

Warren Area El Ctr

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Warren Area El Ctr		105628302
Address 1		
343 E Fifth Avenue		
Address 2		
City	State	Zip Code
Warren	PA	16365
Chief School Administrator		Chief School Administrator Email
Mr Gary L Weber		weberg@wcsdpa.org
Principal Name		
Shawn Bedoe		
Principal Email		
bedows@wcsdpa.org		
Principal Phone Number		Principal Extension
8147239061		4010
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Elizabeth Kent	Principal	Warren Area Elementary Center	kentel@wcsdpa.org
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Heather Alspaugh	Regular Education Teacher (1)	Warren Area Elementary Center	alspaughh@wcsdpa.org
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Megan Curren	Regular Education Teacher (4)	Warren Area Elementary Center	currenmd@wcsdpa.org
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Ruth Nelson	Community Member	Helping Our Children Organization	nelsonmr60@gmail.com
Susan Slater	Community Member	Warren Public Library	sslater@warrenlibrary.org
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Vision for Learning

Vision for Learning

The Warren Area Elementary Center 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.

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	False 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 State Assessment Participation Rate of 98.2%	2022 -2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 98.2% Students in the White subgroup had a PA State Assessment Participation Rate of 98.0%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 99.3%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.
2022-2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.3%	2022 -2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.3% Students in the White subgroup had a PA State Assessment Participation Rate of 99.2%. 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 100%.
2022-2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.2%	2022-2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.2%. Students in the White subgroup had a PA State Assessment Participation Rate of 99.1%. 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 100%.
2022-2023 ELA All Student Group Meets the Standard Demonstrating Growth: The All Student Group demonstrated growth of 72.0%	ELA Growth: Students in the All Student Group earned an Academic Growth Score of 72.0% and did meet the standard demonstrating growth 70%. The Statewide Average Growth Score was 75.4%. Students in the White subgroup earned an Academic Growth Score of 74.0% and did meet the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 73.0% and met the standard demonstrating growth. Students in the Students with Disabilities

	subgroup earned an Academic Growth Score of 85.0% and exceeded the standard demonstrating growth.
2022-2023 Math All Student Group Meets the Standard Demonstrating Growth: The All Student Group demonstrated growth of 78.0%	Math Growth: Students in the All Student Group earned an Academic Growth Score of 78.0% and did meet the standard demonstrating growth 70%. The Statewide Average Growth Score was 74.9%. Students in the White subgroup earned an Academic Growth Score of 79.0% and did meet the standard demonstrating growth. Students with Disabilities subgroup earned an Academic Growth Score of 75.0% and did meet the standard demonstrating growth.
2022-2023 Science All Student Group Exceeds the Standard Demonstrating Growth: The All Student Group demonstrated growth of 99.0%	Science Growth: Students in the All Student Group earned an Academic Growth Score of 99.0% and exceeded the standard demonstrating growth 70.0%. The Statewide Average Growth Score was 74.7%. Students in the White subgroup earned an Academic Growth Score of 96.0% and exceeded the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 80.0% and exceeded the standard demonstrating growth. Students with Disabilities subgroup earned an Academic Growth Score of 97.0% and exceeded the standard demonstrating growth.

Challenges

Indicator	Comments/Notable Observations
2022 -2023 PSSA ELA All Student Group scored 38.8% Proficient or Advanced.	ELA Achievement: Students in the White subgroup: 39.0% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 26.9% scored proficient or advanced. Students in the Students with Disabilities subgroup: 11.8% scored proficient or advanced. ELA Advanced on the ELA PSSA: 6.3% of the All Student Group scored advanced on the ELA PSSA, which is below the statewide average of 15.0%. 6.8% of students in the White subgroup scored advanced on the ELA PSSA. 1.4% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA. 0.0% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.
2022 -2023 PSSA Math All Student Group scored 38.4 % Proficient or Advanced.	Math Achievement: Students in the White subgroup: 39.0% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 29.5% scored proficient or advanced. Students in the Students with Disabilities subgroup: 23.5% scored proficient or advanced. Math Growth: Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 64.0% and did not meet the standard demonstrating growth. Math Advanced on the Math PSSA: 11.4% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average of 14.0%. 11.8% of students in the White subgroup scored advanced on the Math PSSA. 5.5% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA. 2.9% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.

2022 -2023 PSSA Science All Student Group scored 74.0% Proficient or Advanced.	<p>Science Achievement: Students in the White subgroup: 74.8% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 58.6% scored proficient or advanced. Students in the Students with Disabilities subgroup: 52.8% scored proficient or advanced. Science Growth: Students in the All Student Group earned an Academic Growth Score of 99.0% and exceeded the standard demonstrating growth 70.0%. The Statewide Average Growth Score was 74.7%. Students in the White subgroup earned an Academic Growth Score of 96.0% and exceeded the standard demonstrating growth. Students in the Economically Disadvantaged subgroup earned an Academic Growth Score of 80.0% and met the standard demonstrating growth. Students with Disabilities subgroup earned an Academic Growth Score of 97.0% and exceeded the standard demonstrating growth. Science Advanced on the Science PSSA: 30.1% of the All Student Group scored advanced on the Science PSSA, which is above the statewide average of 26.0%. 27.8% of students in the White subgroup scored advanced on the Science PSSA. 20.7% of students in the Economically Disadvantaged subgroup scored advanced on the Science PSSA. 16.7% of students in the Students with Disabilities subgroup scored advanced on the Science PSSA.</p>
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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 Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 99.3%
Indicator 2022-2023 Math PSSA Participation ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%.
Indicator 2022-2023 Science PSSA Participation ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%.

Challenges

Indicator 2022-2023 ELA PSSA Achievement	Comments/Notable Observations Students in the Economically Disadvantaged subgroup: 26.9% scored proficient or advanced.
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ESSA Student Subgroups Economically Disadvantaged	
Indicator 2022-2023 Math PSSA Achievement ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students in the Economically Disadvantaged subgroup: 29.5% scored proficient or advanced.
Indicator 2022-2023 Science PSSA Achievement ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students in the Economically Disadvantaged subgroup: 58.6% scored proficient or advanced.

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 98.2%
2022-2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.3%
2022-2023 Science PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.2%

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 38.8% Proficient or Advanced.
2022-2023 PSSA Math All Student Group scored 38.4% Proficient or Advanced.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2023-2024 DIBELS Reading Grade 3	<p>DIBELS Reading - 2024- End of Year - Grade 3 Composite Score Well Below Benchmark 51 = 38% Below Benchmark 26 = 19% At Benchmark 25 = 18% Above Benchmark 34 = 25% Letter Sounds (NWF-CLS) Well Below Benchmark 46 = 34% Below Benchmark 30 = 22% At Benchmark 51 = 37% Above Benchmark 9 = 7% Decoding (NWF-WRC) Well Below Benchmark 46 = 35% Below Benchmark 26 = 19% At Benchmark 58 = 42% Above Benchmark 6 = 4% Word Reading (WRF) Well Below Benchmark 60 = 44% Below Benchmark 15 = 11% At Benchmark 53 = 39% Above Benchmark 8 = 6% Reading Accuracy (ORF-Accu) Well Below Benchmark 15 = 11% Below Benchmark 12 = 9% At Benchmark 109 = 80% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 54 = 40% Below Benchmark 29 = 21% At Benchmark 24 = 18% Above Benchmark 29 = 21% Reading Comprehension (MAZE) Well Below Benchmark 39 = 29% Below Benchmark 22 = 16% At Benchmark 44 = 32% Above Benchmark 31 = 23%</p>
2023-2024 DIBELS Reading Grade 4	<p>DIBELS Reading - 2024- End of Year - Grade 4 Composite Score Well Below Benchmark 65 = 44% Below Benchmark 28 = 18% At Benchmark 34 = 22% Above Benchmark 25 = 16% Reading Accuracy (ORF-Accu) Well Below Benchmark 12 = 8% Below Benchmark 9 = 6% At Benchmark 131 = 86% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 64 = 41% Below Benchmark 30 = 20% At Benchmark 45 = 30% Above Benchmark 13 = 9% Reading Comprehension (MAZE) Well Below Benchmark 56 = 37% Below Benchmark 26 = 17% At Benchmark 45 = 30% Above Benchmark 25 = 16%</p>
2023-2024 CDT ELA Grades 3-4	<p>2023-2024 ELA CDT Grades 3-4 Proficient or Advanced: Grade 3 BOY- 32 of 135 (23.70%) MOY- 34 of 139 (24.46%) EOY- 46 of 133 (34.59%) Grade 4 BOY- 44 of 153 (28.76%) MOY- 33 of 153 (21.57%) EOY- 50 of 150 (33.33%)</p>
2021-2022 PSSA ELA Grades 3-4	<p>2021-2022 ELA PSSA Grades 3-4 Grade 3 = 38% Proficiency Total Students Tested: 129 Advanced= 10 (7.8%) Proficient= 39 (30.2%) Basic= 56 (43.4%) Below Basic= 24 (18.6%) (SCALE 1=BB, 2=B, 3=P, 4=A) PSSA - ELA - Grade 3 - 2021-2022 A-K.1 (Anchor 1.1) - Key Ideas and Details= 1.89 A-C.2 (Anchor 2.1) - Craft and Structure/Integration of Knowledge and Ideas= 2.34 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 2.39 A-V.4 (Anchor 6.4) - A: Literature Text= 2.72 B-V.4 (Anchor 7.4) - B: Informational Text= 2.23 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.28 B-K.1 (Anchor 7.1) - B: Informational Text= 3.24 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas= 2.18 B-C.2 (Anchor 7.2) - B: Informational Text= 2.18 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge</p>

	<p>and Ideas= 1.49 B-C.3 (Anchor 7.3) - B: Informational Text= 1.49 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 2.28 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 2.53 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 2.19 Grade 4 = 49.2% Proficiency Total Students Tested: 130 Advanced= 23 (17.7%) Proficient= 41 (31.5%) Basic= 36 (27.7%) Below Basic= 30 (23.1%) PSSA - ELA - Grade 4 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A)</p> <p>A-K.1 (Anchor 1.1) - Key Ideas and Details= 3.38 A-V.4 (Anchor 3.1) - Vocabulary Acquisition and Use= 3.08 A-V.4 (Anchor 6.4) - A: Literature Text= 3.05 B-K.1 (Anchor 1.2) - Key Ideas and Details= 2.63 B-K.1 (Anchor 7.1) - B: Informational Text= 2.63 B-C.2 (Anchor 2.3) - Craft and Structure/Integration of Knowledge and Ideas= 1.90 B-C.2 (Anchor 7.2) - B: Informational Text= 1.90 B-C.3 (Anchor 2.4) - Craft and Structure/Integration of Knowledge and Ideas= 2.65 B-C.3 (Anchor 7.3) - B: Informational Text= 2.78 B-V.4 (Anchor 3.2) - Vocabulary Acquisition and Use= 3.47 B-V.4 (Anchor 7.4) - B: Informational Text= 3.47 D.1 (Anchor 4.1) - Conventions of Standard English (Writing)= 2.72 D.2 (Anchor 4.2) - Conventions of Standard English (Writing)= 2.57 E.1 (Anchor 5.1) Text-Dependent Analysis (Reading/Writing)= 1.47</p>
2023-2024 DIBELS Reading Grade K	<p>DIBELS Reading - 2024- End of Year - Grade K Composite Score Well Below Benchmark 11 = 9% Below Benchmark 11 = 9% At Benchmark 34 = 27% Above Benchmark 68 = 55%</p> <p>Letter Names (LNF) Well Below Benchmark 24 = 19% Below Benchmark 13 = 10% At Benchmark 87 = 71% Above Benchmark NA</p> <p>Phonemic Awareness (PSF) Well Below Benchmark 10 = 8% Below Benchmark 11 = 9% At Benchmark 21 = 17% Above Benchmark 82 = 66%</p> <p>Letter Sounds (NWF-CLS) Well Below Benchmark 7 = 6% Below Benchmark 5 = 4% At Benchmark 46 = 37% Above Benchmark 66 = 53% Decoding (NWF-WRC) Well Below Benchmark 9 = 7% Below Benchmark 5 = 4% At Benchmark 29 = 23% Above Benchmark 81 = 66% Word Reading (WRF) Well Below Benchmark 25 = 20% Below Benchmark 12 = 10% At Benchmark 39 = 31% Above Benchmark 48 = 39%</p>
2023-2024 DIBELS Reading Grade 1	<p>DIBELS Reading - 2024- End of Year - Grade 1 Composite Score Well Below Benchmark 20 = 16% Below Benchmark 17 = 14% At Benchmark 41 = 33% Above Benchmark 45 = 37%</p> <p>Letter Names (LNF) Well Below Benchmark 25 = 20% Below Benchmark 11 = 9% At Benchmark 87 = 71% Above Benchmark NA Phonemic Awareness (PSF) Well Below Benchmark 6 = 5% Below Benchmark 6 = 5% At Benchmark 80 = 65% Above Benchmark 31 = 25% Letter Sounds (NWF-CLS) Well Below Benchmark 16 = 13% Below Benchmark 15 = 12% At Benchmark 49 = 40% Above Benchmark 43 = 35% Decoding (NWF-WRC) Well Below Benchmark 10 = 8% Below Benchmark 17 = 14% At Benchmark 50 = 41% Above Benchmark 46 = 37% Word Reading (WRF) Well Below Benchmark 27 = 22% Below Benchmark 26 = 21% At Benchmark 45 = 37% Above Benchmark 25 = 20% Reading Accuracy (ORF-</p>

	Accu) Well Below Benchmark 38 = 31% Below Benchmark 12 = 10% At Benchmark 73 = 59% Above Benchmark NA Reading Fluency (ORF) Well Below Benchmark 25 = 20% Below Benchmark 19 = 15% At Benchmark 39 = 32% Above Benchmark 40 = 33%
2023-2024 DIBELS Reading Grade 2	DIBELS Reading - 2024- End of Year - Grade 2 Composite Score Well Below Benchmark 37 = 26% Below Benchmark 17 = 12% At Benchmark 48 = 33% Above Benchmark 41 = 29% Letter Sounds (NWF-CLS) Well Below Benchmark 20 = 14% Below Benchmark Benchmark 25 = 17% At Benchmark 79 = 56% Above Benchmark 19 = 13% Decoding (NWF-WRC) Well Below Benchmark 22 = 15% Below Benchmark 20 = 14% At Benchmark 85 = 60% Above Benchmark 16 = 11% Word Reading (WRF) Well Below Benchmark 39 = 27% Below Benchmark 22 = 15% At Benchmark 71 = 50% Above Benchmark 11 = 8% Reading Accuracy (ORF-Accu) Well Below Benchmark 25 = 17% Below Benchmark 12 = 8% At Benchmark 106 = 75% Above Benchmark Benchmark NA Reading Fluency (ORF) Well Below Benchmark 45 = 31% Below Benchmark 21 = 15% At Benchmark 47 = 33% Above Benchmark 30 = 21% Reading Comprehension (MAZE) Well Below Benchmark 57 = 39% Below Benchmark 14 = 10% At Benchmark 38 = 27% Above Benchmark 34 = 24%

English Language Arts Summary

Strengths

DIBELS Reading- 2023 End of Year - Grade K Composite Score = 82% At or Above Benchmark
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Challenges

The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 34.59% (46 of 133 students), Grade 4= 33.33% (50 of 150 students)
The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 62% (80 of 129 students), Grade 4= 50.8% (66 of 129 students).

Mathematics

Data	Comments/Notable Observations
2021-2022 PSSA Math Standards Proficiency Grades 3-4	2021-2022 Math PSSA Grade 3 Total Students Tested: 129 Advanced= 15 (11.6%) Proficient= 29 (22.5%) Basic= 40 (31%) Below Basic= 45 (34.9%) PSSA - Math - Grade 3 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A) M03.A-T.1 Numbers and Operations In Base Ten ~ Use place-value understanding and properties of

	<p>operations to perform multi-digit arithmetic. 2.74 M03.A-F.1 Numbers and Operations - Fractions ~ Develop an understanding of fractions as numbers. 240 M03.B-O.1 Operations and Algebraic Thinking ~ Represent and solve problems involving multiplication and division. 3.21 M03.B-O.2 Operations and Algebraic Thinking ~ Understand properties of multiplication and the relationship between multiplication and division. 2.29 M03.B-O.3 Operations and Algebraic Thinking ~ Solve problems involving the four operations, and identify and explain patterns in arithmetic. 2.29 M03.C-G.1 Geometry ~ Reason with shapes and their attributes. 2.13 M03.D-M.1 Measurement and Data ~ Solve problems involving measurement and estimation of intervals of time, money, liquid volumes, masses, and lengths of objects. 2.4 M03.D-M.2 Measurement and Data ~ Represent and interpret data. 3.33 M03.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 1.76 M03.D-M.4 Measurement and Data ~ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 1.79 2021-2022 Math PSSA Grade 4 Total Students Tested: 129 Advanced= 12 (9.3%) Proficient= 34 (26.4%) Basic= 36 (27.9%) Below Basic= 47 (36.4%) PSSA - Math - Grade 4 - 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A) M04.A-T.1 Numbers and Operations in Base Ten ~ Generalize place-value understanding for multi-digit whole numbers.= 2.29 M04.A-T.2 Numbers and Operations in Base Ten ~ Use place-value understanding and properties of operations to perform multi-digit arithmetic.= 2.22 M04.A-F.1 Numbers and Operations - Fractions ~ Extend understanding of fraction equivalence and ordering.= 2.02 M04.A-F.2 Numbers and Operations - Fractions ~ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.= 3.47 M04.A-F.3 Numbers and Operations - Fractions ~ Understand decimal notation for fractions and compare decimal fractions.= 2.70 M04.B-O.1 Operations and Algebraic Thinking ~ Use the four operations with whole numbers to solve problems.= 3.25 M04.B-O.2 Operations and Algebraic Thinking ~ Gain familiarity with factors and multiples.= 1.42 M04.B-O.3 Operations and Algebraic Thinking ~ Generate and analyze patterns.= 2.90 M04.C-G.1 Geometry ~ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.= 2.22 M04.D-M.1 Measurement and Data ~ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.= 2.45 M04.D-M.2 Measurement and Data ~ Represent and interpret data.= 2.76 M04.D-M.3 Measurement and Data ~ Geometric measurement: understand concepts of angle; measure and create angles.= 2.12</p>
2023-2024 CDT Math Grades 3-4	2023-2024 Math CDT Grades 3-4 Proficient or Advanced: Grade 3 BOY- 8 of 135 (5.93%) MOY- 13 of 139 (9.35%) EOY- 26 of 133 (19.55%) Grade 4 BOY- 7 of 153 (4.58%) MOY- 17 of 151 (11.26%) EOY- 29 of 150 (19.33%)
2023-2024 mCLASS Math Grade 3	2023-2024 mCLASS Math Grade 3 Students Tested = 146 Overall Intensive 33 = 23% Strategic 74 = 50% Benchmark 39 = 27% Number Facts Deficit 34 = 23% Emerging 40 = 27% Established 72 = 50% Qty. Discrimination

	Deficit 49 = 34% Emerging 81 = 55% Established 16 = 11% Missing Number Deficit 100 = 68% Emerging 30 = 21% Established 16 = 11% Computation Deficit 14 = 10% Emerging 95 = 65% Established 37 = 25% Concepts Deficit 24 = 16% Emerging 71 = 49% Established 51 = 35%
2023-2024 mCLASS Math Grade 2	2023-2024 mCLASS Math Grade 2 Students Tested = 123 Overall Intensive 31 = 25% Strategic 64 = 52% Benchmark 28 = 23% Number Facts Deficit 28 = 23% Emerging 59 = 48% Established 36 = 29% Qty. Discrimination Deficit 31 = 25% Emerging 71 = 58% Established 21 = 17% Missing Number Deficit 68 = 55% Emerging 33 = 27% Established 22 = 18% Computation Deficit 40 = 33% Emerging 60 = 48% Established 23 = 19% Concepts Deficit 27 = 22% Emerging 80 = 65% Established 16 = 13%
2023-2024 mCLASS Math Grade 1	2023-2024 mCLASS Math Grade 1 Students Tested = 147 Overall Intensive 34 = 23% Strategic 69 = 47% Benchmark 44 = 30% Num. Identification Deficit 49 = 33% Emerging 65 = 45% Established 33 = 22% Number Facts Deficit 18 = 12% Emerging 67 = 46% Established 62 = 42% Qty. Discrimination Deficit 21 = 14% Emerging 62 = 42% Established 64 = 44% Counting Deficit 7 = 5% Emerging 137 = 93% Established 3 = 2% Missing Number Deficit 36 = 24% Emerging 63 = 43% Established 48 = 33% Next Number Deficit 13 = 9% Emerging 102 = 69% Established 32 = 22%
2023-2024 mCLASS Math Grade K	2023-2024 mCLASS Math Grade K Students Tested = 121 Overall Intensive 28 = 23% Strategic 44 = 36% Benchmark 49 = 41% Num. Identification Intensive 44 = 36% Strategic 50 = 42% Benchmark 27 = 22% Qty. Discrimination Intensive 17 = 14% Strategic 51 = 42% Benchmark 53 = 44% Counting Intensive 14 = 12% Strategic 69 = 57% Benchmark 38 = 31% Missing Number Intensive 25 = 21% Strategic 52 = 43% Benchmark 44 = 36%

Mathematics Summary

Strengths

Math Participation: The All Student Group had a PA State Assessment Participation Rate of 96.5%

Challenges

The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 65.9% (85 of 129 students), Grade 4= 64.3% (83 of 129 students).
The 2023-2024 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 19.55% (26 of 133 students), Grade 4= 19.33% (29 of 150 students)

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- 64 of 151 (42.38%) MOY- 65 of 149 (43.62%) EOY- 86 of 151 (56.95%)
2021-2022 PSSA Science Standards Proficiency Grades 4	2021-2022 PSSA Science Grade 4 Grade 4 = 72.1% Proficiency Total Students Tested: 129 Advanced= 47 (36.4%) Proficient= 46 (35.7%) Basic= 28 (21.7%) Below Basic= 8 (6.2%) PSSA - Science Grade 4- 2021-2022 (SCALE 1=BB, 2=B, 3=P, 4=A) S4.A.1 Reasoning and Analysis= 1.86 S4.A.2 Processes, Procedures and Tools of Scientific Investigations= 2.28 S4.A.3 Systems, Models and Patterns = 2.19 S4.B.1.1 Identify and describe similarities and differences between living things and their life processes. = 1.59 S4.B.2 Continuity of Life= 1.55 S4.B.3 Ecological Behavior and Systems= 3.71 S4.C.2.1 Recognize basic energy types and sources, or describe how energy can be changed from one form to another.= 3.64 S4.C.3.1 Identify and describe different types of force and motion, or the effect of the interaction between force and motion.= 2.41 S4.D.1 Earth Features and Processes that Change Earth and Its Resources= 3.63 S4.D.2.1 Identify basic weather conditions and how they are measured.= 1.36 S4.D.3.1 Describe Earth's relationship to the sun and the moon.= 1.60

Science, Technology, and Engineering Education Summary

Strengths

Science Participation: The All Student Group had a PA State Assessment Participation Rate of 96.9%.
The 2021-2022 Science PSSA percentage of students scoring Proficient or Advanced are as follows: Grade 4= 72.1% (93 of 129 students).
The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 56.95% (86 of 151 students)

Challenges

The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 4= 27.9% (36 of 129 students).
The 2022-2023 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 4= 37.1% (46 of 124 students)

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	Date does not apply
n/a	

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.

No data available.
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.

No data available.
n/a

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Math: Subgroup-Students with Disabilities	Students in the Students with Disabilities subgroup: 23.5% scored proficient or advanced. Students with Disabilities Subgroup earned an Academic Growth Score of 75% and met the standard demonstrating growth. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.
Science: Subgroup-Students with Disabilities	Students in the Students with Disabilities subgroup: 58.2% scored proficient or advanced. Students with Disabilities Subgroup earned an Academic Growth Score of 97% and met the standard demonstrating growth. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.
English Language Arts/Literature: Subgroup- Students with Disabilities	Students in the Students with Disabilities subgroup: 11.8% scored proficient or advanced. Students in the Students with Disabilities Subgroup earned an Academic Growth Score of 85% and met the standard demonstrating growth. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
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Math: Subgroup-Economically Disadvantaged	Students in the Economically Disadvantaged subgroup: 29.5% scored proficient or advanced. Math Growth: Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 64% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%.
Science: Subgroup-Economically Disadvantaged	Students in the Economically Disadvantaged subgroup: 29.5% scored proficient or advanced. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 64% and did not meet the standard demonstrating growth. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 100%.
ELA: Subgroup-Economically Disadvantaged	Students in the Economically Disadvantaged subgroup: 26.9% scored proficient or advanced. Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 73% and met the standard demonstrating growth. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 99.3%.

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.

2022-2023 PSSA Participation: The students in the subgroup of Students with Disabilities had a ELA Participation Rate of 100% and Math Participation Rate of 100% .
2022-2023 PSSA Participation: The students in the subgroup of Economically Disadvantaged had a ELA Participation Rate of 99.3% and Math 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.

Students in the Students with Disabilities subgroup did not meet the 2022-2023 PSSA ELA target (81.1%) with 11.8% scoring proficient or advanced.
Students in the Economically Disadvantaged subgroup did not meet the 2022-2023 PSSA ELA target (71.8%) with 26.9% scoring proficient or advanced.
Students in the Students with Disabilities subgroup did not meet the 2022-2023 PSSA Math target (81.1%) with 23.5% scoring proficient or advanced.
Students in the Economically Disadvantaged subgroup did not meet the Math target (71.8%) with 29.5% scoring 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	Exemplary
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Operational

Foster Quality Professional Learning

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

Summary

Strengths

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

Use multiple professional learning designs to support the learning needs of staff
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Align curricular materials and lesson plans to the PA Standards
Provide frequent, timely, and systematic feedback and support on instructional practices
Monitor and evaluate the impact of professional learning on staff practices and student 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?

Implement evidence-based strategies to engage families to support learning
Provide Student-Centered Support Systems: Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Continuously monitor implementation of the school improvement plan and adjust as needed.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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 99.2%	False
2022-2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 98.2%	True
2022-2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.3%	True
	False
Science Participation: The All Student Group had a PA State Assessment Participation Rate of 96.9%.	False
Math Participation: The All Student Group had a PA State Assessment Participation Rate of 96.5%	False
2022-2023 PSSA Participation: The students in the subgroup of Students with Disabilities had a ELA Participation Rate of 100% and Math Participation Rate of 100% .	False
2022-2023 PSSA Participation: The students in the subgroup of Economically Disadvantaged had a ELA Participation Rate of 99.3% and Math Participation Rate of 100% .	False
	False
Use multiple professional learning designs to support the learning needs of staff	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
The 2021-2022 Science PSSA percentage of students scoring Proficient or Advanced are as follows: Grade 4= 72.1% (93 of 129 students).	False
The 2023-2024 Science CDT percentage of students scoring Proficient or Advanced are as follows: Grade 4= 56.95% (86 of 151 students)	False
n/a	False
DIBELS Reading- 2023 End of Year - Grade K Composite Score = 82% At or Above Benchmark	False
No data available.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Align curricular materials and lesson plans to the PA Standards	False

Provide frequent, timely, and systematic feedback and support on instructional practices	False
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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 38.8% Proficient or Advanced.	True
2022-2023 PSSA Math All Student Group scored 38.4% Proficient or Advanced.	True
The 2023-2024 ELA CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 34.59% (46 of 133 students), Grade 4= 33.33% (50 of 150 students)	False
The 2021-2022 Math PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 65.9% (85 of 129 students), Grade 4= 64.3% (83 of 129 students).	False
No data available.	False
The 2021-2022 Science PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 4= 27.9% (36 of 129 students).	False
Provide Student-Centered Support Systems: Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
The 2022-2023 Science CDT percentage of students scoring Basic or Below Basic are as follows: Grade 4= 37.1% (46 of 124 students)	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Implement evidence-based strategies to engage families to support learning	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
The 2021-2022 ELA PSSA percentage of students scoring Basic or Below Basic are as follows: Grade 3= 62% (80 of 129 students), Grade 4= 50.8% (66 of 129 students).	False
The 2023-2024 Math CDT percentage of students scoring Proficient or Advanced are as follows: Grade 3= 19.55% (26 of 133 students), Grade 4= 19.33% (29 of 150 students)	False
Students in the Students with Disabilities subgroup did not meet the 2022-2023 PSSA ELA target (81.1%) with 11.8% scoring proficient or advanced.	False
Students in the Economically Disadvantaged subgroup did not meet the 2022-2023 PSSA ELA target (71.8%) with 26.9% scoring proficient or advanced.	False
n/a	False

Students in the Students with Disabilities subgroup did not meet the 2022-2023 PSSA Math target (81.1%) with 23.5% scoring proficient or advanced.	False
Students in the Economically Disadvantaged subgroup did not meet the Math target (71.8%) with 29.5% scoring 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.

Students in the Economically Disadvantaged and Students with Disabilities subgroups did not meet the target in ELA and Math.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
2022-2023 PSSA ELA All Student Group scored 38.8% Proficient or Advanced.	ELA Achievement: Students in the White subgroup: 39% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 26.9% scored proficient or advanced. Students in the Students with Disabilities subgroup: 11.8% scored proficient or advanced. ELA Advanced on the ELA PSSA: 6.3% of the All Student Group scored advanced on the ELA PSSA, which is below the statewide average of 15%. 6.8% of students in the White subgroup scored advanced on the ELA PSSA. 1.4% of students in the Economically Disadvantaged subgroup scored advanced on the ELA PSSA. 0% of students in the Students with Disabilities subgroup scored advanced on the ELA PSSA.	True
2022-2023 PSSA Math All Student Group scored 38.4% Proficient or Advanced.	Math Achievement: Students in the White subgroup: 39% scored proficient or advanced. Students in the Economically Disadvantaged subgroup: 29.5% scored proficient or advanced. Students in the Students with Disabilities subgroup: 23.5% scored proficient or advanced. Math Growth: Students in the Economically Disadvantaged Subgroup earned an Academic Growth Score of 64% and did not meet the standard demonstrating growth. Math Advanced on the Math PSSA: 11.4% of the All Student Group scored advanced on the Math PSSA, which is below the statewide average of 14%. 11.8% of students in the White subgroup scored advanced on the Math PSSA. 5.5% of students in the Economically Disadvantaged subgroup scored advanced on the Math PSSA. 2.9% of students in the Students with Disabilities subgroup scored advanced on the Math PSSA.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
2022-2023 ELA PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 98.2%	ELA Participation: The All Student Group had a PA State Assessment Participation Rate of 98.2% Students in the White subgroup had a PA State Assessment Participation Rate of 98%. Students in the Economically Disadvantaged subgroup had a PA State Assessment Participation Rate of 99.3%. Students in the Students with Disabilities subgroup had a PA State Assessment Participation Rate of 100%.
2022-2023 Math PSSA Participation: The All Student Group had a PA State Assessment Participation Rate of 99.3%	Math Participation: The All Student Group had a PA State Assessment Participation Rate of 99.3% Students in the White subgroup had a PA State Assessment Participation Rate of 99.2%. 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 100%.
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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 3-4 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 3-4 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 3-4 ELA proficiency scores will improve from MOY 2024-2025 CDT to EOY 2024-2025 CDT by 3%.	Using the PSSA, Grades 3-4 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 3-4 math proficiency 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 3-4 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 3-4 Math proficiency scores will improve from MOY 2024-2025 CDT to EOY 2024-2025 CDT by 3%.	Using the PSSA, Grades 3-4 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 3-4 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 3-4 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 3-4 math proficiency scores will improve from MOY 2024-2025 CDT to EOY 2024-2025 CDT by 3%.	Using the PSSA, Grades 3-4 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 3-4 ELA proficiency scores will improve from 2023-2024 to 2024-2025 by 8%.

Action Step		Anticipated Start/Completion Date	
WAEK 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?	
Shawn Bedow/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	
WAEK teachers will participate in Structured Literacy training.		2025-02-17	2025-03-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shawn Bedow/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	Structured Literacy Online Course Additional Literacy Trainings	Yes	
Action Step		Anticipated Start/Completion Date	
WAEK 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?	
Shawn Bedow/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	*CKLA Onsite Coaching *CKLA Literacy Suite Resources	Yes	
Action Step		Anticipated Start/Completion Date	
WAEC will utilize DIBELS 8th Edition to administer reading benchmark assessments three times a year to identify areas of strengths and weaknesses. Using benchmark data, WAEC 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?	
Shawn Bedow/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, 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, .

Action Plan For: Standards Aligned Math Instruction

Measurable Goals:

- 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 3-4 math scores will improve from 2023-2024 to 2024-2025 by 8%.
- Using the PSSA, Grades 3-4 math proficiency scores will improve from 2023-2024 to 2024-2025 by 8%.

Action Step		Anticipated Start/Completion Date	
WAEC 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?	
Shawn Bedow/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?	
Shawn Bedow/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	
WAEC 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, WAEC 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?	
Shawn Bedow/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?	
Shawn Bedow/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 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.		2024-09-16	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shawn Bedow/Principal Lynn Shultz/Director of Curriculum, Instruction, & Assessment	*WAEC'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: WAEC Title I Parent and Family Engagement funds will be used in the following ways: 1.) Math manipulatives, games, cards, and additional resources parents can use at home to support mathematics achievement= \$	No	

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, to ensure teachers are following 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, with support from Central Office. 5.) Math Parent and Family Engagement Surveys will be posted by Principal, with support from Lynn Shultz, and academic coaches.

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	863174
Instruction	<ul style="list-style-type: none">Standards Aligned ELA InstructionStandards Aligned Math Instruction	Classroom Supplies	2234
Total Expenditures			865408

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards Aligned ELA Instruction	WAEK teachers will participate in Structured Literacy training.
Standards Aligned ELA Instruction	WAEK 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	WAEK will utilize DIBELS 8th Edition to administer reading benchmark assessments three times a year to identify areas of strengths and weaknesses. Using benchmark data, WAEK 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 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"> WAEK teachers will participate in Structured Literacy training. 		
Audience		
K-4 ELA Teachers		
Topics to be Included		
CKLA lessons, resources, and strategies designed to meet the needs of all learners.		
Evidence of Learning		
PD Evaluation Form		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lynn Shultz/Director of Curriculum, Instruction, & Assessment Medina Reynolds/Academic Coach	2025-02-17	2025-02-17

Learning Format

Type of Activities	Frequency
Inservice day	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

CKLA Onsite Coaching

Action Step		
<ul style="list-style-type: none"> WAEC 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-4 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)	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"> WAEC 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-4 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	2024-09-09	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-4 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