

**YOUNGSVILLE EL SCH**

232 2nd St

Schoolwide Title 1 School Plan | 2023 - 2024

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## **VISION FOR LEARNING**

The Youngsville Elementary School team will work collaboratively with the Warren County School District teachers and academic coaching team, parents, and community to address gaps in education, specifically math and reading, and ensure all students are able to learn and grow.

STEERING COMMITTEE

| Name             | Position                     | Building/Group                |
|------------------|------------------------------|-------------------------------|
| Amy Stimmell     | Principal                    | Youngsville Elementary School |
| Christine Rooney | Reading Specialist           | Youngsville Elementary School |
| Colleen Vignere  | Reading Specialist           | Youngsville Elementary School |
| Kim Yourchisin   | Special Education Supervisor | Youngsville Elementary School |
| Laura Bierbower  | School Counselor             | Youngsville Elementary School |
| Laura Stanton    | Paraprofessional             | Youngsville Elementary School |
| Kelly Sullivan   | Parent                       | Youngsville Elementary School |
| Lynn Shultz      | District Level Leaders       | Warren County School District |
| Miranda Walters  | Community Member             | Community Member              |
|                  |                              |                               |
|                  |                              |                               |
|                  |                              |                               |
|                  |                              |                               |
|                  |                              |                               |

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<br>Language<br>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<br><br>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 scores will improve from 2021-2022 to 2023-2024 by 8%. |

| Action Step   | Anticipated Start/Completion | Lead Person/Position  | Materials/Resources/Supports Needed  |
|---|------------------------------|---|--|
| YES 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      | Amy Stimmell/Principal  | *WCSD Planned Instruction & Curriculum Maps<br>*CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues ***NOTE: YES Title I funds will be used in the following ways:<br>1. Classroom literacy supplies= \$ |
| YES 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 - 2024-02-19      | Amy Stimmell/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.  |
| YES 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.  | 2023-09-06 - 2024-06-07      | Amy Stimmell/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.   |
| YES 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, | 2023-10-09 - 2024-04-06      | Amy Stimmell/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.  |

| Action Step   | Anticipated Start/Completion | Lead Person/Position       | Materials/Resources/Supports Needed   |
|---|------------------------------|----------------------------|---|
| spring).  |                              |                            |   |
| YES 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      | Amy Stimmell/<br>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 one reading specialist and five paraprofessionals= \$ 2.) Benefits of one reading specialists and five 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, Amy Stimmell 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, Amy Stimmell.

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## 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 proficiency 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 2020-2021 to 2023-2024 by 8%.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

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

2023-08-30 -  
2024-06-07

Amy Stimmell/  
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 3 times a week. Optional training will be offered for best

2023-09-06 -  
2024-06-07

Amy Stimmell/  
Principal

\*Math Schedules \*Small Group Design &  
Strategies \*Math Resources: SAVVAS &

| Action Step   | Anticipated Start/Completion | Lead Person/Position   | Materials/Resources/Supports Needed  |
|---|------------------------------|--|--|
| practices in designing and implementing small group instruction.  |                              |  | 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.   |
| YES 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.   | -                            | Amy Stimmell/<br>Principal   | *DIBLES/mCLASS Math Resources<br>*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 -<br>2024-06-07   | Amy Stimmell/<br>Principal   | *SAVVAS Textbooks and Resources<br>*Ongoing mathematics instructional support from academic coaches *Online Training Videos - SAVVAS and SAVVY<br>***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 -<br>2024-06-07   | Amy Stimmell/<br>Principal Lynn<br>Shultz/Supervisor<br>of Elementary<br>Education | *YES'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: YES Title I Parent and Family Engagement funds will be used in the following |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed   |
|-------------|------------------------------|----------------------|---|
|             |                              |                      | 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, Amy Stimmell 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, Amy Stimmell with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Amy Stimmell 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 scores will improve from 2021-2022 to 2023-2024 by 8%.<br>(PSSA ELA Score Improvement) | Standards<br>Aligned<br>ELA<br>Instruction | YES 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<br>-<br>02/19/2024 |

## 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 2023-2024 by 8%. (PSSA ELA Score Improvement) | Standards Aligned ELA Instruction | YES 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<br>-<br>04/06/2024 |

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

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

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

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

2022-2023 mCLASS Math Grade K- 2023 End of Year Overall Score = 74% At Benchmark

The 2021-2022 Science PSSA percentage of students scoring Proficient or Advanced are as follows: Grade 4= 71.7% (33 of 46 students).

### Challenges

2021-2022 PSSA ELA All Student Group scored 38.8% Proficient or Advanced.

2021-2022 PSSA Math All Student Group scored 22.4% Proficient or Advanced.

2021-2022 PSSA Science All Student Group scored 72.5% Proficient or Advanced.

The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 78% (39 of 50 students), Grade 4= 86.9% (40 of 46 students), and Grade 5= 82.6% (38 of 46 students)

The 2022-2023 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 28.6% (14 of 49 students), Grade 4= 50.8% (31 of 62 students), and Grade 5= 36.4% (20 of 55 students)

2020-2021 Career Standards Benchmark: The All Student Group did not meet the Interim Goal/Improvement Target with 97.9% completion rate which was 98%

## Strengths

2020-2021 ELA, Math, and Science All sub-groups met the target for participation in the PSSA.

The scores of the Economically Disadvantaged sub group is comparable to the all student group.

2020-2021 Career Standards Benchmark: The All Student Group exceeded the Statewide Average of 86.2% completion rate with a completion rate of 97.9%.

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Implement a multi-tiered system of supports for academics and behavior.

DIBELS Reading - 2023- End of Year - Grade K Composite Score= 86% Proficient

The 2022-2023 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 84.7% (50 of 59 students)

n/a

## Challenges

Students in the Students with Disabilities subgroup did meet the Interim Goal/Improvement Target (34%) with 14.3% achieving proficiency.

Students in the Students with Disabilities subgroup did meet the Interim Goal/Improvement Target (25.6%) with 2.9% achieving proficiency.

Implement evidence-based strategies to engage families to support learning.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 60.3% (35 of 58 students), Grade 4= 61% (36 of 59 students), Grade 5= 61% (34 of 51 students)

51.7% of the Economically Disadvantaged subgroup scored proficient or advanced, which is lower than the 67.3% of the all student group Students in the Economically Disadvantaged subgroup did not meet the Interim Goal/Improvement Target (58%) with 51.7% achieving proficient or advanced.

The 2022-2023 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 16.7% (8 of 48

### Challenges

students), Grade 4= 27.9% (17 of 61 students), and Grade 5= 16.1% (9 of 56 students)

Students in the Economically Disadvantaged subgroup did not meet the Interim Goal/Improvement Target (51.2%) with 27.1% achieving proficient or advanced.

Students in the Economically Disadvantaged subgroup did not meet the Interim Goal/Improvement Target (39.5%) with 9.5% achieving proficient or advanced. Students in the Economically Disadvantaged subgroup had an 0% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA.

The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 4= 28.2% (13 of 46 students).

The 2022-2023 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 4= 15.3% (9 of 59 students)

n/a

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## 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 |
|---|--|-----------------------|
| The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 78% (39 of 50 students), Grade 4= 86.9% (40 of 46 students), | Analyzing Math PSSA results reveals the weakness in each assessed standard. SCALE 1=BB, 2=B, 3=P, 4=A Grade 3 M-3.A-T.1 Use place-value understanding and properties of operations to perform multi-digit arithmetic 2.24 M-3.A-F.1 Develop an understanding of fractions as number 1.16 M-3.B-O.1 Represent and solve problems involving multiplication and division 3.14 V-3.B-O.2 Understand properties of multiplication and the relationship between multiplication and division 3.12 M-3.B-O.3 Solve problems involving the four operations and identify and explain patterns in arithmetic 1.08 M-3.C-G.1 Reason with shapes and their attributes 1.96 M-3.D-M.1 Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects 2.02 M-3.D-M.2 Represent and interpret data 2.28 M-3.D-M.3 Geometric measurement: understand concepts of area and relate area to multiplication and addition 1.96 M-3.D-M.4 Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures 2.34 Grade 4 M04.A-T.1 Generalize place-value understanding for multi-digit whole numbers 1.61 M-4.A-T.2 Use place-value understanding and properties of operations to perform multi-digit arithmetic 3.07 M04.A-F.1 Extend understanding of fraction equivalence and ordering 1.57 M04.A-F.2 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers 2.87 M04.A-F.3 Understand decimal notation for fractions and compare decimal fractions 1.52 M04.B-O.1 Use the four operations with whole numbers to solve problems 2.37 M04.B-O.2 Gain familiarity with factors and multiples 1.20 M04.B-O.3 Generate and analyze patterns 2.20 M04.C-G.1 Draw and identify lines and angles, and | ✓                     |



| Challenges   | Discussion Point  | Priority for Planning |
|--|---|-----------------------|
| and Grade 5= 82.6% (38 of 46 students)   | <p>classify shapes by properties of their lines and angles 1.76 M04.D-M.1 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit 2.50 M04.D-M.2 Represent and interpret data 2.24 M04.D-M.3 Geometric measurement: understand concepts of angle; measure and create angles 2.48 Grade 5 M05.A-T.1 Understand the place-value system 1.28 M05.A-T.2 Perform operations with multi-digit whole numbers and with decimals to hundredths 2.43 M05.A-F.1 Use equivalent fractions as a strategy to add and subtract fractions 2.09 M05.A-F.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions 1.91 M05.B-O.1 Write and interpret numerical expressions 2.17 M05.B-O.2 Analyze patterns and relationships 2.07 M05.C-G.1 Graph points on the coordinate plane to solve real-world and mathematical problems 1.33 M05.C-G.2 Classify two-dimensional figures into categories based on their properties 1.83 M05.D-M.1 Convert like measurement units within a given measurement system 1.61 M05.D-M.2 Represent and interpret data. 2.41 M05.D-M.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition 1.67</p>   |                       |
| <p>The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 60.3% (35 of 58</p> | <p>Analyzing ELA PSSA results reveals the weakness in each assessed standard. SCALE 1=BB, 2=B, 3=P, 4=A Grade 3 A-K.1 Key Ideas and Details 2.38 A-C.2 Craft and Structure/Integration of Knowledge and Ideas 1.82 A-V.4 Vocabulary Acquisition and Use 2.04 B-K.1 Key Ideas and Details Informational Text 2.12 B-C.2 Craft and Structure/Integration of Knowledge and Ideas 2.76 B-C.3 Craft and Structure/Integration of Knowledge and Ideas 1.66 B-V.4 Vocabulary Acquisition and Use 2.08 D.1 Conventions of Standard English 2.2 D.2 Conventions of Standard English 2.24 Grade 4 A-K.1 Key Ideas and Details Literature Text 3.28 A-C.2 Craft and Structure/Integration of Knowledge and Ideas Literature Text 1.2 A-C.3 Craft and Structure/Integration of Knowledge and Ideas Literature Text 2.52 A-V.4 Vocabulary Acquisition and Use Literature Text 15.54 B-K.1 Key Ideas and Details Informational Text 2.7 Craft and Structure/Integration of Knowledge and Ideas Informational Text 2.24 B-C.3 Craft and Structure/Integration of Knowledge and Idea Informational Text 2.07 B-V.4 Vocabulary Acquisition and Use Informational Text 2.2 D.1 Conventions of Standard English 2.2 D.2 Conventions of Standard English 1.76 E.1 Text-Dependent Analysis 1.54 Grade 5 A-K.1 Key Ideas and Details Literature Text 2.33</p> | ✓                     |

**Challenges****Discussion Point****Priority for Planning**

students),  
Grade 4=  
61% (36 of  
59  
students),  
Grade 5=  
61% (34 of  
51  
students)

A-C.2 Craft and Structure/Integration of Knowledge and Idea Literature Text 3.33 A-V.4 Vocabulary Acquisition and Use Literature Text 1.82 B-K.1 Key Ideas and Details Informational Text 2.69 B-C.3 Craft and Structure/Integration of Knowledge and Ideas Informational Text 1.02 B-V.4 Vocabulary Acquisition and Use Informational Text 3.44 D.1 Conventions of Standard English 2.09 D.2 Conventions of Standard English 2.33 E.1 Text-Dependent Analysis 1.58

## ADDENDUM B: ACTION PLAN

### Action Plan: Standards Aligned ELA Instruction

| Action Steps  | Anticipated Start/Completion Date   |
|---|---|
| YES 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, Amy Stimmell 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, Amy Stimmell. | 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<br>*Time for Collaboration with Colleagues ***NOTE: YES Title I funds will be used in the following ways: 1. Classroom literacy supplies=<br>\$ | no      |

| Action Steps  | Anticipated Start/Completion Date |
|---|-----------------------------------|
| YES 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 - 02/19/2024           |

| 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, 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, Amy Stimmell 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, Amy Stimmell.</p> | <p>1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans</p> |
| Material/Resources/Supports Needed   | PD Step  |
| <p>*CKLA PD: Meeting Student Needs *CKLA Literacy Suite Resources ***NOTE: 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  |
|--|--|
| <p>YES 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.</p>  | <p>09/06/2023 - 06/07/2024</p>   |
| 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, 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, Amy Stimmell 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, Amy Stimmell.</p> | <p>1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans</p> |

| 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      |

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| Action Steps   | Anticipated Start/Completion Date |
|--|-----------------------------------|
| YES 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 - 04/06/2024           |

**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, Amy Stimmell 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, Amy Stimmell.

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  |
|--|--|
| <p>YES 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.</p>   | <p>09/06/2023 - 06/07/2024</p>   |
| 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, 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, Amy Stimmell 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, Amy Stimmell.</p> | <p>1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans</p> |

| 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 one reading specialist and five paraprofessionals= \$ 2.) Benefits of one reading specialists and five paraprofessionals= | no      |
| -----   |         |
| -----   |         |

### Action Plan: Standards Aligned Math Instruction

| Action Steps   | Anticipated Start/Completion Date |
|--|-----------------------------------|
| YES will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule. | 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, Amy Stimmell 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, Amy Stimmell with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Amy Stimmell with support from Lynn Shultz, the curriculum coordinator, and academic coaches.

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

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

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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.

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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, Amy Stimmell 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, Amy Stimmell with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Amy Stimmell with support from Lynn Shultz, the curriculum coordinator, and academic coaches.

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

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

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YES 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.

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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, Amy Stimmell 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, Amy Stimmell with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Amy Stimmell 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.

no

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

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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.

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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, Amy Stimmell 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, Amy Stimmell with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Amy Stimmell with support from Lynn Shultz, the curriculum coordinator, and academic coaches.

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

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

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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.

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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, Amy Stimmell 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, Amy Stimmell with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, Amy Stimmell 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 |
|---|---------|
| <p>*YES's Math Parent and Family Engagement Plan *Administrative and Academic Coaching Support *ST Math Training for Parents</p> <p>*Math Training and Materials for Parents/Families *Social Media/School Web Page *Title I P&amp;F Engagement Supplies ***NOTE: YES</p> <p>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= \$</p> | no      |

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## 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 2023-2024 by 8%. (PSSA ELA Score Improvement) | Standards Aligned ELA Instruction | YES 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<br>-<br>02/19/2024 |
| Using the PSSA, Grade 3-5 ELA scores will improve from 2021-2022 to 2023-2024 by 8%. (PSSA ELA Score Improvement) | Standards Aligned ELA Instruction | YES teachers will benefit from onsite coaching support from CKLA experts who  | 10/09/2023<br>-<br>04/06/2024 |

| 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 |

|   |   |  |
|---|---|--|
| 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        |   |  |

| 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 |

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





**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, Meetings | Parents and Community      | September 2023       |

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