**Portage Area El Sch**  
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| Portage Area School District | | 108116303 |
| **Address 1** | | |
| 84 Mountain Ave. | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Portage | PA | 15946 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Pete Noel | | pnoel@mustangmail.org |
| **Principal Name** | | |
| Jennifer Pisarski | | |
| **Principal Email** | | |
| jpisarski@mustangmail.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 8147369636 | | 1204 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
|  | |  |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Jennifer Pisarski | Principal | Portage Area Elementary | jpisarski@mustangmail.org |
| Kelly Mignogna | Title 1 Coordinator | Portage Area Elementary | Kmignogna@mustangmail.org |
| Lauren Sinclair | Title 1 Teacher | Portage Area Elementary | lsinclair@mustangmail.org |
| Kaytlin Sumner | Community Partner | Portage Public Library | portage@cclsys.org |
| Elizabeth Blasko | Education Specialist | Portage Area Elementary | eblasko@mustangmail.org |
| Pete Noel | Chief School Administrator | Portage Area School District | supt@mustangmail.org |
| Carrie Garlesky | Education Specialist | Portage Area Elementary | cgarlesky@mustangmail.org |
| Rita Kalwasinski | Parent | Portage Area Elementary | born2bfarmer123@aol.com |
| Sarah Blaylock | Education Specialist | Portage Area School District | sblaylock@mustangmail.org |
| Heidi Washko | Teacher | Portage Area Elementary | hwashko@mustangmail.org |
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# Vision for Learning

**Vision for Learning**

Our vision for learning at Portage Area Elementary is to ensure that equitable and effective instructional practices are implemented in order to meet the unique needs of all students.

# Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Advanced Academic Growth Expectations in English Language Arts/Literature | From the previous school year, all student groups exceeded the statewide average growth score for ELA, demonstrating above average growth in ELA performance from the previous tested year. |
| Advanced Academic Growth Expectations in Mathematics | From the previous school year, all student groups exceeded the statewide average growth score for Mathematics, demonstrating above average growth in Mathematics performance from the previous tested year. |
| 1st Grade DIBELS - 72% of first grade students were at core level in spring 2024 based on composite DIBELS score. | We have identified effective intervention programs, leveraged staff to provide those interventions, and implemented Heggerty as a phonics tier I instructional tool delivered by our reading specialists. |
| Regular Attendance | All student groups exceeded the statewide average performance standard. |
| Career Standards Benchmark | All student groups exceeds performance standard and maintained the same performance from the previous year. |
| Students with disabilities | Students with disabilities demonstrated an increase in performance in the areas of ELA and Math. |
| Advanced on Pennsylvania State Assessments in Science/Biology | From the previous school year, all student groups exceeded the statewide average. |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Not meeting mathematics or ELA goal with our students with disabilities on state assessments | From the previous school year, our students with disabilities did not meet the statewide average on the Mathematics or ELA PSSA. |
| Not meeting mathematics goal with our economically disadvantaged students on state assessments | From the previous school year, our economically disadvantaged students did not meet the statewide average on the Mathematics PSSA. |
| Decrease in Advanced in both ELA and Mathematics | From the previous school year, a lower percentage of students scored advanced on the ELA and mathematics PSSA. |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  **ESSA Student Subgroups**  African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  Regular Attendance  **ESSA Student Subgroups** | **Comments/Notable Observations**  Our Percent Regular Attendance is 87.4% compared to the Statewide Average of 73.9% |
| **Indicator**  Career Standards Benchmark  **ESSA Student Subgroups** | **Comments/Notable Observations**  Our Percent Career Standards Benchmark is 100% compared to the Statewide Average of 89.6%. |
| **Indicator**  Advanced on Pennsylvania State Assessments in Science/Biology  **ESSA Student Subgroups** | **Comments/Notable Observations**  Our Percent Proficient or Advanced is 93.5% compared to the Statewide Average of 58.9%. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  Not meeting Mathematics or ELA goal with our students with disabilities on State Assessments  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  Our students with disabilities did not meet the statewide average but increased in performance from the previous year. |
| **Indicator**  Not meeting mathematics goal with our economically disadvantaged students on state assessments  **ESSA Student Subgroups** | **Comments/Notable Observations**  Our economically disadvantaged students did not meet the statewide average on the Mathematics PSSA. |
| **Indicator**  **ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**  Academic Growth Expectations in Science/Biology PVAAS  **ESSA Student Subgroups** | **Comments/Notable Observations**  Our Academic Growth Score is 86 compared to the Statewide Average Growth Score of 74.7. |

## 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.

|  |
| --- |
| Regular Attendance |
| Increase in ELA and Mathematics Proficiency |

### 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.

|  |
| --- |
| Not meeting mathematics goal with our economically disadvantaged students on state assessments |
| Not meeting Mathematics or ELA goal with our students with disabilities on State Assessments |
| Decrease in Advance in both ELA and Mathematics |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Acadience Math | Universal screener for early math skills. Implemented in grades K-6 |
| Fountas and Pinnell Benchmark Assessment System | Records students' fluency, comprehension, word decoding, and reading behaviors |
| Acadience Reading | Universal screener for early literacy skills. Implemented in grades K-3. |
| LinkIt! | Benchmark assessment for ELA, Math, and Science to indicate students' performance and growth towards grade-level standards. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| Acadience Reading assessments provide data that indicate the overall effectiveness of the core reading program as well as assessing students' progress in response to instruction and interventions. |
| LinkIt! allows teachers to identify which standards need more reinforcement on a Tier I and Tier II level. |
| Acadience Math assessments provide data that indicate the overall effectiveness of the core math program as well as assessing students' progress in response to instruction and interventions. |
| Fountas and Pinnell Benchmark Assessment System allows for students to be reading texts that are on their individual reading level. |

### Challenges

|  |
| --- |
| Percentage of students meeting or exceeding benchmark standards of performance is below our goal of 80%. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| LinkIt! | LinkIt shows grade-level growth and performance towards math standards. |

## Mathematics Summary

### Strengths

|  |
| --- |
| LinkIt! indicates students' strengths and weaknesses in order for teachers to provide enrichment or remediation. |

### Challenges

|  |
| --- |
| Providing additional support services to students who are not meeting grade-level standards in mathematics. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| LinkIt! | Indicates whether students are making adequate growth in learning grade-level science standards. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| Allows teachers to see what standards have been met on a grade-level and individual basis. |

### Challenges

|  |
| --- |
| New science curriculum |
| Limited time in the daily primary schedule to cover science content |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Career interest inventory | 5th Grade students completes the interest inventory |
| Grade-level job fair | 3 different occupation speakers discuss their job responsibilities |
| Grade-level, career-related activities | Each grade level completes developmentally appropriate career-related activities |

## 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.

|  |
| --- |
| Career interest inventory allows students to begin to see what careers they may enjoy. |
| Grade-level job fair exposes students to jobs in the real-world. |
| Grade-level, career-related activities |

### 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.

|  |
| --- |
| Having a variety of speakers to discuss various occupations with the students due to work schedules and availability |
| Students do not receive career education classes as part of the regular curriculum. It is added to each grade level as necessary. |

# 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 |
| PSSAs | Analyze PVAAS data to determine whether students with disabilities are showing adequate growth from year to year. |
| Acadience Reading | Used for assessing the growth of students' with disabilities and for progress monitoring of IEP goals. |
| LinkIt! | Allows teachers to see individual student progress towards grade-level standards. |
| Acadience Math | Used for assessing the growth of students' with disabilities and for progress monitoring of IEP goals. |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| PSSAs | Analyze PSSA performance standards and PVAAS data to determine whether our students in the economically disadvantaged group are making adequate yearly growth. |
| Acadience Reading | Used for assessing whether or not students are on grade-level. If not on grade-level, students may receive extra Title services to help fill gaps/move toward grade level goals. |
| LinkIt! | Allows teachers to see individual student progress towards grade-level standards. |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| White | 73% scored proficient or higher on the ELA PSSA 65% scored proficient or higher on the ELA PSSA 94% scored proficient or higher on the Science PSSA |
| 2 or More Races | 75% scored proficient or higher on the ELA PSSA. 60% scored proficient of higher on the Math PSSA. 100% scored proficient or higher on the Science PSSA |

## 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.

|  |
| --- |
| Acadience has allowed us to see which students need more support towards reaching grade-level goals in reading. We are able to use our Title services to provide extra support to these students. |
| LinkIt! allows teachers to see which grade-level standards need reinforced as a whole or on an individual basis. |
| PVAAS data allows us to see the progress of individual groups so that we can adjust schedules, staff, and curriculum accordingly. |
|  |
|  |

### 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.

|  |
| --- |
| We need to show further growth in performance within the students with disabilities and economically disadvantaged groups. |
| We need to provide more support to mathematics. |
|  |
|  |
|  |

# 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 | 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 | 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 | 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 | Operational |
| 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 | Exemplary |

## 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 | Operational |
| 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?

|  |
| --- |
| The Reading/ELA curricula are new and aligned with grade-level standards. |
| The leadership staff is dedicated to providing continuing professional development for staff to build their knowledge and skills of evidence-based practices such as MTSS. |
| New leadership has brought much positivity and a forward-thinking mindset to help build our positive school environment. |

### 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?

|  |
| --- |
| Find ways to get families involved in more of the programs/activities that we offer. |
| Increase fidelity of implementation of the core curricula to ensure maximum level of effectiveness is achieved. |
| Continue to build our MTSS for literacy and math instruction and intervention to improve student achievement. |
| We are looking to purchase updated math curriculum that better aligns to the Common Core Standards. |

# 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 |
| Regular Attendance | False |
| Increase in ELA and Mathematics Proficiency | False |
| Acadience Math assessments provide data that indicate the overall effectiveness of the core math program as well as assessing students' progress in response to instruction and interventions. | True |
| Fountas and Pinnell Benchmark Assessment System allows for students to be reading texts that are on their individual reading level. | False |
| Acadience Reading assessments provide data that indicate the overall effectiveness of the core reading program as well as assessing students' progress in response to instruction and interventions. | True |
| LinkIt! allows teachers to identify which standards need more reinforcement on a Tier I and Tier II level. | True |
| Acadience has allowed us to see which students need more support towards reaching grade-level goals in reading. We are able to use our Title services to provide extra support to these students. | True |
| LinkIt! allows teachers to see which grade-level standards need reinforced as a whole or on an individual basis. | True |
| LinkIt! indicates students' strengths and weaknesses in order for teachers to provide enrichment or remediation. | True |
| Allows teachers to see what standards have been met on a grade-level and individual basis. | False |
| Career interest inventory allows students to begin to see what careers they may enjoy. | False |
| Grade-level job fair exposes students to jobs in the real-world. | False |
| Grade-level, career-related activities | False |
| PVAAS data allows us to see the progress of individual groups so that we can adjust schedules, staff, and curriculum accordingly. | False |
| The Reading/ELA curricula are new and aligned with grade-level standards. | True |
| The leadership staff is dedicated to providing continuing professional development for staff to build their knowledge and skills of evidence-based practices such as MTSS. | True |
| New leadership has brought much positivity and a forward-thinking mindset to help build our positive school environment. | 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 |
| Not meeting mathematics goal with our economically disadvantaged students on state assessments | True |
| Decrease in Advance in both ELA and Mathematics | False |
| Not meeting Mathematics or ELA goal with our students with disabilities on State Assessments | True |
| Percentage of students meeting or exceeding benchmark standards of performance is below our goal of 80%. | True |
| Providing additional support services to students who are not meeting grade-level standards in mathematics. | True |
| New science curriculum | False |
| Limited time in the daily primary schedule to cover science content | False |
| Having a variety of speakers to discuss various occupations with the students due to work schedules and availability | False |
| Students do not receive career education classes as part of the regular curriculum. It is added to each grade level as necessary. | False |
| Find ways to get families involved in more of the programs/activities that we offer. | True |
| Increase fidelity of implementation of the core curricula to ensure maximum level of effectiveness is achieved. | True |
| We need to show further growth in performance within the students with disabilities and economically disadvantaged groups. | True |
| We need to provide more support to mathematics. | True |
| We are looking to purchase updated math curriculum that better aligns to the Common Core Standards. | True |
| Continue to build our MTSS for literacy and math instruction and intervention to improve student achievement. | True |

## 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.

We need to increase parent engagement to support our students' achievement. We also need to improve our MTSS structure to provide extra support to those students who may not be reaching benchmarks or grade-level goals.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Not meeting mathematics goal with our economically disadvantaged students on state assessments | Will use Acadience math data to formulate small groups during title push-in time. | False |
| Not meeting Mathematics or ELA goal with our students with disabilities on State Assessments |  | False |
| Providing additional support services to students who are not meeting grade-level standards in mathematics. | When students receive extra support during E/I time, it is always for reading. It is hard to provide both math and ELA support during E/I time because usually students who need help in ELA also need help in math. | True |
| Find ways to get families involved in more of the programs/activities that we offer. | Many families are busy and/or not familiar with the curriculum we teach. Some families are disconnected from the school. | True |
| Increase fidelity of implementation of the core curricula to ensure maximum level of effectiveness is achieved. | Continuous professional development opportunities will be offered to support teachers' implementation of the curriculum. | False |
| We are looking to purchase updated math curriculum that better aligns to the Common Core Standards. |  | False |
| Continue to build our MTSS for literacy and math instruction and intervention to improve student achievement. | Our staff has limited knowledge of MTSS. Our master schedule is not ideal for providing all of the supports we need. We are also limited in staff to provide these supports. | True |
| Percentage of students meeting or exceeding benchmark standards of performance is below our goal of 80%. | Some students need more support than we are currently giving to reach grade-level goals. Some students also have attendance issues which inhibit them from reaching their full potential. | False |
| We need to show further growth in performance within the students with disabilities and economically disadvantaged groups. |  | False |
| We need to provide more support to mathematics. | will use acadience math to reach this goal. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Acadience Reading assessments provide data that indicate the overall effectiveness of the core reading program as well as assessing students' progress in response to instruction and interventions. | Will contribute to our efforts in increasing percentage of students meeting or exceeding proficiency levels in reading/ELA. |
| LinkIt! allows teachers to identify which standards need more reinforcement on a Tier I and Tier II level. |  |
| Acadience Math assessments provide data that indicate the overall effectiveness of the core math program as well as assessing students' progress in response to instruction and interventions. |  |
| Acadience has allowed us to see which students need more support towards reaching grade-level goals in reading. We are able to use our Title services to provide extra support to these students. |  |
| LinkIt! allows teachers to see which grade-level standards need reinforced as a whole or on an individual basis. |  |
| LinkIt! indicates students' strengths and weaknesses in order for teachers to provide enrichment or remediation. |  |
| The Reading/ELA curricula are new and aligned with grade-level standards. | Ensure that we are teaching this new curricula with fidelity to ensure students are reaching grade-level goals. |
| The leadership staff is dedicated to providing continuing professional development for staff to build their knowledge and skills of evidence-based practices such as MTSS. | We will continue with professional development to ensure that ALL staff is familiar with MTSS so that we can begin to build in Tier II support in the classroom. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | Title I teachers will push into the regular education classroom during mathematics time. They will work with the classroom teacher to provide Tier II supports. |
|  | Through the use of social media and Family Engagement Nights, we will reach out to families so that the have a greater connection to the school. |
|  | We will provide professional development so that our staff understands MTSS and how it could work in our building. We will maximize the use of our staff and schedule to provide as much extra support as possible. |
|  | Our Title teachers will continue to provide small-group instruction during the math block. We will use Acadience math data to determine groups. |

# Goal Setting

## Priority: Support staff needs more individual time to work in a small group capacity with our students with disabilities to meet their needs and help them achieve grade-level goals.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Learning Support teachers will work with their students both in small groups in the regular ed classroom as well as pull-out groups if necessary 1.5 hours daily for both ELA and math. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Learning Support Small Groups | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Administer the fall baseline assessment and identify specific areas direct instruction | Implement interventions specific to the areas of need and use progress monitoring to determine if the intervention is effective. | Use winter assessment data to determine if the time spent co-teaching and in pull-out settings is appropriate. | Increase the number of students who are performing at core support by 20%. |

## Priority: Our Title teachers will continue to provide small-group instruction during the math block. We will use Acadience math data to determine groups.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Students will increase their overall score on the Linkit! math benchmark by at least 10% or more. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math goal | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Use Acadience data to determine title math groups. Use Linkit! data to determine plan for intervention | Use progress monitoring to determine if intervention is working | Administer winter Acadience and Linkit! data. Reassign groups to determine needs. | Use spring benchmark data to assemble groups for the beginning of the school year. |

## Priority: Title I teachers will push into the regular education classroom during mathematics time. They will work with the classroom teacher to provide Tier II supports.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| Title I teachers and Title aides will push into Grades 1 through 3 daily during mathematics to assist with small group (Tier II) instruction. Acadience math will be the baseline assessment for intervention groups. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Title Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Administer the fall baseline assessment and identify specific areas direct instruction | Implement interventions specific to the areas of need and use progress monitoring to determine if the intervention is effective. | Use winter assessment data to determine if the time spent co-teaching and in pull-out settings is appropriate. | Increase the number of students who are performing at core support by 20%. |

## Priority: We will provide professional development so that our staff understands MTSS and how it could work in our building. We will maximize the use of our staff and schedule to provide as much extra support as possible.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 4: Foster Quality Professional Learning | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By the end of the school year, ALL staff will understand the basis of MTSS and begin to implement Tier II in the regular education classroom. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| MTSS | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Ask for support from reading specialists to differentiate instruction | Continue to provide support to Tier I teachers on differentiating instruction | Use winter assessments to determine if Tier I and Tier II supports are appropriate | Ask for support from IU8 to determine if our MTSS plan is appropriate. |

## Priority: Through the use of social media and Family Engagement Nights, we will reach out to families so that the have a greater connection to the school.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Parent and family engagement | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| PAES will engage families weekly through social media and welcome families for two Family Engagement Nights throughout the course of the school year. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Family Engagement | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Use social media to invite families to fall workshop. Have information available during meet the teacher. | Ask for feedback from fall family night to better understand the needs of families attending. | Hold spring family night based on feedback. | Assemble summer literacy bags. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Learning Support Small Groups | Title Math |
| Math goal | MTSS |
| Family Engagement |

## Action Plan For: Interventions

|  |  |  |  |
| --- | --- | --- | --- |
| **Measurable Goals:** | | | |
| * Learning Support teachers will work with their students both in small groups in the regular ed classroom as well as pull-out groups if necessary 1.5 hours daily for both ELA and math. * Students will increase their overall score on the Linkit! math benchmark by at least 10% or more. * PAES will engage families weekly through social media and welcome families for two Family Engagement Nights throughout the course of the school year. * Title I teachers and Title aides will push into Grades 1 through 3 daily during mathematics to assist with small group (Tier II) instruction. Acadience math will be the baseline assessment for intervention groups. * By the end of the school year, ALL staff will understand the basis of MTSS and begin to implement Tier II in the regular education classroom. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Conduct DIBELS benchmark screener to gather related to student basic literacy skills | | 2024-08-22 | 2025-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Reading Specialists | DIBELS benchmark and Acadience Math | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Use MTSS process to analyze reading data, identify struggling students, and determine appropriate interventions based on student data | | 2024-08-22 | 2025-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kelly Mignogna- Title Coordinator and Assistant Principal | meeting time | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Implement evidence-based interventions for struggling students | | 2024-08-22 | 2025-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kelly Mignogna- Title Coordinator and Assistant Principal | Spire, Heggerty, Sound Partners, and other materials/supplies for interventions | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Progress monitor effectiveness of interventions for individual students | | 2024-08-22 | 2025-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| MTSS team | DIBELS progress monitoring materials | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Professional Development focused on explicit instruction | | 2024-08-22 | 2025-05-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kelly Mignogna-Title Coordinator | PD materials | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Interventions provided for struggling students will help produce at least 10% decrease in the number of students needing strategic or intensive support in reading and math from the fall baseline to the end of year benchmark. | MTSS team - monitor progress monitoring and winter benchmark. Principals compile final evaluation from DIBELS and Acadience spring benchmark. |

# 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 | * Interventions | K-3 intervention services | 42645 |
| Instruction | * Interventions | K-3 intervention services | 42010 |
| Instruction | * Interventions | K-3 intervention services | 50185 |
| Other Expenditures | * Interventions | benefits | 24305 |
| Other Expenditures | * Interventions | benefits | 8774 |
| Other Expenditures | * Interventions | benefits | 20888 |
| Instruction | * Interventions | Reading A-Z and Raz Kids Subscription | 264 |
| Instruction | * Interventions | Supplies | 7838 |
| Other Expenditures | * Interventions | PD for Valley Network-EduPlanet | 7000 |
| Other Expenditures | * Interventions | Parent and Family Engagement Services, materials, supplies | 700 |
| Other Expenditures | * Interventions | Homeless | 100 |
| Other Expenditures | * Interventions | Coordinator Salary | 3500 |
| Title II.A and Title IV.A Transfer Funds | * Interventions | portion of K-3 intervention teacher | 15919 |
| Total Expenditures | | | | 224128 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |

## Evidence-Based Interventions

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Conduct DIBELS benchmark screener to gather related to student basic literacy skills | | |
| **Audience** | | |
| Classroom teachers and interventionists | | |
| **Topics to be Included** | | |
| Evidence-Based Interventions Linkit! Data Review to determine need | | |
| **Evidence of Learning** | | |
| Implementation of data-driven groups | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Elementary Principals | 2024-08-22 | 2025-05-28 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Collaborative curriculum development | Quarterly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Jennifer Pisarski | 2025-01-03 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |