Stetser El Sch

ATSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School	AUN/Branch
Stetser Elementary School	Chester Upland SD

Address 1
808 E. 17th Street

Address 2

City	State	Zip Code
Chester	PA	19013

Chief School Administrator	Chief School Administrator Email
Latrice Mumin	lmumin@chesteruplandsd.org

Principal Name
Lavada D. Greene, Ed.D.

Principal Email
lgreene@chesteruplandsd.org

Principal Phone Number	Principal Extension
610-447-3795	

School Improvement Facilitator Name	School Improvement Facilitator Email
Heather Stottlemyer	Hstottlemyer@dciu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Lavada D. Greene	Principal	Stetser Elementary	lgreene@chesteruplandsd.org
Mrs. Tonya Johnson	Teacher	Stetser Elementary	tburns@chesteruplandsd.org
Mrs. Markeisha Bell	Teacher	Stetser Elementary	mbell@chesteruplandsd.org
Ms. Hilda Campbell	Community Member	Chester Community	shesawdust@comcast.net
Dr. Khalid Sutton	District Level Leaders	CUSD - Assistant Superintendent	ksutton@chesteruplandsd.org
Dr. Carlena Parker	District Level Leaders	CUSD - Curriculum	cparker@chesteruplandsd.org
Monique Hales	Other	CUSD - Federal Programs	mhales@chesteruplandsd.org
Heather Stottlemyer	Other	DCIU	hstottlemyer@dciu.org
Mrs. Madinah Brown	Parent	Stetser Elementary Parent	dinamoori@gmail.com
Dr. Latrice Mumin	Chief School Administrator	CUSD - Superintendent	lmumin@chesteruplandsd.org
Mrs. Kelly D'Eletto	Other	Stetser Assistant Principal	kdeletto@chesteruplandsd.org

Vision for Learning

Vision for Learning

The vision of Stetser Elementary School is to cultivate excellence within our students by providing an environment where children are supported, nurtured, respected and educated.

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 students proficient or advanced in mathematics/algebra has increased from the previous year.	18.6% proficient or advanced
The percentage of students proficient or advanced in science/biology has increased from the previous year.	61.8% proficient or advanced
The all-student group has exceeded the standard demonstrating growth for English Language Arts/Literature.	84.0 academic growth score
The all-student group has exceeded the standard demonstrating growth for Mathematics/Algebra.	100.0 academic growth score
The all-student group met the standard demonstrating growth for science/biology.	76.0 academic growth score
The all-student group increased in regular attendance from the previous year.	18.2% needed to meet the statewide average

Challenges

Indicator	Comments/Notable Observations
The percentage of students scoring proficient or advanced in English Language Arts/Literature in the all-student group decreased from the previous year.	26.7% proficient or advanced

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

Strengths

Indicator Black, economically disadvantaged, and students with disability subgroups all increased in performance from the previous year in Mathematics/Algebra. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Black students: 19.2% Economically disadvantaged: 17.0% Students with disabilities: 18.5%
Indicator Black and economically disadvantaged students met the interim goal/improvement target and increased in percentage of students scoring proficient and advanced. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Black students: 62.5% Economically disadvantaged students: 59.3%
Indicator Black and economically disadvantaged students exceeded the standard demonstrating growth in English Language Arts/Literature. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Black students: 83.0 academic growth score Economically disadvantaged: 83.0 academic growth score
Indicator Black and economically disadvantaged students exceeded the standard demonstrating growth in Mathematics/Algebra. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged	**Comments/Notable Observations** Black students: 100.0 academic growth score Economically disadvantaged: 100.0 academic growth score
Indicator Students with disabilities scoring advanced on the English Language Arts/Literature assessment is higher than that of the all-student group. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with disabilities: 3.6% All Student groups: 1.7%
Indicator Students with disabilities scoring advanced on the Mathematics/Algebra assessment is higher than that of the all-student group. **ESSA Student Subgroups**	**Comments/Notable Observations** Students with disabilities: 7.4% All Student groups: 5.1%

Students with Disabilities	

Challenges

Indicator	Comments/Notable Observations
Indicator Black, economically disadvantaged, and students with disability subgroups all decreased in performance from the previous year in English Language Arts/Literature. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Black students: 26.7% Economically disadvantaged: 25.3% Students with disabilities: 21.4%
Indicator Black, economically disadvantaged, and students with disability subgroups all decreased in performance from the previous year in Mathematics/Algebra, however, they did not meet the interim goal/improvement target. **ESSA Student Subgroups** African-American/Black, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Black students: 18.6% Economically disadvantaged: 19.2% Students with disabilities: 18.5%
Indicator Students with disabilities decreased in regular attendance from the previous year and is not consistent with the all-student group. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with disabilities: 42.2% All Student group: 55.7%

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 percentage of students proficient or advanced in mathematics/algebra has increased from the previous year.
The percentage of students proficient or advanced in science/biology has increased from the previous year.
The all-student group has exceeded the standard demonstrating growth in Mathematics/Algebra.
The all-student group met the standard demonstrating growth in science/biology.
The all-student group increased in regular attendance from the previous year.

Challenges

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

The percentage of students scoring proficient or advanced in English Language Arts/Literature in the all-student group decreased from the previous year.
Black, economically disadvantaged, and students with disability subgroups all decreased in performance from the previous year in English Language Arts/Literature.
Black, economically disadvantaged, and students with disability subgroups all decreased in performance from the previous year in Mathematics/Algebra, however, they did not meet the interim goal/improvement target.
Students with disabilities decreased in regular attendance from the previous year and is not consistent with the all-student group.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS 2024 end-of-year Reading Composite Scores: Kindergarten: 17% above the benchmark 37% at benchmark 20% below benchmark 27% well below the benchmark First Grade: 32% above the benchmark 15% at benchmark 15% below benchmark 44% well below benchmark Second Grade: 23% above the benchmark 0% at benchmark 17% below benchmark 30% well below benchmark Third Grade 16% above the benchmark 16% at benchmark 32% below benchmark 37% well below the benchmark	Compared to Spring 2023 data, 2024 Kindergarten classes have a 1% difference in the number of students "at benchmark" or "above benchmark." There is a 9% increase in kindergarten students "well below benchmark." Compared to Spring 2023 data, 2024 1st graders have an 8% increase in the number of students either "at benchmark" or "above benchmark." According to the data, generally the "below benchmark" kids are growing into "at benchmark" and "above benchmark." The percentage of "well below benchmark" students increased by 1%. Compared to Spring 2023 data, in 2024 50% of 2nd graders are "at benchmark" or "above benchmark" an increase from the previous year of 33%. This shift comes mostly from growing the "at benchmark: and "well below benchmark" students. The percentage of "well below benchmark" students decreased by 18% from the previous year. Compared to Spring 2023 data, in 2024 grade 3 maintained the same percentage of students scoring "at benchmark" and "above benchmark." The majority of shifts is the number of students growing from "well below benchmark" to "below benchmark."
IReady data -the end year 2024 School Overall Placement Data Mid or Above Grade- 29% Early on Grade- 18% One grade below- 31% Two grades below- 11% Three or more grades below- 12% Results by Grade Grade K- Mid or above: 55% Early on: 34% 0ne grade below: 10% Two grades below: 0% Three or more grades below: 0% Grade 1- Mid or above: 50% Early on: 6% 0ne grade below: 44% Two grades below: 0% Three or more grades below: 0% Grade 2- Mid or above: 17% Early on: 24% 0ne grade below: 52% Two grades below :7% Three or more grades below: 0% Grade 3- Mid or above: 28% Early on: 22% 0ne grade below: 22% Two grades below: 11%	A comparison of 2023 to 2024 I-Ready from Diagnostic 3 Spring data indicates that each grade level increased in "mid or above" and "early on" groups while decreasing in the "two grades below" and "three or more grades below" quintiles. Grade 2 was the only grade to see a decrease in the upper two quintiles and an increase in the lower two quintiles from the same period the year before.

Three or more grades below: 17% Grade 4- Mid or above: 5% Early on: 5% 0ne grade below: 23% Two grades below: 23% Three or more grades below: 45% Grade 5 - Mid or above: 10% Early on: 17% 0ne grade below: 27% Two grades below: 27% Three or more grades below: 20%	

English Language Arts Summary

Strengths

DIBELS scores have been increasing from fall to spring and when looking at specific cohorts of students. Overall, the "at benchmark" and "above benchmark" groups are increasing during the school year and more students are exiting the school year on grade level for reading levels.
I-Ready ELA data is showing increasing growth for all grade levels. I-Ready is well received by both teachers and students. I-Ready data is monitored by the school principal.

Challenges

DIBELS is no longer administered to 4th and 5th graders in the district, making it difficult to support non-readers in these grade levels.
When students return to school for the next year, there is a tremendous gap between where they left the previous year to the diagnostic assessments of the current school year.

Mathematics

Data	Comments/Notable Observations
Spring 2024 i-Ready math: School Overall Placement Data Mid or Above Grade - 1% Early on Grade - 2% One grade below - 51% Two grade below - 25% Three or more grades below - 22% Results by Grade Grade K- Mid or above: 0% Early on: 0% 0ne grade below: 93% Two grades below: 7% Three or more grades below: 0% Grade 1- Mid or above: 0% Early on: 0% 0ne grade below: 67% Two grades below: 33% Three or more grades below: 0% Grade 2- Mid or above: 0% Early on: 0% 0ne grade below: 48% Two grades below: 52% Three or more grades below: 0% Grade 3- Mid or	In a comparison of Spring 2023 to Spring 2024 grade level data, overall each grade level indicates a shift in math proficiency. The majority of students in all grade levels are scoring "one grade level and below," "two grade levels and below," or "three grade levels and below." In the overall placement data for all grade levels, there is a 29% decrease in the number of students at "mid or above grade level" and "early on grade level."

above: 12%   Early on: 18%   0ne grade below: 35%   Two grades below: 18%   Three or more grades below: 18% Grade 4-   Mid or above: 0% Early on: 3%   0ne grade below: 30%   Two grades below: 10%   Three or more grades below: 58% Grade 5 -   Mid or above: 20%   Early on: 27% 0ne grade below: 23%   Two grades below: 17% Three or more grades below: 13%

Mathematics Summary

Strengths

Consistent I-Ready usage for all grade levels created a routine around utilizing I-Ready as an instructional support tool.

Challenges

In the overall placement data for all grade levels, there is a 29% decrease in the number of students at "mid or above grade level" and "early on grade level."
Other than I-Ready, no other consistent math data is wholly collected and analyzed.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
There is no monitoring tool adopted for science/biology.	There is no monitoring tool adopted for science/biology.

Science, Technology, and Engineering Education Summary

Strengths

Common assessments are used to determine student's understanding of a standard.

Challenges

Need to adopt a tool to measure science/biology throughout the year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Students in grades 3 through 5 completed Naviance tasks.	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

We have a higher than 85% completion rate for Naviance (career readiness)across all grades
The content within the Naviance student portal is student friendly and easy to use for our regular education students.

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.

There is no flexibility in the Naviance student portal for students who require accommodations and supports.
The Naviance System is not recording the correct grade for all students

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
Unique Assessments	Assessments for Unique Learning Systems will begin SY 23-24
Students with disabilities do not necessarily have DIBELS data. There is no other way that student reading level is captured in the data.	

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

I- Ready The detailed Can Dos and Next Steps for Instruction in the Student Profile Report provide outstanding information to support development of IEPs and to discuss with families during parent-teacher conferences and IEP meetings.

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.

Teachers are not adequately trained in the program: The system allows a teacher to go in and manually adjust before the first administration of the Diagnostic. If a student's developmental level is significantly below their chronological grade level we should proactively adjust. Teachers need more training on this tool. The benefit of manually setting the developmental level is the reduction of stress and frustration for the student.
There is not a sufficient amount of data on students with disabilities tracked and progress monitored outside of IEP goals.

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

Summary

Strengths

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

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Implement an evidence-based system of schoolwide positive behavior interventions and supports *
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *

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?

Align curricular materials and lesson plans to the PA Standards *
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
Monitor and evaluate the impact of professional learning on staff practices and student learning *

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The percentage of students proficient or advanced in mathematics/algebra has increased from the previous year.	False
The percentage of students proficient or advanced in science/biology has increased from the previous year.	True
The all-student group has exceeded the standard demonstrating growth in Mathematics/Algebra.	True
The all-student group met the standard demonstrating growth in science/biology.	False
DIBELS scores have been increasing from fall to spring and when looking at specific cohorts of students. Overall, the "at benchmark" and "above benchmark" groups are increasing during the school year and more students are exiting the school year on grade level for reading levels.	False
I- Ready The detailed Can Dos and Next Steps for Instruction in the Student Profile Report provide outstanding information to support development of IEPs and to discuss with families during parent-teacher conferences and IEP meetings.	False
Common assessments are used to determine student's understanding of a standard.	False
Consistent I-Ready usage for all grade levels created a routine around utilizing I-Ready as an instructional support tool.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	False
We have a higher than 85% completion rate for Naviance (career readiness)across all grades	False
The content within the Naviance student portal is student friendly and easy to use for our regular education students.	False
The all-student group increased in regular attendance from the previous year.	False

I-Ready ELA data is showing increasing growth for all grade levels. I-Ready is well received by both teachers and students. I-Ready data is monitored by the school principal.	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
Black, economically disadvantaged, and students with disability subgroups all decreased in performance from the previous year in Mathematics/Algebra, however, they did not meet the interim goal/improvement target.	True
Students with disabilities decreased in regular attendance from the previous year and is not consistent with the all-student group.	True
The percentage of students scoring proficient or advanced in English Language Arts/Literature in the all-student group decreased from the previous year.	True
Black, economically disadvantaged, and students with disability subgroups all decreased in performance from the previous year in English Language Arts/Literature.	True
In the overall placement data for all grade levels, there is a 29% decrease in the number of students at "mid or above grade level" and "early on grade level."	False
There is no flexibility in the Naviance student portal for students who require accommodations and supports.	False
The Naviance System is not recording the correct grade for all students	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	False
Align curricular materials and lesson plans to the PA Standards *	False
DIBELS is no longer administered to 4th and 5th graders in the district, making it difficult to support non-readers in these grade levels.	False
Teachers are not adequately trained in the program: The system allows a teacher to go in and manually adjust before the first administration of the Diagnostic. If a student's developmental level is significantly below their chronological grade level we should proactively adjust. Teachers need more training on this tool. The benefit of manually setting the developmental level is the reduction of stress and frustration for the student.	False
There is not a sufficient amount of data on students with disabilities tracked and progress monitored outside of IEP goals.	False

Need to adopt a tool to measure science/biology throughout the year.	False
When students return to school for the next year, there is a tremendous gap between where they left the previous year to the diagnostic assessments of the current school year.	False
Other than I-Ready, no other consistent math data is wholly collected and analyzed.	True

Most Notable Observations/Patterns

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

Data regarding students with disabilities is incomplete. Further reading level and math assessment data should be collected and analyzed. Connections with the IEP manager and classroom teacher will need to include further data points and consistent goals set and shared among all of the teachers serving students with IEPs.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Black, economically disadvantaged, and students with disability subgroups all decreased in performance from the previous year in Mathematics/Algebra, however, they did not meet the interim goal/improvement target.	Math instruction will include student Engagement strategies. Scheduling should include dedicated intervention block to include progress monitoring. Increase Teacher capacity via targeted professional develop Conduct monthly walkthroughs to determine fidelity in the implementation of strategies and the need for support.	True
Students with disabilities decreased in regular attendance from the previous year and is not consistent with the all-student group.		True
The percentage of students scoring proficient or advanced in English Language Arts/Literature in the all-student group decreased from the previous year.		False
Black, economically disadvantaged, and students with disability subgroups all decreased in performance from the previous year in English Language Arts/Literature.	ELA instruction will include student Engagement strategies. Scheduling should include dedicated intervention block to include progress monitoring. Increase Teacher capacity via targeted professional develop Conduct monthly walkthroughs to determine fidelity in the implementation of strategies and the need for support.	True
Other than I-Ready, no other consistent math data is wholly collected and analyzed.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
The percentage of students proficient or advanced in science/biology has increased from the previous year.	
The all-student group has exceeded the standard demonstrating growth in Mathematics/Algebra.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement consistent, rigorous Tier 1 instruction and targeted small group instruction in mathematics, then students will demonstrate measurable growth in their I-Ready scores and perform better on the new common assessments for the 2024/2025 school year.
	If we revise the attendance flow chart to better support students with IEPs and establish more frequent communication with their families, then students with IEPs will show an increase in regular attendance throughout the school year.
	If we implement consistent, rigorous Tier 1 instruction and targeted small group instruction in English Language Arts/Literature, then students will demonstrate measurable growth in their I-Ready scores and perform better on the new common assessments for the 2024/2025 school year.

Goal Setting

Priority: If we implement consistent, rigorous Tier 1 instruction and targeted small group instruction in mathematics, then students will demonstrate measurable growth in their I-Ready scores and perform better on the new common assessments for the 2024/2025 school year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 50% of students in grades 4 and 5 will be placed in the top three quintiles - "mid or above grade level," "early on grade level," or "one grade level below."			
Measurable Goal Nickname (35 Character Max)			
i-Ready Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 25% of students in grades 4 and 5 will be placed in the top 3 quintiles - "mid or above grade level," "early on grade level," or "one grade level below."	By December 30, 2024, 35% of students in grades 4 and 5 will be placed in the top 3 quintiles - "mid or above grade level," "early on grade level," or "one grade level below."	By March 30, 2025, 50% students in grades 4 and 5 will score proficient on a math performance task.	By June 30, 2025, 50% of students in grades 4 and 5 will be placed in the top 3 quintiles - "mid or above grade level," "early on grade level," or "one grade level below."

Priority: If we implement consistent, rigorous Tier 1 instruction and targeted small group instruction in English Language Arts/Literature, then students will demonstrate measurable growth in their I-Ready scores and perform better on the new common assessments for the 2024/2025 school year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2024, 50% of students in grades 2 and 3 will be placed in the top three quintiles - "mid or above grade level," "early on grade level," or "one grade level below."			
Measurable Goal Nickname (35 Character Max)			
i-Ready ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2024, 25% of students in grades 2 and 3 will be	By December 30, 2024, 35% of students in grades 2 and 3 will be	By March 30, 2025, 50% students in grades 2 and 3	By June 30, 2025, 50% of students in grades 4 and 5 will

placed in the top 3 quintiles - "mid or above grade level," "early on grade level," or "one grade level below."	placed in the top 3 quintiles - "mid or above grade level," "early on grade level," or "one grade level below."	will score proficient on a CUSD common assessment.	be placed in the top 3 quintiles - "mid or above grade level," "early on grade level," or "one grade level below."

Priority: If we revise the attendance flow chart to better support students with IEPs and establish more frequent communication with their families, then students with IEPs will show an increase in regular attendance throughout the school year.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By June 30, 2025, regular attendance will increase from 55.7% to 60%. By June 30, 2025, regular attendance for students with disabilities will increase from 42.2% to 47%.
Measurable Goal Nickname (35 Character Max)
Regular Attendance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 70% of students will maintain regular attendance. By September 30, 2024, 60% of students with disabilities will maintain regular attendance.	By December 30, 2024, 67% of students will maintain regular attendance. By December 30, 2024, 55% of students with disabilities will maintain regular attendance.	By March 30, 2025, 63% of students will maintain regular attendance. By March 30, 2024, 52% of students with disabilities will maintain regular attendance.	By June 30, 2025, 60% of students will maintain regular attendance. By March 30, 2024, 47% of students with disabilities will maintain regular attendance

Action Plan

Measurable Goals

i-Ready Math	i-Ready ELA
Regular Attendance	

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

Measurable Goals:
• By June 30, 2025, 50% of students in grades 4 and 5 will be placed in the top three quintiles - "mid or above grade level," "early on grade level," or "one grade level below." • By June 30, 2024, 50% of students in grades 2 and 3 will be placed in the top three quintiles - "mid or above grade level," "early on grade level," or "one grade level below."

Action Step		**Anticipated Start/Completion Date**	
Hire an instructional coach (ISTL) for Stetser		2024-07-29	2024-08-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Greene	Job Role for HR	No	
Action Step		**Anticipated Start/Completion Date**	
Fundations training for K-3 teachers: an overview for new teachers and the opportunity to connect for all teachers regarding Fundations.		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
D'Eletto to schedule with DCIU	Fundations training materials	Yes	
Action Step		**Anticipated Start/Completion Date**	
Support for identified teachers in implementing Fundations instruction.		2024-09-02	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
D'Eletto to schedule with DCIU	Fundations materials	No	
Action Step		**Anticipated Start/Completion Date**	
I-Ready Training/Onboarding for New Staff		2024-08-26	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

| Greene/D'Eletto | Training materials for I-Ready Logins for all teachers and students for I-Ready | Yes | |

Action Step		**Anticipated Start/Completion Date**	
Weekly monitoring of I-Ready usage K-5.		2024-09-03	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
D'Eletto to monitor or assign someone to monitor	Administrative access to I-Ready	No	

Action Step		**Anticipated Start/Completion Date**	
Quarter 1 PLCs to review grade-specific I-Ready data for math and reading.		2024-09-03	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Leader	I-Ready Data Data Protocol Reading Assist	No	

Action Step		**Anticipated Start/Completion Date**	
Quarter 2 PLCs to review grade-specific I-Ready data for math and reading.		2024-11-01	2025-01-17
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Leader	I-Ready Data Data Protocol Reading Assist	No	

Action Step		**Anticipated Start/Completion Date**	
Quarter 3 PLCs to review grade-specific I-Ready data for math and reading.		2025-01-20	2025-03-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Leader	I-Ready Data Data Protocol Reading Assist	No	

Action Step		**Anticipated Start/Completion Date**	
Quarter 4 PLCs to review grade-specific I-Ready data for math and reading.		2025-03-31	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Leader	I-Ready Data Data Protocol Reading Assist	No	

Action Step		**Anticipated Start/Completion Date**	
Text-Dependent Analysis training for grades 4-5. In-classroom support, as needed.		2024-11-01	2024-12-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
D'Eletto to schedule with DCIU	TDA training materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
50% of students in grades 4 and 5 will be placed in the top three quintiles - "mid or above grade level," "early on grade level," or "one grade level below." 50% of students in grades 2 and 3 will be placed in the top three quintiles - "mid or above grade level," "early on grade level," or "one grade level below."	Monthly monitoring routine with implementation leads to celebrating successes and determining necessary support. Quarterly monitoring routine to report progress on action steps, evidenced-based strategies, and goals.

Action Plan For: The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/

Measurable Goals:
• By June 30, 2025, 50% of students in grades 4 and 5 will be placed in the top three quintiles - "mid or above grade level," "early on grade level," or "one grade level below."   • By June 30, 2025, regular attendance will increase from 55.7% to 60%. By June 30, 2025, regular attendance for students with disabilities will increase from 42.2% to 47%.   • By June 30, 2024, 50% of students in grades 2 and 3 will be placed in the top three quintiles - "mid or above grade level," "early on grade level," or "one grade level below."

Action Step		Anticipated Start/Completion Date	
Utilize the First five connections in all classrooms by Doug Overton to build student-teacher relationships.		2024-09-03	2025-06-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
D'Eletto	Anecdotal Notes	No	
Action Step		**Anticipated Start/Completion Date**	
Weekly monitoring of students with disabilities' attendance to determine patterns and shifts.		2024-09-03	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
D'Eletto	Attendance Data	No	
Action Step		**Anticipated Start/Completion Date**	

Quarter 2: Use Panorama to determine small groups of students who require interventions based on attendance and develop necessary interventions to engage students in school and attend. Communicate with parents and staff.	2024-10-01	2024-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Climate Manager - Lamonte Red	Attendance Records Panorama Data	No	

Action Step		**Anticipated Start/Completion Date**
Quarter 3: Use Panorama to determine small groups of students who require interventions based on attendance and develop necessary interventions to engage students in school and attend. Communicate with parents and staff.	2025-01-02	2025-03-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Climate Manager - Lamonte Red	Attendance Records Panorama Data	No	

Action Step		**Anticipated Start/Completion Date**
Quarter 4: Use Panorama to determine small groups of students who require interventions based on attendance and develop necessary interventions to engage students in school and attend. Communicate with parents and staff.	2025-04-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Climate Manager - Lamonte Red	Attendance Records Panorama Data	No	

Action Step		**Anticipated Start/Completion Date**
Monthly PBIS assemblies to acknowledge attendance, achievement, and behavior.	2024-09-03	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS Coach- Ms. Francis	PBIS supplies	No	

Action Step		**Anticipated Start/Completion Date**
3 staff members to attend Restorative Practices 2-day training at the DCIU	2024-08-26	2024-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lamonte Red + 2	Restorative Practices Training Materials	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**

By June 30, 2025, regular attendance will increase from 55.7% to 60%. By June 30, 2025, regular attendance for students with disabilities will increase from 42.2% to 47%.	Monthly monitoring routine with implementation leads to celebrating successes and determining necessary support. Quarterly monitoring routine to report progress on action steps, evidenced-based strategies, and goals.

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 • The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/	Teacher Salary	71605
Instruction	• I-Ready: https://www.evidenceforpa.org/strategies/i-ready • The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/	Teacher Benefits	49369
Instruction	• I-Ready: https://www.evidenceforpa.org/strategies/i-ready • The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/	PBIS Supplies	16000
Instruction	• I-Ready: https://www.evidenceforpa.org/strategies/i-ready • The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/	Field Trips	10000
Instruction	• I-Ready: https://www.evidenceforpa.org/strategies/i-ready	Reading Assist	35000

	• The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/			
Total Expenditures				181974

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
I-Ready: https://www.evidenceforpa.org/strategies/i-ready	Fundations training for K-3 teachers: an overview for new teachers and the opportunity to connect for all teachers regarding Fundations.
I-Ready: https://www.evidenceforpa.org/strategies/i-ready	I-Ready Training/Onboarding for New Staff
The Power of Positive Connections: https://www.attendanceworks.org/resources/toolkits/the-power-of-positive-connections-toolkit/	3 staff members to attend Restorative Practices 2-day training at the DCIU

Fundations Training for K-3 teachers and follow up support

Action Step
• Fundations training for K-3 teachers: an overview for new teachers and the opportunity to connect for all teachers regarding Fundations.
Audience
K-3 Teachers
Topics to be Included
Fundations Overview with classroom support, as requested
Evidence of Learning
Fundations with fidelity

Lead Person/Position	Anticipated Start	Anticipated Completion
D'Eletto or designee	2024-08-26	2024-11-01

Learning Format

Type of Activities	Frequency
Inservice day	One 3-hour training for k-3 teachers Ongoing support, as requested
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

I-Ready training and onboarding for new staff

Action Step		
• I-Ready Training/Onboarding for New Staff		
Audience		
K-5 teachers of ELA and Mathematics		
Topics to be Included		
I-Ready Overview Login/password support Student login Analyzing Data Making small groups based on data		
Evidence of Learning		
Teachers are using I-Ready data to make small group instructional decisions.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
D'Eletto and designee	2024-08-26	2024-11-01

Learning Format

Type of Activities	Frequency
Inservice day	One 2-3 hour training on I-Ready Ongoing support for all teachers
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

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