

## **CARROLL EL SCH**

6670 Spring Rd

Schoolwide Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

Carroll Elementary, in partnership with the community, prepares students dedicated to building positive relationships, maintaining high character, and achieving academic success; while possessing the global value necessary to thrive in an ever-changing, increasingly diverse world.? We will strive to improve our curriculum and our instruction in order to meet the individual needs of every child Pre-K through fifth grade.

## STEERING COMMITTEE

Name	Position	Building/Group
Molly Leader	Regular Education Teacher	Carroll Elementary
Stephanie Hippman	Regular Education Teacher	Carroll Elementary
Angela Suder	Parent	PTO President
Devin Albrand	Parent	PTO Member
Michele Dubaich	District Level Leaders	West Perry School District
Daniel Emanuelson	Principal	Carroll Elementary
Lisa Liddick	Community Member	West Perry Resident
Melody Knoll	Teacher	Carroll Elementary
Tricia Mesaris	Teacher	Carroll Elementary
Jill Dobbs	Education Specialist	Carroll Elementary



## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

Even though we have closed the gap between our scores and those of other district schools and the state average, our percentage of proficient students is still too low. We have identified two root causes of our lack of success. Our students struggle with their basic facts at all levels. We created a Math Interventionist position to assist in improving these skills. The second root problem is our students stamina and their ability to solve multi-step and/or rigorous problems. We also need to find ways to include parents in this improvement process. Those students who have support at home, practice their math skills at home, and complete assigned homework tend to have a better understanding of their basic math facts and they perform better on assessments throughout the year. Whether it is the Math Interventionist, the parents/guardians, or other supports outside of the classroom, it is important to ensure that our struggling students are spending additional time to address their individual needs.

Mathematics

We have seen some improvement in our ELA scores over the past few years, but we have seen a drop in our students' reading abilities. The two 'Covid' years had a big impact on our students. Many of them did not make the progress needed throughout the year and their EOY reading levels showed this struggle. Small group and 1 on 1 work with the classroom teacher, small group work with the Title 1 teacher, and 1 on 1 work with the Title 1 aides will be used to address the weaknesses of our Kindergarten through 3rd grade students. District administration, literacy coaches, and teachers are constantly looking at ways to improve our curriculum and how we deliver that curriculum. Data is analyzed throughout the year and conversations are held to determine the best course of action to improve upon the weaknesses noted in the data. This could come in the form of additions to the reading curriculum or changes in instructional techniques.

English  
Language  
Growth and  
Attainment

## ACTION PLAN AND STEPS



## Evidence-based Strategy

Title I Reading Specialist Intervention Support

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Rigby Reading Goal

As measured by the Rigby Assessment, 75% of our Kindergarten through third grade students will reach their respective End-of-Year grade level reading goal.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Beginning of Year Acadience Reading Assessments and Rigby will be given to students.

2023-08-24 -  
2024-06-04

Molly  
Leader/Title I  
Teacher

Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments reading assessments along with the appropriate software and hardware. Training on the administration of Acadience.

Results are compiled by Literacy Coaches and Reading specialists.

2023-08-24 -  
2024-06-04

Molly  
Leader/Title I  
Teacher Erin  
Monn Sarah  
Columbus  
Coaches

Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments  
\$ 153,436.00 of Title I  
Federal Funds will be used

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			to pay the salary and benefits of our Title I reading teacher and our three Title I aides. \$ 2,823.00 of Title I Federal Funds will be used for Parent Engagement and related activities.
Student need is determined by the Literacy team. (Reading specialist, regular ed classroom teacher, literacy coach, admin as needed)	2023-08-24 - 2024-06-04	Molly Leader/Title I Teacher Erin Monn Sarah Columbus Coaches Classroom teacher Administrator as necessary	Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments \$ 153,436.00 of Title I Federal Funds will be used to pay the salary and benefits of our Title I reading teacher and our three Title I aides. \$ 2,823.00 of Title I Federal Funds will be used for Parent Engagement and related activities.
Student is assigned to appropriate intervention groups.	2023-08-24 - 2024-06-04	Molly Leader/Title I Teacher	Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			<p>\$ 153,436.00 of Title I Federal Funds will be used to pay the salary and benefits of our Title I reading teacher and our three Title I aides. \$ 2,823.00 of Title I Federal Funds will be used for Parent Engagement and related activities.</p>
<p>Reading specialist will determine the best individualized plan of action for each student recommended for interventions. Students with limited needs will be taught in small guided reading groups within the classroom. Students with more severe needs will be presented to the MTSS team for more intense help.</p>	<p>2023-08-24 - 2024-06-04</p>	<p>Molly Leader/Title I Teacher</p>	<p>Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments \$ 153,436.00 of Title I Federal Funds will be used to pay the salary and benefits of our Title I reading teacher and our three Title I aides. \$ 2,823.00 of Title I Federal Funds will be used for Parent Engagement and related activities.</p>
<p>Progress of students will be monitored throughout. This will be done through formative assessments, anecdotal notes and collection of</p>	<p>2023-08-24 - 2024-06-04</p>	<p>Molly Leader/Title I</p>	<p>Title I resource room, Title I reading supplies, 2 Title I</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Rigby levels on a 'Status of the Class' spreadsheet.		Teacher Classroom teachers	aides, access to formative and summative assessments \$ 153,436.00 of Title I Federal Funds will be used to pay the salary and benefits of our Title I reading teacher and our three Title I aides. \$ 2,823.00 of Title I Federal Funds will be used for Parent Engagement and related activities.
Classroom teachers, Title 1 reading specialists, Emotional Support teachers , Learning Support teachers, and Speech clinicians will receive professional development prior to the beginning of the 2023 -2024 school year. This support will continue on an as needed basis throughout the 2023 - 2024 school year. The PD is specifically designed to ensure phonic and phonemic awareness are taught daily with fidelity and structure.	2023-05-05 - 2024-06-04	Dr. Sara Lobaugh / ELA specialist and consultant from the Capital Area intermediate unit	Heggerty manuals / UFLI manuals
Classroom teachers, Title 1 reading specialists, Emotional Support teachers , Learning Support teachers, and Speech clinicians will receive professional development prior to the beginning of the 2023 -2024 school year. This support will continue on an as needed basis throughout the 2023 - 2024 school year. The PD is specifically	2023-08-21 - 2024-06-04	Dr. Sara Lobaugh / ELA specialist and consultant from the	Kid lips Sound Wall



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
designed to ensure phonic and phonemic awareness are taught daily with fidelity and structure.		Capital Area intermediate unit	
Classroom teachers, Learning Support teachers, Emotional Support teachers, Speech Clinicians and title 1 teachers will all be taught on how to use Seesaw communication to enhance and encourage family engagement. We believe that family engagement will help to keep families more involved, help us to set goals and improve student achievement. Teachers will receive explicit instruction on how to use See saw and administrators can pull reports on usage by staff to help encourage and support staff in these efforts.	2023-08-22 - 2024-06-04	Erin Monn Sarah Columbus Coaches Classroom teacher Administrator as necessary	\$2823.00 Funds for Seesaw for all students

**Anticipated Outcome**

Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.

**Monitoring/Evaluation**

Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.



## Evidence-based Strategy

Acadience math progress monitoring and assessment

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Math Fluency Goal

Given a Math Fluency Assessment, 85% of our First through Fifth grade students will meet the End-of-Year Fluency goal established for each grade level. Students will be given a timed fluency assessment. Students will meet their respective grade level's percentage goal to be considered successful. (The percentages will vary due to the number of problems on each given assessment.)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Acadience math Screeners for each level, teacher recommendations and weekly formative assessments will be used to determine student needs.	2023-08-24 - 2024-06-04	Olivia Stowman / Math Interventionist Classroom Teachers	Math Interventionist, Eureka Curriculum, access to formative and summative assessments both curriculum based and Acadience normed assessments
Acadience Assessments will be given at the beginning of the year, each marking period, and then at the end of the year. This data will be compiled and analyzed by the Math Interventionist, literacy coach, and the principal. This data will be used to determine student needs and it will also be used to measure student progress.	2023-08-24 - 2024-06-04	Olivia Stowman / Math Interventionist Erin Monn Sarah Columbus	Math Interventionist, Eureka Curriculum, access to formative and summative assessments both curriculum based and

**Action Step**

**Anticipated  
Start/Completion**

**Lead  
Person/Position**

**Materials/Resources/Supports  
Needed**

Coaches  
Classroom teacher  
Administrator as  
necessary

Acadience normed  
assessments

**Anticipated Outcome**

Students math needs will be met on a daily basis. The students will improve upon these deficits over time.

**Monitoring/Evaluation**

Student skill deficits will be kept on a spreadsheet. Student progress towards mastery will be monitored and recorded on the spreadsheet. This progress will be determined using weekly formative assessments, Fluency assessments, and the math interventionist's data collection.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As measured by the Rigby Assessment, 75% of our Kindergarten through third grade students will reach their respective End-of-Year grade level reading goal. (Rigby Reading Goal)	Title I	Beginning of Year	08/24/2023
	Reading	Acadience	-
	Specialist	Reading	06/04/2024
	Intervention Support	Assessments and Rigby will be given to students.	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As measured by the Rigby Assessment, 75% of our Kindergarten through third grade students will reach their respective End-of-Year grade level reading goal. (Rigby Reading Goal)</p>	Title I	Classroom	05/05/2023
	Reading Specialist Intervention Support	teachers, Title 1 reading specialists, Emotional Support teachers , Learning Support teachers, and Speech clinicians will receive professional development prior to the beginning of the 2023 -2024 school year. This support will continue on an as needed basis throughout the 2023 - 2024 school year. The PD is specifically	- 06/04/2024

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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designed to  
ensure phonic and  
phonemic  
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As measured by the Rigby Assessment, 75% of our Kindergarten through third grade students will reach their respective End-of-Year grade level reading goal. (Rigby Reading Goal)</p>	<p>Title I Reading Specialist Intervention Support</p>	<p>Classroom teachers, Title 1 reading specialists, Emotional Support teachers , Learning Support teachers, and Speech clinicians will receive professional development prior to the beginning of the 2023 -2024 school year. This support will continue on an as needed basis throughout the 2023 - 2024 school year. The PD is specifically</p>	<p>08/21/2023 - 06/04/2024</p>

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>As measured by the Rigby Assessment, 75% of our Kindergarten through third grade students will reach their respective End-of-Year grade level reading goal. (Rigby Reading Goal)</p>	Title I	Classroom	08/22/2023
	Reading Specialist Intervention Support	<p>teachers, Learning Support teachers, Emotional Support teachers, Speech Clinicians and title 1 teachers will all be taught on how to use Seesaw communication to enhance and encourage family engagement. We believe that family engagement will help to keep families more involved, help us to set goals and improve student achievement. Teachers will</p>	<p>- 06/04/2024</p>

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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receive explicit instruction on how to use See saw and administrators can pull reports on usage by staff to help encourage and support staff in these efforts.

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## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

**Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

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School Improvement Facilitator Signature

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Building Principal Signature

Daniel Emanuelson

2023-08-29

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

57% of our students scored proficient or advanced. The state average was 54. We are not satisfied with this score but it is a good point to start.

42% of our students scored proficient or advanced in Mathematics/Algebra 1. The state average was 35%.

100% of economically disadvantaged students met the statewide growth standard in English Language Arts / Literature. .

37.5% of our economically disadvantaged students scored proficient or advanced on the state Mathematics / Algebra 1 assessment. This is an increase of 3% from the previous years score.

The percentage of students who scored proficient on the state assessment rose 2% on the 2022 exam.

Our 3rd grade improved their overall proficiency from 62% to 66% in English Language Arts / Literature on the PSSA over the previous year.

The percentage of students who scored advanced on the 2022

### Challenges

Our students with disabilities had a decrease in percentage of proficient /advanced from 5% to 4.2% in Mathematic/Algebra 1.

Our percentage of economically disadvantaged students who scored proficient/advanced dropped from 68% to 52% in Science / Biology 1.

Poor student attendance was a problem last year. We will create a building plan to address this specifically.

Carroll saw Proficient/Advanced percentages drop from 62% to 54% in 2022 amongst our 5th graders.

Only 31% of our 5th grade students scored proficient or advanced on the latest PSSA data.

Only 39% of our 4th grade students scored proficient or advanced on the latest PSSA data.

Percent Proficient/Advanced in English Language Arts/Literature. Our economically disadvantaged students overall are 8% less proficient than the cohort as a whole.

## Strengths

state assessment rose 3% over the previous assessment.

93% of our Kindergarten students are reading at or above a kindergarten level according to our Rigby continuum of reading development.

3rd grade students who scored Pro/Adv in Mathematics/Algebra 1 rose over 10 percentage points from the previous reporting period.

Our percentage of students in 3rd grade scoring Advanced on the state assessment rose from 2021.

63% of students in 4th grade scored proficient or advanced on the 2021-2022 exam.

All 3rd, 4th and 5th grade students are taught a series of lessons by the school counselor. These lessons include all of the relevant career standards. Evidence is collected from all students. Attendance is recorded and absent students are included in make-up sessions.

Career fairs are held for all students pre-K through 5th grade.

We have aligned curricular materials and lesson plans to the PA Standards, however, this is an ongoing process and needs to be continually planned for and assessed.

## Challenges

While our overall Proficiency/Advanced rate in 3rd grade increased we did see a decline in the percentage of strictly Advanced students from 11% to 8%.

Carroll students in 4th grade dropped from 54% to 50 % in the Proficient/Advanced category on the 2022 exam from the previous years data.

Our percentage of students scoring Proficient/Advanced on the state science assessment dropped almost 10 percentage points.

Some difficulties have been experienced with gathering sources of career readiness evidence of students moving in from other schools.

Percent Proficient/Advanced in Mathematics/Algebra 1. Our economically disadvantaged students are 5% less proficient than the cohort as a whole.

Continuously monitor implementation of the school improvement plan and adjust as needed.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. The elementary has adopted a new/different research based diagnostic tool for both ELA and Math for the upcoming year. Acadience will provide us with more

## Strengths

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Our Economically Disadvantaged students scored proficient or advanced on the Mathematics PSSA at a rate that is 3% points higher than the state average.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

Our percentage of students in 5th grade scoring Advanced on the state assessment rose from 2021.

Our Economically Disadvantaged female students scored proficient or advanced on the ELA PSSA at a rate that is 3% points higher than the state average.

While our Economically Disadvantaged students are still lagging behind our total student cohort in percentage of students scoring proficient or advanced in both Mathematics and ELA they have narrowed the gap from double digits to a single digit deficit.

Under new leadership the district focus on ELA, structured literacy and MTSS will lead to increased student achievement.

## Challenges

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accurate , and norm referenced data to help identify children in need of more intensive tier two interventions.

35% of our first grade students are not reading at a first grade reading level according to our Rigby continuum of reading development.

Time is always a consideration, managing our time efficiently and accomplishing the in service training for staff on the initiatives the district is adopting in the name off student achievement.

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## Most Notable Observations/Patterns

Our PSSA scores for our economically disadvantaged students are lower in all subject areas than their counterparts. Over 40% of our students fall into this category, so this puts more importance on this piece of evidence. Improving the success rate of our economically disadvantaged students will have a great impact on the overall success rate of our school. We are addressing the needs for Carroll this year with a shift and a focus towards structured literacy. An approach focused on skill based phonics and phonemic awareness objectives will help us to raise our literacy scores. We are also focused on a school wide positive behavior support plan which includes portions devoted to teaching resiliency for children who have experienced trauma. According to our Power School attendance data our attendance rate was at 94 percent last year. we are currently looking for trends in order to address particular times throughout the year that historically absences are significant.

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Challenges	Discussion Point	Priority for Planning
Our students with disabilities had a decrease in percentage of proficient /advanced from 5% to 4.2% in Mathematic/Algebra 1.	Even though we have closed the gap between our scores and those of other district schools and the state average, our percentage of proficient students is still too low. We have identified two root causes of our lack of success. Our students struggle with their basic facts at all levels. We created a Math Interventionist position to assist in improving these skills. The second root problem is our students stamina and their ability to solve multi-step and/or rigorous problems.	✓
Our percentage of economically disadvantaged students who scored proficient/advanced	We have seen some improvement in our ELA scores over the past few years, but we have seen a drop in our students' reading abilities. The two 'Covid' years had a big impact on our students. Many of them did not make the progress needed throughout the year and their EOY reading levels showed this struggle. Small group and 1 on 1 work with the classroom teacher, small group work with the Title 1 teacher, and 1 on 1 work with the Title	✓



**Challenges****Discussion Point****Priority for Planning**

dropped from 68% to 52% in Science / Biology 1.

1 aides will be used to address the weaknesses of our Kindergarten through 3rd grade students.

Only 31% of our 5th grade students scored proficient or advanced on the latest PSSA data.

Only 39% of our 4th grade students scored proficient or advanced on the latest PSSA data.

Carroll saw Proficient/Advanced percentages drop from 62% to 54% in 2022 amongst our 5th graders.

Carroll students in 4th grade dropped from 54% to 50 % in the Proficient/Advanced category on the 2022 exam from the previous years data.

**Challenges****Discussion Point****Priority for Planning**

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Percent Proficient/Advanced in English Language Arts/Literature. Our economically disadvantaged students overall are 8% less proficient than the cohort as a whole.

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We were able to close the gap between the proficiency rates of our economically disadvantaged students and our student population as a whole. We need to continue to focus our efforts on meeting the needs of all of our students.

## ADDENDUM B: ACTION PLAN

### Action Plan: Title I Reading Specialist Intervention Support

Action Steps	Anticipated Start/Completion Date
Beginning of Year Acadience Reading Assessments and Rigby will be given to students.	08/24/2023 - 06/04/2024
Monitoring/Evaluation	Anticipated Output
Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.	Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.
Material/Resources/Supports Needed	PD Step
Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments reading assessments along with the appropriate software and hardware. Training on the administration of Acadience.	yes

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**Action Steps****Anticipated Start/Completion Date**

Results are compiled by Literacy Coaches and Reading specialists.

08/24/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.

Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.

**Material/Resources/Supports Needed****PD Step**

Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments \$ 153,436.00 of Title I Federal Funds will be used to pay the salary and benefits of our Title I reading teacher and our three Title I aides. \$ 2,823.00 of Title I Federal Funds will be used for Parent Engagement and related activities.

no



**Action Steps****Anticipated Start/Completion Date**

Student need is determined by the Literacy team.  
(Reading specialist, regular ed classroom teacher,  
literacy coach, admin as needed)

08/24/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.

Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.

**Material/Resources/Supports Needed****PD Step**

Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments \$ 153,436.00 of Title I Federal Funds will be used to pay the salary and benefits of our Title I reading teacher and our three Title I aides. \$ 2,823.00 of Title I Federal Funds will be used for Parent Engagement and related activities.

no



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Student is assigned to appropriate intervention groups.	08/24/2023 - 06/04/2024
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.	Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments \$ 153,436.00 of Title I Federal Funds will be used to pay the salary and benefits of our Title I reading teacher and our three Title I aides. \$ 2,823.00 of Title I Federal Funds will be used for Parent Engagement and related activities.	no



**Action Steps****Anticipated Start/Completion Date**

Reading specialist will determine the best individualized plan of action for each student recommended for interventions. Students with limited needs will be taught in small guided reading groups within the classroom. Students with more severe needs will be presented to the MTSS team for more intense help.

08/24/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.

Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.

**Material/Resources/Supports Needed****PD Step**

Title I resource room, Title I reading supplies, 2 Title I aides, access to formative and summative assessments \$ 153,436.00 of Title I Federal Funds will be used to pay the salary and benefits of our Title I reading teacher and our three Title I aides. \$ 2,823.00 of Title I Federal Funds will be used for Parent Engagement and related activities.

no

**Action Steps****Anticipated Start/Completion Date**

Progress of students will be monitored throughout. This will be done through formative assessments, anecdotal notes and collection of Rigby levels on a 'Status of the Class' spreadsheet.

08/24/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.

Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.

**Material/Resources/Supports Needed****PD  
Step**

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**Action Steps****Anticipated Start/Completion Date**

Classroom teachers, Title 1 reading specialists, Emotional Support teachers, Learning Support teachers, and Speech clinicians will receive professional development prior to the beginning of the 2023 -2024 school year. This support will continue on an as needed basis throughout the 2023 - 2024 school year. The PD is specifically designed to ensure phonic and phonemic awareness are taught daily with fidelity and structure.

05/05/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.

Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.

**Material/Resources/Supports Needed****PD Step**

Heggerty manuals / UFLI manuals

yes



**Action Steps****Anticipated Start/Completion Date**

Classroom teachers, Title 1 reading specialists, Emotional Support teachers, Learning Support teachers, and Speech clinicians will receive professional development prior to the beginning of the 2023 -2024 school year. This support will continue on an as needed basis throughout the 2023 - 2024 school year. The PD is specifically designed to ensure phonic and phonemic awareness are taught daily with fidelity and structure.

08/21/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.

Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.

**Material/Resources/Supports Needed****PD Step**

Kid lips Sound Wall

yes





**Action Steps****Anticipated Start/Completion Date**

Classroom teachers, Learning Support teachers, Emotional Support teachers, Speech Clinicians and title 1 teachers will all be taught on how to use Seesaw communication to enhance and encourage family engagement. We believe that family engagement will help to keep families more involved, help us to set goals and improve student achievement. Teachers will receive explicit instruction on how to use See saw and administrators can pull reports on usage by staff to help encourage and support staff in these efforts.

08/22/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Individual skill deficiencies will be formatively assessed weekly by the Title I teacher and aides. Skills addressed will be recorded and progress towards mastery will be noted. Students Rigby scores are kept in a 'Status of the Class's spreadsheet. Student reading levels will be recorded, updated, and monitored to measure success.

Students will show an improvement in the individual skills in which they were deficient. Students will close the gap between their reading level and that of their classmates.

**Material/Resources/Supports Needed****PD Step**

\$2823.00 Funds for Seesaw for all students

yes



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**Action Plan: Acadience math progress monitoring and assessment**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Acadience math Screeners for each level, teacher recommendations and weekly formative assessments will be used to determine student needs.	08/24/2023 - 06/04/2024
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Student skill deficits will be kept on a spreadsheet. Student progress towards mastery will be monitored and recorded on the spreadsheet. This progress will be determined using weekly formative assessments, Fluency assessments, and the math interventionist's data collection.	Students math needs will be met on a daily basis. The students will improve upon these deficits over time.
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>
Math Interventionist, Eureka Curriculum, access to formative and summative assessments both curriculum based and Acadience normed assessments	no

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**Action Steps****Anticipated Start/Completion Date**

Acadience Assessments will be given at the beginning of the year, each marking period, and then at the end of the year. This data will be compiled and analyzed by the Math Interventionist, literacy coach, and the principal. This data will be used to determine student needs and it will also be used to measure student progress.

08/24/2023 - 06/04/2024

**Monitoring/Evaluation****Anticipated Output**

Student skill deficits will be kept on a spreadsheet. Student progress towards mastery will be monitored and recorded on the spreadsheet. This progress will be determined using weekly formative assessments, Fluency assessments, and the math interventionist's data collection.

Students math needs will be met on a daily basis. The students will improve upon these deficits over time.

**Material/Resources/Supports Needed****PD  
Step**

Math Interventionist, Eureka Curriculum, access to formative and summative assessments both curriculum based and Acadience normed assessments

no

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
As measured by the Rigby Assessment, 75% of our Kindergarten through third grade students will reach their respective End-of-Year grade level reading goal. (Rigby Reading Goal)	Title I	Beginning of Year	08/24/2023
	Reading	Acadience	-
	Specialist	Reading	06/04/2024
	Intervention Support	Assessments and Rigby will be given to students.	
As measured by the Rigby Assessment, 75% of our Kindergarten through third grade students will reach their respective End-of-Year grade level reading goal. (Rigby Reading Goal)	Title I	Classroom	05/05/2023
	Reading	teachers, Title 1	-
	Specialist	reading	06/04/2024
	Intervention Support	specialists, Emotional Support teachers , Learning Support teachers, and Speech clinicians will receive professional development prior to the beginning of the 2023 -2024 school year. This	



**Measurable Goals**

**Action Plan Name**

**Professional Development Step**

**Anticipated Timeline**

support will continue on an as needed basis throughout the 2023 - 2024 school year. The PD is specifically designed to ensure phonic and phonemic awareness are taught daily with fidelity and structure.

As measured by the Rigby Assessment, 75% of our Kindergarten through third grade students will reach their respective End-of-Year grade level reading goal. (Rigby Reading Goal)

Title I Reading Specialist Intervention Support

Classroom teachers, Title 1 reading specialists, Emotional Support teachers , Learning Support teachers, and Speech clinicians will receive professional

08/21/2023 - 06/04/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		<p>development prior to the beginning of the 2023 -2024 school year. This support will continue on an as needed basis throughout the 2023 - 2024 school year. The PD is specifically designed to ensure phonic and phonemic awareness are taught daily with fidelity and structure.</p>	
<p>As measured by the Rigby Assessment, 75% of our Kindergarten through third grade students will reach their respective End-of-Year grade level reading goal. (Rigby Reading Goal)</p>	<p>Title I Reading Specialist Intervention Support</p>	<p>Classroom teachers, Learning Support teachers, Emotional Support teachers, Speech Clinicians and title 1 teachers will all be</p>	<p>08/22/2023 - 06/04/2024</p>

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

taught on how to use Seesaw communication to enhance and encourage family engagement. We believe that family engagement will help to keep families more involved, help us to set goals and improve student achievement. Teachers will receive explicit instruction on how to use See saw and administrators can pull reports on usage by staff to help encourage and support staff in these efforts.

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Inservice on Phonics and Phonemic Awareness	Classroom teachers, Title 1 reading specialists, Emotional Support teachers , Learning Support teachers, and Speech clinicians	Phonics and Phonemic Awareness

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Achievement scores on Acadience reading and Rigby data.	08/21/2023 - 06/04/2024	Dr. Sarah Lobaugh / District ELA consultant Capital Area intermediate unit Daniel Emanuelson / principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes	Structured Literacy
4a: Reflecting on Teaching	
1d: Demonstrating Knowledge of Resources	
1a: Demonstrating Knowledge of Content and Pedagogy	

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Inservice on Phonics and Phonemic Awareness	Classroom teachers, Title 1 reading specialists, Emotional Support teachers , Learning Support teachers, and Speech clinicians	Sound Wall instruction

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Achievement scores on Acadience reading and Rigby data.	08/21/2023 - 06/04/2024	Dr. Sarah Lobaugh / District ELA consultant Capital Area intermediate unit

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning	Structured Literacy

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Family Engagement	Classroom teachers, Learning Support teachers, Emotional Support teachers, Speech Clinians and title 1 teachers	Family engagement and Seesaw

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Reports of Seesaw interactions between the school and the families	08/22/2023 - 06/04/2024	Daniel Emanuelson

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
4c: Communicating with Families 4f: Showing Professionalism 4e: Growing and Developing Professionally	Common Ground: Culturally Relevant Sustaining Education



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
In person meeting	Review steps in title 1 planning process and review the plan	in person meeting	Title 1 Committee	August 17, 2023
Email the plan to the members of the team	Review the plan and suggest revisions. The title team had one week to review the plan and make suggestions on how to revise.	email	title 1 committee	August 23 - August 30

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