

**Wyoming Area Kindergarten Ctr**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
School District		118409203
<b>Address 1</b>		
252 Memorial St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Exeter	PA	18643
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Jon W Pollard		jpollard@wyomingarea.org
<b>Principal Name</b>		
David Pacchioni		
<b>Principal Email</b>		
dpacchioni@wyomingarea.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-655-2146		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Deanna Mennig		dmennig@liu18.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Pacchioni	Curriculum Director	Wyoming area	dpacchioni@wyomingarea.org
Kim Walck	Education Specialist	Consultant	walckkim@gmail.com
Dr. Jon Pollard	Chief School Administrator	Wyoming Area	jpollard@wyomingarea.org
Carol Tabit	Teacher	Kindergarten Center Reading Specialist	ctabit@wyomingarea.org
Courtney Pentka	Teacher	Primary Center Special Education	cpentka@wyomingarea.org
Carolyn Flickinger	Teacher	Primary Center Reading Specialist	cflickinger@wyomingarea.org
Michelle Morgan	Teacher	Primary Center 2nd Grade	mmorgan@wyomingarea.org
Judy Cefalo	Teacher	Primary Center 3rd Grade	jcefalo@wyomingarea.org
Sheila Murtha	Teacher	Primary Center 1st Grade	smurtha@wyomingarea.org
William Wright	Principal	Primary Center	wwright@wyomingarea.org
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Gary Allegrucci	Community Member	Primary Center	gja2424@yahoo.com
Emily Allegrucci	Parent	Primary Center	etall6288@yahoo.com
Crystal Smith	Parent	Kindergarten Center	crystal.smith0725@gmail.com
Kirby Kunkle	Board Member	School Board Member	kkunkle@wyomingarea.org
Julie Matosky	Teacher	Primary Center (Special Ed)	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.

<b>True K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
no data	

### Challenges

Indicator	Comments/Notable Observations
Regular Attendance for All Student Group Did Not Meet Performance Standard (2021-22)	All Student Group: 52.2% Statewide Average: 73.9%

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

### Strengths

<b>Indicator</b> N/A <b>ESSA Student Subgroups</b> White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> There were no strengths indicated on the Future Ready Index Summary for Kindergarten school attendance.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

### Challenges

<p><b>Indicator</b> Regular Attendance: Students who fell into the category of White, economically disadvantages, and student with disabilities did not meet the requirement for Regular Attendance.</p> <p><b>ESSA Student Subgroups</b> White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> White: 57.9% Economically Disadvantaged: 29.7% Students with Disabilities: 50%</p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>

### 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.

n/a
n/a

### 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.

<p>Regular Attendance All Student Group Did Not Meet Performance Standard Percent of Students with Regular Attendance All Student Group: 52.2% Statewide Average: 73.9% Statewide Performance Standard 94.1%</p>
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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Dibels 8th Edition (2022-23)	2022-23 School Year - 81% of students with Core or above.
i-Ready Reading Diagnostics (2023-24) Diagnostic 1	2023-24: Second Diagnostic Reading: 42% (53 Students) Mid or Above Grade Level, 38% (47 students) Early on Grade Level, 20% (25 students) One Grade Level Below. First Diagnostic Reading: 16% (20 Students) Mid or Above Grade Level, 36% (45 Students) Early on Grade Level, 49% (60 Students) One Grade Level Below
Dibels 8th Edition (2023-24) Benchmark Data	End of Year Benchmark: 85% of students were Core and Core Support Mid-Year Benchmark: 55% of students were Core and Core Support Beginning Benchmark: 35% of students were Core and Core Support

### English Language Arts Summary

#### Strengths

At the end of the 2022-23 School Year the Kindergarten Center had 81% of students benchmark on the Dibels 8th Edition Assessment.
At the end of 2023-24 School Year the Kindergarten Center had 85% of students benchmark on the Dibels 8th Edition Assessment. That's up 4% from the 2022-23 school year.
At the end of the 2023-24 School Year the Kindergarten Centers i-Ready Reading Scores went up 28% (52%-80%) for being Mid or Above to Early on grade level.

#### Challenges

Only 42% of the students have achieved Mid or Above Grade Level on the i-Ready Reading Diagnostic.
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### Mathematics

Data	Comments/Notable Observations
i-Ready Mathematics Diagnostic	2023-24: Second Diagnostic Math: 36% (40 Students) Mid or Above Grade Level, 22% (25 Students) Early on Grade Level, 42% (47 Students) One grade Level Below. First Diagnostic Math: 15% (18 Students) Mid or Above Grade Level, 21% (24 Students) Early on Grade Level, 64% (70 Students) One grade Level Below.

### Mathematics Summary

#### Strengths

At the end of the 2023-24 School Year the Kindergarten Centers i-Ready Mathematics Scores went up 21% (37%-58%) for being Mid or Above to Early on grade level.
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#### Challenges

Only 36% of the students have achieved Mid or Above Grade Level status on the i-Ready Mathematics Diagnostic.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
n/a	N/A

Science, Technology, and Engineering Education Summary

Strengths

n/a
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Challenges

n/a
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
All Kindergarten students complete two career artifacts for the 2023-24 school year.	The two artifacts were uploaded into the Overgrad software program.

### 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.

n/a
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### Challenges

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

n/a
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## Equity Considerations

### English Learners

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

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

**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.

n/a

## 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.

n/a

## 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?

N/A

### 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?

MTSS process and framework buy-in from teachers prior to creating action plan consisting of professional development.

## 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
n/a	False
n/a	False
At the end of the 2022-23 School Year the Kindergarten Center had 81% of students benchmark on the Dibels 8th Edition Assessment.	True
At the end of 2023-24 School Year the Kindergarten Center had 85% of students benchmark on the Dibels 8th Edition Assessment. That's up 4% from the 2022-23 school year.	True
n/a	False
n/a	False
N/A	False
At the end of the 2023-24 School Year the Kindergarten Centers i-Ready Mathematics Scores went up 21% (37%-58%) for being Mid or Above to Early on grade level.	False
n/a	False
At the end of the 2023-24 School Year the Kindergarten Centers i-Ready Reading Scores went up 28% (52%-80%) for being Mid or Above to Early on grade level.	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
Regular Attendance All Student Group Did Not Meet Performance Standard Percent of Students with Regular Attendance All Student Group: 52.2% Statewide Average: 73.9% Statewide Performance Standard 94.1%	True
Only 42% of the students have achieved Mid or Above Grade Level on the i-Ready Reading Diagnostic.	True
Only 36% of the students have achieved Mid or Above Grade Level status on the i-Ready Mathematics Diagnostic.	True
n/a	False
MTSS process and framework buy-in from teachers prior to creating action plan consisting of professional development.	False
n/a	False
n/a	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.

With having for the first time a consistent building principal on site; challenges will be a focus through action planning.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance All Student Group Did Not Meet Performance Standard Percent of Students with Regular Attendance All Student Group: 52.2% Statewide Average: 73.9% Statewide Performance Standard 94.1%	Now that a principal is designated for the K center - monitoring of attendance will be consistent and enforced. School Wide Positive Behavior related activities will focus on specific needs of students with attendance concerns.	True
Only 36% of the students have achieved Mid or Above Grade Level status on the i-Ready Mathematics Diagnostic.	With the purchase of chromebooks to outsource the entire Kindergarten Center for 1-1, we can now have daily access to the i-Ready Personalized pathway for mathematics.	True
Only 42% of the students have achieved Mid or Above Grade Level on the i-Ready Reading Diagnostic.	A data team was developed to review, analyze, and make decisions on curriculum and instructional needs.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
At the end of the 2022-23 School Year the Kindergarten Center had 81% of students benchmark on the Dibels 8th Edition Assessment.	
At the end of 2023-24 School Year the Kindergarten Center had 85% of students benchmark on the Dibels 8th Edition Assessment. That's up 4% from the 2022-23 school year.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To increase regular student attendance from the previous year.
	To increase the i-Ready Mathematics percentage of students achieving Early on Grade Level or Above status from the previous year.
	To increase the i-Ready Reading percentage of students achieving Early on Grade Level or Above status from the previous year.

## Goal Setting

Priority: To increase the i-Ready Mathematics percentage of students achieving Early on Grade Level or Above status from the previous year.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase the overall percentage of Title I students who perform on grade level or above on the i-Ready Diagnostic assessment in math to 70% through the 2024-25 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Kindergarten Mathematics Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Take the beginning of the year i-Ready Math Diagnostic Assessment for baseline.	Take the middle of the year i-Ready Math Diagnostic assessment. The percentage of the students who are on grade level or above will be at or above 55%	In grade level meetings, discuss and analyze the i-Ready Math diagnostic data to make informed decisions on improving instructional practices and strategies.	Take the end of year i-Ready Math Diagnostic Assessment. The percentage of the students who are on grade level or above will be at or above 70%

Priority: To increase the i-Ready Reading percentage of students achieving Early on Grade Level or Above status from the previous year.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase the overall percentage of Title I students who perform on grade level or above on the i-Ready Diagnostic assessment in Reading to 75% through the 2024-25 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Kindergarten ELA Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Take the beginning of the year i-Ready Reading Diagnostic Assessment for baseline.	Take the middle of the year i-Ready Reading Diagnostic assessment. The percentage of the students who are on grade level or above will be at or above 55%	In grade level meetings, discuss and analyze the i-Ready Reading diagnostic data to make informed decisions on improving instructional practices and strategies.	Take the end of year i-Ready Reading Diagnostic Assessment. The percentage of the students who are on grade level or above will be at or above 75%

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase the overall percentage of students that score core support or core <sup>^</sup> support on Dibels 8th Edition Universal Screener to 87% through the 2024-25 school year.			

<b>Measurable Goal Nickname (35 Character Max)</b>			
Kindergarten Dibels Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Take the beginning of the year Dibels 8th Edition Benchmark.	Take the middle of the year Dibels 8th Edition Benchmark. The percentage of the students who are on grade level or above will be at or above 65%	In grade level meetings, discuss and analyze the Dibels 8th Edition data to make informed decisions on improving instructional practices and strategies.	Take the end of year Dibels 8th Edition Benchmark. The percentage of the students who are on grade level or above will be at or above 87%

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

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
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.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Kindergarten Attendance Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
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.

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
Parent and family attendance will increase by 5% at Title I School-Wide Parent and Family Engagement events throughout the 2024-2025 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Parent and Family Engagement			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Initial Family Engagement event/meeting takes place during the fall to get a baseline for parent/family attendance	Review and discuss with planning committee team what communication/social media/flyers/letters/etc. for improvements for second parent/family engagement event.	Increase parent/family attendance by 3% at the second parent/family engagement event.	Increase parent/family attendance by 5% at the second parent/family engagement event.



## Action Plan

### Measurable Goals

Kindergarten Attendance Goal	Kindergarten Mathematics Goal
Kindergarten ELA Goal	Kindergarten Dibels Goal
Parent and Family Engagement	

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

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Parent and family attendance will increase by 5% at Title I School-Wide Parent and Family Engagement events throughout the 2024-2025 school year.</li> </ul>
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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.	Principals will complete classroom observational practices (Walkthroughs) quarterly/semesterly/yearly. Principals will review Student attendance data and discipline Referral Data weekly/bi-weekly.

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

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>Increase the overall percentage of students that score core support or core<sup>^</sup> support on Dibels 8th Edition Universal Screener to 87% through the 2024-25 school year.</li> <li>Increase the overall percentage of Title I students who perform on grade level or above on the i-Ready Diagnostic assessment in Reading to 75% through the 2024-25 school year.</li> </ul>
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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"> <li>Increase the overall percentage of Title I students who perform on grade level or above on the i-Ready Diagnostic assessment in math to 70% through the 2024-25 school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Utilize i-Ready Personalized Learning Plan throughout the 2024-25 School Year to increase student achievement in Mathematics		2024-09-03	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal/Curriculum Director	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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	<ul style="list-style-type: none"> <li>Coordinated Evidence-Based Student Supports for Learning</li> <li>Elevation of Student Achievement in English Language Arts</li> </ul>	Salary and Benefits (Reading Specialist and Title I secretary)	151854.04
Instruction	<ul style="list-style-type: none"> <li>Coordinated Evidence-Based Student Supports for Learning</li> <li>Elevation of Student Achievement in English Language Arts</li> </ul>	Instructional Materials/SEL	4732.31
Other Expenditures	<ul style="list-style-type: none"> <li>Coordinated Evidence-Based Student Supports for Learning</li> </ul>	Parent and Family Engagement Activities, etc.	2178
Carryover Funds	<ul style="list-style-type: none"> <li>Coordinated Evidence-Based Student Supports for Learning</li> <li>Elevation of Student Achievement in English Language Arts</li> <li>Elevation of student achievement in Mathematics</li> </ul>	Carryover Funds for 2024-25 school year	27607.00



Total Expenditures
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186371.35
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## 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"> <li>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.</li> <li>Grade level data team meetings; Utilizing student achievement data for MTSS framework and Warrior Time (Intervention Block).</li> </ul>		
Audience		
Kindergarten Faculty, Reading Specialist, Special Education Teachers, ESL Teachers, Administrators, Kindergarten 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"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>3a: Communicating with Students</li> <li>3d: Using Assessment in Instruction</li> <li>3b: Using Questioning and Discussion Techniques</li> </ul>	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	



## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>