

State El Ctr

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
State Elementary Center		118409302
Address 1		
355 State Street		
Address 2		
City	State	Zip Code
Larksville	PA	18704
Chief School Administrator		Chief School Administrator Email
David Tosh		dtosh@wwsd.org
Principal Name		
Tim Needle		
Principal Email		
tneedle@wwsd.org		
Principal Phone Number		Principal Extension
570-779-5381		13904
School Improvement Facilitator Name		School Improvement Facilitator Email
Tim Needle		tneedle@wwsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tim Needle	Principal	State Street Elementary Center	tneedle@wwwsd.org
James Stinson	Teacher	Title I Specialist Math	jstinson@wwwsd.org
Amy Rothschild	Teacher	Title I Specialist Math	arothschild@wwwsd.org
Michelle Brady	Teacher	Title I Specialist Reading	mbrady @wwwsd.org
Carrie Langdon	Teacher	State Street Elementary Center	clangdon@wwwsd.org
Kristin Dow	Teacher	State Street Elementary Center	kdow@wwwsd.org
Deidra Kaminski	Community Member	West Side Women's Group	tibnfib@gmail.com
Betty Bauman	Community Member	West Side Women's Group	bbauman166@gmail.com
Dana Mascioli	Education Specialist	Wyoming Valley West School District	dmascioli@wwwsd.org
Debbie Troy	District Level Leaders	Wyoming Valley West School District	dtroy@wwwsd.org
Eileen Gallagher	Community Member	West Side Women's Group	eileen3x3@aol.com
Dave Tosh	Chief School Administrator	Wyoming Valley West School District	dtosh@wwwsd.org
Leigh Anthony	Parent	State Street Elementary	Kane44r@yahoo.com
Kate Stinson	Student	High School	jstinson@wwwsd.org
George Mizzer	Teacher	State Street	gmizzer@wwwsd.org
Kimberly Walck	District Level Leaders	Wyoming Valley West School District	KWalck@wwwsd.org

Vision for Learning

Vision for Learning

Students at State Street Elementary are provided challenging and enriching educational opportunities. School, family, and community partner to foster the importance of education and regular attendance. Students actively participate in being respectful and valued school members where their critical thinking and problem-solving skills teach them to be positive contributors to our community.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA 2022-23 Proficient and Advanced grew.	ELA 2022-23 Proficient and Advanced grew by nearly 1%.
Math 2022-23 maintained in Proficient and Advanced.	Math 2022-23 held at 11% Proficient and Advanced.

Challenges

Indicator	Comments/Notable Observations
Proficient or advanced on the Math PSSA 22-23	11% of students were proficient or advanced on the Math PSSA; this is below the state average of 38.3%.
Proficient or advanced on the ELA PSSA 22-23	29.5% of students scored proficient or advanced in ELA PSSA ; this is below the state average of 54.5%
	(insert # of students)

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

Strengths

Indicator The state wide growth standard in mathematics/algebra. ESSA Student Subgroups African-American/Black	Comments/Notable Observations 22-23 76% of the Black student sub group met or exceeded the state wide growth standard in mathematics/algebra; the state standard for growth is 70%.
Indicator The state wide growth standard in mathematics/algebra. ESSA Student Subgroups	Comments/Notable Observations 22-23 74% of the Hispanic student sub group met or exceeded the state wide growth standard in mathematics/algebra; the state standard for growth is 70%.

Hispanic	
Indicator The state wide growth standard in ELA. ESSA Student Subgroups White	Comments/Notable Observations 22-23 41% of the white student sub group was proficient or advanced in ELA; this is a 4% increase from the 21-22 school year.
Indicator The state wide growth standard in ELA. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations 22-23 28.1% of the economically disadvantaged student sub group was proficient or advanced in ELA; this is a 2% increase from the 21-22 school year.

Challenges

Indicator The Statewide growth standard in ELA. ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged	Comments/Notable Observations 50% of Black, two or more races, Economically Disadvantaged and Combined Ethnicities subgroups meet or exceed the statewide growth standard in ELA; this is below the statewide standard of 70%.
Indicator The Statewide growth standard in MATH. ESSA Student Subgroups White	Comments/Notable Observations 50% of the White subgroup meets or exceeds the statewide growth standard in MATH; this is below the statewide standard of 70%.

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 2022-23 Proficient and Advanced grew by nearly 1%.
Math 2022-23 held at 11% Proficient and Advanced.
76% of the Black student sub group met or exceeded the state wide growth standard in mathematics/algebra; the state standard for growth is 70%.
74% of the Hispanic student sub group met or exceeded the state wide growth standard in mathematics/algebra; the state standard for growth is 70%.

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.

11% of students were proficient or advanced on the Math PSSA; this is below the state average of 38.3%.
29.5% of students scored proficient or advanced in ELA PSSA; this is below the Statewide average of 54.5%
50% of Black, two or more races, Economically Disadvantaged and Combined Ethnicities subgroups meet or exceed the statewide growth standard in ELA; this is below the statewide standard of 70%.
50% of the White subgroup meets or exceeds the statewide growth standard in MATH; this is below the statewide standard of 70%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Renaissance Star Assessment	According to the STAR ELA Screening report for Spring 2023-24, 63.4% of students in grade 2-5 are below the district benchmark of 40th percentile rank.
Renaissance Star Assessment	23-24 81.2% of students in the Black subgroup grades 2-5 scored below the district benchmark of the 40th percentile; this is greater than the building average of 63.4% of all combined subgroups.
Renaissance Star Assessment	2023-24, 52.5% of students grades K -1 are below the district benchmark of 40th percentile rank in the Star Early Literacy Assessment.

English Language Arts Summary

Strengths

On the Early Literacy Assessment (Spring) of 2023-24, 47.5% of students were at or above benchmark; this is an increase 12% from the fall.
On Star Reading (Spring) 2023-24, the percentage of students in grades 2-5 at or above benchmark increased from 35.9% in the Fall to 36.6% in the Spring.

Challenges

On the Early Literacy Assessment (Spring) of 2023-24, an average of 52.5% of students in grades K-1 scored below benchmark.
According to the STAR ELA Screening report for Spring 2023-24, 63.4% of students in grade 2-5 are below the district benchmark of 40th percentile rank.

Mathematics

Data	Comments/Notable Observations
Renaissance Star Assessment	According to the STAR math Screening report for (Spring) 2023-24, an average of 57.6% of students in grade 1-5 are below the district benchmark of 40th percentile rank; kindergarten does not take the STAR math assessment.
Renaissance Star Assessment	23-24 An average of 73.4% of students in the Black subgroup in the grades 1-5 scored below the district benchmark of the 40th percentile on the STAR math assessment; this is greater than the school average of 57.6% .

Mathematics Summary

Strengths

In Spring of 2023-24, the percentage of students in grades 1-5 at or above benchmark on the STAR Math assessment increased by an average of 6.5% from the fall.

23-24 An average of 43.6% of students in the White subgroup grades 1-5 scored at or above the district benchmark of the 40th percentile on the STAR math assessment; this is greater than the school average of 42.4%.

Challenges

According to the STAR math Screening report for (Spring) 2023-24, an average of 57.6% of students in grade 1-5 are below the district benchmark of 40th percentile rank; kindergarten does not take the STAR math assessment.

23-24 An average of 73.4% of students in the Black subgroup in the grades 1-5 scored below the district benchmark of the 40th percentile on the STAR math assessment; this is greater than the school average of 57.6% .

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA 2022-23	67% of students met or exceeded annual academic growth expectations in Science 2022-23; this is a 12% decrease from the previous year 21-22.

Science, Technology, and Engineering Education Summary

Strengths

73% of the Hispanic student subgroup met or exceeded annual academic growth expectations in Science 2022-23; this is an 8% increase from the previous year 21-22. 10.9% of the Hispanic student subgroup scored advanced on the Science PSSA; this is a 3% increase from the previous year.

Challenges

In 2022-2023, 67% of students met or exceeded annual academic growth expectations in Science 2022-23; this is a 12% decrease from the previous year 21-22.

50.8% of students scored proficient or advanced in the science PSSA; this is a 5.2% decrease from the prior year 21-22.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students in grades 3-5 have a career portfolio.	100% of students in grades 3-5 have a career portfolio: electronic Data collected 3-5.
100% of student in Regular Education grades 3-5 utilize choices 360 electronic data portfolio.	Regular Education grades 3-5 utilize choices 360 electronic data portfolio.
93.5 % of students met the career standards benchmark for the 2022-2023 school year,	93.5% % of students met the career standards benchmark for the 2022-2023 school year.; this is an increase from the 2021-2022 school year mark of 78.4%.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
100% of 5th grade students are given the opportunity to take a guided tour of our local CTE school.	100% of 5th grade students are given the opportunity to take a guided tour of our local CTE school; grade 5 students complete a pre and post interest career survey.

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.

93.5% % of students met the career standards benchmark for the 2022-2023 school year.; this is an increase from the 2021-2022 school year mark of 78.4%.
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Students in grades K-5 participate in programs and activities that immerse them in authentic career and technical experiences.
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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.

93.5% of all students met the career standards benchmark; this is 4.5% below the state performance standard of 98%.

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
PA Future Ready	67% of students met or exceeded annual academic growth expectations in Science 2022-23; this is a 12% decrease from the previous year 21-22.
PA Future Ready	22-23 20.9% Special Education in the building.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PA Future Ready Index	22-23 52% of students in the economically disadvantaged sub group met or exceeded the statewide growth standard in ELA which is 70%.
PA Future Ready Index	22-23 83.1% economically disadvantaged

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	22-23 17.7%
Hispanic	22-23 25%
White	22-23 45.5%
2 or More Races	22-23 11.4%

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.

According to the Future Ready 2022-2023 data, the Black, Hispanic and Students with Disabilities all met or exceeded the statewide growth standards. (70% in Math)
According to the Future Ready 2022-2023 data, Hispanic, Economically Disadvantaged, students with 2 or more races, White, and Students with Disabilities all met or exceeded the statewide growth standards. (70% in Science)
According to the Future Ready 2022-2023 data, Hispanic, Economically Disadvantaged, and White student subgroups all increased the percent of students scoring proficient or advanced in ELA.

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.

According to the Future Ready 2022--2023 data, 29.5% of the all student groups scored proficient or advanced in ELA.
According to the Future Ready 2022-2023 data, 11% of all student groups scored proficient or advanced in 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	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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Not Yet Evident

Summary

Strengths

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

Practice #14 Partnered with Agencies and Organizations, we provide opportunities for families to foster social, academic, and developmental needs. Family engagement is tracked by surveys to ensure all groups can participate and have opportunities to offer feedback.

Practice #15 Partner with business and organizations (i.e. SBBH, Foster Grandparent, SHINE, GFWC West Side Women's Auxiliary, CEO, CBIs)

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?

Practice #18: More emphasis on monitoring and evaluating the impact of professional learning on staff practices and student learning is needed.

Practice #17 More time is needed for staff to work collaboratively on lesson study, analysis of student work, problem solving, curriculum development, and collaborative teaching.

Practice #12 State Street's increasing population has created a need for more comprehensive intervention program for academic and behavioral supports to actively improve the current A.R.M.O.R. Positive Behavior and SAP program.

Practice #11 Time is needed to experience the impact of mid-year and 2024-25 new hires (behavior specialist, school guidance counselor, a grade 3 teacher and a grade 5 teacher) to create a more positive school environment where all members feel welcome, supported and safe in school; socially, emotionally, physically and intellectually. Accelerate the implementation of the State St. PBIS (ARMOR) data collection and analysis tools as we anticipate the effects of the recently hired staff.

Practice #4 More emphasis is needed on regular attendance to reduce the high percentage of students with chronic absenteeism which has a direct negative impact on the overall academic achievement and growth of State Street Elementary.

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 2022-23 Proficient and Advanced grew by nearly 1%.	False
Math 2022-23 held at 11% Proficient and Advanced.	False
On the Early Literacy Assessment (Spring) of 2023-24, 47.5% of students were at or above benchmark; this is an increase 12% from the fall.	True
On Star Reading (Spring) 2023-24, the percentage of students in grades 2-5 at or above benchmark increased from 35.9% in the Fall to 36.6% in the Spring.	False
76% of the Black student sub group met or exceeded the state wide growth standard in mathematics/algebra; the state standard for growth is 70%.	True
74% of the Hispanic student sub group met or exceeded the state wide growth standard in mathematics/algebra; the state standard for growth is 70%.	False
In Spring of 2023-24, the percentage of students in grades 1-5 at or above benchmark on the STAR Math assessment increased by an average of 6.5% from the fall.	True
73% of the Hispanic student subgroup met or exceeded annual academic growth expectations in Science 2022-23; this is an 8% increase from the previous year 21-22. 10.9% of the Hispanic student subgroup scored advanced on the Science PSSA; this is a 3% increase from the previous year.	False
93.5% % of students met the career standards benchmark for the 2022-2023 school year.; this is an increase from the 2021-2022 school year mark of 78.4%.	True
Students in grades K-5 participate in programs and activities that immerse them in authentic career and technical experiences.	False
According to the Future Ready 2022-2023 data, the Black, Hispanic and Students with Disabilities all met or exceeded the statewide growth standards. (70% in Math)	False
According to the Future Ready 2022-2023 data, Hispanic, Economically Disadvantaged, students with 2 or more races, White, and Students with Disabilities all met or exceeded the statewide growth standards. (70% in Science)	False
According to the Future Ready 2022-2023 data, Hispanic, Economically Disadvantaged, and White student subgroups all increased the percent of students scoring proficient or advanced in ELA.	False

23-24 An average of 43.6% of students in the White subgroup grades 1-5 scored at or above the district benchmark of the 40th percentile on the STAR math assessment; this is greater than the school average of 42.4%.	False
Practice #15 Partner with business and organizations (i.e. SBBH, Foster Grandparent, SHINE, GFWC West Side Women's Auxiliary, CEO, CBIs)	False
Practice #14 Partnered with Agencies and Organizations, we provide opportunities for families to foster social, academic, and developmental needs. Family engagement is tracked by surveys to ensure all groups can participate and have opportunities to offer feedback.	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
11% of students were proficient or advanced on the Math PSSA; this is below the state average of 38.3%.	True
29.5% of students scored proficient or advanced in ELA PSSA; this is below the Statewide average of 54.5%	True
On the Early Literacy Assessment (Spring) of 2023-24, an average of 52.5% of students in grades K-1 scored below benchmark.	False
50% of Black, two or more races, Economically Disadvantaged and Combined Ethnicities subgroups meet or exceed the statewide growth standard in ELA; this is below the statewide standard of 70%.	False
50% of the White subgroup meets or exceeds the statewide growth standard in MATH; this is below the statewide standard of 70%.	False
According to the STAR ELA Screening report for Spring 2023-24, 63.4% of students in grade 2-5 are below the district benchmark of 40th percentile rank.	False
23-24 An average of 73.4% of students in the Black subgroup in the grades 1-5 scored below the district benchmark of the 40th percentile on the STAR math assessment; this is greater than the school average of 57.6% .	False
In 2022-2023, 67% of students met or exceeded annual academic growth expectations in Science 2022-23; this is a 12% decrease from the previous year 21-22.	False
93.5% of all students met the career standards benchmark; this is 4.5% below the state performance standard of 98%.	False

According to the Future Ready 2022--2023 data, 29.5% of the all student groups scored proficient or advanced in ELA.	False
According to the Future Ready 2022-2023 data, 11% of all student groups scored proficient or advanced in mathematics.	False
Practice #18: More emphasis on monitoring and evaluating the impact of professional learning on staff practices and student learning is needed.	False
50.8% of students scored proficient of advanced in the science PSSA; this is a 5.2% decrease from the prior year 21-22.	False
According to the STAR math Screening report for (Spring) 2023-24, an average of 57.6% of students in grade 1-5 are below the district benchmark of 40th percentile rank; kindergarten does not take the STAR math assessment.	False
Practice #11 Time is needed to experience the impact of mid-year and 2024-25 new hires (behavior specialist, school guidance counselor, a grade 3 teacher and a grade 5 teacher) to create a more positive school environment where all members feel welcome, supported and safe in school; socially, emotionally, physically and intellectually. Accelerate the implementation of the State St. PBIS (ARMOR) data collection and analysis tools as we anticipate the effects of the recently hired staff.	True
Practice #12 State Street's increasing population has created a need for more comprehensive intervention program for academic and behavioral supports to actively improve the current A.R.M.O.R. Positive Behavior and SAP program.	False
Practice #17 More time is needed for staff to work collaboratively on lesson study, analysis of student work, problem solving, curriculum development, and collaborative teaching.	False
Practice #4 More emphasis is needed on regular attendance to reduce the high percentage of students with chronic absenteeism which has a direct negative impact on the overall academic achievement and growth of State Street Elementary.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
11% of students were proficient or advanced on the Math PSSA; this is below the state average of 38.3%.	Based on our needs assessment, students lack mastery of problem solving and basic math facts.	True
29.5% of students scored proficient or advanced in ELA PSSA; this is below the Statewide average of 54.5%	Based on our needs assessment, students need stronger phonemic awareness, phonics and basic reading skills	True
Practice #11 Time is needed to experience the impact of mid-year and 2024-25 new hires (behavior specialist, school guidance counselor, a grade 3 teacher and a grade 5 teacher) to create a more positive school environment where all members feel welcome, supported and safe in school; socially, emotionally, physically and intellectually. Accelerate the implementation of the State St. PBIS (ARMOR) data collection and analysis tools as we anticipate the effects of the recently hired staff.	The education and training of staff on the expansion of the PBIS program will create a more positive school environment where all members feel welcome, supported, and safe in school.	True
Practice #4 More emphasis is needed on regular attendance to reduce the high percentage of students with chronic absenteeism which has a direct negative impact on the overall academic achievement and growth of State Street Elementary.	Based on the Future Ready PA Index, only 50.5% of students are NOT chronically absent which is below the state average of 73.9%. ?????????(Insert number of students here)	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
On the Early Literacy Assessment (Spring) of 2023-24, 47.5% of students were at or above benchmark; this is an increase 12% from the fall.	Success in the primary grades will provide a solid launching point for improved student achievement in math/ELA as they progress through the intermediate grades.
In Spring of 2023-24, the percentage of students in grades 1-5 at or above benchmark on the STAR Math assessment increased by an average of 6.5% from the fall.	Improvement of math skills district wide is a focus. A new math series for K-8 (McGraw Hill Reveal) will be implemented for the 2024-25 school year.
93.5% % of students met the career standards benchmark for the 2022-2023 school year.; this is an	Concentrated efforts will be used to build upon last year's growth in hopes of achieving the statewide performance standard of 98%. More emphasis

increase from the 2021-2022 school year mark of 78.4%.	will be placed on improving participation with new students, cyber students, and self-contained homerooms.
76% of the Black student sub group met or exceeded the state wide growth standard in mathematics/algebra; the state standard for growth is 70%.	A continued focus on newly implemented schoolwide interventions (ie. Xtra-math, IXL math) will assist in further growth of the Black subgroup as well as other student subgroups.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	A stronger focus on mastery of basic math facts and problem solving skills will be achieved with the use of programs such as STAR 360 Custom, IXL, McGraw-Hill Reveal, and Xtra-Math and other district owned resources.
	A stronger focus on a mastery of phonemic awareness, phonics, and reading comprehension achieved with the use of programs such as FOUNDATIONS, Heggerty, LEXIA, STAR 360 Custom, and other district owned resources. ??????
	An equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with safety and interventions for targeted grades or subgroups who are historically underperforming.
	A stronger focus on educating our State Street families on the importance of regular attendance is needed.

Goal Setting

Priority: A stronger focus on mastery of basic math facts and problem solving skills will be achieved with the use of programs such as STAR 360 Custom, IXL, McGraw-Hill Reveal, and Xtra-Math and other district owned resources.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Kindergarten and first grade students will master reading, writing, representing numbers, and counting to 100.			
Measurable Goal Nickname (35 Character Max)			
Math Automaticity			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will participate in BOY benchmark assessments. Students will be grouped based on specific skill deficit needs and small group instruction will be provided.	By the end of term 2, all students will have participated in progress monitoring assessments and will demonstrate progress towards growth. All students will have made an average gain of 2-4%	By the end of term 3, all students will have participated MOY benchmark assessments. Additionally, progress monitoring assessments will also demonstrate progress towards growth. At this point of the year, students should have made an average gain of 4-7%	By the end of term 4, all students will have participated EOY benchmark assessments. Additionally, progress monitoring assessments will also demonstrate progress towards growth. At this point of the year, students should have made an average gain of 7-10%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students in Grades 1-5 will increase their accuracy of grade level appropriate math facts and problem solving skills and will attain a 7-10% improvement by EOY.			
Measurable Goal Nickname (35 Character Max)			
Math Automaticity			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will participate in BOY benchmark assessments. Students will be grouped based on	By the end of term 2, all students will have participated in progress monitoring assessments and	By the end of term 3, all students will have participated MOY benchmark assessments. Additionally, progress monitoring	By the end of term 4, all students will have participated EOY benchmark assessments. Additionally, progress monitoring

specific skill deficit needs and small group instruction will be provided.	will demonstrate progress towards growth. All students will have made an average gain of 2-4%	assessments will also demonstrate progress towards growth. At this point of the year, students should have made an average gain of 4-7%	assessments will also demonstrate progress towards growth. At this point of the year, students should have made an average gain of 7-10%
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Priority: A stronger focus on a mastery of phonemic awareness, phonics, and reading comprehension achieved with the use of programs such as FUNDATIONS, Heggerty, LEXIA, STAR 360 Custom, and other district owned resources. ??????

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students in Grades K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension and will attain a 7-10% improvement by EOY.			
Measurable Goal Nickname (35 Character Max)			
ELA Reading Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will participate in BOY benchmark assessments. Students will be grouped based on specific skill deficit needs and small group instruction will be provided.	By the end of term 2, all students will have participated in progress monitoring assessments and will demonstrate progress towards growth. All students will have made an average gain of 2-4%	By the end of term 3, all students will have participated MOY benchmark assessments. Additionally, progress monitoring assessments will also demonstrate progress towards growth. At this point of the year, students should have made an average gain of 4-7%	By the end of term 4, all students will have participated EOY benchmark assessments. Additionally, progress monitoring assessments will also demonstrate progress towards growth. At this point of the year, students should have made an average gain of 7-10%

Priority: An equitable appropriation of resources (staff, academic and social/emotional program resources) to assist with safety and interventions for targeted grades or subgroups who are historically underperforming.

Outcome Category
School climate and culture
Measurable Goal Statement (Smart Goal)
The number of incidents will decrease by 5% from the previous year to 2024-25 year end due to the addition of the Behavioral Specialist, additional School Counselor, implementation of MTSS Tier I, new tracking system for behavioral referrals, PBIS rewards,

and ARMOR calendar of events. We will encourage positive interactions between students, teachers, and school leaders. We will foster a sense of community by promoting respectful communication and collaboration.			
Measurable Goal Nickname (35 Character Max)			
Positive Climate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Update the processes and referrals to easier tracking systems for PBIS to decrease the number of incidents.	Decrease the number of incidents by 1-2% from year to year.	Decrease the number of incidents by 2-3% from year to year.	Decrease the number of incidents by 4-5% from year to year.

Priority: A stronger focus on educating our State Street families on the importance of regular attendance is needed.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Students in grades K-5 with a 10% rate of absenteeism from the 2023-24 schoolyear will decrease their number of days absent during the 2024-25 schoolyear to 6%.			
Measurable Goal Nickname (35 Character Max)			
Attendance Works: Attend Today, Achieve Tomorrow			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Educate parents on Skyward and the importance of regular attendance during parent and family engagements such as Meet the Teacher Night.	By the end of term 2, we will see a decrease in absenteeism of designated group by 1%.	By the end of term 3, we will see a decrease in absenteeism of designated group by 2%.	By the end of term 4, we will see a decrease in absenteeism of designated group by 3%.

Action Plan

Measurable Goals

ELA Reading Proficiency	
Math Automaticity	Math Automaticity
Positive Climate	Attendance Works: Attend Today, Achieve Tomorrow

Action Plan For: Foundational Skills

Measurable Goals:
<ul style="list-style-type: none"> Students in Grades K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension and will attain a 7-10% improvement by EOY.

Action Step		Anticipated Start/Completion Date	
1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using Lexia, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students.		2024-09-04	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Clever, Lexia, Foundations, STAR Renaissance Assessments, chromebooks, time to meet, data from assessments.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using Lexia, Foundations (K-3), and small group support. Benchmark Data, STAR Data, Documentation from Quarterly student grouping meetings.	Grade K-5 students will participate in progress monitoring with the Title I Coaches quarterly. Classroom teachers will utilize progress monitoring data to drive instruction and to collaborate with Title I Coaches to determine interventions.

Action Plan For: Kindergarten and Grade 1: Numbers and Operations

Measurable Goals:
<ul style="list-style-type: none"> Kindergarten and first grade students will master reading, writing, representing numbers, and counting to 100.

Action Step		Anticipated Start/Completion Date	
1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom teachers to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students. 5. Meet quarterly to review progress monitoring and grouping needs of students.		2024-09-04	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Clever, IXL XtraMath MyMath Placement, Renaissance StarMath, Chromebooks, Time to meet, Data from assessments	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
K-1 will master reading, writing, counting and representing numbers 0-100. Benchmark Data, Star Data, Documentation from Quarterly student grouping meetings.	Students will participate in progress monitoring with the TITLE I Coach quarterly with 3 times annually with STAR Math. Classroom teachers will utilize progress monitoring data to drive instruction and to collaborate with Title I Coaches to determine interventions.

Action Plan For: Grade 1 -5: Numbers and Operations

Measurable Goals:
<ul style="list-style-type: none"> Kindergarten and first grade students will master reading, writing, representing numbers, and counting to 100.

Action Step	Anticipated Start/Completion Date
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1. Administer the grade level assessments (STAR Math) to establish a baseline for students in grade 1-5. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teachers to meet to determine student groups. 4. Design and implement instruction/ interventions based on the needs of the students; Grades 1- 5 will master their accuracy of grade level math facts and problem solving skills with small group support and IXL. 5. Meet quarterly to review progress monitoring and grouping needs of students.		2024-09-04	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Clever, IXL Math, XtraMath Chromebooks, Renaissance STAR Math, Time to meet, Data from assessments	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will increase their accuracy on grade level math facts and problem solving skills. Benchmark Data, STAR Data, Documentation from quarterly student grouping meetings.	Students will participate in progress monitoring with the TITLE I Coaches quarterly in IXL Classroom teachers will utilize progress monitoring data to drive instruction and to collaborate with Title I Coaches to determine interventions.

Action Plan For: PBIS

Measurable Goals:
<ul style="list-style-type: none"> The number of incidents will decrease by 5% from the previous year to 2024-25 year end due to the addition of the Behavioral Specialist, additional School Counselor, implementation of MTSS Tier I, new tracking system for behavioral referrals, PBIS rewards, and ARMOR calendar of events. We will encourage positive interactions between students, teachers, and school leaders. We will foster a sense of community by promoting respectful communication and collaboration.

Action Step	Anticipated Start/Completion Date	
1. A Behavioral Specialist with the help of the A.R.M.O.R. Team will continue to develop a plan to improve the overall school climate. 2. Teachers will be provided mini behavior lessons based on designated themes. 3. Teachers will be instructed and supported on teaching students schoolwide expectations. 4. A rewards system will promote positive student behavior. 5. A tiered support system for students exhibiting challenging behaviors and creating disruptions will be implemented. (MTSS Tier 1) 6. A Teacher Support system to	2024-09-04	2025-06-13

include training in behavior modification tools beginning with de-escalation and mindfulness needs to continue and expand.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Assistant Principal Behavioral Specialist	PBIS, Mini lessons, Monthly calendars, Challenging behavior flowchart, Incentives, A digital system for tracking and reward data, Discipline referrals, Teacher support/training	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved academic performance, Social and emotional competence, Reduced office discipline referrals, ARMOR Schoolwide Expectation Posters, Rewards System, Behavioral Flowchart, A digital tracking system for behaviors	Principal and Behavioral Specialist will determine the frequency of monitoring.

Action Plan For: Attendance

Measurable Goals:
<ul style="list-style-type: none"> Students in grades K-5 with a 10% rate of absenteeism from the 2023-24 schoolyear will decrease their number of days absent during the 2024-25 schoolyear to 6%.

Action Step	Anticipated Start/Completion Date	
Implement a positive attendance program to increase students' attendance. 1. Accurate data: Teachers and school staff take attendance accurately and it is entered daily into Skyward. 2. A team, led by our attendance officer, will meet to: (a) monitor attendance data and trends; (b) coordinate a multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data; and (d) ensure chronically absent students receive needed supports. 3. Our school has a welcoming and engaging climate that promotes safety, belonging, great teaching and learning, and interpersonal relationships with students, families, and staff. 4. Our school will promote a culture of attendance in year-round communication to families and students (back-to-school events, letters, flyers, personal phone calls, etc.) and will regularly recognize good and improved attendance. 5. We will reach out to chronically absent students and families and engage them as partners in attendance. 6. Our school partners with community agencies (children's agencies, county	2024-09-04	2025-06-13

children & youth) that offer resources (e.g. expanded learning, health services, mentors) that help engage students and remove attendance barriers. 7. Our school staff will understand what constitutes chronic absence, why it matters, and what are effective attendance practices. 8. We will use data to assess the effectiveness of practices in order to expand what works and modify what does not. 9. Our strategies for supporting student attendance are reflected in our school improvement plan. 10. Our district promotes a positive problem-solving approach to improving attendance with legal action only used as a last resort.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Attendance Officer	flyers and brochures banners/posters t-shirts and pins attendance certificates social media posts	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved academic performance,	Principal and Attendance Officer will determine the frequency of monitoring.

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
Instruction	<ul style="list-style-type: none">• Foundational Skills• Kindergarten and Grade 1: Numbers and Operations• Grade 1 -5: Numbers and Operations• PBIS• Attendance	Title I Teachers Salaries & Benefits	1991176
Instruction	<ul style="list-style-type: none">• Foundational Skills• Kindergarten and Grade 1: Numbers and Operations• Grade 1 -5: Numbers and Operations• PBIS• Attendance	Title I Reading & Math Intervention Supplies & Materials	50415

Other Expenditures	<ul style="list-style-type: none"> • Foundational Skills • Kindergarten and Grade 1: Numbers and Operations • Grade 1 -5: Numbers and Operations • PBIS • Attendance 	Teacher Professional Development	30000
Other Expenditures	<ul style="list-style-type: none"> • PBIS • Attendance 	Title I Schoolwide Attendance & PBIS Supplies & Materials	4000
Other Expenditures	<ul style="list-style-type: none"> • Foundational Skills • Kindergarten and Grade 1: Numbers and Operations • Grade 1 -5: Numbers and Operations • PBIS • Attendance 	Title I Parent & Family Engagement Trainings - Salaries & Benefits	10000
Total Expenditures			2085591

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Foundational Skills	<p>1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using Lexia, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students.</p>
Kindergarten and Grade 1: Numbers and Operations	<p>1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom teachers to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students. 5. Meet quarterly to review progress monitoring and grouping needs of students.</p>
Grade 1 -5: Numbers and Operations	<p>1. Administer the grade level assessments (STAR Math) to establish a baseline for students in grade 1-5. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teachers to meet to determine student groups. 4. Design and implement instruction/ interventions based on the needs of the students; Grades 1- 5 will master their accuracy of grade level math facts and problem solving skills with small group support and IXL. 5. Meet quarterly to review progress monitoring and grouping needs of students.</p>
PBIS	<p>1. A Behavioral Specialist with the help of the A.R.M.O.R. Team will continue to develop a plan to improve the overall school climate. 2. Teachers will be provided mini behavior lessons based on designated themes. 3. Teachers will be instructed and supported on teaching students schoolwide expectations. 4. A rewards system will promote positive student behavior. 5. A tiered support system for students exhibiting challenging behaviors and creating disruptions will be implemented. (MTSS Tier 1) 6. A Teacher Support system to include training in behavior modification tools beginning with de-escalation and mindfulness needs to continue and expand.</p>
Attendance	<p>Implement a positive attendance program to increase students' attendance. 1. Accurate data: Teachers and school staff take attendance accurately and it is entered daily into Skyward. 2. A team, led by our attendance officer, will meet to: (a) monitor attendance data and trends; (b) coordinate a multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data; and (d) ensure chronically absent students receive needed supports. 3. Our school has a welcoming and engaging climate that promotes safety, belonging, great teaching and learning, and interpersonal relationships with students, families, and staff. 4. Our school will promote a culture of attendance in</p>

	<p>year-round communication to families and students (back-to-school events, letters, flyers, personal phone calls, etc.) and will regularly recognize good and improved attendance. 5. We will reach out to chronically absent students and families and engage them as partners in attendance. 6. Our school partners with community agencies (children's agencies, county children & youth) that offer resources (e.g. expanded learning, health services, mentors) that help engage students and remove attendance barriers. 7. Our school staff will understand what constitutes chronic absence, why it matters, and what are effective attendance practices. 8. We will use data to assess the effectiveness of practices in order to expand what works and modify what does not. 9. Our strategies for supporting student attendance are reflected in our school improvement plan. 10. Our district promotes a positive problem-solving approach to improving attendance with legal action only used as a last resort.</p>
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STAR

<p>Action Step</p> <ul style="list-style-type: none"> • 1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using Lexia, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students. • 1. Administer the grade level assessments (STAR Math) to establish a baseline for students in grade 1-5. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teachers to meet to determine student groups. 4. Design and implement instruction/ interventions based on the needs of the students; Grades 1- 5 will master their accuracy of grade level math facts and problem solving skills with small group support and IXL. 5. Meet quarterly to review progress monitoring and grouping needs of students. • 1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom teachers to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students. 5. Meet quarterly to review progress monitoring and grouping needs of students.
<p>Audience</p>
<p>All K-5 Teachers</p>
<p>Topics to be Included</p>

Understanding Assessments Retrieving Data Analysing Star Data STAR Custom training Student Grouping CBMs - Progress monitoring tool		
Evidence of Learning		
Classroom teacher can access and use data from Star Renaissance to generate reports for administration as required. Teachers will be able to use data from Star Renaissance to group students and drive their instruction. Teachers will monitor progress through CBM probes for flexible grouping.		
Lead Person/Position	Anticipated Start	Anticipated Completion
TITLE I Teachers and Technology Coach	2024-09-04	2025-06-13

Learning Format

Type of Activities	Frequency
Classroom/school visitation	as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

STAR

Action Step
<ul style="list-style-type: none"> 1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using Lexia, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students. 1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom teachers to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students. 5. Meet quarterly to review progress monitoring and grouping needs of students. 1. Administer the grade level assessments (STAR Math) to establish a baseline for students in grade 1-5. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teachers to meet to determine student groups. 4. Design and implement instruction/ interventions based on the needs of the students; Grades 1- 5 will master their accuracy of grade level math facts and

problem solving skills with small group support and IXL. 5. Meet quarterly to review progress monitoring and grouping needs of students.		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Classroom/school visitation	as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

IXL Training for TITLE I Teachers

Action Step
<ul style="list-style-type: none"> 1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom teachers to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students. 5. Meet quarterly to review progress monitoring and grouping needs of students. 1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using Lexia, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students.

Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	As Needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

IXL Training for TITLE I Teachers

Action Step
<ul style="list-style-type: none"> 1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using Lexia, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students. 1. Administer the grade level assessments (Star Early Literacy Subdomain-early numeracy) kindergarten students and Star Math for grade 1 to establish a baseline for students in grade K-1. 2. Analyze the data to identify students' needs. 3. Title I and classroom teachers to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students. 5. Meet quarterly to review progress monitoring and grouping needs of students.
Audience
Topics to be Included

Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	As Needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

School Climate - PBIS Teacher Training

Action Step		
<ul style="list-style-type: none"> 1. A Behavioral Specialist with the help of the A.R.M.O.R. Team will continue to develop a plan to improve the overall school climate. 2. Teachers will be provided mini behavior lessons based on designated themes. 3. Teachers will be instructed and supported on teaching students schoolwide expectations. 4. A rewards system will promote positive student behavior. 5. A tiered support system for students exhibiting challenging behaviors and creating disruptions will be implemented. (MTSS Tier 1) 6. A Teacher Support system to include training in behavior modification tools beginning with de-escalation and mindfulness needs to continue and expand. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
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Workshop(s)	Monthly On going
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

School Climate - PBIS Teacher Training

Action Step		
<ul style="list-style-type: none"> 1. A Behavioral Specialist with the help of the A.R.M.O.R. Team will continue to develop a plan to improve the overall school climate. 2. Teachers will be provided mini behavior lessons based on designated themes. 3. Teachers will be instructed and supported on teaching students schoolwide expectations. 4. A rewards system will promote positive student behavior. 5. A tiered support system for students exhibiting challenging behaviors and creating disruptions will be implemented. (MTSS Tier 1) 6. A Teacher Support system to include training in behavior modification tools beginning with de-escalation and mindfulness needs to continue and expand. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly On going
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Attendance Works: Attend Today, Achieve Tomorrow

Action Step

- Implement a positive attendance program to increase students' attendance. 1. Accurate data: Teachers and school staff take attendance accurately and it is entered daily into Skyward. 2. A team, led by our attendance officer, will meet to: (a) monitor attendance data and trends; (b) coordinate a multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data; and (d) ensure chronically absent students receive needed supports. 3. Our school has a welcoming and engaging climate that promotes safety, belonging, great teaching and learning, and interpersonal relationships with students, families, and staff. 4. Our school will promote a culture of attendance in year-round communication to families and students (back-to-school events, letters, flyers, personal phone calls, etc.) and will regularly recognize good and improved attendance. 5. We will reach out to chronically absent students and families and engage them as partners in attendance. 6. Our school partners with community agencies (children's agencies, county children & youth) that offer resources (e.g. expanded learning, health services, mentors) that help engage students and remove attendance barriers. 7. Our school staff will understand what constitutes chronic absence, why it matters, and what are effective attendance practices. 8. We will use data to assess the effectiveness of practices in order to expand what works and modify what does not. 9. Our strategies for supporting student attendance are reflected in our school improvement plan. 10. Our district promotes a positive problem-solving approach to improving attendance with legal action only used as a last resort.

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position

Anticipated Start

Anticipated Completion

Learning Format

Type of Activities	Frequency
Conference	As Needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Attendance Works: Attend Today, Achieve Tomorrow

Action Step		
<ul style="list-style-type: none"> Implement a positive attendance program to increase students' attendance. 1. Accurate data: Teachers and school staff take attendance accurately and it is entered daily into Skyward. 2. A team, led by our attendance officer, will meet to: (a) monitor attendance data and trends; (b) coordinate a multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data; and (d) ensure chronically absent students receive needed supports. 3. Our school has a welcoming and engaging climate that promotes safety, belonging, great teaching and learning, and interpersonal relationships with students, families, and staff. 4. Our school will promote a culture of attendance in year-round communication to families and students (back-to-school events, letters, flyers, personal phone calls, etc.) and will regularly recognize good and improved attendance. 5. We will reach out to chronically absent students and families and engage them as partners in attendance. 6. Our school partners with community agencies (children's agencies, county children & youth) that offer resources (e.g. expanded learning, health services, mentors) that help engage students and remove attendance barriers. 7. Our school staff will understand what constitutes chronic absence, why it matters, and what are effective attendance practices. 8. We will use data to assess the effectiveness of practices in order to expand what works and modify what does not. 9. Our strategies for supporting student attendance are reflected in our school improvement plan. 10. Our district promotes a positive problem-solving approach to improving attendance with legal action only used as a last resort. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Conference	As Needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

ELA Digital Intervention Tool Training on either LEXIA or IXL ELA K-5

Action Step		
<ul style="list-style-type: none"> 1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using Lexia, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students. 		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Workshop(s)	As needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

ELA Digital Intervention Tool Training IXL ELA K-5

Action Step
<ul style="list-style-type: none"> 1. Administer the grade level assessments (Star Renaissance) to establish a baseline for students in grade K-5; Star Early Literacy and Star Reading based on each student's ability. 2. Analyze the data to identify students' needs. 3. Title I and Classroom teacher to meet to determine student groups. 4. Design and Implement instruction/ interventions based on the needs

of the students; Grade K-5 will increase their accuracy of phonemic awareness, phonics, and reading comprehension using Lexia, Foundations (K-3), and small group support. 5. Meet quarterly to review progress monitoring and grouping needs of students.

Audience

Topics to be Included

Evidence of Learning

Lead Person/Position

Anticipated Start

Anticipated Completion

Learning Format

Type of Activities

Frequency

Workshop(s)

As needed

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• Board Minutes Approval.pdf• State St. Affirmation.pdf

Chief School Administrator	Date
David Tosh	2024-08-23
Building Principal Signature	Date
Tim Needle	2024-08-26
School Improvement Facilitator Signature	Date