

Sheffield Area El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Sheffield Area El Sch		105628302
Address 1		
6760 Route 6		
Address 2		
City	State	Zip Code
Sheffield	PA	16347
Chief School Administrator		Chief School Administrator Email
Gary L Weber		weberg@wcsdpa.org
Principal Name		
Kylie Harris		
Principal Email		
harrisk@wcsdpa.org		
Principal Phone Number		Principal Extension
(814) 968-3720		2610
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kylie Harris	Principal	Sheffield Area Elementary School	harrisk@wcsdpa.org
Emyle Sherrard	School Counselor	Sheffield Area Elementary School	sherrarde@wcsdpa.org
Lisa Smith	Special Education Supervisor	Sheffield Area Elementary School	smithla@wcsdpa.org
Anna Peterson	Reading Specialist	Sheffield Area Elementary School	Petersona@wcsdpa.org
Marijo Perry	Reading Specialist	Sheffield Area Elementary School	durnellp@wcsdpa.org
Melissa Buck	Parent	Sheffield Area Elementary School	melissabuck0712@yahoo.com
Heather Wotorson	Parent	Sheffield Area Elementary School	hwotorson@gmail.com
Lynn Shultz	District Level Leaders	Central Office	shultzl@wcsdpa.org
Medina Reynolds	Other	Central Office	reynoldsm@wcsdpa.org
Samantha Ettinger	Parent	Parent	sammiesue11@outlook.com
Erin Napolitan	Paraprofessional	Sheffield Area Elementary School	napolitane@wcsdpa.org

Vision for Learning

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.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
2022 - 2023 ELA PSSA Participation: The All Student Group had a PA ELA State Assessment Participation Rate of 99%.	2022 - 2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99%. Students in the White subgroup had a PA State Assessment Participation Rate of 99%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 96.2%.
2022 - 2023 Math PSSA Participation: The All Student Group had a PA Math State Assessment Participation Rate of 99%.	2022 - 2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99%. Students in the White subgroup had a PA State Assessment Participation Rate of 99%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 96.2%.

Challenges

Indicator	Comments/Notable Observations
2022-2023 PSSA ELA All Student Group 42.3% Proficient or Advanced.	2022-2023 ELA PSSA Achievement: Students in the White subgroup: 41.4% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 40.7% scored proficient or advanced. Students in the Students with Disabilities subgroup: 20% scored proficient or advanced. ELA Growth: Students in the All Student Group earned an Academic Growth Score of 50% and did not meet the standard demonstrating growth (70.0%). The Statewide Average Growth Score was 15%. Students in the White subgroup earned an Academic Growth Score of 50%. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 50%. Students in the Students with Disabilities subgroup: IS. ELA Advanced on the ELA PSSA: 3.8% of the All Student Group scored advanced on the ELA PSSA, which is below the statewide average of 15.0%. 3% of

	students in the White subgroup scored advanced on the ELA PSSA. 1.7% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA. 4% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.
2022-2023 PSSA Mathematics All Student Group scored 31.7% Proficient or Advanced.	2022-2023 Math PSSA Achievement: Students in the White subgroup: 31.3% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 25.4% scored proficient or advanced. Students in the Students with Disabilities subgroup: 12% scored proficient or advanced. Math Growth: Students in the All Student Group earned an Academic Growth Score of 74% and exceeded the standard demonstrating growth (70%). The Statewide Average Growth Score was 74.9%. Students in the White subgroup earned an Academic Growth Score of 73%. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 74%. Students in the Students with Disabilities subgroup: IS. Math Advanced on the Math PSSA: 2.9% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average of 14.0%. 2.0% of students in the White subgroup scored advanced on the Math PSSA. 0% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA. 0.0% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.

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

Strengths

Indicator 2022-2023 ELA PSSA Participation ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2022 -2023 ELA PSSA Participation Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 95.4%.
Indicator 2022-2023 Math PSSA Participation ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2022 -2023 Math PSSA Participation Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 95.3%.
Indicator 2022-2023 Science PSSA Participation ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2022 -2023 Science PSSA Participation Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 94.4%.

Challenges

Indicator 2022-2023 ELA PSSA Achievement ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students in the Economically Disadvantaged subgroup: 53.2% scored proficient or advanced.
Indicator 2022 - 2023 Math PSSA Achievement ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students in the Economically Disadvantaged subgroup: 27.9% scored proficient or advanced.
Indicator 2022-2023 ELA Standard Demonstrating Growth ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 2022-2023 ELA Standard Demonstrating Growth: Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 79% and exceeded the standard demonstrating growth 70.0%. The Statewide Average Growth Score was 75.4%.

Summary

Strengths

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

2022 - 2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.2%.
2022 - 2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 97.7%.
2022 - 2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 95.8%.
2022-2023 Science Growth Scores: Science subject area exceeded the statewide standard growth score.

Challenges

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

2022-2023 PSSA ELA All Student Group scored 50.4% Proficient or Advanced. This does not meet the Statewide Average of 54.5%
2022-2023 PSSA Math All Student Group scored 28.9% Proficient or Advanced. This falls well below the Statewide Average of 38.3%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2023-2024 DIBELS Reading Grade 1	<p>DIBELS Reading - 2024- End of Year - Grade 1 Composite Score Well Below Benchmark 1 = 4% Below Benchmark 6 = 24% At Benchmark 11 = 44% Above Benchmark 7 = 28% Letter Names (LNF) Well Below Benchmark 6 = 24% Below Benchmark 2 = 8% At Benchmark 17 = 68% Above Benchmark NA Phonemic Awareness (PSF) Well Below Benchmark 0 = 0% Below Benchmark 1 = 4% At Benchmark 12 = 48% Above Benchmark 12 = 48% Letter Sounds (NWF-CLS) Well Below Benchmark 2 = 8% Below Benchmark 2 = 8% At Benchmark 14 = 56% Above Benchmark 7 = 28% Decoding (NWF-WRC) Well Below Benchmark 0 = 0% Below Benchmark 3 = 12% At Benchmark 14 = 56% Above Benchmark 8 = 32% Word Reading (WRF) Well Below Benchmark 4 = 16% Below Benchmark 8 = 32% At Benchmark 6 = 24% Above Benchmark 7 = 28% Reading Accuracy (ORF-Accu) Well Below Benchmark 6 = 24% Below Benchmark 6 = 24% At Benchmark 13 = 52% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 2 = 8% Below Benchmark 9 = 36% At Benchmark 8 = 32% Above Benchmark 6 = 24%</p>
2023-2024 DIBELS Reading Grade 2	<p>DIBELS Reading - 2024 End of Year - Grade 2 Composite Score Well Below Benchmark 11 = 24% Below Benchmark 10 = 22% At Benchmark 9 = 20% Above Benchmark 15 = 34% Letter Sounds (NWF-CLS) Well Below Benchmark 7 = 16% Below Benchmark 7 = 16% At Benchmark 26 = 57% Above Benchmark 5 = 11% Decoding (NWF-WRC) Well Below Benchmark 8 = 18% Below Benchmark 6 = 13% At Benchmark 26 = 58% Above Benchmark 5 = 11% Word Reading (WRF) Well Below Benchmark 11 = 24% Below Benchmark 10 = 22% At Benchmark 21 = 47% Above Benchmark 3 = 7% Reading Accuracy (ORF-Accu) Well Below Benchmark 8 = 18% Below Benchmark 4 = 9% At Benchmark 33 = 73% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 16 = 36% Below Benchmark 6 = 13% At Benchmark 10 = 22% Above Benchmark 13 = 29% Reading Comprehension (MAZE) Well Below Benchmark 15 = 33% Below Benchmark 3 = 7% At Benchmark 17 = 38% Above Benchmark 10 = 22%</p>
2023-2024 DIBELS Reading Grade 5	<p>DIBELS Reading - 2024 End of Year - Grade 5 Composite Score Well Below Benchmark 21 = 50% Below Benchmark 1 = 2% At Benchmark 5 = 12% Above Benchmark 15 = 36% Reading Accuracy (ORF-Accu) Well Below Benchmark 2 = 5% Below Benchmark 3 = 7% At Benchmark 37 = 88% Above Benchmark NA Reading Fluency (ORF) Well</p>

	Below Benchmark 21 = 50% Below Benchmark 1 = 2% At Benchmark 5 = 12% Above Benchmark 15 = 36% Reading Comprehension (MAZE) Well Below Benchmark 12 = 29% Below Benchmark 3 = 7% At Benchmark 15 = 35% Above Benchmark 12 = 29%
2023-2024 DIBELS Reading Grade 4	DIBELS Reading - 2024 End of Year - Grade 4 Composite Score Well Below Benchmark 9 = 32% Below Benchmark 3 = 11% At Benchmark 9 = 32% Above Benchmark 7 = 25% Reading Accuracy (ORF-Accu) Well Below Benchmark 3 = 11% Below Benchmark 0 = 0% At Benchmark 25 = 89% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 9 = 33% Below Benchmark 4 = 14% At Benchmark 9 = 32% Above Benchmark 6 = 21% Reading Comprehension (MAZE) Well Below Benchmark 8 = 29% Below Benchmark 4 = 14% At Benchmark 10 = 36% Above Benchmark 6 = 21%
2023-2024 DIBELS Reading Grade K	DIBELS Reading - 2024- End of Year - Grade K Composite Score Well Below Benchmark 4 = 12% Below Benchmark 4 = 12% At Benchmark 13 = 40% Above Benchmark 12 = 36% Letter Names (LNF) Well Below Benchmark 8 = 24% Below Benchmark 8 = 24% At Benchmark 17 = 52% Above Benchmark NA Phonemic Awareness (PSF) Well Below Benchmark 8 = 24% Below Benchmark 2 = 6% At Benchmark 5 = 15% Above Benchmark 18 = 55% Letter Sounds (NWF-CLS) Well Below Benchmark 4 = 12% Below Benchmark 2 = 6% At Benchmark 17 = 52% Above Benchmark 10 = 30% Decoding (NWF- WRC) Well Below Benchmark 2 = 6% Below Benchmark 2 = 6% At Benchmark 12 = 36% Above Benchmark 17 = 52% Word Reading (WRF) Well Below Benchmark 5 = 15% Below Benchmark 7 = 21% At Benchmark 15 = 46% Above Benchmark 6 = 18%
2023-2024 DIBELS Reading Grade 3	DIBELS Reading - 2024 End of Year - Grade 3 Composite Score Well Below Benchmark 5 = 19% Below Benchmark 4 = 15% At Benchmark 8 = 30% Above Benchmark 10 = 36% Letter Sounds (NWF-CLS) Well Below Benchmark 6 = 22% Below Benchmark 3 = 11% At Benchmark 11 = 41% Above Benchmark 7 = 26% Decoding (NWF-WRC) Well Below Benchmark 6 = 22% Below Benchmark 2 = 7% At Benchmark 13 = 49% Above Benchmark 6 = 22% Word Reading (WRF) Well Below Benchmark 8 = 30% Below Benchmark 2 = 7% At Benchmark 14 = 52% Above Benchmark 3 = 11% Reading Accuracy (ORF-Accu) Well Below Benchmark 2 = 7% Below Benchmark 2 = 7% At Benchmark 23 = 86% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 5 = 19% Below Benchmark 9 = 32% At Benchmark 8 = 30% Above Benchmark 5 = 19% Reading Comprehension (MAZE) Well Below Benchmark 5 = 19%

	Below Benchmark 5 = 19%	5 = 19%	At Benchmark	12 = 43%	Above Benchmark
2023-2024 CDT ELA Grades 3-5	2023-2024 ELA CDT Grades 3-5 Proficient or Advanced: Grade 3 BOY- 1 of 27 (3.70%) MOY- 8 of 27 (29.63%) EOY- 10 of 27 (37.04%) Grade 4 BOY- 6 of 29 (20.69%) MOY- 12 of 30 (40.00%) EOY- 8 of 29 (27.59%) Grade 5 BOY- 8 of 42 (19.05%) MOY- 12 of 41 (29.27%) EOY- 16 of 42 (38.10%)				

English Language Arts Summary

Strengths

DIBELS Reading- 2023-2024 End of Year - Grade 1 Composite Score = 72% At or Above Benchmark
DIBELS Reading- 2023-2024 End of Year - Grade K Composite Score = 76% At or Above Benchmark

Challenges

The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 37.04% (10 of 27 students), Grade 4= 27.59% (8 of 29 students), and Grade 5= 38.10% (16 of 42 students)
The 2023-2024 DIBELS Reading percentage of students scoring At Benchmark or Above are as follows: Grade 5 Composite Score = 48%, Grade 4 Composite Score = 57%, Grade 3 Composite Score = 66%, Grade 2 Composite Score= 54%.

Mathematics

Data	Comments/Notable Observations
2023-2024 mCLASS Math Grade K	2023-2024 EOY mCLASS Math Grade K Students Tested = 33 Overall Intensive 1 = 3% Strategic 14 = 42% Benchmark 18 = 55% Num. Identification Intensive 8 = 24% Strategic 16 = 49% Benchmark 9 = 27% Qty. Discrimination Intensive 1 = 3% Strategic 6 = 18% Benchmark 26 = 79% Counting Intensive 1 = 3% Strategic 20 = 61% Benchmark 12 = 36% Missing Number Intensive 2 = 6% Strategic 15 = 45% Benchmark 16 = 49%
2023-2024 mCLASS Math Grade 3	2023-2024 EOY mCLASS Math Grade 3 Students Tested = 27 Overall Intensive 3 = 11% Strategic 10 = 37% Benchmark 14 = 52% Number Facts Intensive 3 = 11% Strategic 2 = 7% Benchmark 22 = 82% Qty. Discrimination Intensive 4 = 15% Strategic 19 = 70% Benchmark 4 = 15% Missing Number Intensive 14 = 31% Strategic 13 = 29% Benchmark 18 = 40% Computation Intensive 23 = 51% Strategic 16 = 36% Benchmark 6 = 13% Concepts Intensive 1 = 2% Strategic 9 = 20% Benchmark 35 = 78%
2023-2024 mCLASS Math Grade 1	2023-2024 EOY mCLASS Math Grade 1 Students Tested = 25 Overall Intensive 4 = 16% Strategic 14 = 56% Benchmark 7 = 28% Num. Identification Intensive 4 = 16% Strategic 14 = 56% Benchmark 7 = 28% Number Facts Intensive 3 = 12% Strategic 12 = 48% Benchmark 10 = 25% Qty. Discrimination Intensive 3 = 12%

	Strategic 6 = 24% Benchmark 16 = 64% Counting Intensive 1 = 4% Strategic 23 = 92% Benchmark 1 = 4% Missing Number Intensive 8 = 32% Strategic 9 = 36% Benchmark 8 = 32% Next Number Intensive 5 = 20% Strategic 18 = 72% Benchmark 2 = 8%
2023-2024 mCLASS Math Grade 2	2023-2024 EOY mCLASS Math Grade 2 Students Tested = 45 Overall Intensive 5 = 11% Strategic 20 = 45% Benchmark 20 = 44% Number Facts Intensive 6 = 13% Strategic 18 = 40% Benchmark 21 = 47% Qty. Discrimination Intensive 2 = 4% Strategic 24 = 54% Benchmark 19 = 42% Missing Number Intensive 14 = 31% Strategic 13 = 29% Benchmark 18 = 40% Computation Intensive 23 = 51% Strategic 16 = 36% Benchmark 6 = 13% Concepts Intensive 1 = 2% Strategic 9 = 20% Benchmark 35 = 78%
2023-2024 CDT Math Grades 3-5	2023-2024 Math CDT Grades 3-5 Proficient or Advanced: Grade 3 BOY- 0 of 27 (0.00%) MOY- 3 of 27 (11.11%) EOY- 5 of 27 (18.52%) Grade 4 BOY- 1 of 28 (3.57%) MOY- 2 of 30 (6.67%) EOY- 3 of 28 (10.71%) Grade 5 BOY- 3 of 42 (7.14%) MOY- 0 of 42 (0.00%) EOY- 9 of 42 (21.43%)

Mathematics Summary

Strengths

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

Challenges

The 2023-2024 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 18.52% (5 of 27 students), Grade 4= 10.71% (3 of 28 students), and Grade 5= 21.43% (9 of 42 students).

The 2023-2024 mClass math percentage of students scoring At Benchmark or Above are as follows: Grade 1= 28%, Grade 2= 44%, and Grade 3= 52%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2023-2024 CDT Science Grade 4	2023-2024 CDT Science Grade 4 Proficient or Advanced: Grade 4 BOY- 10 of 28 (35.71%) MOY- 15 of 30 (50.00%) EOY- 14 of 29 (48.28%)

Science, Technology, and Engineering Education Summary

Strengths

The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 48.28% (14 of 29 students).

Challenges

The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 48.28% (14 of 29 students).

Related Academics

Career Readiness

Data	Comments/Notable Observations
n/a	
2022 - 2023 PA Future Ready Index	97.2% of students exceeded the Career Standards Benchmark which is above the statewide average of 89.6%.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

97.2% of students exceeded the Career Standards Benchmark which is above the statewide average of 89.6%.
N/A

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

N/A
N/A

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2022-2023 ELA PSSA - Economically Disadvantaged subgroup	2022-2023 ELA PSSA Achievement: Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%. Students in the Economically Disadvantaged subgroup: 40.7% scored proficient or advanced. ELA Growth: Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 50%. ELA Advanced on the ELA PSSA: 1.7% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA.
2022-2023 Math PSSA - Economically Disadvantaged subgroup	2022-2023 Math PSSA Achievement: Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%. Students in the Economically Disadvantaged subgroup: 25.4% scored proficient or advanced. 2022-2023 Math PSSA Achievement: Students in the Economically Disadvantaged subgroup: 25.4% scored proficient or advanced. Math Growth: Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 74%. Math Advanced on the Math PSSA: 0% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Students in the Economically Disadvantaged subgroup had a Math PSSA Participation Rate of 100%.
Students in the Economically Disadvantaged subgroup had an ELA PSSA Participation Rate of 100%.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

2022-2023 ELA PSSA Achievement: 40.7% of the students in the economically disadvantaged subgroup scored proficient or advanced.
2022-2023 Math PSSA Achievement: 25.4% of the students in the economically disadvantaged subgroup scored proficient or advanced.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

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.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Collectively shape the vision for continuous improvement of teaching and learning *

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
2022 -2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 95.8%.	False
2022 - 2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.2%.	True
2022 -2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 97.7%.	True
DIBELS Reading- 2023-2024 End of Year - Grade 1 Composite Score = 72% At or Above Benchmark	False
97.2% of students exceeded the Career Standards Benchmark which is above the statewide average of 89.6%.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school.	False
Align curricular materials and lesson plans to the PA Standards.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Collectively shape the vision for continuous improvement of teaching and learning *	False
2022-2023 Science Growth Scores: Science subject area exceeded the statewide standard growth score.	False
DIBELS Reading- 2023-2024 End of Year - Grade K Composite Score = 76% At or Above Benchmark	False
2022-2023 mCLASS Math Grade K- 2023 End of Year Overall Score = 58% At Benchmark	False
The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 48.28% (14 of 29 students).	False
Students in the Economically Disadvantaged subgroup had a Math PSSA Participation Rate of 100%.	False
Students in the Economically Disadvantaged subgroup had an ELA PSSA Participation Rate of 100%.	False
N/A	False

Challenges

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

Strength	Check for Consideration in Plan
2022-2023 PSSA ELA All Student Group scored 50.4% Proficient or Advanced. This does not meet the Statewide Average of 54.5%	True
2022-2023 PSSA Math All Student Group scored 28.9% Proficient or Advanced. This falls well below the Statewide Average of 38.3%	True
The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 37.04% (10 of 27 students), Grade 4= 27.59% (8 of 29 students), and Grade 5= 38.10% (16 of 42 students)	False
The 2023-2024 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 18.52% (5 of 27 students), Grade 4= 10.71% (3 of 28 students), and Grade 5= 21.43% (9 of 42 students).	False
The 2023-2024 DIBELS Reading percentage of students scoring At Benchmark or Above are as follows: Grade 5 Composite Score = 48%, Grade 4 Composite Score = 57%, Grade 3 Composite Score = 66%, Grade 2 Composite Score= 54%.	False
N/A	False
N/A	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Identify and address individual student learning needs.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
The 2023-2024 mClass math percentage of students scoring At Benchmark or Above are as follows: Grade 1= 28%, Grade 2= 44%, and Grade 3= 52%.	False
The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 48.28% (14 of 29 students).	False
2022-2023 ELA PSSA Achievement: 40.7% of the students in the economically disadvantaged subgroup scored proficient or advanced.	False
2022-2023 Math PSSA Achievement: 25.4% of the students in the economically disadvantaged subgroup scored proficient or advanced.	False

Most Notable Observations/Patterns

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

The All Student Group ELA and math PSSA scores are areas of weakness that need addressed.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
<p>2022-2023 PSSA ELA All Student Group scored 50.4% Proficient or Advanced. This does not meet the Statewide Average of 54.5%</p>	<p>2022-2023 ELA PSSA Achievement: Students in the White subgroup: 41.4% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 40.7% scored proficient or advanced. Students in the Students with Disabilities subgroup: 20% scored proficient or advanced. ELA Growth: Students in the All Student Group earned an Academic Growth Score of 50% and did not meet the standard demonstrating growth (70.0%). The Statewide Average Growth Score was 15%. Students in the White subgroup earned an Academic Growth Score of 50%. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 50%. Students in the Students with Disabilities subgroup: IS. ELA Advanced on the ELA PSSA: 3.8% of the All Student Group scored advanced on the ELA PSSA, which is below the statewide average of 15.0%. 3% of students in the White subgroup scored advanced on the ELA PSSA. 1.7% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA. 4% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.</p>	<p>True</p>
<p>2022-2023 PSSA Math All Student Group scored 28.9% Proficient or Advanced. This falls well below the Statewide Average of 38.3%</p>	<p>2022-2023 Math PSSA Achievement: Students in the White subgroup: 31.3% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 25.4% scored proficient or advanced. Students in the Students with Disabilities subgroup: 12% scored proficient or advanced. Math Growth: Students in the All Student Group earned an Academic Growth Score of 74% and exceeded the standard demonstrating growth (70%). The Statewide Average Growth Score was 74.9%. Students in the White subgroup earned an Academic Growth Score of 73%. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 74%. Students in the Students with Disabilities subgroup: IS. Math Advanced on the Math PSSA: 2.9% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average of 14.0%. 2.0% of students in the White subgroup scored advanced on the Math PSSA. 0% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA. 0.0%</p>	<p>True</p>

	of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
2022 - 2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 96.2%.	Participation: 2022 - 2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99%. Students in the White subgroup had a PA State Assessment Participation Rate of 99%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 96.2%.
2022 -2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 97.7%.	2022 - 2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99%. Students in the White subgroup had a PA State Assessment Participation Rate of 99%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 96.2%.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	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. PSSA ELA scores will increase by providing targeted instruction through MTSS.
	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.

Goal Setting

Priority: 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. PSSA ELA scores will increase by providing targeted instruction through MTSS.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Using the PSSA, Grades 3-5 ELA proficiency scores will improve from 2023-2024 to 2024-2025 by 8%.			
Measurable Goal Nickname (35 Character Max)			
PSSA ELA Score Improvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be gathered at the beginning of the school year.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 ELA proficiency scores will improve from BOY 2024-2025 CDT to MOY 2024-2025 CDT by 3%.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 ELA proficiency scores will improve from MOY 2024-2025 CDT to EOY 2024-2025 CDT by 3%.	Using the PSSA, Grades 3-5 ELA proficiency scores will improve from 2023-2024 to 2024-2025 by 8%.

Priority: 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.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Using the PSSA, Grades 3-5 Math scores will improve from 2023-2024 to 2024-2025 by 8%.			
Measurable Goal Nickname (35 Character Max)			
PSSA Math Score Improvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be gathered at the beginning of the school year.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 Math proficiency scores will improve from BOY 2024-2025 CDT to MOY 2024-2025 CDT by 3%.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 Math proficiency scores will improve from MOY 2024-2025 CDT to EOY 2024-2025 CDT by 3%.	Using the PSSA, Grades 3-5 Math proficiency scores will improve from 2023-2024 to 2024-2025 by 8%.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Due to the parent and family engagement activities initiated at the building level in supporting mathematics practice in the home and using the PSSA, Grades 3-5 math scores will improve from 2023-2024 to 2024-2025 by 8%.			
Measurable Goal Nickname (35 Character Max)			
Math Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data will be gathered at the beginning of the school year.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 Math proficiency scores will improve from BOY 2024-2025 CDT to MOY 2024-2025 CDT by 3%.	Using the Classroom Diagnostic Tools (CDT) set of online assessments, Grades 3-5 Math proficiency scores will improve from MOY 2024-2025 CDT to EOY 2024-2025 CDT by 3%.	Using the PSSA, Grades 3-5 Math proficiency scores will improve from 2023-2024 to 2024-2025 by 8%.

Action Plan

Measurable Goals

PSSA ELA Score Improvement	PSSA Math Score Improvement
Math Parent and Family Engagement	

Action Plan For: Standards Aligned ELA Instruction

Measurable Goals:
<ul style="list-style-type: none"> Using the PSSA, Grades 3-5 ELA proficiency scores will improve from 2023-2024 to 2024-2025 by 8%.

Action Step		Anticipated Start/Completion Date	
SAES will follow the sequenced ELA curriculum map and common assessment schedule using the district adopted Core Knowledge Language Arts literacy suite.		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kylie Harris/Principal	*WCSD Planned Instruction & Curriculum Maps *CKLA Literacy Suite Resources *Literacy Supplies *Academic Coaching Support *Time for Collaboration with Colleagues	No	
Action Step		Anticipated Start/Completion Date	
SAES teachers will participate in Structured Literacy training.		2025-01-17	2025-02-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kylie Harris/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	Structured Literacy Online Course Additional Literacy Trainings	Yes	
Action Step		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 Core Knowledge Language Arts (CKLA) literacy suite.		2024-10-21	2025-02-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kylie Harris/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	*CKLA Onsite Coaching *CKLA Literacy Suite Resources	Yes	
Action Step		Anticipated Start/Completion Date	
SAES teachers will benefit from ongoing support from the WCSD academic coaching team who will help reinforce best practices.		2024-08-22	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds- Academic Coach	Academic Coaching Team	Yes	
Action Step		Anticipated Start/Completion Date	
SAES will utilize DIBELS 8th Edition to administer reading benchmark assessments three times a year to identify areas of strengths and weaknesses. Using benchmark data, SAES will create groups to provide targeted instructional support using intervention tools/strategies such as mClass Reading, Boost Reading, ECRI Intensification, and/or additional literacy materials/strategies.		2024-09-04	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kylie Harris/Principal	*DIBELS 8th Edition *mCLASS *ECRI Intensification *Boost Reading *Additional Literacy Materials/Strategies *Academic Coaching Support *Reading Specialists *Paraprofessionals *Data Meetings	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) Data Meeting Schedules/Intervention Plans	1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Director of Curriculum, Instruction, & Assessment to determine if teachers are following the district's 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 and district literacy initiatives with fidelity. 3.) Professional Development Attendance and Evaluations

	will be reviewed by the Lynn Shultz, the principals, and academic coaches. 4.) Data meeting schedules and intervention plans will be submitted by teachers to Principal, Kylie Harris.
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Action Plan For: Standards Aligned Math Instruction

Measurable Goals:
<ul style="list-style-type: none"> Due to the parent and family engagement activities initiated at the building level in supporting mathematics practice in the home and using the PSSA, Grades 3-5 math scores will improve from 2023-2024 to 2024-2025 by 8%. Using the PSSA, Grades 3-5 Math scores will improve from 2023-2024 to 2024-2025 by 8%.

Action Step		Anticipated Start/Completion Date	
SAES will follow the district's sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kylie Harris/Principal	*Planned Instruction/Curriculum Maps *SAVVAS Textbook & Resources *Academic Coaching Support *Time to Collaborate with Colleagues	No	
Action Step		Anticipated Start/Completion Date	
Schedule the mathematics block to include small groups at least 3 times a week. Optional training will be offered for best practices in designing and implementing small group instruction.		2024-09-09	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kylie Harris/Principal	*Math Schedules *Small Group Design & Strategies *Math Resources: SAVVAS & SAVVY, *mCLASS Math (K-3), *CDT Data *ST Math	No	
Action Step		Anticipated Start/Completion Date	

SAES will utilize mCLASS Math (K-3) and CDTs (3-5) as benchmarks to be administered three times a year to identify areas of strengths and weaknesses. Using benchmark data, SAES will create groups to provide targeted instructional support during the math block at least 3 times a week.		2024-09-05	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kylie Harris/Principal	*mCLASS Math *CDTs *WCSD Assessment Calendar	No	
Action Step		Anticipated Start/Completion Date	
Math teachers will learn and review math best instructional practices and effective use of the SAVVAS math textbook and resources.		2024-09-09	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kylie Harris/Principal Academic Coaches	*SAVVAS Textbooks and Resources *Ongoing mathematics instructional support from academic coaches *Online Training Videos - SAVVAS and SAVVY	Yes	
Action Step		Anticipated Start/Completion Date	
The SAES 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.		2024-09-16	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kylie Harris/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	*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 PFE Engagement Supplies	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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	1.) Curriculum Pacing Checks will be completed by Lynn Shultz, Director of Curriculum, Instruction, & Assessment to determine if teachers are following the district's 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

	<p>the curriculum map and using the district approved math resources with fidelity. 3.) Professional Development Attendance and Evaluations will be reviewed by Lynn Shultz, the principals, and academic coaches. 4.) Posts of Math Parent & Family Engagement Activities will be made available on the school's Facebook 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, and academic coaches.</p>
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Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Standards Aligned ELA Instruction	Reading Specialists and Paraprofessional Salaries and Benefits	211556
Instruction	<ul style="list-style-type: none">Standards Aligned ELA InstructionStandards Aligned Math Instruction	Classroom Supplies	635
Total Expenditures			212191

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards Aligned ELA Instruction	SAES teachers will participate in Structured Literacy training.
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 Core Knowledge Language Arts (CKLA) literacy suite.
Standards Aligned ELA Instruction	SAES will utilize DIBELS 8th Edition to administer reading benchmark assessments three times a year to identify areas of strengths and weaknesses. Using benchmark data, SAES will create groups to provide targeted instructional support using intervention tools/strategies such as mClass Reading, Boost Reading, ECRI Intensification, and/or additional literacy materials/strategies.
Standards Aligned ELA Instruction	SAES teachers will benefit from ongoing support from the WCSD academic coaching team who will help reinforce best practices.
Standards Aligned Math Instruction	Math teachers will learn and review math best instructional practices and effective use of the SAVVAS math textbook and resources.

Structured Literacy Training

Action Step		
<ul style="list-style-type: none"> SAES teachers will participate in Structured Literacy training. 		
Audience		
K-5 ELA Teachers		
Topics to be Included		
Structured Literacy		
Evidence of Learning		
PD Evaluation Form		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds/Academic Coach	2025-01-17	2025-02-17

Learning Format

Type of Activities	Frequency
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Inservice day	Twice during the 2024-2025 school year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

CKLA Onsite Coaching

Action Step		
<ul style="list-style-type: none"> SAES teachers will benefit from onsite coaching support from CKLA experts who will help reinforce effective use and appropriate pacing of the Core Knowledge Language Arts (CKLA) literacy suite. 		
Audience		
K-5 ELA Teachers		
Topics to be Included		
CKLA lessons, pacing, best practices, support for students		
Evidence of Learning		
Evaluation Forms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds/Academic Coach	2024-10-21	2025-04-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least one time during the 2024-2025 school year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	

Academic Coaching

Action Step
<ul style="list-style-type: none"> SAES teachers will benefit from ongoing support from the WCSD academic coaching team who will help reinforce best practices.
Audience

K-5 ELA Teachers		
Topics to be Included		
Educational Best Practices		
Evidence of Learning		
Evaluation Forms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds/Academic Coach	2024-09-09	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Math Instructional Training

Action Step		
<ul style="list-style-type: none"> Math teachers will learn and review math best instructional practices and effective use of the SAVVAS math textbook and resources. 		
Audience		
K-5 Math Teachers		
Topics to be Included		
SAVVAS textbooks and resources, ongoing mathematics instructional support from academic coaches, online training videos - SAVVAS and SAVVY		
Evidence of Learning		
Evaluation Forms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lynn Shultz/Director of Curriculum, Instruction, & Assessment /Academic Coach	2024-09-09	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

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