

Profile and Plan Essentials

School		AUN/Branch
Carnegie Elementary		103021603
Address 1		
301 Franklin Ave		
Address 2		
City	State	Zip Code
Carnegie	Pa	15106
Chief School Administrator		Chief School Administrator Email
Dr. John W. Kreider		john.kreider@carlynton.k12.pa.us
Principal Name		
Julie Franczyk		
Principal Email		
julie.franczyk@carlynton.k12.pa.us		
Principal Phone Number		Principal Extension
4124292540		3336
School Improvement Facilitator Name		School Improvement Facilitator Email
Julie Franczyk		julie.franczyk@carlynton.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joy Bhuta	Teacher	Carnegie	joy.bhuta@carlynton.k12.pa.us
Lisa Rippole	Reading Specialist	Carnegie	lisa.rippole@carlynton.k12.pa.us
Lori Zimmerman	Reading Specialist	Carnegie	lori.zimmerman@carlynton.k12.pa.us
Mary Campbell	Community Member	Carnegie	mary.campbell@carlynton.k12.pa.us
Nicole Uhrin	Special Education Teacher	Carnegie	nicole.uhrin@carlynton.k12.pa.us
Patricia Serdy	District Level Leaders	Carlynton School District	patricia.serdy@carlynton.k12.pa.us
Vanessa Klapper	Parent	Carnegie	vklapper@gmail.com
Elle Chaffee	Education Specialist	School Counselor	elle.chaffee@carlynton.k12.pa.us
Erin Cummings	Teacher	Carnegie	erin.cummings@carlynton.k12.pa.us
Julie Franczyk	Principal	Carnegie	julie.franczyk@carlynton.k12.pa.us
John W. Kreider, Ed.D.	Chief School Administrator	Carlynton School District	john.kreider@carlynton.k12.pa.us

Vision for Learning

Vision for Learning

Carnegie Elementary School is committed to purposeful collaboration with all stakeholders, with the aim of empowering every student enrolled in the Title I program.

Future Ready PA Index

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

True K	True 1	True 2	True 3	True 4	True 5	True 6
False 7	False 8	False 9	False 10	False 11	False 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Science All Student Group Meets Interim Goal/Improvement Target School Year 24-25 Percent Proficient or Advanced 80.4% Statewide Average 59.2% Statewide 2030 Goal 83.0%	Used most recent data available on the Future Ready PA index
English Language Arts/Literature All Student Group Made improvements toward the improvement Target for ELA School Year 24-25 Academic Growth Score 44.6% Statewide Average Growth Score 53.9% Statewide 2030 Goal 81.1%	Used most recent data available on the Future Ready PA index
Mathematics All student group Meets the Standard for Demonstrating Growth. School Year 24-25 Academic Growth Score 73% Statewide Average Growth Score 74.9% Statewide Growth Standard 70%	Used most recent data available on the Future Ready PA index
English Language Arts/Literature Combined Ethnicity Subgroup demonstrated growth with 73% meeting growth standard.	Used most recent data available on the Future Ready PA index
Mathematics Students with Disabilities sub group demonstrated growth with 75% meeting growth standard.	Used most recent data available on the Future Ready PA index

Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target School Year 24-25 Percent Proficient or Advanced 44.6% Statewide Average 53.9% Statewide 2030 Goal 81.1%	Used most recent data available on the Future Ready PA index
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target School Year 24-25 Percent Proficient or Advanced 43.1% Statewide Average 40.2% Statewide 2030 Goal 71.8%	Used most recent data available on the Future Ready PA index

English Language Arts/Literature Combined Ethnicity Sub Group declined with only 31% meeting proficiency.	Used most recent data available on the Future Ready PA index
Mathematics Students with Disabilities sub group not meeting proficiency standard with only 20% meeting proficiency.	Used most recent data available on the Future Ready PA index

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator English Language Arts/Literature Goal Improvement Target ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations English Language Arts/Literature Student with Disabilities, Economically Disadvantaged, and Combined Ethnicity demonstrated growth in performance score from previous year towards the Goal/Interim target. Used most recent data available on the Future Ready PA index
Indicator Mathematics Growth Standard ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Students in the Combined Ethnicity, English Learner and Economically Disadvantaged Student Breakdown Group meets or exceeds the statewide goal for performance. Used most recent data available on the Future Ready PA index

Challenges

Indicator English Language Arts/Literature Goal Improvement Target ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, Students with Disabilities	Comments/Notable Observations Students in the White, 2 or More Races, and English Learner decreased in performance from previous year. Used most recent data available on the Future Ready PA index
Indicator Mathematics Goal Improvement Target ESSA Student Subgroups African-American/Black, Asian (not Hispanic), English Learners, Students with Disabilities	Comments/Notable Observations Students in 2 or More Races, English Learner, and Students with Disabilities decreased in performance from previous year. Used most recent data available on the Future Ready PA index

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Science All Student Group Meets Interim Goal/Improvement Target School Year 24-25 Percent Proficient or Advanced 80.4%
Mathematics All student group Meets the Standard for Demonstrating Growth. School Year 24-25 Academic Growth Score 73%

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target School Year 24-25 Percent Proficient or Advanced 44.6%
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target School Year 24-25 Percent Proficient or Advanced 43.1%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Assessments & Progress Monitoring	Students in grades K-6 will be administered all areas of the Acadience assessment 3 times per year to monitor growth and progress. Supports teachers ability for targeted intervention and instruction.
IXL Assessments	IXL Assessments will be administered to students in grades 3-6 3 times per year to monitor progress. Supports teachers ability for targeted intervention and instruction.

English Language Arts Summary

Strengths

Administering these assessments to monitor student progress and utilize for interventions and instructional decisions.
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Challenges

English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target

Mathematics

Data	Comments/Notable Observations
Acadience Math (Benchmark and Progress Monitoring)	Students in grades K-6 will be administered all areas of the Acadience assessment 3 times per year to monitor growth and progress. Supports teachers ability for targeted intervention and instruction.
IXL Assessments	IXL Assessments will be administered to students in grades 3-6 3 times per year to monitor progress. Supports teachers ability for targeted intervention and instruction.

Mathematics Summary

Strengths

Acadience Math (Benchmark and Progress Monitoring)
IXL Assessments

Challenges

Teacher ability to leverage data to meaningful impact student progress and growth.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Test Results 80.4% Prof/Advanced 24-25 School-Year Above the Statewide Average- 59.2%	Historically, Grade 4 PSSA Test Results have been higher than the state average.

Teacher Generated Assessments	Science Time is split with Social Studies
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Science, Technology, and Engineering Education Summary

Strengths

PSSA Test Results
Professional Development on STEELS Standards to support Science curriculum and instruction.

Challenges

Continued professional development on STEELS Standards to support curriculum and instruction in Science.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Artifacts for Ch. 336 requirements	Student Artifact Portfolio maintained. K-6 guidance lessons delivered at each grade level.

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.

Grade K-6 Guidance Lessons

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.

K-6 guidance lessons delivered at each grade level.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
The EL subgroup demonstrated growth in math proficiency and especially in math growth.	EL Learners are making gains in both growth and proficiency, but still not at goal for proficiency.
The EL subgroup demonstrated growth in their ELA Growth at 77%, but did not meet proficiency standards for ELA.	EL Learners are making growth toward proficiency, but not meeting proficiency standards.

Students with Disabilities

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

Data	Comments/Notable Observations
Students with Disabilities sub group demonstrated growth with 75% meeting growth standard.	Students with Disabilities sub group are making growth, but not proficiency standards.
Students with Disabilities sub group not meeting proficiency standard with only 20% meeting proficiency.	Students with Disabilities sub group are making growth, but not proficiency standards.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Economically Disadvantaged students are declining in proficiency and growth in the area of ELA.	Growth and proficiency are down for Economically Disadvantaged students in growth and proficiency standards.

Economically Disadvantaged students are declining in proficiency and growth in the area of Math. However, Math is at 72% students making growth.	Growth and proficiency are down for Economically Disadvantaged students in growth and proficiency standards, but Math Growth is in the green at 72%

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Black student subgroup decreased in proficiency in ELA. Black student subgroup increased slightly in proficiency in Math, but remains in the red.
Asian	Asian student subgroup decreased in proficiency in ELA and Math.

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.

Students in grades K-6 will be administered all areas of the Acadience assessment 3 times per year to monitor growth and progress. Supports teachers ability for targeted intervention and instruction.
IXL Assessments will be administered to students in grades 3-6 3 times per year to monitor progress. Supports teachers ability for targeted intervention and instruction.

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.

Professional Development on STEELS Standards to support Science curriculum and instruction.
Teacher ability to leverage data to meaningful impact student progress and growth.

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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	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	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
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	Exemplary

Foster Quality Professional Learning

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

Summary

Strengths

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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 an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior

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
Science All Student Group Meets Interim Goal/Improvement Target School Year 24-25 Percent Proficient or Advanced 80.4%	False
Mathematics All student group Meets the Standard for Demonstrating Growth. School Year 24-25 Academic Growth Score 73%	False
Administering these assessments to monitor student progress and utilize for interventions and instructional decisions.	False
PSSA Test Results	False
Professional Development on STEELS Standards to support Science curriculum and instruction.	False
Acadience Math (Benchmark and Progress Monitoring)	False
IXL Assessments	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Grade K-6 Guidance Lessons	False
Students in grades K-6 will be administered all areas of the Acadience assessment 3 times per year to monitor growth and progress. Supports teachers ability for targeted intervention and instruction.	True
IXL Assessments will be administered to students in grades 3-6 3 times per year to monitor progress. Supports teachers ability for targeted intervention and instruction.	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
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target School Year 24-25 Percent Proficient or Advanced 44.6%	False
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target School Year 24-25 Percent Proficient or Advanced 43.1%	False
English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	False

K-6 guidance lessons delivered at each grade level.	False
Teacher ability to leverage data to meaningful impact student progress and growth.	True
Implement a multi-tiered system of supports for academics and behavior	True
Continued professional development on STEELS Standards to support curriculum and instruction in Science.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
Professional Development on STEELS Standards to support Science curriculum and instruction.	False
Teacher ability to leverage data to meaningful impact student progress and growth.	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.

The importance of implementing school-wide positive behavior interventions and supports. The need for a multi-tiered systems of supports. The importance of benchmark data and the ability of teachers to review and use the data to guide instruction an intervention groupings.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Teacher ability to leverage data to meaningful impact student progress and growth.	Analyzing data will support student growth.	True
Implement a multi-tiered system of supports for academics and behavior		False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Reinforcing positive behaviors will increase instructional time.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Consistent data will support teachers in analyzing student growth and decision making on instruction and intervention needs.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Reinforcing positive behavior will support academic growth and increase instructional time.
Students in grades K-6 will be administered all areas of the Acadience assessment 3 times per year to monitor growth and progress. Supports teachers ability for targeted intervention and instruction.	Consistent data will support teachers in analyzing student growth and decision making on instruction and intervention needs.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to use our data days to analyze assessment data.
	We need to implement a school wide positive behavior support plan at Carnegie Elementary.

Goal Setting

Priority: We need to use our data days to analyze assessment data.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024–2025 school year, Carnegie Elementary will increase the percentage of students scoring Proficient or Advanced on the English Language Arts/Literature state assessment, moving closer to the statewide average of 53.9%, through targeted instructional strategies, progress monitoring, and data-driven interventions.			
Measurable Goal Nickname (35 Character Max)			
ELA Growth Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Implement baseline assessments and targeted small-group interventions.	Use progress monitoring to adjust instruction and provide tiered supports.	Continue interventions, expand writing supports, and reinforce test readiness strategies.	Final review of data to determine impact of interventions.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024–2025 school year, Carnegie Elementary will increase the percentage of students scoring Proficient or Advanced on the English Mathematics state assessment, moving closer to the statewide goal of 71.8%, through targeted instructional strategies, progress monitoring, and data-driven interventions.			
Measurable Goal Nickname (35 Character Max)			
Math Growth Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Implement baseline assessments and targeted small-group interventions.	Use progress monitoring to adjust instruction and provide tiered supports.	Continue interventions, expand writing supports, and reinforce test readiness strategies.	Final review of data to determine impact of interventions.

Priority: We need to implement a school wide positive behavior support plan at Carnegie Elementary.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024–2025 school year, Carnegie Elementary will implement a School-Wide Positive Behavior Support (SWPBS) plan with fidelity, resulting in a reduction in office discipline referrals compared to the 2023–2024 school year, as measured by school discipline data.			
Measurable Goal Nickname (35 Character Max)			

PAWS Perks Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish SWPBS expectations, train staff, and introduce PAWS (behavior framework) to students.	Implement consistent reinforcement systems (e.g., recognition tickets, assemblies).	Strengthen reteaching of expectations, involve families, and monitor fidelity of implementation.	Sustain plan, celebrate progress, and plan adjustments for next year.

Action Plan

Measurable Goals

ELA Growth Goal	Math Growth Goal
PAWS Perks Implementation	

Action Plan For: Explicit Teaching of Expectations

Measurable Goals:
By the end of the 2024–2025 school year, Carnegie Elementary will implement a School-Wide Positive Behavior Support (SWPBS) plan with fidelity, resulting in a reduction in office discipline referrals compared to the 2023–2024 school year, as measured by school discipline data.

Action Step		Anticipated Start Date	Anticipated Completion Date
Lessons will be created for the PAWS expectations and taught to all students.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, PBIS Team	PAWS Lessons	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create Lessons with PBIS team. Using a faculty meeting, staff will be trained on the PBIS plan, implementation, and lessons.		2025-08-20	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Julie Franczyk/Principal	PBIS Team Resource Folder	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students will know PAWS expectations	teaching staff, observation, quarterly review of tickets

Action Plan For: Positive Reinforcement Systems

Measurable Goals:
By the end of the 2024–2025 school year, Carnegie Elementary will implement a School-Wide Positive Behavior Support (SWPBS) plan with fidelity, resulting in a reduction in office discipline referrals compared to the 2023–2024 school year, as measured by school discipline data.

Action Step	Anticipated Start Date	Anticipated Completion Date
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Staff will recognize students with "PAWS Perks" for demonstrating positive behavior.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, PBIS Team	PAWS Perks	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will be recognized for demonstrating positive behavior	teaching staff, observation, weekly PAWS Perk drawings, quarterly review of tickets

Action Plan For: Data-Based Decision Making

Measurable Goals:
- By the end of the 2024–2025 school year, Carnegie Elementary will increase the percentage of students scoring Proficient or Advanced on the English Language Arts/Literature state assessment, moving closer to the statewide average of 53.9%, through targeted instructional strategies, progress monitoring, and data-driven interventions. - By the end of the 2024–2025 school year, Carnegie Elementary will increase the percentage of students scoring Proficient or Advanced on the English Mathematics state assessment, moving closer to the statewide goal of 71.8%, through targeted instructional strategies, progress monitoring, and data-driven interventions.

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers will analyze benchmark assessment data on data days.	2025-09-01	2026-05-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal, Title I Teachers	Acadience data, IXL Data, guiding questions for data analysis	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Title I teachers provide instructional services during WIN time in ELA and math	2025-08-25	2026-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dr. Franczyk	ELA and Math instructional resources	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff will understand student data and make decisions for instruction and interventions	Acadience and IXL reports, MTSS Core Team, Quarterly

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	• Explicit Teaching of Expectations • Positive Reinforcement Systems • Data-Based Decision Making	Salaries to support supplemental Title I instructional services at Carnegie Elementary.	275,817.10
Instruction	• Explicit Teaching of Expectations • Positive Reinforcement Systems • Data-Based Decision Making	Benefits to support supplemental Title I instructional services at Carnegie Elementary.	60,232.90
Instruction	• Explicit Teaching of Expectations • Positive Reinforcement Systems • Data-Based Decision Making	Supplies to support supplemental Title I instructional services at Carnegie Elementary.	2,500.00
Total Expenditures			337

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Explicit Teaching of Expectations	Create Lessons with PBIS team. Using a faculty meeting, staff will be trained on the PBIS plan, implementation, and lessons.

PBIS Implementation

Action Step		
Create Lessons with PBIS team. Using a faculty meeting, staff will be trained on the PBIS plan, implementation, and lessons.		
Audience		
Teachers and staff		
Topics to be Included		
PBIS Overview, PBIS plan, implementation, lessons, recognition		
Evidence of Learning		
Teachers and staff will recognize students with PAWS Perks. This will be evidenced when students turn them in each week for a prize wheel drawing		
Lead Person/Position	Anticipated Start	Anticipated Completion
Julie Franczyk/Principal	2025-08-20	2025-09-30

Learning Format

Type of Activities	Frequency
Other	Monthly at August and September faculty meetings
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2c: Managing Classroom Procedures 2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
Title I School Plan Affirmation Carnegie Crafton 2025.pdf

Chief School Administrator	Date
Building Principal Signature	Date
Julie Franczyk	2026-02-03
School Improvement Facilitator Signature	Date
Julie Franczyk	2026-02-03