

SHEFFIELD AREA EL SCH

6760 Route 6

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

In all educational settings, the teachers and staff from Sheffield Area Elementary School will work collaboratively to build a safe, loving, and flexible environment which provides high quality learning through differentiation. With help from our parents and community, we will expand our students' knowledge of the world and create lifelong learners.

STEERING COMMITTEE

Name	Position	Building/Group
Kylie Harris	Principal	Sheffield Area Elementary School
Emyle Sherrard	School Counselor	Sheffield Area Elementary School
Lisa Smith	Special Education Supervisor	Sheffield Area Elementary School
Anna Peterson	Reading Specialist	Sheffield Area Elementary School
Pam Durnell	Reading Specialist	Sheffield Area Elementary School
Melissa Buck	Parent	Sheffield Area Elementary School
Heather Wotorson	Parent	Sheffield Area Elementary School
Lynn Shultz	District Level Leaders	Central Office
Medina Reynolds	Other	Central Office
Samantha Ettinger	Parent	Parent

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
PSSA ELA scores will increase by following the standards aligned curriculum with fidelity. PSSA ELA scores will increase by using quality resources and providing teachers with the training to best use those resources.	English Language Arts
PSSA math scores will increase by following the standards aligned curriculum with fidelity. PSSA math scores will increase by using quality resources and providing teachers with the training to best use those resources. PSSA math scores will improve by increasing parent involvement with student math mastery.	Mathematics Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy	
Standards Aligned ELA Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA ELA Score Improvement	Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2023-2024 by 8%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
SAES will follow the newly sequenced ELA curriculum map and common assessment schedule using the newly adopted Core Knowledge Language Arts literacy suite.	2023-08-30 - 2024-06-07	Kylie Harris	*WCSD Planned Instruction & Curriculum Maps *CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues ***NOTE: SAES Title I funds will be used in the following ways: 1. Classroom literacy supplies= \$
SAES teachers will participate in a professional development training to designed to meet the needs of student with Individual Education Plans through the newly adopted Core Knowledge Language Arts (CKLA) literacy suite.	2023-02-19 - 2023-02-19	Kylie Harris/ Principal Lynn Shultz/Supervisor of Elementary Education	*CKLA PD: Meeting Student Needs *CKLA Literacy Suite Resources ***NOTE: No Title I funds will be directly used to support this action step.
SAES teachers will benefit from onsite coaching support from CKLA experts who will help reinforce effective use and appropriate pacing of the newly adopted Core Knowledge Language Arts (CKLA) literacy suite up to three times during the 23-24 school year (fall, winter, spring).	2023-10-09 - 2024-04-26	Kylie Harris/Principal Lynn Shultz/Supervisor of Elementary Education	*CKLA Onsite Coaching *CKLA Literacy Suite Resources ***NOTE: No Title I funds will be directly used to support this action step.
SAES 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	2023-09-06 - 2024-06-07	Kylie Harris/Principal	*DIBELS 8th Edition *mCLASS *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings ***NOTE: No Title I funds will be directly used to support this

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
groups, and to provide targeted instructional support.			action step.
SAES 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.	2023-09-06 - 2024-06-07	Kylie Harris/Principal	*Reading Specialists *Paraprofessionals *MTSS Tutors *Academic Coaching Support *mCLASS Reading Intervention Toolkit *Amplify Reading *CKLA Intervention Toolkit *Additional literacy materials ***NOTE: WAEC Title I funds will be used in the following ways: 1.) Salary of two reading specialists and two paraprofessionals= \$ 2.) Benefits of two reading specialists and two paraprofessionals=

Anticipated Outcome

1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Kylie Harris.

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 2023-2024 by 8%.
Math Parent and Family Engagement	Due to the parent and family engagement activities initiated at the building level in supporting mathematics practice in the home and using the PSSA, Grade 3-5 math scores will improve from 2021-2022 to 2023-2024 by 8%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
SAES will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.	2023-08-30 - 2024-06-07	Kylie Harris/Principal	*Planned Instruction/Curriculum Maps *SAVVAS Textbook & Resources *Academic Coaching Support *Time to Collaborate with Colleagues ***NOTE: No Title I funds will be directly used to support this action step.
Schedule the mathematics block to include small groups	2023-09-06 -	Kylie	*Math Schedules *Small Group Design &

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
3 times a week. Optional training will be offered for best practices in designing and implementing small group instruction.	2024-06-07	Harris/Principal	Strategies *Math Resources: SAVVAS & SAVVY, *DIBELS Math/mCLASS Math (K-3), *CDT Data *ST Math ***NOTE: No Title I funds will be directly used to support this action step.
SAES will utilize DIBLES 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.	-	Kylie Harris/Principal	*DIBLES/mCLASS Math Resources *WCSD Assessment Calendar ***NOTE: No Title I funds will be directly used to support this action step.
Math teachers will review math best instructional and effective use of the SAVVAS math textbook and resources, including the new online SAVVY Adaptive Practice component.	2023-09-06 - 72024-09-06	Kylie Harris/Principal	*SAVVAS Textbooks and Resources *Ongoing mathematics instructional support from academic coaches *Online Training Videos - SAVVAS and SAVVY ***NOTE: No Title I funds will be directly used to support this action step.
WAEC 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 parents can support student use of ST Math at home.	2023-09-11 - 2024-06-07	Kylie Harris/Principal Lynn Shultz/Supervisor of Elementary Education	*SAES's Math Parent and Family Engagement Plan *Administrative and Academic Coaching Support *ST Math Training for Parents *Math Training and Materials for Parents/Families *Social Media/School Web Page *Title I P&F Engagement Supplies ***NOTE: SAES Title I Parent and Family Engagement

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			funds will be used in the following ways: 1.) Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement= \$

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal, Kylie Harris with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Kylie Harris with support from Lynn Shultz, the curriculum coordinator, and academic coaches.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2023-2024 by 8%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES teachers will participate in a professional development training to designed to meet the needs of student with Individual Education Plans through the newly adopted Core Knowledge Language Arts (CKLA) literacy suite.	02/19/2023 - 02/19/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2023-2024 by 8%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES teachers will benefit from onsite coaching support from CKLA experts who will help reinforce effective use and appropriate pacing of the newly adopted Core Knowledge Language Arts (CKLA) literacy suite up to three times during the 23-24 school year (fall, winter, spring).	10/09/2023 - 04/26/2024

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.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

2021-2022 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.

2021 - 2022 Math PSSA Participation: Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%.

2021-2022 ELA, Math, and Science Growth Scores: Both ELA and Science subject areas exceeded the meeting statewide standard growth score.

2021-2022 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.

DIBELS Reading- 2023 End of Year - Grade K Composite Score = 93% At or Above Benchmark

100% of students exceeded the Career Standards Benchmark which is above the statewide average of 88.3%.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school.

Align curricular materials and lesson plans to the PA Standards.

Challenges

2021-2022 PSSA ELA All Student Group scored 48.5% Proficient or Advanced.

2021-2022 PSSA Math All Student Group scored 30.7% Proficient or Advanced.

2021-2022 PSSA Science All Student Group scored 69.7% Proficient or Advanced.

The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 29.5% (13 of 44 students), Grade 4= 33.3% (12 of 36 students), and Grade 5= 25% (16 of 32 students)

The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 38.6% (17 of 44 students), Grade 4= 52.8% (19 of 36 students), and Grade 5= 56.3% (18 of 32 students)

ELA: 13.5% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA.

Math: 3.8% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.

Strengths

Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%.

Students in the White subgroup had a PA State Assessment Participation Rate of 100%.

2021-2022 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.

Science Participation: The All Student Group had a PA State Assessment Participation Rate of 100%.

Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.

The 2021-2022 Science PSSA percentage of students scoring Proficient or Advanced are as follows: Grade 4= 69.4% (25 of 36 students).

2022-2023 mCLASS Math Grade K- 2023 End of Year Overall Score = 58% At Benchmark

100% of students exceeded the Career Standards Benchmark which is above the statewide average of 88.3%.

Use a variety of assessments (including diagnostic, formative, and

Challenges

The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 4= 30.5% (11 of 36 students).

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Identify and address individual student learning needs.

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

Monitor and evaluate the impact of professional learning on staff practices and student learning

The 2022-2023 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 32.3% (10 of 31 students), Grade 4= 27.3% (12 of 44 students), and Grade 5= 36.8% (14 of 38 students)

The 2022-2023 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 16.1% (5 of 31 students), Grade 4= 25% (11 of 44 students), and Grade 5= 26.3% (10 of 38 students)

Strengths

summative) to monitor student learning and adjust programs and instructional practices.

Collectively shape the vision for continuous improvement of teaching and learning *

The 2022-2023 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 61.4% (27 of 44 students)

Challenges

The 2022-2023 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 4= 39% (17 of 44 students)

None

None

Most Notable Observations/Patterns

The All Student group not meeting the interim targets in math and ELA and low CDT/PSSA scores are areas of weakness that need addressed.

Challenges	Discussion Point	Priority for Planning
2021-2022 PSSA ELA All Student	Analyzing Math PSSA results reveals the weakness in each assessed standard. SCALE 1=BB, 2=B, 3=P, 4=A PSSA - Math - Grade 3 - 2020-21 M03.A-T.1 Numbers and Operations In Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic. 2.38 M03.A-F.1 Numbers and Operations - Fractions ~ Develop an understanding of fractions as numbers. 1.5 M03.B-O.1	✓

Challenges	Discussion Point	Priority for Planning
Group scored 48.5% Proficient or Advanced.	Operations and Algebraic Thinking ~ Represent and solve problems involving multiplication and division. 3.38 M03.B-O.2 Operations and Algebraic Thinking ~ Understand properties of multiplication and the relationship between multiplication and division. 3.31 M03.B-O.3 Operations and Algebraic Thinking ~ Solve problems involving the four operations, and identify and explain patterns in arithmetic. 1.38 M03.C-G.1 Geometry ~ Reason with shapes and their attributes. 2.31 M03.D-M.1 Measurement and Data ~ Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects. 2.06 M03.D-M.2 Measurement and Data ~ Represent and interpret data. 2.28 M03.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 2.19 M03.D-M.4 Measurement and Data ~ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 2.63 A: PSSA - Math - Grade 4 - 2020-21 M04.A-T.1 Numbers and Operations in Base Ten ~ Generalize place-value understanding for multi-digit whole numbers. 1.8 M04.A-T.2 Numbers and Operations in Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic. 3.53 M04.A-F.1 Numbers and Operations - Fractions ~ Extend understanding of fraction equivalence and ordering. 2 M04.A-F.2 Numbers and Operations - Fractions ~ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 3.47 M04.A-F.3 Numbers and Operations - Fractions ~ Understand decimal notation for fractions and compare decimal fractions. 1.9 M04.B-O.1 Operations and Algebraic Thinking ~ Use the four operations with whole numbers to solve problems. 3.07 M04.B-O.2 Operations and Algebraic Thinking ~ Gain familiarity with factors and multiples. 1.57 M04.B-O.3 Operations and Algebraic Thinking ~ Generate and analyze patterns. 2.73 M04.C-G.1 Geometry ~ Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 2.2 M04.D-M.1 Measurement and Data ~ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 2.9 M04.D-M.2 Measurement and Data ~ Represent and interpret data. 2.1 M04.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of angle; measure and create angles. 3 A: PSSA - Math - Grade 5 - 2020-21 M05.A-T.1 Numbers and Operations in Base Ten ~ Understand the place-value system. 1.18 M05.A-T.2 Numbers and Operations in Base Ten ~ Perform operations with multi-digit whole	

Challenges	Discussion Point	Priority for Planning
	numbers and with decimals to hundredths. 2.36 M05.A-F.1 Numbers and Operations - Fractions ~ Use equivalent fractions as a strategy to add and subtract fractions. 2.54 M05.A-F.2 Numbers and Operations - Fractions ~ Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 1.82 M05.B-O.1 Operations and Algebraic Thinking ~ Write and interpret numerical expressions. 2.32 M05.B-O.2 Operations and Algebraic Thinking ~ Analyze patterns and relationships. 2.21 M05.C-G.1 Geometry ~ Graph points on the coordinate plane to solve real-world and mathematical problems. 1.61 M05.C-G.2 Geometry ~ Classify two-dimensional figures into categories based on their properties. 2.29 M05.D-M.1 Measurement and Data ~ Convert like measurement units within a given measurement system. 1.29 M05.D-M.2 Measurement and Data ~ Represent and interpret data. 2.54 M05.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 2.21	
2021-2022 PSSA Math All Student Group scored 30.7% Proficient or Advanced.	Analyzing ELA PSSA results reveals the weakness in each assessed standard. SCALE 1=BB, 2=B, 3=P, 4=A PSSA - ELA - Grade 3 - 2020-21 A-K.1 (Anchor 1.1) - Key Ideas and Details= 2.88 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas= 1.88 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 2.25 A-V.4 (Anchor 6.4) - A: Literature Text= 2.21 B-V.4 (Anchor 7.4) - B: Informational Text= 2.06 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.28 B-K.1 (Anchor 7.1) - B: Informational Text= 2.28 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas= 3.09 B-C.2 (Anchor 7.2) - B: Informational Text= 3.09 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 1.94 B-C.3 (Anchor 7.3) - B: Informational Text= 1.94 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 2.06 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 2.53 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 2.25 PSSA - ELA - Grade 4 - 2020-21 A-K.1 (Anchor 1.1) - Key Ideas and Details= 3.6 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas= 1.23 A-C.3 (Anchor 2.2) - Craft and Structure/Integration of Knowledge and Ideas= 2.53 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 1.53 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.37 B-K.1 (Anchor 7.1) - B: Informational Text= 2.37 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas= 2.4 B-C.2 (Anchor 7.2) - B: Informational Text= 2.4 B-C.3	✓

Challenges Discussion Point**Priority for Planning**

(Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 2.43 B-C.3 (Anchor 7.3) - B: Informational Text= 2.53 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 2.63 B-V.4 (Anchor 7.4) - B: Informational Text= 2.63 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 2.9 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 1.8 E.1 (Anchor 5.1) Text-Dependent Analysis (Reading/Writing)= 1.57 PSSA - ELA - Grade 5 - 2020-21 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas= 3.39 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 1.82 A-V.4 (Anchor 6.4) - A: Literature Text= 1.79 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.89 B-K.1 (Anchor 7.1) - B: Informational Text= 2.89 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 1.14 B-C.3 (Anchor 7.3) - B: Informational Text= 1.14 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 3.5 B-V.4 (Anchor 7.4) - B: Informational Text= 3.5 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 1.89 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 2.21 E.1 (Anchor 5.1) Text-Dependent Analysis (Reading/Writing)= 1.61

ADDENDUM B: ACTION PLAN

Action Plan: Standards Aligned ELA Instruction

Action Steps	Anticipated Start/Completion Date
SAES will follow the newly sequenced ELA curriculum map and common assessment schedule using the newly adopted Core Knowledge Language Arts literacy suite.	08/30/2023 - 06/07/2024
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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Kylie Harris.	1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans

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

Action Steps	Anticipated Start/Completion Date
SAES teachers will participate in a professional development training to designed to meet the needs of student with Individual Education Plans through the newly adopted Core Knowledge Language Arts (CKLA) literacy suite.	02/19/2023 - 02/19/2023

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Kylie Harris.	1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans
Material/Resources/Supports Needed	PD Step
*CKLA PD: Meeting Student Needs *CKLA Literacy Suite Resources ***NOTE: No Title I funds will be directly used to support this action step.	yes

Action Steps**Anticipated Start/Completion Date**

SAES teachers will benefit from onsite coaching support from CKLA experts who will help reinforce effective use and appropriate pacing of the newly adopted Core Knowledge Language Arts (CKLA) literacy suite up to three times during the 23-24 school year (fall, winter, spring).

10/09/2023 - 04/26/2024

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Kylie Harris.

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

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

*CKLA Onsite Coaching *CKLA Literacy Suite Resources ***NOTE: No Title I funds will be directly used to support this action step.

yes

Action Steps**Anticipated Start/Completion Date**

SAES 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.

09/06/2023 - 06/07/2024

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Kylie Harris.	1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans
Material/Resources/Supports Needed	PD Step
*DIBELS 8th Edition *mCLASS *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings ***NOTE: No Title I funds will be directly used to support this action step.	no

Action Steps**Anticipated Start/Completion Date**

SAES 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.

09/06/2023 - 06/07/2024

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Kylie Harris.

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

Material/Resources/Supports Needed	PD Step
*Reading Specialists *Paraprofessionals *MTSS Tutors *Academic Coaching Support *mCLASS Reading Intervention Toolkit *Amplify Reading *CKLA Intervention Toolkit *Additional literacy materials ***NOTE: WAEC Title I funds will be used in the following ways: 1.) Salary of two reading specialists and two paraprofessionals= \$ 2.) Benefits of two reading specialists and two paraprofessionals=	no

Action Plan: Standards Aligned Math Instruction

Action Steps	Anticipated Start/Completion Date
SAES will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.	08/30/2023 - 06/07/2024

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal, Kylie Harris with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Kylie Harris with support from Lynn Shultz, the curriculum coordinator, and academic coaches.

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**

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

no

Action Steps**Anticipated Start/Completion Date**

Schedule the mathematics block to include small groups 3 times a week. Optional training will be offered for best practices in designing and implementing small group instruction.

09/06/2023 - 06/07/2024

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal, Kylie Harris with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Kylie Harris with support from Lynn Shultz, the curriculum coordinator, and academic coaches.

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 ***NOTE: No Title I funds will be directly used to support this action step.

no

Action Steps**Anticipated Start/Completion Date**

SAES will utilize DIBLES 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.

01/01/0001 - 01/01/0001

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal, Kylie Harris with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Kylie Harris with support from Lynn Shultz, the curriculum coordinator, and academic coaches.

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 Resources *WCSD Assessment Calendar ***NOTE: No Title I funds will be directly used to support this action step.

Action Steps**Anticipated Start/Completion Date**

Math teachers will review math best instructional and effective use of the SAVVAS math textbook and resources, including the new online SAVVY Adaptive Practice component.

09/06/2023 - 01/01/0001

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal, Kylie Harris with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Kylie Harris with support from Lynn Shultz, the curriculum coordinator, and academic coaches.

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**

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

no

Action Steps**Anticipated Start/Completion Date**

WAEC 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 parents can support student use of ST Math at home.

09/11/2023 - 06/07/2024

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, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson Plan Checks and Observations will be completed by Principal, Kylie Harris 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, the principals, and academic coaches. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Face Book and web page by Principal, Kylie Harris with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Kylie Harris with support from Lynn Shultz, the curriculum coordinator, and academic coaches.

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
*SAES's Math Parent and Family Engagement Plan *Administrative and Academic Coaching Support *ST Math Training for Parents *Math Training and Materials for Parents/Families *Social Media/School Web Page *Title I P&F Engagement Supplies ***NOTE: SAES Title I Parent and Family Engagement funds will be used in the following ways: 1.) Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement= \$	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2023-2024 by 8%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES teachers will participate in a professional development training to designed to meet the needs of student with Individual Education Plans through the newly adopted Core Knowledge Language Arts (CKLA) literacy suite.	02/19/2023 - 02/19/2023
Using the PSSA, Grade 3-5 ELA proficiency scores will improve from 2021-2022 to 2023-2024 by 8%. (PSSA ELA Score Improvement)	Standards Aligned ELA Instruction	SAES teachers will benefit from onsite coaching support from CKLA experts who	10/09/2023 - 04/26/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		will help reinforce effective use and appropriate pacing of the newly adopted Core Knowledge Language Arts (CKLA) literacy suite up to three times during the 23-24 school year (fall, winter, spring).	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
CKLA: Meeting Needs of Special Education Students through CKLA	K-5 ELA Teachers	CKLA lessons, resources, and strategies designed to meet the needs of all learners.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
PD Evaluation Form	02/19/2024 - 02/19/2024	Lynn Shultz/Supervisor of Elementary Education Medina Reynolds/Academic Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
CKLA Onisight Coaching	K-5 ELA Teachers	CKLA lessons, pacing, best practices, support for students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Evaluation Forms	10/02/2023 - 04/30/2024	Lynn Shultz/Supervisor of Elementary Education Medina Reynolds/Academic Coach

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

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Inform School Board and Community	Title I Plan	Committee and School Board Meetings	School Board and Community	August 2023
Inform Faculty	Title I Plan	Faculty Meeting	Faculty	September 2023
Inform Families and Community	Title I Plan	Social Media and Website Posts, Parent Letters	Parents and Community	September 2023
