Profile and Plan Essentials

School		AUN/Branch	
Main Street School		125231232/1958	
Address 1			
704 Main Street			
Address 2			
City	**State**	**Zip Code**	
Upland	PA	19015	
Chief School Administrator		**Chief School Administrator Email**	
Latrice Mumin		lmumin@chesteruplandsd.org	
Principal Name			
Darnell Medley			
Principal Email			
dmedley@chesteruplandsd.org			
Principal Phone Number		**Principal Extension**	
6104473685		3306	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
Heather Stottlemyer		hstottlemyer@dciu.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Shuster	Technology Teacher Leader	Main Street School	dshuster@chesteruplandsd.org
Patricia Theory	Parent	Main Street School	mainstpto2017@gmail.com
Brenda Shaw	Community Partner	Main Street School	brendaabshaw@gmail.com
Tammy Cox-Cottman	Other	Main Street Elementary	tcoxcottman@chesteruplandsd.org
J'Me Johnson	Education Specialist	Main Street Elementary	jjohnson2@chesteruplandsd.org
Kimberly Rugerri	Teacher	Main Street Elementary	krugerri@chesteruplandsd.org
JoanRay Dougherty	Teacher	Main Street Elementary	jdougherty@chesteruplandsd.org
Darnell Medley	Principal	Main Street Elementary	dmedley@chesteruplandsd.org
Carlena Parker	District Level Leaders	CUSD- Curriculum Coodinator	cparker@chesteruplandsd.org
Khalid Sutton	District Level Leaders	CUSD- Assistant Superintendent	ksutton@chesteruplandsd.org
Latrice Mumin	Chief School Administrator	CUSD Superintendent	lmumin@chesteruplandsd.org
Margaret Santoro	Education Specialist	Special Education Coordinator	msantoro@chesteruplandsd.org
Monique Hales	District Level Leaders	CUSD - Federal Programs Coordinator	mhales@chesteruplandsd.org

Vision for Learning

Vision for Learning

At Main Street Elementary School, our dedicated staff is committed to fostering high academic achievement for all students. Through the thoughtful integration of innovative teaching methods and tailored support, we strive to meet the unique needs of every learner, guiding them towards success based on their individual performance. Central to our mission is the daily incorporation of our core values: teamwork, determination, excellence, integrity, joy, and accountability. These values serve as the foundation for our entire school community, shaping how students, staff, and families interact and contribute to our environment. Together, we embrace the principles of (ROAR) Respect, On Task Behavior, Acting Safely, and Responsible, as we work towards realizing our collective vision of Tiger Pride.

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
The percentage of all students proficient or advanced in science/biology increased to 38.9%	
The all-student group met the standard demonstrating growth in English Language Arts/Literature.	76.0 maintained growth
The all-student group exceeded the standard demonstrating growth in mathematics/algebra.	100.0 maintained growth
The percentage of all students proficient or advanced in science/biology increased to 54.0%.	New science curriculum 21-22
The percentage of all students considered regular attenders increased to 57.1%.	
The percentage of grade 3 reading is 28.9%.	
The percentage career standards benchmark maintained growth at 96.2%.	Higher than the statewide average of 89.6%.

Challenges

Indicator	Comments/Notable Observations
The percentage of students scoring proficient or advanced in English Language Arts/Literature decreased to 16.5%.	The statewide average is 54.5%.
The percentage of students scoring proficient or advanced in mathematics/algebra decreased to 10.1%.	The statewide average is 10.1%.

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

Strengths

Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Black and economically disadvantaged students met the standard demonstrating growth in English Language Arts/Literature at 74.0 and 77.0, respectively. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations**
Indicator Black and economically disadvantaged students met the standard demonstrating growth in Mathematics/Algebra at 100.0 and 100.0, respectively. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations**
Indicator Black and economically disadvantaged students increased in regular attendance from the previous year. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations**
Indicator Black and economically disadvantaged grade 3 students scored 39.3% and 28.9%, respectively, reading. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations**

Challenges

Indicator Black, economically disadvantaged, and students with disabilities decreased in achievement in English Language Arts/Literature from the previous year. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Black students: 19.1% Economically disadvantaged: 17.8% Students with disabilities: 6.4%
Indicator	**Comments/Notable Observations**

Black, economically disadvantaged, and students with disabilities decreased in achievement in Mathematics/Algebra from the previous year. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	Black students: 10.9% Economically disadvantaged: 10.1% Students with disabilities: 10.6%
Indicator Hispanic students decreased in regular attendance from the previous year. Still, the Hispanic subgroup has the largest population of regular attendees. **ESSA Student Subgroups** Hispanic	**Comments/Notable Observations**

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

The all-student group met the standard demonstrating growth in English Language Arts/Literature.
The all-student group exceeded the standard demonstrating growth in mathematics/algebra.
The percentage of all students proficient or advanced in science/biology increased to 54.0%.
The percentage of grade 3 reading is 28.9%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

The percentage of students scoring proficient or advanced in English Language Arts/Literature decreased to 16.5%.
The percentage of students scoring proficient or advanced in mathematics/algebra decreased to 10.1%.
Black, economically disadvantaged, and students with disabilities decreased in achievement in English Language Arts/Literature from the previous year.
Black, economically disadvantaged, and students with disabilities decreased in achievement in Mathematics/Algebra from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Into Reading Unit Tests and Benchmarks	Teachers are giving these assessments to students online for better data tracking.
Acadience Online Data indicates: Tier 1 shifted 37.75% from BOY to 61.75% EOY Tier 2 shifted 29.75 from BOY to 17.75% EOY Tier 3 shifted 40.25% from BOY to 20.5% EOY	All students in tested in grades K-3.
I-Ready Reading 23-24 51% of the student population was Tier 1, increase from 42% in 22-23 (9% increase in number of Tier 1 students) 23-24 25% of students in Tier 3, decrease of 6% from 22-23	All students in grades K-5 utilize this program 15 minutes per reading per day; 15 minutes per math every day
Reading Mastery data is unavailable. Shared within the SPED department but not accessible to leadership.	Special Education Program
Fundations trackers are collected, however not used for instruction or grouping.	All students in grades K-3.

English Language Arts Summary

Strengths

School-wide Intervention sessions - Teachers have 30 minutes day to use for interventions sessions to target students individual needs.
Instructional Coaching for new and veteran teachers.
One-on-one tutoring sessions for students who were well below level in reading. Plus small group instruction with the Reading Specialist for students who were below level.

Challenges

Consistent student usage and individual performance in i-Ready - Students will use the platform for 15 minutes day to increase their performance in Reading. Teachers will use the data to drive instruction for small group instruction.
Small Group Instruction - Is it being fully implemented properly so that the students can be successful.
Fundations Implementations - Continued coaching to improve their implementation and validality of the program.
Inconsistent data collection on individual students learning needs and or weaknesses - Data will be collected and analyzed in iReady weekly during PLC Session. Also, teachers will be trained in owning their own data.

Mathematics

Data	Comments/Notable Observations

Connecting Math Concepts - data is unavailable	Special Education Program
i-Ready Mathematics 23-24 41% of student population are tier 1, increase of 12% from 22-23 23-24 20% of students in tier 3, decrease of 13% from 22-23.	All students in grades K-5 utilize this program
Envisions Unit Assessments & Benchmarks	Teachers are giving these assessments to students.
Unique - data is unavailable	Special Education Program; time for implementation among all of the programs with the general education teacher
First in Math competition implemented to fidelity this year.	Make a plan to continue next year without math interventionist

Mathematics Summary

Strengths

Envisions Core Math Program in Place - Consistent implementation of the Envisions math program
I-Ready Core Program in Place - Students are using this iReady Math platform for 15 minutes daily for intervention instruction. Teachers are more inclined to utilize iReady Math than iReady Reading.

Challenges

Consistent usage of the critical thinking component of the Envisions math program - Critical thinking and reasoning allows students to think about how they utilize their discipline of mathematical skills (i.e., they think about their method of thinking). Metacognition helps students to recognize that math is logical reasoning on solutions to problems.
Utilize writing in mathematics through math journaling - Math journals allow students to communicate their ideas and thoughts about math. It gives them independence, helps them refine their thinking, and gives them the opportunity to see their growth and work through Productive Struggle. Productive struggle is the process of effortful learning that develops grit and creative problem solving.
The Math Interventionist position has been dissolved. Math Interventionist provided small group instruction for 30 minutes to students performing below grade level.
Small Group Instruction - Will provide flexible and differentiated learning based on real-time data from the iReady Data System Reports.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Elevate Science	New Program Implemented - Teachers received Professional Development throughout the year on this program.

Science, Technology, and Engineering Education Summary

Strengths

Student Science Labs - The program allowed for hands-on science experiments with each unit of study.

Challenges

No written document articulating the school-wide model of instruction is in place. - Curriculum maps for the Science Program are currently being developed.
No current science data is being collected.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Naviance is 100% complete for the 23-24 school year.	School Social Worker ensured that Naviance activities is 100% complete

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Students in grades 3-6 participated in the Choice Black History Art Contest by studying an artist and entering selected pieces in a contest	
Students in Pk-6 grade participated in the Fredrick Douglas Oratorical Contest & Andrew Tuner Contest competing against other schools in the district learning a speech by Frederick Douglas	Main Street students won the competition.

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.

Students have completed 100% of the assignments due in Naviance.
Selected students particicpated in the Frederick Douglass Oratorical Contest and the Andrew Turner Art Competition. Winner of the Oratorical Contest went on the participate in the Delaware County Law Day Activities.

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.

Regular student attendance impacts our ability to provide students with college and career instruction
Lack of professional development in career education instruction.

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
Proficient or Advanced in English Language Arts/Literature	Inclusion efforts allow students with special needs to access the appropriate grade-level reading material
Proficient or Advanced in Mathematics/Algebra	Inclusion efforts allow students with special needs to access the appropriate grade-level reading material
I-Ready	Inclusion efforts allow students with special needs to access this school-wide intervention program
Increased Participation in School Activities	Inclusion efforts allow students with special needs to access the appopriate grade-level activities
Educator Effectiveness	Teachers engage in professional development and grade group sessions as a part of Domain 4- professional responsibility.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	This is the largest student group disaggregated by race/ethnicity in the data

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.

Inclusionary practices of all students within the general education program with academic supports
Teachers engage in professional development and grade group sessions as a part of Domain 4- professional responsibility.

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.

Student attendance in all student groups must be regularly monitored
Increasing the English Language Growth and Attainment in our English Language Learners
Need to create a continuum based on individual student need

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	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	Operational
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	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

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?

Monitor and evaluate the impact of professional leaning on staff practices and student learning
Use a varitey of assessments formative and summative to monitor student learning and adjust programs and instructional practices.
Foster a culture of high expectations for success for all students, educators, families, and community members
Continuiously monitor implementation of the school improvement plan and adjust as needed.
Implement an evidenced based system of school wide positive behavior interventions and supports.

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?

Identify and address individual student learning needs
Provide frequent, timely and systematic feedback and support on instructional practices.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.
Implement evidence based strategies to engage families to support learning.
Partner with local business, community organizations, and other agencies to meet the needs of the school.

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
The all-student group met the standard demonstrating growth in English Language Arts/Literature.	False
The all-student group exceeded the standard demonstrating growth in mathematics/algebra.	False
The percentage of all students proficient or advanced in science/biology increased to 54.0%.	False
The percentage of grade 3 reading is 28.9%.	False
School-wide Intervention sessions - Teachers have 30 minutes day to use for interventions sessions to target students individual needs.	True
Instructional Coaching for new and veteran teachers.	False
One-on-one tutoring sessions for students who were well below level in reading. Plus small group instruction with the Reading Specialist for students who were below level.	True
I-Ready Core Program in Place - Students are using this iReady Math platform for 15 minutes daily for intervention instruction. Teachers are more inclined to utilize iReady Math than iReady Reading.	False
Envisions Core Math Program in Place - Consistent implementation of the Envisions math program	False
Students have completed 100% of the assignments due in Naviance.	False
Selected students particicpated in the Frederick Douglass Oratorical Contest and the Andrew Turner Art Competition. Winner of the Oratorical Contest went on the participate in the Delaware County Law Day Activities.	False
Inclusionary practices of all students within the general education program with academic supports	True
Teachers engage in professional development and grade group sessions as a part of Domain 4- professional responsibility.	True
Monitor and evaluate the impact of professional leaning on staff practices and student learning	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Use a varitey of assessments formative and summative to monitor student learning and adjust programs and instructional practices.	False
Continuiously monitor implementation of the school improvement plan and adjust as needed.	False
Implement an evidenced based system of school wide positive behavior interventions and supports.	False

Student Science Labs - The program allowed for hands-on science experiments with each unit of study.	False
	False
	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The percentage of students scoring proficient or advanced in English Language Arts/Literature decreased to 16.5%.	True
The percentage of students scoring proficient or advanced in mathematics/algebra decreased to 10.1%.	True
Black, economically disadvantaged, and students with disabilities decreased in achievement in English Language Arts/Literature from the previous year.	True
Black, economically disadvantaged, and students with disabilities decreased in achievement in Mathematics/Algebra from the previous year.	True
Consistent usage of the critical thinking component of the Envisions math program - Critical thinking and reasoning allows students to think about how they utilize their discipline of mathematical skills (i.e., they think about their method of thinking). Metacognition helps students to recognize that math is logical reasoning on solutions to problems.	False
Utilize writing in mathematics through math journaling - Math journals allow students to communicate their ideas and thoughts about math. It gives them independence, helps them refine their thinking, and gives them the opportunity to see their growth and work through Productive Struggle. Productive struggle is the process of effortful learning that develops grit and creative problem solving.	False
The Math Interventionist position has been dissolved. Math Interventionist provided small group instruction for 30 minutes to students performing below grade level.	False
Small Group Instruction - Will provide flexible and differentiated learning based on real-time data from the iReady Data System Reports.	False
Regular student attendance impacts our ability to provide students with college and career instruction	False
Lack of professional development in career education instruction.	False
Provide frequent, timely and systematic feedback and support on instructional practices.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community.	False

Partner with local business, community organizations, and other agencies to meet the needs of the school.	False
Small Group Instruction - Is it being fully implemented properly so that the students can be successful.	True
Inconsistent data collection on individual students learning needs and or weaknesses - Data will be collected and analyzed in iReady weekly during PLC Session. Also, teachers will be trained in owning their own data.	False
Student attendance in all student groups must be regularly monitored	True
Need to create a continuum based on individual student need	False
Fundations Implementations - Continued coaching to improve their implementation and validality of the program.	False
Identify and address individual student learning needs	False
Fundations Implementations - Continued coaching to improve their implementation and validality of the program.	False
Consistent student usage and individual performance in i-Ready - Students will use the platform for 15 minutes day to increase their performance in Reading. Teachers will use the data to drive instruction for small group instruction.	False
No written document articulating the school-wide model of instruction is in place. - Curriculum maps for the Science Program are currently being developed.	False
Increasing the English Language Growth and Attainment in our English Language Learners	False
Implement evidence based strategies to engage families to support learning.	False
No current science data is being collected.	False
No current science data is being collected.	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 most notable observations are the desire to address student's individual needs in a strategic and effective manner. Teachers have requested additional support in addressing students overwhelming weaknesses.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The percentage of students scoring proficient or advanced in English Language Arts/Literature decreased to 16.5%.	Teachers are not implementing ELA programming with fidelity.	True
The percentage of students scoring proficient or advanced in mathematics/algebra decreased to 10.1%.	Math interventionist position has been eliminated. Need to make a plan to support teachers and students in math instruction.	True
Black, economically disadvantaged, and students with disabilities decreased in achievement in English Language Arts/Literature from the previous year.	Teachers are not implementing ELA programming with fidelity.	False
Black, economically disadvantaged, and students with disabilities decreased in achievement in Mathematics/Algebra from the previous year.	Teachers are not implementing math programming with fidelity.	False
Small Group Instruction - Is it being fully implemented properly so that the students can be successful.	Need teacher and classroom expectations for small group instruction with a fidelity checklist. Informal observations should focus on identifying aspects of small group instruction.	False
Student attendance in all student groups must be regularly monitored	Regular Attendance is 57.1%	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
School-wide Intervention sessions - Teachers have 30 minutes day to use for interventions sessions to target students individual needs.	
One-on-one tutoring sessions for students who were well below level in reading. Plus small group instruction with the Reading Specialist for students who were below level.	
Inclusionary practices of all students within the general education program with academic supports	
Teachers engage in professional development and grade group sessions as a part of Domain 4- professional responsibility.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If students complete 15 minutes of iReady instruction in reading daily and teachers use consistent planning with data to impact instruction, then students will meet their reading growth target for the school year.
	If students complete 15 minutes of iReady instruction in math daily and teachers use consistent planning with data to impact instruction, then students will meet their math growth target for the school year.
	If students are engaged in learning and parents understand the value of being at school every day on time then student growth and achievement will increase. If students receive instruction that is data-based and meets their specific needs, then student engagement and regular attendance will increase

Goal Setting

Priority: If students complete 15 minutes of iReady instruction in math daily and teachers use consistent planning with data to impact instruction, then students will meet their math growth target for the school year.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By June 30, 2025, 40% of 2nd-grade students, including those with diverse learning needs, will meet or exceed their stretch growth between Winter and Spring assessment administrations on iReady Math.
Measurable Goal Nickname (35 Character Max)
Math iReady

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 90% of math classrooms will score 60% or better on the small group instruction rubric during informal walkthroughs.	By December 30, 2024, 15% of 2nd grade students will meet or exceed their stretch growth between Fall and Winter assessment administrations on iReady.	By March 30, 2025, 90% of math classrooms will score 80% or better on the small group instruction rubric during informal walkthroughs.	By June 30, 2025, 30% of 2nd grade students will meet or exceed their stretch growth between Winter and Spring assessment administrations on iReady.

Priority: If students complete 15 minutes of iReady instruction in reading daily and teachers use consistent planning with data to impact instruction, then students will meet their reading growth target for the school year.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By June 30, 2025, 40% of 2nd-grade students, including those with diverse learning needs, will meet or exceed their stretch growth between Winter and Spring assessment administrations on iReady ELA.
Measurable Goal Nickname (35 Character Max)
ELA iReady

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 90% of ELA classrooms will score 60% or better on the small group	By December 30, 2024, 25% of 2nd grade students will meet or exceed their stretch growth between Fall and Winter	By March 30, 2025, 90% of ELA classrooms will score 80% or better on the small group	By June 30, 2025, 50% of 2nd grade students will meet or exceed their stretch growth between Winter and Spring

instruction rubric during informal walkthroughs.	assessment administrations on iReady.	instruction rubric during informal walkthroughs.	assessment administrations on iReady.

Priority: If students are engaged in learning and parents understand the value of being at school every day on time then student growth and achievement will increase.   If students receive instruction that is data-based and meets their specific needs, then student engagement and regular attendance will increase

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By June 30, 2025, 60% of students will maintain regular attendance, including those from marginalized communities and those facing attendance challenges.
Measurable Goal Nickname (35 Character Max)
Regular Attendance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 80% students will maintain regular attendance.	By December 30, 2024, 70% of students will maintain regular attendance.	By March 30, 2025, 65% of students will maintain regular attendance.	By June 30, 2025, 60% of students will maintain regular attendance.

Action Plan

Measurable Goals

Math iReady	ELA iReady
Regular Attendance	

Action Plan For: i-Ready: https://www.evidenceforpa.org/strategies/i-ready

Measurable Goals:
• By June 30, 2025, 40% of 2nd-grade students, including those with diverse learning needs, will meet or exceed their stretch growth between Winter and Spring assessment administrations on iReady Math.

Action Step		**Anticipated Start/Completion Date**	
Update master schedule to include PLC time for each grade level to meet every week.		2024-07-01	2024-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Scheduling Team Approved by Principal Medley	Master Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Share PLC Structure and model with each PLC team		2024-08-26	2024-09-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher Leader	PLC Structure	No	
Action Step		**Anticipated Start/Completion Date**	
Attend initial PLC meeting to ensure fidelity and answer questions from each team		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher Leader	PLC Structure	No	
Action Step		**Anticipated Start/Completion Date**	
Communicate with new teachers to set up iReady for each student for Math		2024-08-26	2024-09-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher Leader	iReady administrator module	No	

Action Step		Anticipated Start/Completion Date	
Administer benchmark assessment in math for iReady		2024-09-09	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher	iReady logins and passwords	No	
Action Step		**Anticipated Start/Completion Date**	
Analyze data from iReady benchmark assessment in PLC and develop data-based decisions to implement in small group instruction for Math		2024-09-09	2024-07-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instuctional Support Teacher Learder Each (Lead) PLC Team Member	iReady Presentor would view the data needed for data analysis. iReady data for each teacher.	No	
Action Step		**Anticipated Start/Completion Date**	
Administer Quarter 2 assessment in math for iReady		2024-12-02	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher Leader Each PLC Team	iReady data for each teacher	No	
Action Step		**Anticipated Start/Completion Date**	
Analyze data from iReady benchmark assessment in PLC and development data-based decisions to implement in small group instruction for math.		2025-01-01	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher Leader Each PLC TEam	iReady Data for each teacher	No	
Action Step		**Anticipated Start/Completion Date**	
Select a deficient standard from the Q2 assessment to pretest, instruct, and post-test to show improvement on the indentified Q2 standard for math		2025-01-13	2025-03-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Each PLC Team selects a different standard Instructional Support Teacher Leader	iReady data, pretest, materials to teach standard, post test	No	
Action Step		**Anticipated Start/Completion Date**	

Administer Q3 assessment for math		2025-03-17	2025-03-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers	Post-Test for Quarter 3	No	
Action Step		**Anticipated Start/Completion Date**	
Analyze data from Q3 assessment in PLC and develop data-based decisions to implement in small group instruction in math		2025-03-17	2025-04-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Each PLC Team Instructional Support Teacher Leader	Post Test data for Quarter 3	No	
Action Step		**Anticipated Start/Completion Date**	
Administer Quarter 4 assessment in math for iReady		2025-06-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Team Instructional Support Teacher Leader	iReady Data	No	
Action Step		**Anticipated Start/Completion Date**	
Analyze data from iReady benchmark assessment in PLC and delevop data-based decision to implement in small group instruction for math		2025-06-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Teams Instructional Support Teacher Leader	iReady data	No	
Action Step		**Anticipated Start/Completion Date**	
Schedule will be adjusted to accommodate 30 minutes of Small Group Instruction (SGI) for students in Math		2024-07-01	2024-08-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administrator Instructional Support Teacher Leader Scheduling Team	Building Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Adopt a Tier 2 and Tier 3 monitoring tool for Math		2024-07-01	2024-08-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Special Education Educator/Lead	A program has to be purchased for the special education students	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will receive one-to-one support in iReady as needed to support the students in their classrooms.		2024-09-02	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher Leader	iReady access	No	
Action Step		**Anticipated Start/Completion Date**	
Create and communicate expectations for Unique assessments for all special education teachers		2024-08-05	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Santoro	Unique Materials	No	
Action Step		**Anticipated Start/Completion Date**	
Provide professional learning for special education teachers on Unique's benchmark system		2024-08-05	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Santoro DCIU Consultant	Unique Materials	Yes	
Action Step		**Anticipated Start/Completion Date**	
Professional learning for general education teachers on inclusive practices		2024-08-05	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Santoro DCIU Consultant	Professional learning materials	Yes	
Action Step		**Anticipated Start/Completion Date**	
Structure literacy training for teachers of students with learning disabilities		2024-08-26	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Santoro DCIU Consultant	Professional Learning Materials	Yes	
Action Step		**Anticipated Start/Completion Date**	
Organize and maintain intervention materials that match students needs.		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coach	Intervention Materials Needed	No	
Action Step		**Anticipated Start/Completion Date**	

Conduct walkthroughs on a quarterly basis to determine fidelity in the implementation of selected strategies and need for additional support		2024-09-30	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal	Walkthrough Documents	No	
Action Step		**Anticipated Start/Completion Date**	
The completion of action steps and impact of the strategy will be monitored in biweekly, monthly, and quarterly meeting with the leadership team.		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
A-TSI Leadership Team	Scheduled Time	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
By June 30, 2025, 40% of 2nd-grade students, including those with diverse learning needs, will meet or exceed their stretch growth between Winter and Spring assessment administrations on iReady Math.	Biweekly monitoring of action steps. Monthly monitoring routines, including implementation lead and progress towards goal. Quarterly monitoring routines discussing progress and making shifts in implementation.

Action Plan For: i-Ready: https://www.evidenceforpa.org/strategies/i-ready

Measurable Goals:
• By June 30, 2025, 40% of 2nd-grade students, including those with diverse learning needs, will meet or exceed their stretch growth between Winter and Spring assessment administrations on iReady ELA.

Action Step		**Anticipated Start/Completion Date**	
Update the master schedule to include PLC time for each grade level to meet every week.		2024-07-01	2024-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Scheduling Team approved by Principal Medley	Master Schedule	No	

Action Step		Anticipated Start/Completion Date	
Share PLC Structure and model with each PLC team		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher Leader	PLC Structure	No	

Action Step		Anticipated Start/Completion Date	
Communicate with new teachers to set up iReady for each student for reading		2024-08-26	2024-09-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher Leader	iReady administrator module	No	

Action Step		Anticipated Start/Completion Date	
Administer benchmark assessment in reading for iReady		2024-09-09	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher	iReady logins and passwords	No	

Action Step		Anticipated Start/Completion Date	
Quarterly analyze data from iReady benchmark assessment in PLC and develop data-based decisions to implement in small group instruction for ELA		2024-09-09	2025-07-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instuctional Support Teacher Learder Each (Lead) PLC Team Member	iReady Presentor would view the data needed for data analysis. iReady data for each teacher. Reading Assist Tutors	No	

Action Step		Anticipated Start/Completion Date	
Administer Quarter 2 assessment in reading for iReady		2024-12-02	2025-01-17

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Support Teacher Leader Each PLC Team	iReady data for each teacher	No	
Action Step		**Anticipated Start/Completion Date**	
Analyze data from iReady benchmark assessment in PLC and development data-based decisions to implement in small group instruction for reading		2025-01-01	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Support Teacher Leader Each PLC Team	iReady data for each teacher Reading Assist Tutors	No	
Action Step		**Anticipated Start/Completion Date**	
Select a deficient standard from the Q2 assessment to pretest, instruct, and post-test to show improvement on the indentified Q2 standard for reading		2025-01-13	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Each PLC Team selects a differen standard Instructional Support Teacher Leader	iReady data, pretest, materials to teach standard, post test	No	
Action Step		**Anticipated Start/Completion Date**	
Administer Q3 assessment for reading		2025-03-17	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	Post Test Quarter 3	No	
Action Step		**Anticipated Start/Completion Date**	
Analyze data from Q3 assessment in PLC and develop data-based decisions to implement in small group instruction in reading		2025-03-17	2025-04-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

| Each PLC Team Instructional Support Teacher Leader | Post Test data for quarter 3 Reading Assist Tutors | No | |

Action Step		**Anticipated Start/Completion Date**	
Administer Quarter 4 assessment in reading for iReady		2025-06-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Team Instructional Support Teacher Leader	iReady Data	No	

Action Step		**Anticipated Start/Completion Date**	
Analyze data from iReady benchmark assessment in PLC and delevop data-based decision to implement in small group instruction for reading		2025-06-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Teams Instructional Support Teacher Leader	iReady Data Reading Assist	No	

Action Step		**Anticipated Start/Completion Date**	
Teachers will receive one-to-one support in iReady as needed to support the studnets in their classrooms.		2024-09-02	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Support Teacher Leader	iReady access	No	

Action Step		**Anticipated Start/Completion Date**	
Create and communicate expectations for Unique assessments for all special education teachers		2024-08-05	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Santoro	Unique Materials	No	

Action Step		Anticipated Start/Completion Date	
Provide professional learning for special education teachers on Unique's benchmark system		2024-08-05	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Santoro DCIU Consultant	Unique Platform	Yes	
Action Step		**Anticipated Start/Completion Date**	
Professional learning for general education teachers on inclusive practices		2024-08-05	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Santoro DCIU Consultant	Professional learning materials	Yes	
Action Step		**Anticipated Start/Completion Date**	
Structure literacy training for teachers of students with learning disabilities		2024-08-26	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Santoro DCIU Consultant	Professional Learning Materials	Yes	
Action Step		**Anticipated Start/Completion Date**	
Retain the Instructional Coact for ELA to build capacity among teachers		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Human Resources Building Administrator	Instructional Coach will keep A-TSI Goals moving forward; facilitates PLC, presents data in a meaningful way and coaches teachers.	No	
Action Step		**Anticipated Start/Completion Date**	
Organize and maintain intervention materials that match students needs.		2024-07-01	2024-09-27

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instruction Coach Reading Specialist	Intervention Materials Needed	No	

Action Step		**Anticipated Start/Completion Date**	
Extend intervention opportunity for lower level readers		2024-10-01	2025-03-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist DCIU Consultant	Reading Intervention Materials	No	

Action Step		**Anticipated Start/Completion Date**	
Teachers will continue recieve additional training and support in Fundations through the DCIU		2024-08-26	2024-09-20

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
DCIU Consultant Instructional Support Teacher Leader Reading Specialisit	Fundations Materials	Yes	

Action Step		**Anticipated Start/Completion Date**	
Create a schedule that provides all students with the same 90-minute reading block in grades K-5		2024-07-01	2024-08-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Bulding Principal Instructional Support Reading Specialist	Scheduling Tools	No	

Action Step		**Anticipated Start/Completion Date**	
Conduct walkthroughs on a quarterly basis to determine fidelity in the implementation of selected strategies and need for additional support		2024-09-30	2024-12-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Prinicipal	Walkthrought Documents	No	

Action Step		Anticipated Start/Completion Date	
Schedules will be adjusted to accommodate 30 minutes of Small Group Instruction (SGI) for students in ELA		2024-07-01	2024-08-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal Instuctional Coach Reading Specialist	Building Schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Retain Reading Specialist to build capacity among students		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Human Resources Building Principal	HR listing for Reading Specialist	No	
Action Step		**Anticipated Start/Completion Date**	
Adopt a Special Education monitoring tool for Reading level.		2024-07-01	2024-08-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Special Education Lead	A special education program is needed to monitor students monthly.	No	
Action Step		**Anticipated Start/Completion Date**	
Increase teacher capacity to scaffold Text Dependent questions, including the reading elements students are expected to analyze , the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' instructional level.		2024-08-26	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administrator Instructional Coach Reading Specialist DCIU Coach ELA Teachers 4-5	DCIU Coaching PSSA Prep books	Yes	

Action Step	Anticipated Start/Completion Date	
Increase teacher capacity to scaffold Text Dependent questions, including the reading elements students are expected to analyze , the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' grade level.	2025-01-06	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrator Instructional Coach Reading Specialist DCIU Coach ELA Teachers 4-5	DCIU Coach	Yes	

Action Step	Anticipated Start/Completion Date	
The completion of action steps and the impact of the strategy will be monitored, and quarterly routines with the leadership team.	2024-07-01	2025-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
A-TSI School Improvement Team	CSI School Improvement Plan action steps and targets/goals; biweekly documentation; monthly monitoring documentation; quarterly documentation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2025, 40% of 2nd-grade students, including those with diverse learning needs, will meet or exceed their stretch growth between Winter and Spring assessment administrations on iReady ELA.	Biweekly monitoring of action steps. Monthly monitoring routines, including implementation lead and progress towards goal. Quarterly monitoring routines discussing progress and making shifts in implementation.

Action Plan For: PBIS: https://www.evidenceforpa.org/strategies/pbis

Measurable Goals:
• By June 30, 2025, 60% of students will maintain regular attendance, including those from marginalized communities and those facing attendance challenges.

Action Step		Anticipated Start/Completion Date	
Over the summer, seek out parents to provide updated demographic and contact information and brick and mortar information for next year.		2024-07-01	2024-09-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Social Worker School Counselor Secretary Builiding Administator	Data Gathering Tool	No	
Action Step		Anticipated Start/Completion Date	
Design and implement a protocol or flow chart for effectively communicating daily attendance issues with families in an automated form with a specific branch for special educaion students		2024-09-02	2025-06-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administrator Classroom Teacher Santoro School Counselors Social Worker Climate Staff	Administrators Classroom Teacher Call Log for Parent Communication Climate Staff	No	
Action Step		Anticipated Start/Completion Date	
Improve team-wide communication so that information is instantly shared across personnel (principal, counselors and climate) with student absences		2024-09-02	2025-06-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administor Secretary Classroom Teacher Social Worker or School Counselor Climate Staff	Data Gathering and sharing tools	No	
Action Step		Anticipated Start/Completion Date	
Updated the PBIS program to provide new and engaging opportunities		2024-09-02	2024-11-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrator PBIS Lead	funds, time for planning and preparation	No	
Action Step		Anticipated Start/Completion Date	
Create a calendar for benchmark assessments for the special education department		2024-08-05	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Santoro Special Education Coordinator - Primary	Calendar Benchmark dates	No	

Action Step		**Anticipated Start/Completion Date**	
Develop school-wide standards and structures around using agenda books with fidelity and communication plan		2024-08-05	2024-09-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Leadership	Agenda Books	No	

Action Step		**Anticipated Start/Completion Date**	
Bring in a speaker for parents regarding issues for today's students: texting, social media, growing in your body		2024-09-02	2024-11-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Medley	Title I Funds $1000	No	

Action Step		**Anticipated Start/Completion Date**	
The completion of action steps and the impact of the strategy will be monitored in biweekly, monthly, and quarterly routines with leadership team		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
A-TSI Leadership	Bi-weekly monitoring data Monthly agendas for leadership meetings Quarterly data into FRCPP	No	

Action Step		**Anticipated Start/Completion Date**	
Quarterly Recognition Ceremonies will be held for students who receive perfect attendance.		2024-09-09	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administrator PBIS Lead	Incentives Funds Classroom Teachers	No	

Action Step		**Anticipated Start/Completion Date**	
After the 2nd Diagnositic in iReady Reading and Math, students who reach their typical growth will be recognized for their acheivement.		2025-01-06	2025-01-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Buidling Administrator Reading Specialist ISTL	iReady Data	No	

Action Step		Anticipated Start/Completion Date	
After the 3rd Diagnositic in iReady Reading and Math, students who reach their typical growth will be recognized for their acheivement.		2025-05-05	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Administrator Reading Specialist ISTL	iReady Data	No	
Action Step		**Anticipated Start/Completion Date**	
Provide support and professional learning on providing social skills instruction.		2024-09-09	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Santoro DCIU Consultant	Professional Learning Social Skills Istruction Curriculum	Yes	
Action Step		**Anticipated Start/Completion Date**	
The completion of action steps and the impact of the strategy will be monitored in biweekly, monthly, and quarterly routines with the leadership team.		2024-07-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
A-TSI Leadership Team	A-TSi School Improvement Plan action steps and targets/goals; biweekly documentation; monthly monitoring documentation; quarterly documentation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 30, 2025, 60% of students will maintain regular attendance, including those from marginalized communities and those facing attendance challenges.	Biweekly monitoring of action steps. Monthly monitoring routines, including implementation lead and progress towards goal. Quarterly monitoring routines discussing progress and making shifts in implementation.

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • PBIS: https://www.evidenceforpa.org/strategies/pbis	Staff Salaries	110, 298.00
Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • PBIS: https://www.evidenceforpa.org/strategies/pbis	Staff Benefits	95,803.00
Instruction	• PBIS: https://www.evidenceforpa.org/strategies/pbis	PBIS Supplies	16,000

Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready • PBIS: https://www.evidenceforpa.org/strategies/pbis	Field Trips	10,000	
Instruction	• i-Ready: https://www.evidenceforpa.org/strategies/i-ready • i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Reading Assist	35000	
Total Expenditures				35231

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Provide professional learning for special education teachers on Unique's benchmark system
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Professional learning for general education teachers on inclusive practices
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Structure literacy training for teachers of students with learning disabilities
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Provide professional learning for special education teachers on Unique's benchmark system
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Professional learning for general education teachers on inclusive practices
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Structure literacy training for teachers of students with learning disabilities
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Teachers will continue recieve additional training and support in Fundations through the DCIU
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Increase teacher capacity to scaffold Text Dependent questions, including the reading elements students are expected to analyze , the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' instructional level.
i-Ready: https://www.evidenceforpa.org/strategies/i-ready	Increase teacher capacity to scaffold Text Dependent questions, including the reading elements students are expected to analyze , the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' grade level.
PBIS: https://www.evidenceforpa.org/strategies/pbis	Provide support and professional learning on providing social skills instruction.

Building Effective PLCs: Understanding, Expectations, and Data-Driven Decision Making

Action Step
• Quarterly analyze data from iReady benchmark assessment in PLC and develop data-based decisions to implement in small group instruction for ELA

• Analyze data from iReady benchmark assessment in PLC and develop data-based decisions to implement in small group instruction for Math

Audience

All K-5 Teachers

Topics to be Included

Introduction to PLCs   Definition and purpose   History and evolution of PLCs   Key characteristics of effective PLCs   Understanding the PLC Framework Core principles and values   Roles and responsibilities within a PLC   The structure of a typical PLC meeting Setting Expectations for PLCs   Establishing norms and guidelines   Creating a shared vision and goals   Building a culture of collaboration and trust   Data Literacy and Its Importance in PLCs   Types of data used in education (qualitative and quantitative) Understanding assessment data (formative, summative, diagnostic)   Interpreting data to identify strengths and areas for improvement Data-Driven Decision Making   Analyzing student data to inform instruction   Setting SMART goals based on data insights   Monitoring progress and adjusting strategies as needed Collaborative Inquiry and Problem-Solving   Techniques for effective collaboration and communication   Action research and inquiry-based approaches   Case studies and examples of successful PLCs Building Capacity and Sustaining PLCs   Professional development and continuous learning for PLC members   Leadership roles and empowering teacher leaders   Evaluating and reflecting on PLC effectiveness Overcoming Challenges in PLC Implementation   Common obstacles and strategies for overcoming them   Time management and scheduling considerations   Managing conflicts and differing opinions within the team Technology and Resources for PLCs   Tools and platforms for data analysis and collaboration   Online resources and professional learning networks   Using technology to enhance PLC meetings and activities Action Planning and Next Steps   Developing an action plan for implementing or enhancing PLCs   Setting timelines and responsibilities   Strategies for maintaining momentum and accountability

Evidence of Learning

Introduction to PLCs   Understanding the Definition and purpose   Pre- and post-assessment quizzes on PLC definitions and purposes. Participant reflections on the relevance of PLCs to their work context.   History and evolution of PLCs   Group discussions or presentations summarizing key historical milestones.   Timeline creation activity.   Key characteristics of effective PLCs   Case study analysis identifying characteristics in real-world examples.   Checklist activity matching characteristics with PLC scenarios. Understanding the PLC Framework   Core principles and values   Small group discussions with presentations on each principle. Reflection journals on how these principles align with current practices. Roles and responsibilities within a PLC   Role-playing activities to practice different PLC roles.   Written summaries of each role and its importance. The structure of a typical PLC meeting Simulation of a PLC meeting.   Development of a meeting agenda and minutes. Setting Expectations for PLCs   Establishing norms and guidelines   Group activity to create a set of norms and guidelines for their own PLC   Peer reviews of the established norms and guidelines. Creating a shared vision and goals   Vision statement creation and presentation   Group exercises to develop SMART goals. Building a culture of collaboration and trust   Team-building activities.   Role-play scenarios to practice collaborative communication. Data Literacy and Its Importance in PLCs   Types of data used in education (qualitative and quantitative)   Data sorting activities. Group presentations on different types of educational data. Understanding assessment data (formative, summative, diagnostic)   Case

study analysis involving different types of assessment data   Data interpretation exercises. Interpreting data to identify strengths and areas for improvement   Hands-on data analysis projects.   Group discussions on data findings and implications. Data-Driven Decision Making   Analyzing student data to inform instruction   Practical exercises using real or simulated student data. Creation of data-driven instructional plans.   Setting SMART goals based on data insights   Workshops on writing SMART goals.   Peer feedback sessions on goal-setting. Monitoring progress and adjusting strategies as needed   Development of progress monitoring plans.   Reflection journals on strategy adjustments based on data. Collaborative Inquiry and Problem-Solving   Techniques for effective collaboration and communication Communication skills workshops.   Role-play scenarios to practice problem-solving.   Action research and inquiry-based approaches Mini action research projects.   Group discussions on inquiry-based methodologies.   Case studies and examples of successful PLCs Analysis and presentations of successful PLC case studies.   Reflection papers on key takeaways. Building Capacity and Sustaining PLCs   Professional development and continuous learning for PLC members Creation of a professional development plan for PLC members.   Group discussions on lifelong learning strategies.   Leadership roles and empowering teacher leaders   Role-play activities focusing on leadership within PLCs.   Development of leadership action plans.   Evaluating and reflecting on PLC effectiveness Creation of evaluation tools and reflection templates.   Peer reviews of evaluation strategies. Overcoming Challenges in PLC Implementation   Common obstacles and strategies for overcoming them   Group discussions on common challenges and brainstorming solutions.   Case study analysis of overcoming PLC obstacles.   Time management and scheduling considerations Development of PLC meeting schedules.   Time management workshops.   Managing conflicts and differing opinions within the team Conflict resolution role-plays.   Group activities on consensus-building techniques. Technology and Resources for PLCs   Tools and platforms for data analysis and collaboration   Hands-on training sessions with specific tools and platforms.   Group presentations on technology use cases.   Online resources and professional learning networks Exploration and sharing of online resources.   Creating a resource library for PLC members.   Using technology to enhance PLC meetings and activities   Simulation of technology-enhanced PLC meetings.   Group discussions on the pros and cons of different technologies. Action Planning and Next Steps   Developing an action plan for implementing or enhancing PLCs   Action plan development workshops.   Peer feedback on action plans.   Setting timelines and responsibilities   Group activities to create detailed implementation timelines.   Role assignments and responsibility mapping exercises. Strategies for maintaining momentum and accountability   Discussion groups on sustainability strategies. Creation of accountability checklists and monitoring plans.

Lead Person/Position	Anticipated Start	Anticipated Completion
ISTL	2024-08-26	2025-06-13

Learning Format

Type of Activities	Frequency
Inservice day	Weekly PLCs
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally	
• 4a: Reflecting on Teaching	

3c: Engaging Students in Learning
• 4b: Maintaining Accurate Records
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

FUNdations Revisited

Action Step		
• Extend intervention opportunity for lower level readers • Teachers will continue recieve additional training and support in Fundations through the DCIU		
Audience		
K-3 Grade Teachers		
Topics to be Included		
General Administration of Program Classroom Setup Lesson Planning & Structure Usage of Data		
Evidence of Learning		
Data Driven Instruction		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
DCIU Consultant Instructional Support Teacher Leader Reading Specialist	2024-08-26	2024-12-20

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Biweekly
Observation and Practice Framework Met in this Plan	
• 2c: Managing Classroom Procedures • 4e: Growing and Developing Professionally • 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Text Dependent Analysis (TDAs) Refresher

Action Step
• Increase teacher capacity to scaffold Text Dependent questions, including the reading elements students are expected to analyze , the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' instructional level.

• Increase teacher capacity to scaffold Text Dependent questions, including the reading elements students are expected to analyze , the information describing the task, an expectation to use evidence from the text while building reading stamina at the students' grade level.	
Audience	
Grade 3-5 Teachers	

Topics to be Included
Text Dependent Analysis Reading Elements Using Text Evidence

Evidence of Learning
Students have build reading stamina at their instructional level

Lead Person/Position	Anticipated Start	Anticipated Completion
DCIU Consultant	2024-09-30	2025-04-11

Learning Format

Type of Activities	Frequency
Workshop(s)	3 Times a Year

Observation and Practice Framework Met in this Plan
• 4d: Participating in a Professional Community
• 4a: Reflecting on Teaching
• 4e: Growing and Developing Professionally

This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**