

Wyoming Area Primary Ctr

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Primary Center		000002874
Address 1		
55 Tenth Street Wyoming, PA 18644		
Address 2		
City	State	Zip Code
Wyoming	PA	18644
Chief School Administrator		Chief School Administrator Email
Jon Pollard		jpollard@wyomingarea.org
Principal Name		
William Wright		
Principal Email		
wwright@wyomingarea.org		
Principal Phone Number		Principal Extension
570-693-1914		
School Improvement Facilitator Name		School Improvement Facilitator Email
Deanna Mennig		dmennig@liu18.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Pacchioni	District Level Leaders	Curriculum Director	dpacchioni@wyomingarea.org
Sheila Murtha	Teacher	1st Grade	smurtha@wyomingarea.org
Judy Cefalo	Teacher	3rd Grade	jucefalo@wyomingarea.org
Caroline Flickinger	Education Specialist	Reading Specialist (Primary Center)	cflickinger@wyomingarea.org
William Wright	Principal	Primary Center	wwright@wyomingarea.org
Jon Pollard	Chief School Administrator	Wyoming Area School District	jpollard@wyomingarea.org
Crystal Smith	Parent	Parent of Student	crystal.smith0725@gmail.com
Megan Mead	Community Member	Community Member	mmead@ccaeducate.me
Michelle Morgan	Teacher	2nd Grade Teacher	mmorgan@wyomingarea.org
Courtney Pentka	Teacher	1st Grade Spec. Ed.	cpentka@wyomingarea.org
Carol Tabit	Education Specialist	Reading Specialist (Kindergarten)	ctabit@wyomingarea.org
Kirby Kunkle	Board Member	School Board	kkunkle@wyomingarea.org
Emily Allegrucci	Parent	Parent	etall6288@yahoo.com
Julie Matosky	Teacher	2nd grade Learning Support	jmatosky@wyomingarea.org

Vision for Learning

Vision for Learning

Our Schoolwide Vision for Learning includes Increasing Parent and Family Engagement support to increased Student Attendance; Increasing Teacher knowledge and support on Structured Literacy to increase Dibels Benchmark scores; Increasing teacher knowledge and support on using MTSS to increase i-Ready Reading and Math Diagnostic scores, while providing personalized, blended, learning environments.

Future Ready PA Index

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

False K	True 1	True 2	True 3	False 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
2022-23: Mathematics/Algebra All Student Group Percent Proficient or Advanced was higher than the State Average.	All Student Group: 44.2% State Average: 38.3%

Challenges

Indicator	Comments/Notable Observations
ELA/Literature: All student group did not meet the statewide average for percent Advanced on ELA PSSAs. (2022-23)	Percent Advanced: 7.0% Statewide Average: 15.0%
Mathematics/Algebra: All student group did not meet the statewide average for percent Advanced on Math PSSAs. (2022-23)	Percent Advanced: 7.8% Statewide Average: 14.0%
2022-23: ELA All Student group did not meet Interim Goal/Improvement Target	All Student Group: 54.3% Statewide Average: 54.5%
2021-22: Regular Attendance All Student Group Did Not Meet Performance Standard.	All Student Group: 71.9% Statewide Average: 73.9%
2022-23: Math All Student group did not meet Interim Goal/Improvement Target	All Student Group: 44.2% Statewide Average: 38.3%

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

Strengths

Indicator	Comments/Notable Observations
ELA/Literature: White and Economically Disadvantaged students exceeded the statewide average for percent Proficient or Advanced. (2022-23)	White: 59.4% Economically Disadvantaged: 54.8% Statewide Average: 54.1%

ESSA Student Subgroups White, Economically Disadvantaged	
Indicator Mathematics: Economically Disadvantage showed growth. (2022-23) ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Growth was indicated in the score. Economically Disadvantaged: 45.2% Statewide average: 38.3%
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator 2021-22: Regular Attendance - 2 or more races subgroup was above the state average. ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations 2 or More Races: 80.0% Statewide Average: 73.9%

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Regular Attendance: Students who fell into the category of economically disadvantages, Hispanic, and student with disabilities did not meet the requirement for Regular Attendance. (2021-22) ESSA Student Subgroups Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Hispanic: 48.6% Economically Disadvantaged 62% Student with Disabilities: 63.1% Statewide 73.9%
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator English Language Arts/Literature: The Student with Disabilities group was below the statewide average of 54.1% in advanced/proficient. (2022-23) ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Student with Disabilities 18.9% Statewide 54.5%
Indicator Mathematics/Algebra: Student with Disabilities did not meet the statewide average for percent Advanced. (2022-23) ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Student with Disabilities: 16.2%

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.

ELA/Literature: White and Economically Disadvantaged students exceeded the statewide average for percent Proficient or Advanced. (2022-23)
2022-23: Mathematics/Algebra All Student Group Percent Proficient or Advanced was higher than the State Average.
Mathematics: Economically Disadvantage showed growth. (2022-23)
2021-22: Regular Attendance - 2 or more races subgroup was above the state average.

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.

2022-23: ELA All Student group did not meet Interim Goal/Improvement Target
2021-22: Regular Attendance All Student Group Did Not Meet Performance Standard.
2022-23: Math All Student group did not meet Interim Goal/Improvement Target

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS 8th Edition (2023-24) :	First Grade Students: Beginning of the Year Assessment: 57% Core Support/Core^ Support Mid-Year Assessment: 65% Core Support/Core^ Support End of the Year Assessment: 72% Core Support/Core^ Support Second Grade Students: Beginning of the Year Assessment: No data, did not assess Mid-Year Assessment: No data, did not assess End of the Year Assessment: 68% Core Support/Core^ Support Third Grade Students: Beginning of the Year Assessment: No data, did not assess Mid-Year Assessment: No data, did not assess End of the Year Assessment: 66% Core Support/Core^ Support
i-Ready ELA Diagnostic (2023-24)	First Grade: Beginning: 15% of students were early on grade level or above. Mid-Year: 46% of students were early on grade level or above. End: 62% of students were early on grade level or above. Second Grade: Beginning: 31% of students were early on grade level or above. Mid-Year: 53% of students were early on grade level or above. End: 67% of students were early on grade level or above. Third Grade: Beginning: 45% of students were early on grade level or above. Mid-Year: 65% of students were early on grade level or above. End: 67% of students were early on grade level or above.

English Language Arts Summary

Strengths

Assessment results are immediate, and teachers are training in analyzing data.
Purchasing of new ELA textbook series for the 2025-26 school year.

Challenges

Regular Attendance The Primary Centers All Student Group does not meet Performance Standards for regular attendance. The WASD will be making changes to its Truancy/Attendance procedures and making improvements to its PBIS programs to help assist in improving these data points.
Within the Early Indicators of Success we feel we cannot be content with 54.7% for all student group and a Students with Disabilities of a 31.0%. We feel we lack researched based intervention strategies, and our Child Study process is not serving our students well from an intervention standpoint pertaining to an MTSS framework.

Mathematics

Data	Comments/Notable Observations
i-Ready Math Diagnostics (2023-24)	First Grade: Beginning: 9% of students were early on grade level or above. Mid-Year: 32% of students were early on grade level or above. End: 55% of students were early on grade level or above. Second Grade: Beginning: 6% of students were early on grade level or above. Mid-Year: 26% of students were early on grade level or above. End: 45% of students were early on grade level or above. Third Grade: Beginning: 10% of students were early on grade level or above. Mid-Year: 23% of students were early on grade level or above. End: 56% of students were early on grade level or above.
End of Unit assessments.	Common assessments are given after every unit and analyzed.

Mathematics Summary

Strengths

The Primary Center will begin utilizing the i-Ready platform during the 2024-25 school year to assist in growth achievement.

Challenges

Students are tested multiple times a year resulting in test burnout.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
Overgrad	Career readiness benchmarking will be recorded in the Overgrad College and Career Readiness Software

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.

School District purchased Overgrad to store career artifacts for grade levels.
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We will begin exposing student to careers in the classroom.

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.

Overgrad has allow the district to get away from color coding folders for storage of career artifacts.
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Student will be encouraged to be engaged in activities for families in determine career choices.

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
2022-23: Students with Disabilities scored below the statewide average of 54.5% in ELA/Literature for Advanced and Proficient.	Subgroup score was 18.9%.
2022-23: Students with Disabilities scored below the statewide average of 38.3% in Math for Advanced and Proficient.	Subgroup score was 16.2%
2021-22: Students with Disabilities scored below the statewide average of 54.1% in ELA/Literature for Advanced and Proficient.	Subgroup score was 31%
2021-22: Students with Disabilities scored below the statewide average of 35.7% in Math for Advanced and Proficient.	Subgroup score was 26.2%.
2021-22: Students with Disabilities scored below the statewide average of 73.9% in Regular Attendance.	Subgroup score was 63.1%

Students Considered Economically Disadvantaged

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

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.

Aimsweb training is ongoing for new and current staff members and will be used to remediate all student populations.
Teachers will have immediate access to the scores.

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.

Training will be during in-service schedule for the 2024-25 school year.
Student attendance will need to be addressed.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
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?

Professional Development: Faculty and staff began trainings in the Science of Reading and Structured Literacy. Training is on-going and will continue through the 2025-26 school year. (PaTTAN and IU18 are assisting in these trainings)

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?

Improving the schools MTSS framework and Child Study Team meeting format would have a significant impact in moving our achievement scores in the right direction.

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
ELA/Literature: White and Economically Disadvantaged students exceeded the statewide average for percent Proficient or Advanced. (2022-23)	False
2022-23: Mathematics/Algebra All Student Group Percent Proficient or Advanced was higher than the State Average.	True
Mathematics: Economically Disadvantage showed growth. (2022-23)	False
Assessment results are immediate, and teachers are training in analyzing data.	False
Purchasing of new ELA textbook series for the 2025-26 school year.	False
The Primary Center will begin utilizing the i-Ready platform during the 2024-25 school year to assist in growth achievement.	False
N/A	False
Aimsweb training is ongoing for new and current staff members and will be used to remediate all student populations.	False
School District purchased Overgrad to store career artifacts for grade levels.	False
Professional Development: Faculty and staff began trainings in the Science of Reading and Structured Literacy. Training is on-going and will continue through the 2025-26 school year. (PaTTAN and IU18 are assisting in these trainings)	True
2021-22: Regular Attendance - 2 or more races subgroup was above the state average.	False
Mathematics: Economically Disadvantage showed growth. (2022-23)	False
2021-22: Regular Attendance - 2 or more races subgroup was above the state average.	False
Teachers will have immediate access to the scores.	False
We will begin exposing student to careers in the classroom.	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
2022-23: Math All Student group did not meet Interim Goal/Improvement Target	False
	False
2022-23: Math All Student group did not meet Interim Goal/Improvement Target	True
Students are tested multiple times a year resulting in test burnout.	False
Regular Attendance The Primary Centers All Student Group does not meet Performance Standards for regular attendance. The	True

WASD will be making changes to its Truancy/Attendance procedures and making improvements to its PBIS programs to help assist in improving these data points.	
Within the Early Indicators of Success we feel we cannot be content with 54.7% for all student group and a Students with Disabilities of a 31.0%. We feel we lack researched based intervention strategies, and our Child Study process is not serving our students well from an intervention standpoint pertaining to an MTSS framework.	False
Overgrad has allow the district to get away from color coding folders for storage of career artifacts.	False
Training will be during in-service schedule for the 2024-25 school year.	False
N/A	False
Improving the schools MTSS framework and Child Study Team meeting format would have a significant impact in moving our achievement scores in the right direction.	False
Student will be encouraged to be engaged in activities for families in determine career choices.	False
Student attendance will need to be addressed.	False
2022-23: ELA All Student group did not meet Interim Goal/Improvement Target	True
2021-22: Regular Attendance All Student Group Did Not Meet Performance Standard.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance The Primary Centers All Student Group does not meet Performance Standards for regular attendance. The WASD will be making changes to its Truancy/Attendance procedures and making improvements to its PBIS programs to help assist in improving these data points.	The hypothesized root cause for Parents and Families don't see the value in attending school regularly.	True
2022-23: Math All Student group did not meet Interim Goal/Improvement Target	The hypothesized root cause for this tied to students potentially lacking foundational skills in math due to learning gaps and curriculum alignment.	True
2022-23: ELA All Student group did not meet Interim Goal/Improvement Target	The hypothesized root cause for this is tied to students potentially lacking foundational skills in reading due to learning gaps and curriculum alignment.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
2022-23: Mathematics/Algebra All Student Group Percent Proficient or Advanced was higher than the State Average.	
Professional Development: Faculty and staff began trainings in the Science of Reading and Structured Literacy. Training is on-going and will continue through the 2025-26 school year. (PaTTAN and IU18 are assisting in these trainings)	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To increase regular student attendance from the previous year.
	To increase the overall Mathematics scores on the PSSA Math assessment and i-Ready Math end of year diagnostic for the 2024-25 School Year.
	To increase the overall ELA scores on the PSSA ELA assessment and i-Ready Reading end of year diagnostic for the 2024-25 School Year.

Goal Setting

Priority: To increase regular student attendance from the previous year.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
80% of the Title I students will have an overall percentage attendance of 85% or more throughout the 2024-25 school year to meet statewide or exceed the statewide average for 2024-25 rating for Future Ready PA index of Regular Attendance.			
Measurable Goal Nickname (35 Character Max)			
Primary Center Attendance Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Meet with students, parents, and families and have a presentation on the importance of student attendance.	Check student attendance weekly, send attendance letters, have SAIP meetings when necessary.	Check student attendance weekly, continue to send attendance letters, have SAIP meetings when necessary, hold truancy hearings, and monitor student progress.	At the end of the 4th marking period, 80% of the Title I students met or exceeded the 85% attendance threshold for the d 2024-25 school year.

Priority: To increase the overall Mathematics scores on the PSSA Math assessment and i-Ready Math end of year diagnostic for the 2024-25 School Year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of Title I students that perform proficient or advanced on the Spring 2025 3rd Grade PSSA Math assessment by 5%. Increase the the overall percentage of students that perform on grade level of above on the end of the year i-Ready Math diagnostic to 70%.			
Measurable Goal Nickname (35 Character Max)			
PC (Mathematics Goals)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Get baseline data from beginning of the year i-Ready Math Diagnostic.	In data team meetings, review i-Ready math diagnostic data and previous year PSSA math data to see areas of strengths/weaknesses. Use information to make informed decision related to curriculum and instructional strategies/practices.	Increase the percentage of students that perform on grade or above on the i-Ready Math middle of the year diagnostic to 55%.	Increase the percentage of students that perform on grade or above on the i-Ready Reading end of the year diagnostic to 70% and increase the 2025 Spring Math PSSA by 5% from the previous year.

Priority: To increase the overall ELA scores on the PSSA ELA assessment and i-Ready Reading end of year diagnostic for the 2024-25 School Year.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)			
Increase the percentage of students that perform proficient or advanced on the Spring 2025 3rd Grade PSSA Reading assessment by 5%. Increase the overall percentage of students that perform on grade level of above on the end of the year i-Ready Reading diagnostic to 75%.			
Measurable Goal Nickname (35 Character Max)			
PC (ELA Goal)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Get baseline data from beginning of the year i-Ready Reading Diagnostic.	In data team meetings, review i-Ready Reading diagnostic data and previous year PSSA Reading data to see areas of strengths/weaknesses. Use information to make informed decision related to curriculum and instructional strategies/practices.	Increase the percentage of students that perform on grade or above on the i-Ready Reading middle of the year diagnostic to 55%.	Increase the percentage of students that perform on grade or above on the i-Ready Reading end of the year diagnostic to 75% and increase the 2025 Spring ELA PSSA by 5% from the previous year.

Action Plan

Measurable Goals

Primary Center Attendance Goal	PC (Mathematics Goals)
PC (ELA Goal)	

Action Plan For: Coordinated Evidence-Based Student Supports for Learning

Measurable Goals:
<ul style="list-style-type: none"> 80% of the Title I students will have an overall percentage attendance of 85% or more throughout the 2024-25 school year to meet statewide or exceed the statewide average for 2024-25 rating for Future Ready PA index of Regular Attendance. Increase the percentage of students that perform proficient or advanced on the Spring 2025 3rd Grade PSSA Reading assessment by 5%. Increase the overall percentage of students that perform on grade level of above on the end of the year i-Ready Reading diagnostic to 75%.

Action Step		Anticipated Start/Completion Date	
Design and execute a plan that provides coordinated tiered support for learning to ensure that all students are able to access, participate, and progress in a school setting.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principals, Teachers, Guidance Counselors, Social Workers.	1. MTSS Framework a. Child Study Team b. Social Worker(s) c. Positive Behavior instructional resources 2. Training in Trauma Informed Practices. 3. Community partners and related services.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Increased student academic engagement. 2. Positive student perception of the school experience. 3. Reduced discipline referrals. 4. Improved student attendance.	Building principals. Student attendance and behavioral data will reviewed weekly/bi-weekly through the CSIU computer system.

Action Plan For: Elevation of Student Achievement in English Language Arts

Measurable Goals:
<ul style="list-style-type: none"> Increase the percentage of students that perform proficient or advanced on the Spring 2025 3rd Grade PSSA Reading assessment by 5%. Increase the overall percentage of students that perform on grade level of above on the end of the year i-Ready Reading diagnostic to 75%.

Action Step	Anticipated Start/Completion Date

Grade level data team meetings; Utilizing student achievement data for MTSS framework and Warrior Time (Intervention Block).		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principals, Reading Specialists, Teachers, PaTTAN, IU18 consultant	PaTTAN and IU18 consultant will facilitate trainings on MTSS framework and data team analysis.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Program Implementation with fidelity will increase student academic achievement as measured through the yearly Dibels Benchmark and i-Ready diagnostic, as well as student individual learning data. This will also increase teacher collaboration and capacity.	Building principals, teachers, guidance counselors, reading specialists, school psychologists, and special education director. Student data will reviewed quarterly through the common, diagnostic and formative assessments, Dibels, i-Ready, and progress monitoring that will be completed.

Action Plan For: Elevation of student achievement in Mathematics

Measurable Goals:
<ul style="list-style-type: none"> Increase the percentage of Title I students that perform proficient or advanced on the Spring 2025 3rd Grade PSSA Math assessment by 5%. Increase the the overall percentage of students that perform on grade level of above on the end of the year i-Ready Math diagnostic to 70%.

Action Step	Anticipated Start/Completion Date		
Utilize i-Ready Personalized Learning Plan throughout the 2024-25 School Year to increase student achievement in Mathematics	2024-08-26 2025-06-06		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal/Curriculum Director/Teachers	Chromebooks/i-Ready software/Possible Professional development needed in how to utilize specific tools in software.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To increase achievement scores from the beginning to the end of the year on the i-Ready Mathematics Diagnostic	Data team, Teachers, Diagnostic taken three times per year, personalized learning pathway used weekly (45 minutes), through i-Ready computer software program

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Carryover Funds	<ul style="list-style-type: none"> Coordinated Evidence-Based Student Supports for Learning Elevation of Student Achievement in English Language Arts Elevation of student achievement in Mathematics 	Funding Carryover from 2023-24 School Year	92422.00
Instruction	<ul style="list-style-type: none"> Coordinated Evidence-Based Student Supports for Learning Elevation of Student Achievement in English Language Arts 	Specialist Salary Benefits	475988.66
Equipment	<ul style="list-style-type: none"> Coordinated Evidence-Based Student Supports for Learning Elevation of Student Achievement in English Language Arts Elevation of student achievement in Mathematics 	Technology	50000.00
Other Expenditures	<ul style="list-style-type: none"> Coordinated Evidence- 	Materials/Resources	32000.00

	<p>Based Student Supports for Learning</p> <ul style="list-style-type: none"> • Elevation of Student Achievement in English Language Arts • Elevation of student achievement in Mathematics 			
Total Expenditures				650410.6599999999

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Coordinated Evidence-Based Student Supports for Learning	Design and execute a plan that provides coordinated tiered support for learning to ensure that all students are able to access, participate, and progress in a school setting.
Elevation of Student Achievement in English Language Arts	Grade level data team meetings; Utilizing student achievement data for MTSS framework and Warrior Time (Intervention Block).

Structured Literacy/MTSS Training

Action Step		
<ul style="list-style-type: none"> Design and execute a plan that provides coordinated tiered support for learning to ensure that all students are able to access, participate, and progress in a school setting. Grade level data team meetings; Utilizing student achievement data for MTSS framework and Warrior Time (Intervention Block). 		
Audience		
Primary Center Faculty, Reading Specialist, Special Education Teachers, ESL Teachers, Administrators, paraprofessionals/pcas		
Topics to be Included		
Structured Literacy/MTSS		
Evidence of Learning		
Through universal screeners/diagnostics/SWPBIS, the data team will be able to assist teachers with evidenced based teaching strategies to assist increase attendance and student achievement in ELA and Mathematics.		
Lead Person/Position	Anticipated Start	Anticipated Completion
PaTTAN/LIU 18	2024-08-22	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	WASD will work with PaTTAN and the LIU 18 to develop a professional development schedule for the 2024-25 school year. Currently, structured literacy training are scheduled for August 22nd, August 26th, and August 27th.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3b: Using Questioning and Discussion Techniques 2c: Managing Classroom Procedures 3d: Using Assessment in Instruction 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

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