons.org
Ned Franks	Community Member	CEO Action Oil	N.Franks@graft oil.com
Michelle Gerard	Parent	Bullskin Township Elementary	mccewg@gmail.com
Chip Rowan	Community Member	Armstrong Cable	jrowan@agoc.com
Gina Kintigh	Teacher	Library Media Specialist - Connellsville School District	gkintigh@casdfalcons.org

Vision for Learning

Vision for Learning

Through the cooperative efforts of educators, parents, community and students, Bullskin Township Elementary, will provide a safe, diverse, and challenging educational environment dedicated to helping all students become respectful, responsible, and knowledgeable life-long learners prepared to meet the challenges of an ever-changing global society.

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
Science PSSA 2023	According to PSSA 2023, 84.6% of the all student group scored proficient or advanced in Grade 4 Science.
PSSA ELA 2023	According to PSSA 2023, all student group met the statewide growth standard of 70% in ELA with 6.7% of students scoring advanced.
PSSA Math 2023	According to PSSA 2023, all student group exceeded the statewide growth standard of 70% in math (scoring a 76%) with 10.7% of students scoring advanced.
DIBELS 8th Ed.	According to DIBELS 8th Edition Comparing Measures Report, the Reading Comprehension (Maze) Score for all student benchmark/advance group for second grade grew from 50% to 60% from Beginning of Year to Middle of Year (Growth of 10%).
DIBELS 8th Ed.	According to DIBELS 8th Edition Comparing Measures Report, the Reading Comprehension (Maze) Score for all student benchmark/advance group for fifth grade grew from 23% to 50% from Beginning of Year to Middle of Year (Growth of 27%).

Challenges

Indicator	Comments/Notable Observations
PSSA Science 2023	According to PSSA 2023, 84.6% of the all student group scored scored proficient or advanced in Grade 4 Science, this was a decrease of 9.1% from the previous year (2022).
Attendance	According to our School Performance Profile Data, 28.3% of our students were chronically absent.
DIBELS 8th Ed.	According to DIBELS 8th Edition Comparing Measures Report, the all student below/well below group Composite Score in Second Grade, increased 2% (39% to 41%) from Beginning of Year to Middle of Year.
DIBELS 8th Ed.	According to DIBELS 8th Edition Comparing Measures Report, the all student below/well below group Composite Score in First Grade, increased 11% (22% to 33%) from Beginning of Year to Middle of Year.

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

Strengths

Indicator	Comments/Notable Observations
PSSA 2023	According to PSSA 2023, 84.6% of the all student group scored proficient or advanced in Grade 4 Science.

ESSA Student Subgroups White	
Indicator PSSA 2023 ESSA Student Subgroups White	Comments/Notable Observations According to PSSA 2023, all student group met the statewide growth standard of 70% in ELA with 6.7% of students scoring advanced.
Indicator DIBELS 8th Edition ESSA Student Subgroups	Comments/Notable Observations According to DIBELS 8th Edition Comparing Measures Report, the Reading Comprehension (Maze) Score for all student benchark/advance group for second grade grew from 50% to 60%% from Beginning of Year to Middle of Year (Growth of 10%).
Indicator DIBELS 8th Edition ESSA Student Subgroups	Comments/Notable Observations According to DIBELS 8th Edition Comparing Measures Report, the all student below/well below group Composite Score in First Grade, increased 11% (22% to 33%) from Beginning of Year to Middle of Year.

Challenges

Indicator PSSA 2023 ESSA Student Subgroups White	Comments/Notable Observations According to PSSA 2023, 84.6% of the all student group scored scored proficient or advanced in Grade 4 Science, this was a decrease of 9.1% from the previous year (2022).
Indicator School Performance Profile - Attendance ESSA Student Subgroups White	Comments/Notable Observations According to our School Performance Profile Data, 28.3% of our students were chronically absent.
Indicator DIBELS 8th Edition ESSA Student Subgroups	Comments/Notable Observations According to DIBELS 8th Edition Comparing Measures Report, the all student below/well below group Composite Score in Second Grade, increased 2% (39% to 41%) from Beginning of Year to Middle of Year.
Indicator DIBELS 8th Edition ESSA Student Subgroups	Comments/Notable Observations According to DIBELS 8th Edition Comparing Measures Report, the all student below/well below group Composite Score in First Grade, increased 11% (22% to 33%) from Beginning of Year to Middle of Year.

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.

According to DIBELS 8th Edition Comparing Measures Report, the second grade MAZE benchmark/advance group increased from 50% to 60% from Beginning of Year to Middle of Year.
According to DIBELS 8th Edition Comparing Measures Report, the second grade MAZE well below/below group decreased from 50% to 41% from Beginning of Year to Middle of Year.
According to DIBELS 8th Edition Comparing Measures Report, the Kindergarten Word Reading Fluency benchmark/advanced group increased from 30% to 78% from Beginning of Year to Middle of Year.
According to DIBELS 8th Edition Comparing Measures Report, the Kindergarten Decoding benchmark/advanced group increased from 18% to 78% from Beginning of Year to Middle of Year.

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 overall PSSA advanced/proficient scores in ELA, Math, and Science decreased.
According to DIBELS 8th Edition Comparing Measures Report, the second grade Oral Reading Fluency and overall Composite scores are not showing significant growth in benchmark/advanced group from Beginning of Year to Middle of Year.
According to DIBELS 8th Edition Comparing Measures Report, the first grade Letter Naming Fluency scores in the well below group increased from 4% to 11% from Beginning of Year to Middle of Year.
For the 2023-24 School year we have 38% of students who have missed 10 or more school days (as of April 23rd)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PA Future Ready/PSSA	From the 2018-19 school year to the 2022-23 school year, ELA proficient/advanced scores decreased by 12.1% (2018/19 was 60.4% and 2022/23 was 48.3%).
DIBELS 8th Edition	According to DIBELS 8th Edition Comparing Measures Report, Bullskin has 7 out of the district's 72 Kindergarten students who score well below on overall composite score (10%).
DIBELS 8th Edition	According to DIBELS 8th Edition Comparing Measures Report, Bullskin has 41 of the 180 second grade advanced/benchmark students on overall Composite Score (23%).

English Language Arts Summary

Strengths

Our second grade, learning support students grew a minimum of 40 points in their overall Composite Score on the DIBELS 8th Edition from Beginning of Year to Middle of Year.
We had 100% of enrolled students complete the DIBELS assessment at the beginning of the year and at the middle of the year.

Challenges

From the 2022 to the 2023, ELA proficient/advanced scores decreased by 10% (2022 was 50.3% and 2023 was 40.3%).
According to DIBELS 8th Edition Comparing Measures Report, only 1% of the benchmark/advanced Second Grade student group showed growth in their Composite Score from Beginning of Year to Middle of Year.

Mathematics

Data	Comments/Notable Observations
PA Future Ready/PSSA	According to PA Future Ready, our Mathematics our Students with Disabilities subgroup increased from 20.5% (PSSA 2022) to 27.5% (PSSA 2023).
PA Future Ready/PSSA	According to PA Future Ready, our advanced/proficient Mathematics PSSA 2022 and 2023 scores, we increased from 39.9% (in 2022) to 42.4% in 2023.
PA Future Ready/PSSA	According to PA Future Ready, only 42.4% of our students are proficient/advanced in mathematics.

Mathematics Summary

Strengths

According to PA Future Ready, 42.4% of our students are proficient/advanced in mathematics. This was a increase of 2.5% from the previous year.
According to PA Future Ready, our Mathematics our Students with Disabilities subgroup increased from 20.5% (PSSA 2022) to 27.5% (PSSA 2023).

We utilize the CDT testing for mathematics three times per school year in grades 3, 4, and 5 with 95% or more participation.

Challenges

According to PA Future Ready Index, our advanced/proficient Mathematics PSSA 2022 and 2023 scores, we increased from 39.9% (in 2022) to 42.4% in 2023.

According to the PA Future Ready Index, our Mathematics PSSA 2023 did not meet the state goal in advanced/proficient.

Implement the CDT data to drive instruction for the 2024-25 school year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PA Future Ready/PSSA	According to PA Future Ready in Science, from 2022 to 2023, the all student group (in advanced/proficient) decreased by 9.1% (93.7% in 2022 decreased to 84.6% in 2023)
PA Future Ready/PSSA	According to PA future Ready in Science PSSA 2023, 84.6% of our students scored proficient/advanced on the Grade 4 Science PSSA .

Science, Technology, and Engineering Education Summary

Strengths

According to PA Future Ready in Science PSSA 2023, 84.6% of our students scored proficient/advanced on the Grade 4 Science PSSA, thus meeting the state goal.

We exceeded the PA State goal of 70% of students advanced/proficient on their PSSA Science 2023 assessment.

Challenges

According to PA Future Ready in Science, from 2022 to 2023, the all student group (in advanced/proficient) decreased by 9.1% (93.7% in 2022 decreased to 84.6% in 2023)

Our Economically Disadvantaged subgroup for the 2023 Science PSSA testing scored 82.6% advanced/proficient.

Related Academics

Career Readiness

Data	Comments/Notable Observations
2022-23 School Year	All student groups meet performance standard for Career Readiness.

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.

All student groups meet performance standard for Career Readiness.
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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.

Using Smart Futures, for the 2024-25 school year, all students grades K-5 will exceed the requirements for Career Readiness.
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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
PA Future Ready Index	On the 2023 PA Future Ready Index, 31.3% of our Students with Disabilities students are identified as chronically absent.
PSSA 2023	30% of Students with Disabilities subgroup scored Proficient or advanced on the ELA 2023 PSSA.
PSSA 2023	27.5% of Students with Disabilities subgroup scored Proficient or Advanced on the Math 2023 PSSA.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PA Future Ready Index	On the 2023 PA Future Ready Index, 41.8% of our Economically Disadvantaged students are identified as chronically absent.
PSSA 2023	28.7% of Economically Disadvantaged subgroup scored Proficient or Advanced on the Math 2023 PSSA.

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.

30% of Students with Disabilities subgroup scored Proficient or advanced on the ELA 2023 PSSA.

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.

28.7% of Economically Disadvantaged subgroup scored Proficient or Advanced on the Math 2023 PSSA.
27.5% of Students with Disabilities subgroup scored Proficient or Advanced on the Math 2023 PSSA.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	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.

Implement an evidence-based system of schoolwide positive behavior interventions and supports.
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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?

Use multiple professional learning designs to support the learning needs of staff.
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Continuously monitor implementation of the school improvement plan and adjust as needed.
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Monitor and evaluate the impact of professional learning on staff practices and student learning
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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
According to DIBELS 8th Edition Comparing Measures Report, the second grade MAZE benchmark/advance group increased from 50% to 60% from Beginning of Year to Middle of Year.	True
According to DIBELS 8th Edition Comparing Measures Report, the second grade MAZE well below/below group decreased from 50% to 41% from Beginning of Year to Middle of Year.	False
According to DIBELS 8th Edition Comparing Measures Report, the Kindergarten Word Reading Fluency benchmark/advanced group increased from 30% to 78% from Beginning of Year to Middle of Year.	True
Our second grade, learning support students grew a minimum of 40 points in their overall Composite Score on the DIBELS 8th Edition from Beginning of Year to Middle of Year.	True
According to PA Future Ready, 42.4% of our students are proficient/advanced in mathematics. This was a increase of 2.5% from the previous year.	False
According to PA Future Ready, our Mathematics our Students with Disabilities subgroup increased from 20.5% (PSSA 2022) to 27.5% (PSSA 2023).	False
We had 100% of enrolled students complete the DIBELS assessment at the beginning of the year and at the middle of the year.	False
We utilize the CDT testing for mathematics three times per school year in grades 3, 4, and 5 with 95% or more participation.	False
We exceeded the PA State goal of 70% of students advanced/proficient on their PSSA Science 2023 assessment.	False
	False
According to PA Future Ready in Science PSSA 2023, 84.6% of our students scored proficient/advanced on the Grade 4 Science PSSA, thus meeting the state goal.	True
30% of Students with Disabilities subgroup scored Proficient or advanced on the ELA 2023 PSSA.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
According to DIBELS 8th Edition Comparing Measures Report, the Kindergarten Decoding benchmark/advanced group increased from 18% to 78% from Beginning of Year to Middle of Year.	False
All student groups meet performance standard for Career Readiness.	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
Our overall PSSA advanced/proficient scores in ELA, Math, and Science decreased.	True
According to DIBELS 8th Edition Comparing Measures Report, the second grade Oral Reading Fluency and overall Composite scores are not showing significant growth in benchmark/advanced group from Beginning of Year to Middle of Year.	True
According to DIBELS 8th Edition Comparing Measures Report, the first grade Letter Naming Fluency scores in the well below group increased from 4% to 11% from Beginning of Year to Middle of Year.	True
According to PA Future Ready Index, our advanced/proficient Mathematics PSSA 2022 and 2023 scores, we increased from 39.9% (in 2022) to 42.4% in 2023.	False
From the 2022 to the 2023, ELA proficient/advanced scores decreased by 10% (2022 was 50.3% and 2023 was 40.3%).	False
According to DIBELS 8th Edition Comparing Measures Report, only 1% of the benchmark/advanced Second Grade student group showed growth in their Composite Score from Beginning of Year to Middle of Year.	False
Implement the CDT data to drive instruction for the 2024-25 school year.	False
Our Economically Disadvantaged subgroup for the 2023 Science PSSA testing scored 82.6% advanced/proficient.	False
According to PA Future Ready in Science, from 2022 to 2023, the all student group (in advanced/proficient) decreased by 9.1% (93.7% in 2022 decreased to 84.6% in 2023)	False
28.7% of Economically Disadvantaged subgroup scored Proficient or Advanced on the Math 2023 PSSA.	True
Use multiple professional learning designs to support the learning needs of staff.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	True
27.5% of Students with Disabilities subgroup scored Proficient or Advanced on the Math 2023 PSSA.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Using Smart Futures, for the 2024-25 school year, all students grades K-5 will exceed the requirements for Career Readiness.	False
For the 2023-24 School year we have 38% of students who have missed 10 or more school days (as of April 23rd)	False
According to the PA Future Ready Index, our Mathematics PSSA 2023 did not meet the state goal in advanced/proficient.	False
	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.

According to DIBELS 8th edition, we are gaining in overall composite score, but we are remaining stagnant in individually tested skills like Phonemic Awareness (1st grade), Reading Fluency (2nd grade), etc. This is a challenge to consider because if they are not a fluent reader, comprehension will not occur.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Our overall PSSA advanced/proficient scores in ELA, Math, and Science decreased.		False
According to DIBELS 8th Edition Comparing Measures Report, the second grade Oral Reading Fluency and overall Composite scores are not showing significant growth in benchmark/advanced group from Beginning of Year to Middle of Year.	We are not implementing the Foundations Phonics Curriculum with Fidelity.	True
According to DIBELS 8th Edition Comparing Measures Report, the first grade Letter Naming Fluency scores in the well below group increased from 4% to 11% from Beginning of Year to Middle of Year.		False
Continuously monitor implementation of the school improvement plan and adjust as needed.		False
28.7% of Economically Disadvantaged subgroup scored Proficient or Advanced on the Math 2023 PSSA.	We are not providing our students enough intervention and/or enrichment for 5th grade mathematics to meet the individual needs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our second grade, learning support students grew a minimum of 40 points in their overall Composite Score on the DIBELS 8th Edition from Beginning of Year to Middle of Year.	This is showing that the intervention tools being used in 2nd grade Learning Support services/classes are working for Oral Reading Fluency.
According to PA Future Ready in Science PSSA 2023, 84.6% of our students scored proficient/advanced on the Grade 4 Science PSSA, thus meeting the state goal.	
According to DIBELS 8th Edition Comparing Measures Report, the second grade MAZE benchmark/advance group increased from 50% to 60% from Beginning of Year to Middle of Year.	
According to DIBELS 8th Edition Comparing Measures Report, the Kindergarten Word Reading Fluency benchmark/advanced group increased from 30% to 78% from Beginning of Year to Middle of Year.	This is showing that the intervention tools being used in Kindergarten are working for all groups.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	We are implementing PBIS with fidelity and working towards implementing Tier 2 interventions.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Implementing a new reading series and use foundations in grades K-2.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement Foundations Phonics with Fidelity in the second grade classrooms.
	Start implementing mathematics resources and supports via special education, Title teachers, and enrichment with classroom teachers. Utilize the math coach have staff put math centers in grades K-5 into practice.

Goal Setting

Priority: Start implementing mathematics resources and supports via special education, Title teachers, and enrichment with classroom teachers. Utilize the math coach have staff put math centers in grades K-5 into practice.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
100% of teachers in K-5 will implement the math centers created by the IU Math Coach and provide mathematics interventions and enrichments to students.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of teachers in K-5 will implement the math centers created by the IU Math Coach and provide mathematics interventions and enrichments to students.	50% of teachers in K-5 will implement the math centers created by the IU Math Coach and provide mathematics interventions and enrichments to students.	75% of teachers in K-5 will implement the math centers created by the IU Math Coach and provide mathematics interventions and enrichments to students.	100% of teachers in K-5 will implement the math centers created by the IU Math Coach and provide mathematics interventions and enrichments to students.

Priority: Implement Foundations Phonics with Fidelity in the second grade classrooms.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
100% of teachers in K-5 will implement the My view Reading series while incorporating Heggerty, Foundations and/or Direct Instruction.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of teachers in K-5 will implement the My view Reading series while incorporating Heggerty, Foundations and/or Direct Instruction.	50% of teachers in K-5 will implement the My view Reading series while incorporating Heggerty, Foundations and/or Direct Instruction.	75% of teachers in K-5 will implement the My view Reading series while incorporating Heggerty, Foundations and/or Direct Instruction.	100% of teachers in K-5 will implement the My view Reading series while incorporating Heggerty, Foundations and/or Direct Instruction.

Action Plan

Measurable Goals

Math Goal	ELA Goal
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Action Plan For: Math Centers

Measurable Goals:
<ul style="list-style-type: none"> 100% of teachers in K-5 will implement the math centers created by the IU Math Coach and provide mathematics interventions and enrichments to students.

Action Step		Anticipated Start/Completion Date	
K-5 Mathematics staff will implement math centers and/or additional structural supports in mathematics		2024-08-01	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
IU Math Coach Dr. Traci Kuhns	Math Centers (provided by IU Math Coach) and Enrichment materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will increase their overall math proficiency on the PSSA assessment.	CDT Benchmarking 3 times per year and PSSA testing one time per year. Teachers/Principal

Action Plan For: ELA Goal

Measurable Goals:
<ul style="list-style-type: none"> 100% of teachers in K-5 will implement the My view Reading series while incorporating Heggerty, Foundations and/or Direct Instruction.

Action Step		Anticipated Start/Completion Date	
100% of teachers in K-5 will implement the MyView Reading series while incorporating Heggerty, Foundations, and/or Corrective Reading Direct Instruction as grade level appropriate.		2024-08-01	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Traci Kuhns Title I Staff My view Coach PATTAN Coach ELA Coach	MyView Curriculum/Resources Foundations Curriculum/Resources Heggerty Curriculum/Resources Corrective Reading/Resources	Yes	
Action Step		Anticipated Start/Completion Date	
MTSS/RTII supports and interventions.		2024-08-01	2025-06-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jamie Bielecki-Quinn Title Staff ELA Coach Dr. Traci Kuhns Support Staff	Reading Intervention Materials and supports Title Staff ELA Coach Reading Mastery Foundations MTSS materials and supports	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of students will be on grade level for ELA by the end of the year benchmark.	DIBELS 8th Edition - 3 times per school year by Title I Staff.

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	<ul style="list-style-type: none">• ELA Goal	Provide Title I salaries, benefits, and supplies	242000
Total Expenditures			242000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Goal	100% of teachers in K-5 will implement the MyView Reading series while incorporating Heggerty, Foundations, and/or Corrective Reading Direct Instruction as grade level appropriate.

ELA Coach

Action Step		
<ul style="list-style-type: none"> 100% of teachers in K-5 will implement the MyView Reading series while incorporating Heggerty, Foundations, and/or Corrective Reading Direct Instruction as grade level appropriate. 		
Audience		
All teaching staff at Bullsken and specifically the classroom teachers, special education teachers and Title staff providing ELA instruction		
Topics to be Included		
Structured Literacy, instructional best practices, curriculum alignment/standards, data driven instruction, in classroom professional development, and other topics that support staff based on data and specific teacher needs.		
Evidence of Learning		
Instructional Coach schedule and PD agendas		
Lead Person/Position	Anticipated Start	Anticipated Completion
ELA instructional coach	2024-07-01	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As scheduled
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">CASD board affirmation.pdf

Chief School Administrator	Date
Richard Evans	2024-08-12
Building Principal Signature	Date
Jamie Bielecki-Quinn	2024-08-12
School Improvement Facilitator Signature	Date