

Profile and Plan Essentials

School		AUN/Branch
West Crawford Elementary School		10126-4939
Address 1		
215 Falls Ave.		
Address 2		
City	State	Zip Code
Connellsville	PA	15425
Chief School Administrator		Chief School Administrator Email
Richard Evans		revans@casdfalcons.org
Principal Name		
Dana Stepanic		
Principal Email		
dstepanic@casdfalcons.org		
Principal Phone Number		Principal Extension
724-628-4497		8850
School Improvement Facilitator Name		School Improvement Facilitator Email
Traci Kuhns		tkuhns@casdfalcons.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Traci Kuhns	Administrator	Connellsville Area School District	tkuhns@casdfalcons.org
Jamie Howser	Education Specialist	West Crawford Elementary	jhowser@casdfalcons.org
Ashley Robinson	Title I Teacher	West Crawford Elementary	arobinsonr@casdfalcons.org
Lora Snyder	Elementary School Teacher	West Crawford Elementary	lsnyder@casdfalcons.org
Carrie Moore	Elementary School Teacher	West Crawford Elementary	cmoore@casdfalcons.org
Leanne Kurpiel	Elementary School Teacher	West Crawford Elementary	lkurpiel@casdfalcons.org
Carol Rock	Elementary School Teacher	West Crawford Elementary	crock@casdfalcons.org
Kaitlin Zieger	Elementary School Teacher	West Crawford Elementary	kzieger@casdfalcons.org
Andrea Anderson	Education Specialist	West Crawford Elementary	aanderson@casdfalcons.org
Amy Berger	Community Member	West Crawford Elementary	amynew91@hotmail.com
Leann Geyer	Parent	West Crawford Elementary	legeyer88@gmail.com
David Martray	Board Member	Connellsville Area School District	dmartray@casdfalcons.org
Dana Stepanic	Principal	West Crawford Elementary	dstepanic@casdfalcons.org
Bobbi Jo Swink	Parent	West Crawford Elementary	swinkb2013@gmail.com
Kelly Cunningham	Teacher	West Crawford Elementary	kcunningham@casdfalcons.org
Emily Smiley	Parent	West Crawford Elementary	e.a.ward2200@gmail.com
Torrie Sparks	Other	West Crawford Elementary	tsparks@casdfalcons.org
Richard Evans	Chief School Administrator	Connellsville Area School District	revans@casdfalcons.org

Vision for Learning

Vision for Learning

We, the stakeholders of West Crawford Elementary, are committed to providing each child with a quality education that enhances the strengths of our students while also providing them with the opportunity to build background knowledge and develop critical skills for the future. Such essential skills include independence, communication, integrity, cooperation, global and social awareness, and autonomy of learning. It is vital that we continuously collaborate with our students, their families, and community members to identify areas of needed improvement, both in academic and social-emotional learning. We are determined to utilize this information to enhance and transform our educational programs so that our students may receive a well-rounded education appropriate to his/her individual needs and interests. It is our goal to provide an educational atmosphere of excellence and continuous improvement where the focus of our schools and community is on our students.

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
DIBELS	Teachers and students in grades K-5 participate in DIBELS benchmark assessments to track student growth and drive instruction in reading.
Reading Incentive Program	West Crawford Elementary started a reading incentive program that will encourage students to read more and reward them with tokens for the book vending machine.
Parent Teacher Association	A notable increase in PTA participation and presence within the school occurred during the 2023-2024 school year.
School-based Counseling Services	School-based counseling services are provided to students within the school via Chestnut Ridge Counseling.
Behavior Technician	The implementation of a full time behavior technician has helped to improve student behaviors and decreased classroom disruptions.

Challenges

Indicator	Comments/Notable Observations
PBIS Program	The West Crawford Elementary PBIS program has shown a significant decrease in participation by staff and the effectiveness of the program for students.
Math Performance	All student groups did not meet the interim goal/improvement target.
ELA Performance	All student groups did not meet the interim goal/improvement target.
Attendance/Truancy	The school lacks a sufficient program to address and reform chronically truant students and their families. The average attendance rate for the 2023-2024 school year was 89.9%.

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

Strengths

Indicator 4th Grade Science ESSA Student Subgroups	Comments/Notable Observations 77% of fourth grade students met the standard demonstrating growth on the 2023 science PSSA.
Indicator	Comments/Notable Observations

<p>DIBELS-Reading 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</p>	<p>Composite scores for kindergarten students on DIBELS went from 42% on or above grade level to 79% on or above grade level from the beginning to the end of the 2023-2024 school year.</p>
<p>Indicator DIBELS-Reading 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</p>	<p>Comments/Notable Observations Composite scores for first grade students on DIBELS went from 50% on or above grade level to 72% on or above grade level from the beginning to the end of the 2023-2024 school year.</p>

Challenges

<p>Indicator 4th Grade Math ESSA Student Subgroups</p>	<p>Comments/Notable Observations 15.3% of fourth grade students scored at or above proficiency on the 2023 math PSSA.</p>
<p>Indicator 4th Grade ELA 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</p>	<p>Comments/Notable Observations 19.4% of fourth grade students scored at or above proficiency on the 2023 ELA PSSA.</p>
<p>Indicator 5th Grade Math 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</p>	<p>Comments/Notable Observations 18.1% of fifth grade students scored at or above proficiency on the 2023 math PSSA.</p>
<p>Indicator 5th Grade ELA 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</p>	<p>Comments/Notable Observations 30.6% of fifth grade students scored at or above proficiency on the 2023 ELA PSSA.</p>
<p>Indicator DIBELS-Reading ESSA Student Subgroups</p>	<p>Comments/Notable Observations 62% of second grade students scored on or above grade level on the end of the year DIBELS assessment for 2023-2024 school year.</p>

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.

Composite scores for kindergarten students on DIBELS went from 42% on or above grade level to 79% on or above grade level from the beginning to the end of the 2023-2024 school year.

Composite scores for first grade students on DIBELS went from 50% on or above grade level to 72% on or above grade level from the beginning to the end of the 2023-2024 school year.
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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.

62% of second grade students scored on or above grade level on the end of the year DIBELS assessment for 2023-2024 school year.

19.4% of fourth grade students scored at or above proficiency on the 2023 ELA PSSA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	Significant growth was made by students in grades kindergarten and first grade from the beginning to the end of the 2023-2024 school year.
ELA PSSA	22-23 Language Arts - All student groups scored 28.6% proficient/advantage while white scored 29%, economically disadvantaged scored 20.3% and students with a disability scored 17.1%.
PSSA	PSSA scores for students in grades 3-5 are below the state average for ELA.

English Language Arts Summary

Strengths

Composite scores for kindergarten students on DIBELS went from 42% on or above grade level to 79% on or above grade level from the beginning to the end of the 2023-2024 school year.
Composite scores for first grade students on DIBELS went from 50% on or above grade level to 72% on or above grade level from the beginning to the end of the 2023-2024 school year.

Challenges

19.4% of fourth grade students scored at or above proficiency on the 2023 ELA PSSA.
62% of second grade students scored on or above grade level on the end of the year DIBELS assessment for 2023-2024 school year.
30.6% of fifth grade students scored at or above proficiency on the 2023 ELA PSSA.

Mathematics

Data	Comments/Notable Observations
Mathematics PSSA	22-23 Mathematics - All student groups scored 19.2% proficient/advantage while white scored 18.2%, economically disadvantaged scored 11.4% and students with a disability scored 5.8%.
PSSA	PSSA scores for students in grades 3-5 are below the state average for math.

Mathematics Summary

Strengths

The percentage of third grade students scoring below basic decreased 5.8% from 2022-2023 PSSA in math.
The percentage of third grade economically disadvantaged students scoring at or above proficiency increased 2.5% from 2022-2023 PSSA in math.

Challenges

18.1% of fifth grade students scored at or above proficiency on the 2023 math PSSA.

15.3% of fourth grade students scored at or above proficiency on the 2023 math PSSA.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	The percentage of fourth grade students scoring at or above proficiency decreased 11% from 2022 PSSA to the 2023 PSSA in science.

Science, Technology, and Engineering Education Summary

Strengths

77% of fourth grade students met the standard demonstrating growth on the 2023 science PSSA.

Challenges

40.3% of fourth grade students did not meet proficiency on the 2023 science PSSA.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PVAAS	We met the statewide goal for the career standards benchmark.
PVAAS	In the 2022-2023 school year, 93.3% of all 5th grade students met the career standards benchmark.

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.

We met the statewide goal for the career standards benchmark.

In the 2022-2023 school year, 93.3% of all 5th grade students met the career standards benchmark.

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.

We will try to increase the total percentage of students meeting the career standards benchmark.

We will try to continue to make the benchmark for the career standards benchmark.

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
17.1% of students with disabilities were proficient or advanced on the 2023 ELA PSSA.	
5.8% of students with disabilities were proficient or advanced on the 2023 math PSSA.	
47.1% of students with an individualized education plan were proficient or advanced on the 2023 science PSSA.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
20.3% of students considered economically disadvantaged were proficient or advanced on the 2023 ELA PSSA.	
11.4% of students considered economically disadvantaged were proficient or advanced on the 2023 math PSSA.	
46.7% of students considered economically disadvantaged were proficient or advanced on the 2023 science PSSA.	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	29% of students were proficient or advanced on the 2023 ELA PSSA.
White	18.2% of students were proficient or advanced on the 2023 math PSSA.

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.

47.1% of students with an individualized education plan were proficient or advanced on the 2023 science PSSA.
46.7% of students considered economically disadvantaged were proficient or advanced on the 2023 science 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.

17.1% of students with disabilities were proficient or advanced on the 2023 ELA PSSA.
20.3% of students considered economically disadvantaged were proficient or advanced on the 2023 ELA PSSA.

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	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Not Yet Evident

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

Foster Quality Professional Learning

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

Teachers and students in grades K-2 participate in RTII and use DIBELS benchmark assessments to track student growth and drive instruction in reading.
WCE has partnered with local community advocates to create and support the backpack buddies program which provides meals and snacks for students over the weekend.
Teachers in grades K-5 all participated in DIBELS benchmark assessments three times throughout the 2023-2024 school year.
Connellsville Area School District has implemented the use of an ELA Coach for elementary professional development, housed at WCE.
CASD implemented and analyzes the professional development survey. Data is analyzed by the ACT 48 committee to develop a plan of support for professional learning needs.

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?

District and school leadership need to align educational practices and fiscal capital resources with the school improvement plan and needs of the school community and adjust as needed.
Implement evidence-based strategies to engage families to support learning.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school with a culture of high expectations.
Provide frequent, timely, and systematic feedback and support on instructional practices.
Monitor and evaluate the impact of professional learning on staff practices and student learning.

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
Composite scores for kindergarten students on DIBELS went from 42% on or above grade level to 79% on or above grade level from the beginning to the end of the 2023-2024 school year.	True
Composite scores for first grade students on DIBELS went from 50% on or above grade level to 72% on or above grade level from the beginning to the end of the 2023-2024 school year.	True
Composite scores for kindergarten students on DIBELS went from 42% on or above grade level to 79% on or above grade level from the beginning to the end of the 2023-2024 school year.	False
Composite scores for first grade students on DIBELS went from 50% on or above grade level to 72% on or above grade level from the beginning to the end of the 2023-2024 school year.	False
77% of fourth grade students met the standard demonstrating growth on the 2023 science PSSA.	False
The percentage of third grade students scoring below basic decreased 5.8% from 2022-2023 PSSA in math.	False
CASD implemented and analyzes the professional development survey. Data is analyzed by the ACT 48 committee to develop a plan of support for professional learning needs.	False
47.1% of students with an individualized education plan were proficient or advanced on the 2023 science PSSA.	False
We met the statewide goal for the career standards benchmark.	False
In the 2022-2023 school year, 93.3% of all 5th grade students met the career standards benchmark.	False
Teachers in grades K-5 all participated in DIBELS benchmark assessments three times throughout the 2023-2024 school year.	False
The percentage of third grade economically disadvantaged students scoring at or above proficiency increased 2.5% from 2022-2023 PSSA in math.	False
Connellsville Area School District has implemented the use of an ELA Coach for elementary professional development, housed at WCE.	False
46.7% of students considered economically disadvantaged were proficient or advanced on the 2023 science PSSA.	False
Teachers and students in grades K-2 participate in RTII and use DIBELS benchmark assessments to track student growth and drive instruction in reading.	False
WCE has partnered with local community advocates to create and support the backpack buddies program which provides meals and snacks for students over the weekend.	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
62% of second grade students scored on or above grade level on the end of the year DIBELS assessment for 2023-2024 school year.	False
19.4% of fourth grade students scored at or above proficiency on the 2023 ELA PSSA.	False
19.4% of fourth grade students scored at or above proficiency on the 2023 ELA PSSA.	True
18.1% of fifth grade students scored at or above proficiency on the 2023 math PSSA.	False
	False
62% of second grade students scored on or above grade level on the end of the year DIBELS assessment for 2023-2024 school year.	True
Provide frequent, timely, and systematic feedback and support on instructional practices.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	False
District and school leadership need to align educational practices and fiscal capital resources with the school improvement plan and needs of the school community and adjust as needed.	False
Implement evidence-based strategies to engage families to support learning.	False
40.3% of fourth grade students did not meet proficiency on the 2023 science PSSA.	False
17.1% of students with disabilities were proficient or advanced on the 2023 ELA PSSA.	False
20.3% of students considered economically disadvantaged were proficient or advanced on the 2023 ELA PSSA.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school with a culture of high expectations.	False
We will try to increase the total percentage of students meeting the career standards benchmark.	False
We will try to continue to make the benchmark for the career standards benchmark.	False
30.6% of fifth grade students scored at or above proficiency on the 2023 ELA PSSA.	False
15.3% of fourth grade students scored at or above proficiency on the 2023 math 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.

There are a lot of challenges with meeting State Averages on testing. The All Student Group and the White Subgroup tend to perform better on all testing compared to economically disadvantaged student and students with a disability.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
19.4% of fourth grade students scored at or above proficiency on the 2023 ELA PSSA.	The root cause is due to a lack of phonics instruction being taught with fidelity.	True
62% of second grade students scored on or above grade level on the end of the year DIBELS assessment for 2023-2024 school year.	Students are more likely to graduate if they are at grade level by grade 3.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Composite scores for kindergarten students on DIBELS went from 42% on or above grade level to 79% on or above grade level from the beginning to the end of the 2023-2024 school year.	All kindergarten teachers are using Foundations as their core phonics program.
Composite scores for first grade students on DIBELS went from 50% on or above grade level to 72% on or above grade level from the beginning to the end of the 2023-2024 school year.	Most first grade teachers are using Foundations as their core phonics program.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers in fourth grade will utilize Corrective Reading to increase reading accuracy, fluency and comprehension. Also, the ELA Coach will assist with data analysis of benchmarks and the implementation of best practices to increase reading achievement.
	RTII and MTSS interventions and remediation will support students in reading/literacy. Also, the ELA Coach will assist with data analysis of benchmarks and the implementation of best practices to increase reading achievement.

Goal Setting

Priority: Teachers in fourth grade will utilize Corrective Reading to increase reading accuracy, fluency and comprehension. Also, the ELA Coach will assist with data analysis of benchmarks and the implementation of best practices to increase reading achievement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The 3-5 ELA teachers and ELA Coach will collectively analyze the PSSA and DIBELS benchmark data to identify students that would benefit from small group support and additional phonics interventions. In addition, 3-5 ELA teachers will use a class-wide intervention such as Corrective Reading or West Virginia Phonics.			
Measurable Goal Nickname (35 Character Max)			
ELA Coach/Corrective Reading			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The 3-5 ELA teachers and ELA Coach will analyze the beginning of the year data. The 3-5 ELA teachers will implement Corrective Reading or West Virginia Phonics.	The 3-5 ELA teachers and ELA Coach will discuss progress within the classroom and make adjustments to instruction as needed. The 3-5 ELA teachers will continue to implement Corrective Reading / West Virginia Phonics and other recommended best practices.	The 3-5 ELA teachers and ELA Coach will analyze the middle of the year data and make adjustments to instruction as needed. The 3-5 ELA teachers will continue to implement Corrective Reading / West Virginia Phonics and other recommended best practices.	The 3-5 ELA teachers and ELA Coach will analyze the end of the year data and make adjustments to instruction as needed. The 3-5 ELA teachers will continue to implement Corrective Reading / West Virginia Phonics and other recommended best practices.

Priority: RTII and MTSS interventions and remediation will support students in reading/literacy. Also, the ELA Coach will assist with data analysis of benchmarks and the implementation of best practices to increase reading achievement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The K-3 ELA teachers and ELA Coach will collectively analyze the DIBELS benchmark data to identify students that would benefit from small group support and additional phonics interventions. In addition, K-2 ELA teachers will participate in RTII/MTSS interventions and remediation will be used to support student needs.			
Measurable Goal Nickname (35 Character Max)			
RTII/MTSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The K-3 ELA teachers and ELA Coach will analyze the beginning of the year data. The K-2 ELA teachers will	The K-3 ELA teachers and ELA Coach will discuss progress within the classroom and make adjustments to instruction as needed. The K-2 ELA teachers will	The K-3 ELA teachers and ELA Coach will analyze the middle of the year data and make adjustments to instruction as needed. The K-2 ELA teachers will	The K-3 ELA teachers and ELA Coach will analyze the end of the year data and make adjustments to instruction as needed. The K-2 ELA teachers will

implement RTII/MTSS intervention.	implement RTII/MTSS intervention and other recommended best practices.	implement RTII/MTSS intervention and other recommended best practices.	implement RTII/MTSS intervention and other recommended best practices.
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Action Plan

Measurable Goals

ELA Coach/Corrective Reading	
RTII/MTSS	

Action Plan For: ELA Coach/Corrective Reading

Measurable Goals:
<ul style="list-style-type: none"> The 3-5 ELA teachers and ELA Coach will collectively analyze the PSSA and DIBELS benchmark data to identify students that would benefit from small group support and additional phonics interventions. In addition, 3-5 ELA teachers will use a class-wide intervention such as Corrective Reading or West Virginia Phonics.

Action Step		Anticipated Start/Completion Date	
The ELA Coach will meet with grade level teachers to analyze DIBELS benchmark and PSSA ELA data.		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jackie Blocker/ELA Coach	DIBELS benchmark data/PSSA ELA data and grade level meetings	No	
Action Step		Anticipated Start/Completion Date	
The ELA Coach will recommend best practices and other strategies to improve upon reading instruction and achievement. Also, 3-5 teachers will implement Corrective Reading or West Virginia Phonics and additional research based practices/materials to support student learning.		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jackie Blocker/ELA Coach	Corrective Reading or West Virginia Phonics curriculum and grade level meetings	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Grade level teachers will be able to identify the strengths and weaknesses within their ELA instruction and adjust their teaching as needed.	Grade level teachers and the ELA coach will meet at least 5 times a year in person.

Action Plan For: RTII/MTSS

Measurable Goals:
<ul style="list-style-type: none"> The K-3 ELA teachers and ELA Coach will collectively analyze the DIBELS benchmark data to identify students that would benefit from small group support

and additional phonics interventions. In addition, K-2 ELA teachers will participate in RTII/MTSS interventions and remediation will be used to support student needs.

Action Step		Anticipated Start/Completion Date	
The ELA Coach will meet with grade level teachers to analyze DIBELS benchmark data.		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jackie Blocker/ELA Coach	DIBELS benchmark data and grade level meetings	Yes	
Action Step		Anticipated Start/Completion Date	
The ELA Coach will recommend best practices and other strategies to improve upon reading instruction and achievement. Also, K-3 teachers will implement Foundations with fidelity.		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jackie Blocker/ELA Coach	Foundations curriculum and grade level meetings	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Grade level teachers will be able to identify the strengths and weaknesses within their ELA instruction and adjust their teaching as needed.	Grade level teachers and the ELA coach will meet at least 5 times a year in person.

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 Coach/Corrective Reading• RTII/MTSS	Provide Title I salaries, benefits, and supplies	540085
Total Expenditures			540085

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Coach/Corrective Reading	The ELA Coach will recommend best practices and other strategies to improve upon reading instruction and achievement. Also, 3-5 teachers will implement Corrective Reading or West Virginia Phonics and additional research based practices/materials to support student learning.
RTII/MTSS	The ELA Coach will meet with grade level teachers to analyze DIBELS benchmark data.

ELA Coach Best Practices

Action Step		
<ul style="list-style-type: none"> The ELA Coach will recommend best practices and other strategies to improve upon reading instruction and achievement. Also, 3-5 teachers will implement Corrective Reading or West Virginia Phonics and additional research based practices/materials to support student learning. 		
Audience		
Grades K-5 ELA teachers		
Topics to be Included		
Small group instruction, incorporating writing into daily ELA activities, data analysis, and best reading practices		
Evidence of Learning		
Growth in DIBELS benchmark assessment and PSSA ELA scores		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jackie Blocker / ELA Coach	2024-08-26	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least 5 times per school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

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
Dana Stepanic	2024-05-24
School Improvement Facilitator Signature	Date