

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Springfield Clifford N. Pritts Elementary		101261302
<b>Address 1</b>		
14 School House Lane		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Normalville	PA	15646
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Richard Evans		revans@casdfalcons.org
<b>Principal Name</b>		
Stephanie Romanishan		
<b>Principal Email</b>		
sromanishan@casdfalcons.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
724-455-3191		7002
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Traci Kuhns		tkuhns@casdfalcons.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephanie Romanishan	Principal	Springfield CNP Elementary	sromanishan@casdfalcons.org
Janine Ulery	Education Specialist	Springfield CNP Elementary	jenlynzim23@gmail.com
Marcia Miller	Community Member	Springfield CNP Elementary	mmiller@casdfalcons.org
Tim Beatty	Community Member	Springfield CNP Elementary	beattyst@lhtot.com
April Warrick	Teacher	Springfield CNP Elementary	awarrick@casdfalcons.org
Robert Lepre	Special Education Teacher	Springfield CNP Elementary	rlepre@casdfalcons.org
Kristen Hunt	Guidance Counselor	Springfield CNP Elementary	khunt@casdfalcons.org
Annie Engel	Parent	Springfield CNP Elementary	annie_engel@aol.com
Susan Shepler	Community Member	Retired Teacher	sbshepler@yahoo.com
Cortnee Earl	Education Specialist	Springfield CNP Elementary	cearl@casdfalcons.org
Traci Kuhns	District Level Leaders	Connellsville Area School District	tkuhns@casdfalcons.org
Stephanie Romanishan	Principal	Springfield CNP Elementary	sromanishan@casdfalcons.org
Rachel Williams	Parent	Springfield CNP Elementary	mrsbdub325@gmail.com

## Vision for Learning

### **Vision for Learning**

Our goal is for students to feel valued and supported by our school community as they learn character values within a creative and engaging academic curriculum so that they can become responsible, respectful citizens that are lifelong learners.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
In 2nd grade, the students showed growth in fluency and comprehension.	For fluency, on the BOY Dibels assessment, the students scored 53% and on the EOY Dibels assessment the students scored 60%. This is a 7% increase.
56.1% of current 4th grade students were advanced/proficient on the ELA PSSA which is an improvement over their 3rd grade pass rate of 42.9%	This is a 13.2% increase in the pass rate from the previous year.
In Kindergarten, the number of students scoring below or well below the benchmark was reduced.	At the beginning of the year, 68% of Kindergarten students scored well below or below on the DIBELS benchmark but that number was reduced to 32% on the EOY assessment demonstrating a 36% reduction.
In First Grade, the number of students scoring well below or below the benchmark was reduced.	At the beginning of the year, 45% of first-grade students scored well below or below on the DIBELS benchmark but that number was reduced to 29% on the EOY assessment demonstrating a 16% reduction.
In 5th grade, the number of students scoring proficient and advanced on the ELA PSSA increased to 45% from 39% their 4th grade year.	The ELA pass rate improved 6% from the cohort scores the previous year.

### Challenges

Indicator	Comments/Notable Observations
Student performance on DIBELS in grade 1 has not met the desired outcome because 35% of students are still below the benchmark in reading.	According to the 2023-2024 EOY Dibels data, 1st grade is 65% at or above benchmark. The EOY Dibels data for the 2022-2023 school year the students were at 71% at or above the benchmark. This shows a 6% decrease from the previous year.
PSSA ELA scores remain below the state averages.	According to the 2022-2023 PSSA scores 41.8% proficient or advanced. The state average is 54.5% proficient or advanced. The state goal is 81.1% proficient or advanced.
PSSA Math scores remain below the state goal.	According to the 2023-2024 PSSA scores 32.9% proficient or advanced. The state average is 38.3% proficient or advanced. The state goal is 71.8% proficient or advanced.

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

### Strengths

<p><b>Indicator</b> The economically disadvantaged third grade is improving on meeting the target in Mathematics.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> 33.3% of Springfield CNP's economically disadvantaged third grade met the target in Mathematics compared with 19% in 2022.</p>
<p><b>Indicator</b> The economically disadvantaged fourth grade is improving on meeting the targets in ELA.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> 31.6% of Springfield CNP's economically disadvantaged fourth grade met the target in ELA compared with 13% in 2022.</p>
<p><b>Indicator</b> The all-student group exceeds the statewide 2023-2024 average on the Science PSSA.</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> On the 2023-2024 PSSA, 80% of Springfield CNP students scored advanced or proficient on the science PSSA assessment, compared to the state average of 58.9%.</p>
<p><b>Indicator</b> The Individualized Education Plan third grade is improving on meeting the targets in ELA and Mathematics.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> 17.6% of Springfield CNP's individualized education plan third grade met the target in ELA compared with 9.1% in 2022. 23.5% of Springfield CNP's individualized education plan third grade met the target in Mathematics compared with 9.1% in 2022.</p>
<p><b>Indicator</b> 56.1% of current 4th grade students were advanced/proficient on the ELA PSSA which is an improvement over their 3rd grade pass rate of 42.9%</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> This is a 13.2% increase in the pass rate from the previous year.</p>

### Challenges

<p><b>Indicator</b> 5th grade PSSA data in Mathematics shows a drop in the number of students proficient and advanced from 2022-2023 to 2023-2024.</p> <p><b>ESSA Student Subgroups</b> 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><b>Comments/Notable Observations</b> 2023 data shows 22.2% proficient and advanced in Mathematics and 2024 showed 25.% proficient and advanced</p>
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<p><b>Indicator</b> The Individualized Education Plan students in 4th grade shows a drop in the number of students proficient and advanced from 2021-2022 to 2022-2023.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> 2021-2022 data showed 56.2% of Individualized Education Plan students were proficient and advanced while 2022-2023 data shows 38.5% of Individualized Education Plan students were proficient and advanced in Science.</p>
<p><b>Indicator</b> Student performance on DIBELS in first grade has not met the desired outcome because 35% of students are still below the benchmark in reading.</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> Our goal is 80% of first-grade students will be at or above the benchmark in reading at the end of the year benchmark.</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.

<p>At the beginning of the year, 34% of Springfield CNP Kindergarten students are scoring at or above benchmark while at the end of the year, the students are scoring 68% at benchmark or above benchmark.</p>
<p>The number of students scoring proficient and advanced on the 4th grade PSSA test is improving in ELA.</p>
<p>The number of students scoring proficient and advanced on the 5th grade PSSA test is improving in ELA.</p>

**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.

<p>Springfield CNP ELA proficient and advanced scores do not meet the state average or the 2033 goal.</p>
<p>The 1st-grade DIBELS scores remain below 80% at or above the benchmark.</p>
<p>On the 2023-2024 Pennsylvania State Assessment, students did not meet the performance standard for mathematics at any grade level.</p>

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
DIBELS 8th Edition	used for benchmarking
PSSA	used to show number of students at each performance level

### English Language Arts Summary

#### Strengths

The 2023-2024 DIBELS Data showed a decrease of 36% of kindergarten students who were identified as "well below" or "below" benchmark from the beginning to the end of the year.
The 2023-2024 DIBELS Data showed a decrease of 25% in the Oral Reading Fluency of first-grade students who were identified as "well below" or "below" benchmark from the beginning to the end of the year.
Third grade CDT data shows an increase of 20% of students at or above benchmark in ELA.
The 2023-2024 DIBELS Data showed a decrease of 30% in the Comprehension of second-grade students who were identified as "well below" or "below" benchmark from the beginning to the end of the year.

#### Challenges

Student performance on the DIBELS in grade 1 has not yet reached the desired outcome, with 35% of students remaining in the below or well below benchmark categories on the end of the year benchmark.
Student performance on the DIBELS in grade 2 has not yet reached the desired outcome, with 28% of students remaining in the below or well below benchmark categories on the end of the year benchmark.
PSSA ELA and Math scores remain below the state average in all three tested grade levels.

### Mathematics

Data	Comments/Notable Observations
PSSA	used to show number of students at each performance level
CDT	Used for benchmarking

### Mathematics Summary

#### Strengths

Fourth grade CDT data shows an increase of 16% of students at or above benchmark in math.
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#### Challenges

PSSA Math scores on the 2022-2023 assessment are well below the 2021-2022 state averages in all grade levels.
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Third grade CDT data shows a one student increase from below benchmark to benchmark from fall to winter.  
5th grade CDT data shows no growth from below benchmark to benchmark in mathematics from fall to winter.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science PSSA	used to determine the number of students at each performance level
CDT	used to determine the number of students at each performance level

### Science, Technology, and Engineering Education Summary

#### Strengths

Fourth-grade science PSSA data shows that 80% of students tested proficient and advanced in 2023-2024.

#### Challenges

The number of students who score proficient and advanced in 4th grade science has not yet reached the pass rate we had when we had a teacher dedicated to only teaching science and social studies in 4th grade.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Students are performing 6.2% lower than the state average on Career Readiness Standards.	Students are performing 91.8% on the career standards benchmark which is not the state expected 98%.

### 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.

Improved tier 1 reading instruction and improvement in our intervention strategy for K-2 students has led to consistent improvements in the number of students scoring proficient/advanced.
Our school counselor is instrumental in teaching lessons to our students that align with the College and Career Readiness Standards.
Our ELA scores are improving in 4th and 5th grade on the PSSA exams.

## 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.

91.8% of students met the career readiness benchmark, which was below the state standard of 98%.
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More than 10% of students remain well below the benchmark in Kindergarten-5th grade on the end-of-the-year DIBELs assessment.
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## Equity Considerations

### English Learners

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

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### 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.

Economically disadvantaged students are making significant gains in ability to read as assessed by the DIBELS benchmarks.
Our economically disadvantaged students are meeting the improvement target and growth target in Mathematics.

## 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.

Springfield CNP students that are economically disadvantaged are not meeting the interim goal/improvement target in ELA.
We also need to continue to work with our students with disabilities so that they are able to exceed the expectation for growth.
Our math instruction is not meeting the needs of the students to help them with PSSA testing outcomes.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	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	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	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	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	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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Implement a multi-tiered system of supports for academics and behavior.

### Challenges

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

Implement evidence-based strategies to engage families to support learning
Provide frequent, timely, and systematic feedback and support on instructional practices

## 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
At the beginning of the year, 34% of Springfield CNP Kindergarten students are scoring at or above benchmark while at the end of the year, the students are scoring 68% at benchmark or above benchmark.	True
The number of students scoring proficient and advanced on the 4th grade PSSA test is improving in ELA.	True
The number of students scoring proficient and advanced on the 5th grade PSSA test is improving in ELA.	True
The 2023-2024 DIBELS Data showed a decrease of 36% of kindergarten students who were identified as "well below" or "below" benchmark from the beginning to the end of the year.	True
The 2023-2024 DIBELS Data showed a decrease of 25% in the Oral Reading Fluency of first-grade students who were identified as "well below" or "below" benchmark from the beginning to the end of the year.	True
Third grade CDT data shows an increase of 20% of students at or above benchmark in ELA.	False
Improved tier 1 reading instruction and improvement in our intervention strategy for K-2 students has led to consistent improvements in the number of students scoring proficient/advanced.	True
Economically disadvantaged students are making significant gains in ability to read as assessed by the DIBELS benchmarks.	True
Fourth-grade science PSSA data shows that 80% of students tested proficient and advanced in 2023-2024.	False
Our economically disadvantaged students are meeting the improvement target and growth target in Mathematics.	True
The 2023-2024 DIBELS Data showed a decrease of 30% in the Comprehension of second-grade students who were identified as "well below" or "below" benchmark from the beginning to the end of the year.	True
Fourth grade CDT data shows an increase of 16% of students at or above benchmark in math.	True
Our school counselor is instrumental in teaching lessons to our students that align with the College and Career Readiness Standards.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Implement a multi-tiered system of supports for academics and behavior.	True
Our ELA scores are improving in 4th and 5th grade on the PSSA exams.	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
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The 1st-grade DIBELS scores remain below 80% at or above the benchmark.	False
Springfield CNP ELA proficient and advanced scores do not meet the state average or the 2033 goal.	False
On the 2023-2024 Pennsylvania State Assessment, students did not meet the performance standard for mathematics at any grade level.	True
PSSA Math scores on the 2022-2023 assessment are well below the 2021-2022 state averages in all grade levels.	False
Third grade CDT data shows a one student increase from below benchmark to benchmark from fall to winter.	False
5th grade CDT data shows no growth from below benchmark to benchmark in mathematics from fall to winter.	False
Student performance on the DIBELS in grade 1 has not yet reached the desired outcome, with 35% of students remaining in the below or well below benchmark categories on the end of the year benchmark.	True
Springfield CNP students that are economically disadvantaged are not meeting the interim goal/improvement target in ELA.	False
We also need to continue to work with our students with disabilities so that they are able to exceed the expectation for growth.	False
Implement evidence-based strategies to engage families to support learning	True
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Student performance on the DIBELS in grade 2 has not yet reached the desired outcome, with 28% of students remaining in the below or well below benchmark categories on the end of the year benchmark.	True
PSSA ELA and Math scores remain below the state average in all three tested grade levels.	False
5th grade CDT data shows no growth from below benchmark to benchmark in mathematics from fall to winter.	False
The number of students who score proficient and advanced in 4th grade science has not yet reached the pass rate we had when we had a teacher dedicated to only teaching science and social studies in 4th grade.	False
91.8% of students met the career readiness benchmark, which was below the state standard of 98%.	False
More than 10% of students remain well below the benchmark in Kindergarten-5th grade on the end-of-the-year DIBELS assessment.	True
Our math instruction is not meeting the needs of the students to help them with PSSA testing outcomes.	True

### Most Notable Observations/Patterns

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

The time out of in person learning due to the COVID-19 pandemic has impacted our student growth data in negative ways but we are starting to see improvements.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
On the 2023-2024 Pennsylvania State Assessment, students did not meet the performance standard for mathematics at any grade level.		True
More than 10% of students remain well below the benchmark in Kindergarten-5th grade on the end-of-the-year DIBELS assessment.		True
Implement evidence-based strategies to engage families to support learning		False
Student performance on the DIBELS in grade 1 has not yet reached the desired outcome, with 35% of students remaining in the below or well below benchmark categories on the end of the year benchmark.		True
Student performance on the DIBELS in grade 2 has not yet reached the desired outcome, with 28% of students remaining in the below or well below benchmark categories on the end of the year benchmark.		True
Our math instruction is not meeting the needs of the students to help them with PSSA testing outcomes.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
The 2023-2024 DIBELS Data showed a decrease of 36% of kindergarten students who were identified as "well below" or "below" benchmark from the beginning to the end of the year.	
The 2023-2024 DIBELS Data showed a decrease of 25% in the Oral Reading Fluency of first-grade students who were identified as "well below" or "below" benchmark from the beginning to the end of the year.	
The 2023-2024 DIBELS Data showed a decrease of 30% in the Comprehension of second-grade students who were identified as "well below" or "below" benchmark from the beginning to the end of the year.	
Economically disadvantaged students are making significant gains in ability to read as assessed by the DIBELS benchmarks.	
Our economically disadvantaged students are meeting the improvement target and growth target in Mathematics.	
At the beginning of the year, 34% of Springfield CNP Kindergarten students are scoring at or above benchmark while at the end of the year, the students are scoring 68% at benchmark or above benchmark.	
The number of students scoring proficient and advanced on the 4th grade PSSA test is improving in ELA.	
The number of students scoring proficient and advanced on the 5th grade PSSA test is improving in ELA.	
Fourth grade CDT data shows an increase of 16% of students at or above benchmark in math.	
Our school counselor is instrumental in teaching lessons to our students that align with the College and Career Readiness Standards.	
Improved tier 1 reading instruction and improvement in our intervention strategy for K-2 students has led to consistent improvements in the number of students scoring proficient/advanced.	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	
Implement a multi-tiered system of supports for academics and behavior.	

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will continue to analyze data and modify instruction to better meet the needs of learners.
	We will continue to use and modify the direct phonics instruction for students in whole group and small group. In addition, use our RTII to identify and support students that are well below benchmark. We will also continue to use and modify our pre-teaching model to allow students to be successful in the regular classroom instruction
	We will continue to use and modify the direct phonics instruction for students in whole group and small group. In addition, use our RTII to identify and support students that are well below benchmark. We will also continue to use and modify our pre-teaching model to allow students to be successful in the regular classroom instruction.
	We will continue to use and modify the direct phonics instruction for students in whole group and small group. In addition, use our RTII to identify and support students that are well below benchmark. We will also continue to use and modify our pre-teaching model to allow students to be successful in the regular classroom instruction.

## Goal Setting

Priority: We will continue to use and modify the direct phonics instruction for students in whole group and small group. In addition, use our RTII to identify and support students that are well below benchmark. We will also continue to use and modify our pre-teaching model to allow students to be successful in the regular classroom instruction.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Teachers will be provided with professional development to implement the direct phonics instruction curriculum with fidelity through Title I and outside resources.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Reading Intervention			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Title 1 teachers will provide PD and resources in September.	Progress monitoring will indicate a 5% improvement in the number of students at benchmark.	Progress monitoring will indicate a 5% improvement in the number of students at benchmark from 2nd quarter.	Progress monitoring will indicate a 5% improvement in the number of students at benchmark from 3rd quarter.

Priority: We will continue to use and modify the direct phonics instruction for students in whole group and small group. In addition, use our RTII to identify and support students that are well below benchmark.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Decrease the number of students below benchmark 4th grade math from 61% to 51%.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
4th grade math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Math teacher will be given PD from the math coach throughout the year.	CDT scores will improve 5% from beginning of the year.	Teacher will be provided instructional feedback from the principal via walkthroughs.	CDT scores will improve 5% from middle of the year.

Priority: We will continue to use and modify the direct phonics instruction for students in whole group and small group. In addition, use our RTII to identify and support students that are well below benchmark. We will also continue to use and modify our pre-teaching model to allow students to be successful in the regular classroom instruction.

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			

To decrease the number of students below benchmark to 10% in 1st grade which would be a 20% decrease from the end of the 2023-2024 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
1st grade DIBELS			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Provide instructional support from ELA coach and materials for centers from title 1 staff.	Benchmark testing will indicate a 5% improvement in the number of students at benchmark.	Progress monitoring will indicate a 10% improvement in the number of students at benchmark.	Benchmark testing will indicate a 20% improvement in the number of students at benchmark from the beginning of the year.

Priority: We will continue to use and modify the direct phonics instruction for students in whole group and small group. In addition, use our RTII to identify and support students that are well below benchmark. We will also continue to use and modify our pre-teaching model to allow students to be successful in the regular classroom instruction

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
The number of students that score below benchmark on DIBELS assessments will decrease from the beginning to end of year so that no more than 10% of students are well below benchmark.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
DIBELS well below benchmark			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Provide instructional support from ELA coach and materials for centers from title 1 staff	Benchmark testing will indicate a 5% improvement in the number of students at benchmark.	Progress monitoring will indicate a 5% improvement in the number of students at benchmark.	Benchmark testing will indicate a 20% improvement in the number of students at benchmark from the beginning of the year.

Priority: We will continue to analyze data and modify instruction to better meet the needs of learners.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Teachers will implement student centered teaching approaches and improve use of differentiation strategies to meet the needs of learners.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Student centered teaching			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Staff will be provided resources from math and ELA coach.	Teachers will be provided instructional feedback from principal.	Staff will be provided resources from math and ELA coach.	Teachers will be provided instructional feedback from principal.



## Action Plan

### Measurable Goals

Reading Intervention	1st grade DIBELS
4th grade math	
DIBELS well below benchmark	Student centered teaching

### Action Plan For: Instructional improvement

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Teachers will be provided with professional development to implement the direct phonics instruction curriculum with fidelity through Title I and outside resources.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide resources and coaching.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title 1 staff and ELA coach	resources from the binder and ELA coach	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement in DIBELS benchmark scores	Title 1 staff, teachers, principal

## 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"><li>Instructional improvement</li></ul>	Provide Title I salaries, benefits, and supplies	284500
Total Expenditures			284500

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Instructional improvement	Provide resources and coaching.

### Coaching and instructional support

<b>Action Step</b>		
• Provide resources and coaching.		
<b>Audience</b>		
Teachers		
<b>Topics to be Included</b>		
Student centered lessons, ideas for centers, best practices in fluency instruction		
<b>Evidence of Learning</b>		
Implementation in the classroom and improvement in scores		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Jackie Blocker, Cortnee Earl, Janine Ulery	2024-09-03	2025-05-30

### Learning Format

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

## Approvals & Signatures

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

Chief School Administrator	Date
Richard Evans	2024-08-12
Building Principal Signature	Date
Stephanie Romanishan	2024-07-08
School Improvement Facilitator Signature	Date