

**EISENHOWER EL SCH**

3700 Route 957

Schoolwide Title 1 School Plan | 2022 - 2023

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**VISION FOR LEARNING**

Our mission at Eisenhower Elementary School is to work together to build a safe, respectful and nurturing environment focused on maximizing each child's sense of wellbeing and acquisition of skills for lifelong learning.

## STEERING COMMITTEE

Name	Position	Building/Group
Brian Reynolds	Principal	Eisenhower Elementary School
Heidi DeWald	Elementary School Teacher - Regular Education	Eisenhower Elementary School
Medina Reynolds	Academic Teacher Coach	Warren County School District
Lynn A. Shultz	Supervisor of Elementary Education	Warren County School District
Ashley Brendlinger	Parent	Eisenhower Elementary School
Rhonda Thompson	Teacher	Eisenhower Elementary School
Tanya Swanson	Teacher	Eisenhower Elementary School
Tina Chase	Teacher	Eisenhower Elementary School
Jennifer Morrison	Teacher	Eisenhower Elementary School
Heather Bunk	Teacher	Eisenhower Elementary School
Katrina Campbell	Teacher	Eisenhower Elementary School
Gwen Nagel	Teacher	Eisenhower Elementary School
Tammy Head	Teacher	Eisenhower Elementary School

Name	Position	Building/Group
Shelby Littlefield	Teacher	Eisenhower Elementary School
Tamar Calimeri	Teacher	Eisenhower Elementary School
Susan Loutzenhiser	Teacher	Eisenhower Elementary School
Christina Marino	Teacher	Eisenhower Elementary School
Jennifer Mandeville	Teacher	Eisenhower Elementary School
Lindsay Phillips	Teacher	Eisenhower Elementary School
Amber Curtis	Parent	Eisenhower Elementary School
Lisa Franklin	Other	Warren County School District

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
ELA scores will increase by improving the implementation of strategies and practices learned from professional development into classroom instruction. PSSA ELA scores will increase by reinforcing best instructional and management practices at the school and district level.	English Language Arts
PSSA math scores will increase by supporting the implementation of strategies learned from professional development into classroom instruction, PSSA math scores will increase by using quality resources and providing teachers with the tools to best use those resources. PSSA math scores will improve by increasing parent involvement with student math mastery.	Parent and family engagement
PSSA math scores will increase by supporting the implementation of strategies learned from professional development into classroom instruction, PSSA math scores will increase by using quality resources and providing teachers with the tools to best use those resources. PSSA math scores will improve by increasing parent involvement with student math mastery.	Mathematics

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Standards Aligned ELA Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

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PSSA ELA Score Improvement	Using the PSSA, Grade 3-5 ELA scores will improve from 2021-2022 to 2022-2023 by 6%.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
EES will follow the newly sequenced ELA curriculum map and common assessment schedule using the newly adopted Core Knowledge Language Arts literacy suite.	2022-08-29 - 2023-06-09	Brian Reynolds/Principal	*WCSD Planned Instruction and *Curriculum Maps *CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues EES Title I funds will be used in the following ways: 1. Classroom literacy supplies= \$755.15.
EES teachers will participate in professional development trainings that reinforce effective use of the newly adopted Core Knowledge Language Arts (CKLA) Literacy Suite and will utilize the literacy suite with fidelity.	2022-08-29 - 2023-06-09	Brian Reynolds/Principal Lynn Shultz/Supervisor of Elementary Education	*CKLA PD Overview, Enhanced *Planning and Practice, small groups, and writing *CKLA Literacy Suite Resources *Academic Coaching Support *Time for Collaboration with *Colleagues No Title I funds will be directly used to support this action step.
EES will utilize DIBELS 8th Edition and mClass Reading to administer reading benchmark assessments three times a year, to identify areas of weakness, to create small groups, and to provide targeted instructional support.	2022-08-29 - 2023-06-09	Brian Reynolds/Principal Medina Reynolds/Academic Coach	*DIBELS 8th Edition *mCLASS *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings EES Title I funds will be used in the following ways: 1. (Partial) Salary and benefits of the academic coach= \$15,316.29.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
EES will provide targeted literacy instruction and support for all K-5 students during What I Need (WIN) time and hold data meetings throughout the year to create student groups for MTSS.	2022-08-29 - 2023-06-09	Brian Reynolds/Principal Medina Reynolds/Academic Coach	*Reading Specialists *Paraprofessionals *MTSS Tutors *Academic Coaching Support *mClass Reading Intervention Toolkit *Amplify Reading *Additional literacy materials EES Title I funds will be used in the following ways: 1. Salary of one reading specialist and two paraprofessionals= \$106,844.84 2. Benefits of one reading specialist and two paraprofessionals= \$58,994.42

#### Anticipated Outcome

1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluation 4. Data Meeting Schedules/Intervention Plans

#### Monitoring/Evaluation

1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4. Data meeting schedules and intervention plans will be submitted by teachers to Principal Brian Reynolds.

## Evidence-based Strategy

Standards Aligned Math Instruction

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

PSSA Math Score  
Improvement

Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%.

Parent and family  
engagement math  
activities

Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

EES will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.

2022-08-29 -  
2023-06-09

Brian  
Reynolds/Principal  
Lisa  
Franklin/Academic  
Coach

\*Planned Instruction/Curriculum Maps  
\*SAVVAS Textbook & Resources  
\*Academic Coaching Support \*Time to  
Collaborate with Colleagues No Title I  
funds will be directly used to support this  
action step.

Schedule the mathematics block to include small groups three times a week. Optional training will be offered for best practices in designing and implementing small group instruction.

2022-08-29 -  
2023-06-09

Brian  
Reynolds/Principal  
Lisa  
Franklin/Academic  
Coach

\*Math Schedules \*Small Group Design &  
Strategies \*Math Resources: SAVVAS &  
SAVVY, \*DIBELS Math/mCLASS Math (K-  
3), \*CDT Data \*ST Math No Title I funds  
will be directly used to support this action

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			step.
Math teachers will participate in DIBELS Math and mClass Math professional development. EES will utilize DIBELS Math (K-3) as a benchmark to be administered three times a year with mClass Math providing targeted mathematics intervention lessons based on DIBELS Math scores.	2022-07-21 - 2023-06-09	Brian Reynolds/Principal Lisa Franklin/Academic Coach Lynn Shultz/Supervisor of Elementary Education	*DIBLES/mCLASS Math PD *DIBLES/mCLASS Math Resources *WCSD Assessment Calendar No Title I funds will be directly used to support this action step.
Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the SAVVAS math textbooks and resources, including the new online SAVVY adaptive practice component.	2022-08-29 - 2023-06-09	Brian Reynolds/Principal Lisa Franklin/Academic Coach Lynn Shultz/Supervisor of Elementary Education	*SAVVAS Textbooks and Resources *Ongoing mathematics instructional support from the academic coach *Training Videos-SAVVAS and SAVVY No Title I funds will be directly used to support this action step.
Math teachers will participate in professional development trainings that reinforce effective use of ST Math. ST Math will be embedded within the math core block for a minimum of 60 minutes each week while encouraging, but not requiring, an additional 30 minutes of ST Math time after school.	2022-09-19 - 2023-06-09	Brian Reynolds/Principal Lisa Franklin/Academic Coach	*ST Math Licenses *Training Videos-ST Math *Ongoing mathematics instructional support from the academic coach No Title I funds will be directly used to support this action step.



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
EES Math PFE Plan: Identify, based on teacher input and mathematics data, a set of math skills in each grade level that parents can actively reinforce at home to increase their child's ability to master those skills. Provide training and materials to parents and families to reinforce select math skills. Provide ST Math training to parents and families to share how they can support student use of ST Math at home.	2022-09-19 - 2023-06-09	Brian Reynolds/Principal Lisa Franklin/Academic Coach	*EES's Math Parent and Family Engagement Plan *Administrative and Academic Coaching Support *ST Math training for families Math Training and Materials for families *Social Media/School Web Page Title I Parent and Family Engagement Supplies EES Title I Parent and Family Engagement funds will be used in the following ways: Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement.=\$2,575.83

### Anticipated Outcome

1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluations 4. Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5. Math Parent and Family Engagement Surveys

### Monitoring/Evaluation

1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of

Elementary Education and Lisa Franklin, Academic Coach. 4. Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Brian Reynolds with EES teacher support. 5. Math Parent and Family Engagement Surveys will be posted by Principal Brian Reynolds with support from Lynn Shultz.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	EES teachers will participate in professional development trainings that reinforce effective use of the newly adopted Core Knowledge Language Arts (CKLA) Literacy Suite and will utilize the literacy suite with fidelity.	08/29/2022 - 06/09/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	EES will provide targeted literacy instruction and support for all K-5 students during What I Need (WIN) time and hold data meetings throughout the year to create student groups for MTSS.	08/29/2022 - 06/09/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	EES will utilize DIBELS 8th Edition and mClass Reading to administer reading benchmark assessments three times a year, to identify areas of weakness, to create small groups, and to provide targeted instructional support.	08/29/2022 - 06/09/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA Math Score Improvement )	Standards Aligned Math Instruction	Math teachers will participate in	07/21/2022
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (Parent and family engagement math activities )		DIBELS Math and mClass Math professional development. EES will utilize DIBELS Math (K-3) as a benchmark to be administered three times a year with mClass Math providing targeted mathematics intervention lessons based on DIBELS Math scores.	- 06/09/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA Math Score Improvement )	Standards Aligned Math Instruction	Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the SAVVAS math textbooks and resources, including the new online SAVVY adaptive practice component.	08/29/2022
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (Parent and family engagement math activities )			- 06/09/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA Math Score Improvement )	Standards Aligned Math Instruction	Math teachers will participate in professional development trainings that reinforce effective use of ST Math. ST Math will be embedded within the math core block for a minimum of 60 minutes each week while encouraging, but not requiring, an additional 30 minutes of ST Math time after school.	09/19/2022
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (Parent and family engagement math activities )			- 06/09/2023



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA Math Score Improvement )	Standards Aligned Math Instruction	EES Math PFE Plan: Identify, based on teacher input and mathematics data, a set of math skills in each grade level that parents can actively reinforce at home to increase their child's ability to master those skills. Provide training and materials to parents and families to reinforce select math skills.	09/19/2022
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (Parent and family engagement math activities )		Provide ST Math training to parents	- 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and families to share how they can support student use of ST Math at home.	

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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School Board Minutes or Affirmation Statement

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**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature	Brian Reynolds	2022-08-15
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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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

Identify and address individual student learning needs \*

2021 PSSA ELA All Student Group had a PA State Assessment Participation Rate of 93.2%.

2021 PSSA Math All Student Group had a PA State Assessment Participation Rate of 93.2%.

5th Grade 100% completion of College and Career Readiness Activities

None at this time.

85% of the first grade students scored at or above benchmark on the end of the year Acadience benchmark assessment.

78% of the second grade students scored at or above benchmark on the end of the year Acadience benchmark assessment.

### Challenges

Continuously monitor implementation of the school improvement plan and adjust as needed \*

Identify professional learning needs through analysis of a variety of data \*

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices \*

English Language Arts/Literature All Student Group scored 46.4% proficient or advanced.

Students with Disabilities subgroup in ELA scored 16.7% proficient or advanced.

Mathematics/Algebra All Student Group scored 7.2% advanced.

Economically Disadvantaged subgroup in Math scored 19.6% proficient or advanced.

None at this time.

## Strengths

2021 PSSA ELA All Student Group had a PA State Assessment Participation Rate of 93.2%.

Grade 3 Math 2022 PSSA: 60% proficient and advanced

2021-2022 PSSA Science Grade 4 = 76% Proficiency

## Challenges

2021 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target (52.9%) with 16.7% achieving proficient or advanced.

2021 MATH PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target (40.4%) with 8.3% achieving proficient or advanced.

2021 ELA PSSA: The subgroup Economically Disadvantaged did not meet the Interim Goal/Improvement Target (52.7%) with 32.6% achieving proficient or advanced.

2021 MATH PSSA: The subgroup Economically Disadvantaged did not meet the Interim Goal/Improvement Target (37.3%) with 19.6% achieving proficient or advanced.

2021 PSSA English Language Arts Economically Disadvantaged Student Group did not meet the Interim Goal/Improvement Target (52.7%) with 32.6% achieving proficient or advanced.

2021 PSSA English Language Arts Students with Disabilities Student Group did not meet the Interim Goal/Improvement Target (52.9%) with 16.7% achieving proficient or advanced.

Grade 5 Math 2022 PSSA: 39.7% proficient and advanced

Grade 4 Math 2022 PSSA: 20% proficient and advanced

### Challenges

None

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### Most Notable Observations/Patterns

The PSSA Interim Targets are not being met in ELA, Math, Economically Disadvantaged Student Group, and the Students with Disabilities Student Group.

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Challenges	Discussion Point	Priority for Planning
Identify professional learning needs through analysis of a variety of data *		
English Language Arts/Literature All Student Group scored 46.4% proficient or advanced.		
2021 PSSA English Language Arts Economically Disadvantaged Student Group did not meet the Interim Goal/Improvement Target (52.7%) with 32.6% achieving proficient or advanced.		
2021 PSSA English Language Arts Students with Disabilities Student Group did not meet the Interim Goal/Improvement Target (52.9%) with 16.7% achieving proficient or advanced.		
Grade 5 Math 2022 PSSA: 39.7% proficient and advanced		
Grade 4 Math 2022 PSSA: 20% proficient and advanced		
2021 ELA PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target (52.9%) with 16.7% achieving proficient or advanced.		
2021 MATH PSSA: The subgroup Students with Disabilities did not meet the Interim Goal/Improvement Target (40.4%) with 8.3% achieving proficient or advanced.		
2021 MATH PSSA: The subgroup Economically Disadvantaged did not meet the Interim Goal/Improvement Target (37.3%) with 19.6% achieving proficient or advanced.		



## ADDENDUM B: ACTION PLAN

### Action Plan: Standards Aligned ELA Instruction

Action Steps	Anticipated Start/Completion Date
EES will follow the newly sequenced ELA curriculum map and common assessment schedule using the newly adopted Core Knowledge Language Arts literacy suite.	08/29/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4. Data meeting schedules and intervention plans will be submitted by teachers to Principal Brian Reynolds.	1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluation 4. Data Meeting Schedules/Intervention Plans

Material/Resources/Supports Needed	PD Step
*WCSD Planned Instruction and *Curriculum Maps *CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues EES Title I funds will be used in the following ways: 1. Classroom literacy supplies= \$755.15.	no

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Action Steps	Anticipated Start/Completion Date
EES teachers will participate in professional development trainings that reinforce effective use of the newly adopted Core Knowledge Language Arts (CKLA) Literacy Suite and will utilize the literacy suite with fidelity.	08/29/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
<p>1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4. Data meeting schedules and intervention plans will be submitted by teachers to Principal Brian Reynolds.</p>	<p>1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluation 4. Data Meeting Schedules/Intervention Plans</p>
Material/Resources/Supports Needed	PD Step
<p>*CKLA PD Overview, Enhanced *Planning and Practice, small groups, and writing *CKLA Literacy Suite Resources *Academic Coaching Support *Time for Collaboration with *Colleagues No Title I funds will be directly used to support this action step.</p>	<p>yes</p>

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**Action Steps****Anticipated Start/Completion Date**

EES will utilize DIBELS 8th Edition and mClass Reading to administer reading benchmark assessments three times a year, to identify areas of weakness, to create small groups, and to provide targeted instructional support.

08/29/2022 - 06/09/2023

**Monitoring/Evaluation****Anticipated Output**

1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4. Data meeting schedules and intervention plans will be submitted by teachers to Principal Brian Reynolds.

1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluation 4. Data Meeting Schedules/Intervention Plans

Material/Resources/Supports Needed	PD Step
*DIBELS 8th Edition *mCLASS *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings EES Title I funds will be used in the following ways: 1. (Partial) Salary and benefits of the academic coach= \$15,316.29.	yes

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Action Steps	Anticipated Start/Completion Date
EES will provide targeted literacy instruction and support for all K-5 students during What I Need (WIN) time and hold data meetings throughout the year to create student groups for MTSS.	08/29/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
<p>1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using the CKLA Literacy Suite with fidelity. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Medina Reynolds, Academic Coach. 4. Data meeting schedules and intervention plans will be submitted by teachers to Principal Brian Reynolds.</p>	<p>1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluation 4. Data Meeting Schedules/Intervention Plans</p>
Material/Resources/Supports Needed	PD Step
<p>*Reading Specialists *Paraprofessionals *MTSS Tutors *Academic Coaching Support *mClass Reading Intervention Toolkit *Amplify Reading *Additional literacy materials EES Title I funds will be used in the following ways: 1. Salary of one reading specialist and two paraprofessionals= \$106,844.84 2. Benefits of one reading specialist and two paraprofessionals= \$58,994.42</p>	<p>yes</p>
<p>-----</p> <p>-----</p>	

## Action Plan: Standards Aligned Math Instruction

Action Steps	Anticipated Start/Completion Date
EES will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.	08/29/2022 - 06/09/2023
Monitoring/Evaluation	Anticipated Output
1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4. Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Brian Reynolds with EES teacher support. 5. Math Parent and Family Engagement Surveys will be posted by Principal Brian Reynolds with support from Lynn Shultz.	1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluations 4. Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5. Math Parent and Family Engagement Surveys

Material/Resources/Supports Needed	PD Step
*Planned Instruction/Curriculum Maps *SAVVAS Textbook & Resources *Academic Coaching Support *Time to Collaborate with Colleagues No Title I funds will be directly used to support this action step.	no

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Action Steps	Anticipated Start/Completion Date
Schedule the mathematics block to include small groups three times a week. Optional training will be offered for best practices in designing and implementing small group instruction.	08/29/2022 - 06/09/2023



**Monitoring/Evaluation**

1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4. Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Brian Reynolds with EES teacher support. 5. Math Parent and Family Engagement Surveys will be posted by Principal Brian Reynolds with support from Lynn Shultz.

**Anticipated Output**

1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluations 4. Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5. Math Parent and Family Engagement Surveys

**Material/Resources/Supports Needed****PD  
Step**

\*Math Schedules \*Small Group Design & Strategies \*Math Resources: SAVVAS & SAVVY, \*DIBELS Math/mCLASS Math (K-3), \*CDT Data \*ST Math No Title I funds will be directly used to support this action step.

no

**Action Steps****Anticipated Start/Completion Date**

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Math teachers will participate in DIBELS Math and mClass Math professional development. EES will utilize DIBELS Math (K-3) as a benchmark to be administered three times a year with mClass Math providing targeted mathematics intervention lessons based on DIBELS Math scores.

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07/21/2022 - 06/09/2023

**Monitoring/Evaluation**

1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4. Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Brian Reynolds with EES teacher support. 5. Math Parent and Family Engagement Surveys will be posted by Principal Brian Reynolds with support from Lynn Shultz.

**Anticipated Output**

1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluations 4. Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5. Math Parent and Family Engagement Surveys

**Material/Resources/Supports Needed****PD  
Step**

\*DIBLES/mCLASS Math PD \*DIBLES/mCLASS Math Resources \*WCSD Assessment Calendar No Title I funds will be directly used to support this action step.

yes

**Action Steps****Anticipated Start/Completion Date**

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Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the SAVVAS math textbooks and resources, including the new online SAVVY adaptive practice component.

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08/29/2022 - 06/09/2023

**Monitoring/Evaluation**

1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4. Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Brian Reynolds with EES teacher support. 5. Math Parent and Family Engagement Surveys will be posted by Principal Brian Reynolds with support from Lynn Shultz.

**Anticipated Output**

1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluations 4. Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5. Math Parent and Family Engagement Surveys

**Material/Resources/Supports Needed**

\*SAVVAS Textbooks and Resources \*Ongoing mathematics instructional support from the academic coach \*Training Videos- SAVVAS and SAVVY No Title I funds will be directly used to support this action step.

**PD  
Step**

yes

**Action Steps****Anticipated Start/Completion Date**

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Math teachers will participate in professional development trainings that reinforce effective use of ST Math. ST Math will be embedded within the math core block for a minimum of 60 minutes each week while encouraging, but not requiring, an additional 30 minutes of ST Math time after school.

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09/19/2022 - 06/09/2023

**Monitoring/Evaluation**

1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4. Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Brian Reynolds with EES teacher support. 5. Math Parent and Family Engagement Surveys will be posted by Principal Brian Reynolds with support from Lynn Shultz.

**Anticipated Output**

1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluations 4. Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5. Math Parent and Family Engagement Surveys

**Material/Resources/Supports Needed****PD  
Step**

\*ST Math Licenses \*Training Videos-ST Math \*Ongoing mathematics instructional support from the academic coach No Title I funds will be directly used to support this action step.

yes

**Action Steps****Anticipated Start/Completion Date**

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EES Math PFE Plan: Identify, based on teacher input and mathematics data, a set of math skills in each grade level that parents can actively reinforce at home to increase their child's ability to master those skills. Provide training and materials to parents and families to reinforce select math skills. Provide ST Math training to parents and families to share how they can support student use of ST Math at home.

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09/19/2022 - 06/09/2023



**Monitoring/Evaluation**

1. Curriculum Pacing Checks will be completed by Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide and to determine the feasibility of the set pacing schedule. 2. Lesson plan checks and observations will be completed by Principal Brian Reynolds to ensure teachers are following the curriculum map and using mathematics best instructional practices. 3. Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, Supervisor of Elementary Education and Lisa Franklin, Academic Coach. 4. Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal Brian Reynolds with EES teacher support. 5. Math Parent and Family Engagement Surveys will be posted by Principal Brian Reynolds with support from Lynn Shultz.

**Anticipated Output**

1. Curriculum Pacing Checks 2. Lesson Plan Checks 3. Professional Development Attendance and Evaluations 4. Posts of Math Parent & Family Engagement Activities using the Title I PFE purchased math supplies for families to support math instruction in the home 5. Math Parent and Family Engagement Surveys

**Material/Resources/Supports Needed****PD  
Step**

\*EES's Math Parent and Family Engagement Plan \*Administrative and Academic Coaching Support \*ST Math training for families Math Training and Materials for families \*Social Media/School Web Page Title I Parent and Family Engagement Supplies EES Title I Parent and Family Engagement funds will be used in the following ways: Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement.=\$2,575.83

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	EES teachers will participate in professional development trainings that reinforce effective use of the newly adopted Core Knowledge Language Arts (CKLA) Literacy Suite and will utilize the literacy suite with fidelity.	08/29/2022 - 06/09/2023
Using the PSSA, Grade 3-5 ELA scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	EES will provide targeted literacy instruction and support for all K-5 students during What I Need (WIN) time and hold data	08/29/2022 - 06/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		meetings throughout the year to create student groups for MTSS.	
Using the PSSA, Grade 3-5 ELA scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	EES will utilize DIBELS 8th Edition and mClass Reading to administer reading benchmark assessments three times a year, to identify areas of weakness, to create small groups, and to provide targeted instructional support.	08/29/2022 - 06/09/2023
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA Math Score Improvement )	Standards Aligned	Math teachers will participate in	07/21/2022 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (Parent and family engagement math activities )	Math Instruction	DIBELS Math and mClass Math professional development. EES will utilize DIBELS Math (K-3) as a benchmark to be administered three times a year with mClass Math providing targeted mathematics intervention lessons based on DIBELS Math scores.	06/09/2023
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA Math Score Improvement )	Standards Aligned Math Instruction	Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of	08/29/2022 - 06/09/2023
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (Parent and family engagement math activities )			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		the SAVVAS math textbooks and resources, including the new online SAVVY adaptive practice component.	
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA Math Score Improvement )	Standards Aligned Math Instruction	Math teachers will participate in professional development trainings that reinforce effective use of ST Math. ST Math will be embedded within the math core block for a minimum of 60 minutes each week while encouraging, but not requiring, an additional 30 minutes of ST	09/19/2022 - 06/09/2023
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (Parent and family engagement math activities )			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Math time after school.	
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (PSSA Math Score Improvement )	Standards Aligned Math Instruction	EES Math PFE Plan: Identify, based on teacher input and mathematics data, a set of math skills in each grade level that parents can actively reinforce at home to increase their child's ability to master those skills. Provide training and materials to parents and families to reinforce select math skills.	09/19/2022 - 06/09/2023
Using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2022-2023 by 6%. (Parent and family engagement math activities )		Provide ST Math training to parents and families to	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		share how they can support student use of ST Math at home.	

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CKLA Literacy Suite	K-3 ELA teachers, Reading Specialists, Special Education teachers	CKLA Overview, Advanced Planning and Practice, mClass Reading, mClass Intervention Toolkit, CKLA Writing, Small Groups, Special Education



Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<p>Teachers will demonstrate in their lesson plans that they are following the newly developed ELA planned instruction, curriculum map, and using the CKLA Literacy Suite resources. Curriculum Pacing Checks will provide additional evidence of progress through the curriculum.</p> <p>Reading specialists, paraprofessionals, teachers, and MTSS tutors will use the mClass Intervention Toolkit and lessons to provide targeted instructional support during WIN time, which will be reflected in WIN plans. Professional Development evaluations will be completed following each training.</p>	08/29/2022 - 06/09/2023	<p>Brian Reynolds/Principal Medina Reynolds/Academic Coach Lynn Shultz/Supervisor of Elementary Education</p>

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
<p>1f: Designing Student Assessments</p> <p>1c: Setting Instructional Outcomes</p> <p>4e: Growing and Developing Professionally</p> <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>3c: Engaging Students in Learning</p> <p>1b: Demonstrating Knowledge of Students</p> <p>4b: Maintaining Accurate Records</p> <p>1d: Demonstrating Knowledge of Resources</p> <p>1e: Designing Coherent Instruction</p>	

**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1d: Demonstrating Knowledge of Resources

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1f: Designing Student Assessments

1e: Designing Coherent Instruction

1b: Demonstrating Knowledge of Students

4b: Maintaining Accurate Records

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1c: Setting Instructional Outcomes

4e: Growing and Developing Professionally

**Danielson Framework Component Met in this Plan:****This Step meets the Requirements of State Required Trainings:**

1d: Demonstrating Knowledge of Resources

**Professional Development Step****Audience****Topics of Prof. Dev**

ST Math

K-5 Math Teachers and Special Education Teachers

Effective use of ST Math

**Evidence of Learning****Anticipated Timeframe****Lead Person/Position**

Teachers will demonstrate in their lesson plans that they are including ST Math in their math block. ST Math reports will detail classroom usage. Principal observations may record effective questioning techniques/support. PD evaluations are completed following every training.

08/29/2022 - 06/09/2023

Brian Reynolds/Principal Lisa Franklin/Academic Coach Lynn Shultz/Supervisor of Elementary Education

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

3b: Using Questioning and Discussion Techniques

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

4e: Growing and Developing Professionally

3b: Using Questioning and Discussion Techniques

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

3c: Engaging Students in Learning

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Professional Development Step	Audience	Topics of Prof. Dev
Math Instructional Best Practices and Math Intervention	K-5 Math Teachers and Special Education Teachers	Math instructional best practices, effective use of the SAVVAS math textbook and resources, including the new online SAVVY adaptive practice component, and DIBELS/mClass Math

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will demonstrate in their lesson plans that they are following the newly developed math planned instruction and curriculum map using the SAVVAS resources. Curriculum Pacing Checks will provide additional evidence of progress through the curriculum. Teachers and paraprofessionals will use the mClass math lessons to provide targeted instructional support during small group time in math class, which will be reflected in lesson plans. PD evaluations will be completed following each training session.	07/21/2022 - 06/09/2023	Brian Reynolds/Principal Lisa Franklin/Academic Coach Lynn Shultz/Supervisor of Elementary Education

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	
1e: Designing Coherent Instruction	
1c: Setting Instructional Outcomes	
1b: Demonstrating Knowledge of Students	
4e: Growing and Developing Professionally	

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

1f: Designing Student Assessments

1b: Demonstrating Knowledge of Students

1d: Demonstrating Knowledge of Resources

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

1a: Demonstrating Knowledge of Content and Pedagogy

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

4e: Growing and Developing Professionally

1a: Demonstrating Knowledge of Content and Pedagogy

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inform faculty and staff of EES's Title Plan Components	Title Plan: data, priorities, goals, strengths, preofessional development	Faculty Meetings, Grade Level Meetings, Staff Meetings, and Professional Development.	Faculty and Staff	September 2022
Inform parents and community of EES Title Plan	Title Plan goals and strategies	Letter, meetings, social media, and website posts	oarents/Guardians and community	September/October 2022
Inform School Board	Title I Plan	School Board Meeting	School Board and Community	August 2022

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