

Colwyn El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Colwyn Elementary		125239652
Address 1		
211 Pine Street		
Address 2		
211 Pine Street		
City	State	Zip Code
Colwyn	PA	19023
Chief School Administrator		Chief School Administrator Email
Dr. Eric J. Becoats		ebecoats@wpsd.k12.pa.us
Principal Name		
Dawnee Watson-Bouie		
Principal Email		
dwatsonbouie@wpsd.k12.pa.us		
Principal Phone Number		Principal Extension
6106263410		6109575470
School Improvement Facilitator Name		School Improvement Facilitator Email
Joyce Mundy		jmundy@dcui.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kevin Reilly	4th Grade Teacher	Colwyn/WPD	kreilly@wpsd.k1.2.pa.us
Susannah Campbell	Teacher	Colwyn/WPSD	scampbell@wpsd.k12.pa.us
Kelly Brandt	Teacher	Colwyn/WPSD	kbrandt@wpsd.k12.pa.us
Breonna Jones	Parent	Colwyn Home & School	
Jennifer Cifuni	District Level Leaders	Colwyn Assistant Principal	jcifuni@wpsd.k12.pa.us
Eric Becoats	District Level Leaders	Superintendent	ebecoats@wpsd.k12.pa.us
Dawnee Watson-Bouie	Principal	Colwyn Principal	dwatsonbouie@wpsd.k12.pa.us
Donna Rossi	Education Specialist	Colwyn Instructional Facilitator	drossi@wpd.k12.pa.us
Edward Dunn	District Level Leaders	Mathematics Curriculum Supervisor	edunn@wpsd.k12.pa.us
Octavia Tokley	District Level Leaders	ELA Curriculum Supervisor	otokley@wpsd.k12.pa.us
Rachel Diziki	Other	Colwyn School Counselor	rsnyder@wpsd.k12.pa.us
Tara Brown	District Level Leaders	Assistant to the Superintendent	tbrown@wpsd.k12.pa.us
Sarah Chambers	Other	Colwyn Academic Interventionist Math	schambers@wpsd.k12.pa.us
Tavia Hill	Other	Colwyn Academic Interventionist	tjhill@wpsd.k12.pa.us

Vision for Learning

Vision for Learning

We will maintain a safe and nurturing school climate where teaching and learning are priorities. Students will receive a firm academic foundation through standards-based instruction. Through standards-based instruction will prepare our students for the rigors of academic excellence beyond the elementary years to ensure that they are college and career ready. We will help our students develop appropriate values by encouraging them to make the right choices and consider how their actions may affect their lives.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Future Ready Index Comparison 2022 to 2023 school year for 3, 4, 5, 6 in ELA	Academic Growth Expectation in English Language Arts All Student Group Met the State Growth Standards. Demonstrating Growth (70) with a growth score of 79.
Future Ready Index Comparison 2022 to 2023 school year for 3, 4, 5, 6 in Math	Academic Growth Expectation in Math. All Student Group Exceeded the State Growth Standards. Demonstrating Growth (70) with a growth score of 91.
Future Ready Index Comparison 2022-2023 school year for 3, 4, 5, 6 in Math	All students groups increased 2.4% from 16.5% to 18.9% of students performed Advanced/Proficient.
Future Ready Index Comparison 2022 to 2023 school year for 3, 4, 5, 6 in Math	Black group increased 3.1% from 14.3% to 17.4% of students performed Advanced/Proficient.
Future Ready Index Comparison 2022 to 2023 school year for 3, 4, 5, 6 in Math	Economically Disadvantaged groups increased 1.1% from 16.1% to 17.2% of students performed Advanced/Proficient.
2023-2024 Preliminary ELA, Math, Science PSSA Achievement Data	Overall achievement in ELA increased 6% from 29% to 35%. Overall achievement in Math increased 6.9% from 18% to 25%/ 2024 ELA Grade Achievement highest in Grade 3 (45%). 2024 Math Grade Achievement highest in Grade 3 (36%). 2024 Science More advanced students.

Challenges

Indicator	Comments/Notable Observations
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Future Ready Index Comparison 2022 to 2023 school year for 3, 4, 5, 6 in ELA	All Student Groups did not meet interim Goal/Improvement in ELA Target.
Future Ready Index Comparison 2022 to 2023 school year for 3, 4, 5, 6 in Math	All Student Groups did not meet interim goal/improvement in Math Target
Future Ready Index Comparison of Regular Attendance for 2021 to 2022	Regular Attendance was 67.4%. All student groups did not meet performance standard. There was a decrease of 6.6% from 74.0 to 67.4%. The 6.6% decrease is reflected in the all student subgroups: Black (66.9%), Economically Disadvantaged (64.0%), Student with Disabilities (43.5%).
2023-2024 Preliminary Math PSSA Achievement Data	2024 Math Achievement lowest in Grades 4th and 5th (22%). 4th Grade showed significant drops in all mathematical strands from 2023 to 2024. 5th Grade showed significant in Measurement and Data. 6th Grade showed significant drops in statistics & probability.
2023-2024 Preliminary ELA PSSA Achievement Data	2024 ELA Achievement lowest achievement in Grades 4th and 5th (28%) All Grades 4-6 demonstrated trends with significant drops in performance with Conventions; Grade 4 and 5 showed significant drops in Key Ideas and details.
2023-2024 Preliminary Science PSSA Achievement Data	Overall Achievement in Science dropped 8%. 58% to 50%.

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

Strengths

Indicator PVAAS 2023 Value Added for Math in Grades 4-6 ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations Significant evidence that the school met the growth standard Across Grades. Moderate Evidence that the school exceeded Growth Standard Averages in Subgroups (Title I, Male, SPED, ED and Black) in Grade 6. Evidence that the Low (8.63), Middle (9.37) Groups Exceeded Growth Standard Averages in Grades 6 Evidence that the school met Growth Standard Averages in Subgroups (Title 1; Sex; ED and B) in Grade 5. Evidence that the Low (1.22) and Middle (3.98) Groups Met Growth Standard Average in Grade 5. Evidence that the school Exceeded Growth Standard Averages in Subgroup (Title I, Female, ED, Black) in Grade 4. Evidence that the Low (5.31) Group Exceeded Growth Standard Average in Grade 4
Indicator	Comments/Notable Observations

PVAAS 2023 Value Added for ELA in Grades 4-6 ESSA Student Subgroups African-American/Black	Evidence that the school met the growth standard Across Grades. Moderate Evidence that the school exceeded Growth Standard Averages in Subgroups (Title I, Female, ED) and Met Growth Standard Averages in Subgroups (Male, SPED, Black) in Grade 6. Evidence that the Low Group Exceeded Growth Standard Average of 3.97 in Grade 6. Evidence that the school met Growth Standard Averages in Subgroups (Title 1, Male, ED Lowest and Black) in Grade 5. Evidence that the Low Group Met Growth Standard Average of 1.47 and Middle (-0.42) in Grade 5. Evidence that the school met Growth standard Averages in Subgroups (Title 1, Female ED, Black) in Grade 4. Evidence that the Low Group Met Growth Standard Average of 1.95, Middle -0.96 in Grade 4.
Indicator PVAAS 2023 Value Added for Science in Grades 4-6 ESSA Student Subgroups	Comments/Notable Observations Evidence that the school met Growth Standard Averages in Subgroups (Title 1 Lowest, ED, Black) in Grade 4. Evidence that the Low Group Met Growth Standard Average of 23.06 in Grade 4.

Challenges

Indicator PVAAS 2023 Value Added Data for Math in Grades 4-6 ESSA Student Subgroups African-American/Black, Economically Disadvantaged	Comments/Notable Observations Although Evidence shows that the school exceeded the growth standard Across Grades. Students in Grade 5 had negative growth in subgroups (Title 1, Female, ED, Black).
Indicator PVAAS 2023 Value Added for ELA in Grades 4-6 ESSA Student Subgroups African-American/Black	Comments/Notable Observations Although Evidence shows that the school met the growth standard Across Grades. Moderate Evidence did not meet growth standard in the subgroup (ED Middle).
Indicator PVAAS 2023 Value Added for Science in Grades 4-6 ESSA Student Subgroups	Comments/Notable Observations Moderate Evidence that the school did not meet Growth standard. Moderate Evidence that the school did not meet growth standard averages in Subgroups (Title 1 Middle) Averages in all in Subgroup (SPED) in Grade 4. Moderate Evidence that the Middle Group Did Not Meet Growth Standard Average of -54.96 in Grade 4.

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.

Academic Growth Expectation in English Language Arts All Student Group Met the State Growth Standards. Demonstrating Growth (70) with a growth score of 79.
Academic Growth Expectation in Math. All Student Group Exceeded the State Growth Standards. Demonstrating Growth (70) with a growth score of 91.
All students groups increased 2.4% from 16.5% to 18.9% of students performed Advanced/Proficient.
Overall achievement in ELA increased 6% from 29% to 35%. Overall achievement in Math increased 6.9% from 18% to 25%/ 2024 ELA Grade Achievement highest in Grade 3 (45%). 2024 Math Grade Achievement highest in Grade 3 (36%). 2024 Science More advanced students.

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.

Regular Attendance was 67.4%. All student groups did not meet performance standard. There was a decrease of 6.6% from 74.0 to 67.4%. The 6.6% decrease is reflected in the all student subgroups: Black (66.9%), Economically Disadvantaged (64.0%), Student with Disabilities (43.5%).
Preliminary 2024 ELA Achievement lowest in Grades 4th (28%) and 5th (28%).
Preliminary 2024 Math Achievement lowest in Grades 4th (22%) and 6th (22%).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience /MAP ELA	Quarterly Assessment
Common Assessments	Unit Assessment

English Language Arts Summary

Strengths

ELA-2024 EOY Benchmark MAP Data shows all students in grades 3-6 reached the 43rd percentile with 31% of students meeting or exceeding growth expectations.
ELA - 2024 EOY Benchmark MAP Data shows Grade 3 students reached the 53rd percentile with 45% of students meeting or exceeding growth expectations.
ELA - 2024 EOY Benchmark MAP Data shows Grade 6 students reached the 47th percentile with 33% of students meeting or exceeding growth expectations.
ELA-2024 Benchmark Acadience data shows students in Grades Kindergarten - 2nd grade met or exceeded benchmark at 65%.

Challenges

ELA- 2024 EOY Benchmark MAP Data shows Grade 4 students reached 27th percentile with 84% of students not meeting growth expectations.
ELA- 2024 EOY Benchmark MAP Data shows Grade 5 students reached 29th percentile with 65% of students not meeting growth expectations.

Mathematics

Data	Comments/Notable Observations
Acadience/MAPS Math	Quarterly Data
Common Assessment	Unit Assessment

Mathematics Summary

Strengths

Math-2024 EOY Benchmark MAP Data shows all students in grades 3-6 reached the 46th percentile with 36% of students meeting or exceeding growth expectations.
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Math - 2024 EOY Benchmark MAP Data shows Grade 3 students reached the 44th percentile with 27% of students meeting or exceeding growth expectations.
Math - 2024 EOY Benchmark MAP Data shows Grade 6 students reached the 70th percentile with 54% of students meeting or exceeding growth expectations.
Math - 2024 EOY Benchmark Acadience Data shows 68% of Kindergarten students at or above grade level expectations.

Challenges

Math- 2024 EOY Benchmark MAP Data shows Grade 4 students reached 36th percentile with 50% of students not meeting growth expectations.
Math- 2024 EOY Benchmark MAP Data shows Grade 5 students reached 22nd percentile with 76% of students not meeting growth expectations.
Math - 2024 EOY Benchmark Acadience data shows 62% of Grade 1 students and 64% of Grade 2 students performed well below or below benchmark expectations.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Value Added	2023 PVASS
MAP - Science	Quarterly Data

Science, Technology, and Engineering Education Summary

Strengths

2023 -Evidence that the Black subgroup met the growth index for PA academic growth in 4th grade science. (-0.9)

Challenges

2023 - 4th Grade all student sub group shows a Growth Measure of -25.1 and growth index of -1.24 (below).
Science- 2024 EOY Benchmark MAP Data shows Grade 4 students reached 28nd percentile with 78% of students not meeting growth expectations.

Related Academics

Career Readiness

Data	Comments/Notable Observations
College to Career Standards Benchmark	All Student Group met the benchmark at 100%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

100% met the benchmark on the college and career benchmark measures.
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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.

We will continue to maintain the system developed to monitor the implementation of Xello from September to May for 100%.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PVAAS Value Added	Moderate evidence that Economically Disadvantage subgroup students exceeded the growth standard in Math. 4th Grade (1.38), 5th Grade (-0.34) 6th Grade (2.27).
PVAAS Value Added	Evidence that Economically Disadvantage subgroup students met the growth standard in English Language Arts. 4th Grade (-0.39), 6th Grade (2.0)
PVAAS Value Added	Moderate evidence that that Economically Disadvantage subgroup students did not meet the growth standard in 5th grade ELA (-1.03)
PVAAS Value Added	Moderate evidence that that Economically Disadvantage subgroup students did not meet the growth standard in Science. (-1.4)

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Significant evidence that Black student subgroups in Grades 4, 5, 6 met or exceeded growth standard In English Language Arts. Growth index 4 (-0.12), 5 (-.14) 6 (2.11)
Black	Significant evidence that Black student subgroups in Grades 4,5,6 met or exceeded growth standard In Mathematics. Growth index 4 (0.87), 5 (.26), 6 (3.03)
Black	Evidence that Black student subgroup in Grade 4 met growth standard in Science. Growth index was -0.9.

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.

Significant evidence that Black student subgroups and Economically Disadvantage subgroups in Grades 4,5,6 exceeded growth standard In Mathematics.
Moderate evidence that Black student subgroups in Grades 4,5,6 met or exceeded growth standard In ELA.
Evidence that Economically Disadvantaged student subgroups met growth standard in ELA>
Significant evidence that Economically Disadvantage subgroup students exceeded the growth standard in English Language Arts. 6th Grade (2.0)

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.

Moderate evidence that the Economically Disadvantage subgroup students did not meet the growth standard in Science, Growth index (-1.4).
Moderate evidence that the 4th Grade Economically Disadvantage subgroup students did not meet the growth standard in ELA (-1.03).

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	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not Yet Evident

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

Align curricular materials and lesson plans to the PA Standards.
Collectively shape the vision for continuous improvement of teaching and learning.
Promote and sustain a positive school environment where all members feel welcomed, supported and are in school, socially emotionally, intellectually and physically.
Identify professional learning needs through analysis of a variety of data.

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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, led and evidence based.
Continuously monitor implementation of the school improvement plan and adjust as needed.
Implement evidence-based strategies to engage families support learning.
Monitor and evaluate the impact of professional learning on staff practices and student learning.
Implement a multi-tiered system of supports for academics and behavior.

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
Academic Growth Expectation in English Language Arts All Student Group Met the State Growth Standards. Demonstrating Growth (70) with a growth score of 79.	False
Academic Growth Expectation in Math. All Student Group Exceeded the State Growth Standards. Demonstrating Growth (70) with a growth score of 91.	False
ELA-2024 EOY Benchmark MAP Data shows all students in grades 3-6 reached the 43rd percentile with 31% of students meeting or exceeding growth expectations.	False
ELA - 2024 EOY Benchmark MAP Data shows Grade 3 students reached the 53rd percentile with 45% of students meeting or exceeding growth expectations.	False
All students groups increased 2.4% from 16.5% to 18.9% of students performed Advanced/Proficient.	False
Overall achievement in ELA increased 6% from 29% to 35%. Overall achievement in Math increased 6.9% from 18% to 25%/ 2024 ELA Grade Achievement highest in Grade 3 (45%). 2024 Math Grade Achievement highest in Grade 3 (36%). 2024 Science More advanced students.	False
ELA - 2024 EOY Benchmark MAP Data shows Grade 6 students reached the 47th percentile with 33% of students meeting or exceeding growth expectations.	False
Math-2024 EOY Benchmark MAP Data shows all students in grades 3-6 reached the 46th percentile with 36% of students meeting or exceeding growth expectations.	False
Math - 2024 EOY Benchmark MAP Data shows Grade 3 students reached the 44th percentile with 27% of students meeting or exceeding growth expectations.	False
100% met the benchmark on the college and career benchmark measures.	False
ELA-2024 Benchmark Acadience data shows students in Grades Kindergarten - 2nd grade met or exceeded benchmark at 65%.	False
2023 -Evidence that the Black subgroup met the growth index for PA academic growth in 4th grade science. (-0.9)	False
Math - 2024 EOY Benchmark MAP Data shows Grade 6 students reached the 70th percentile with 54% of students meeting or exceeding growth expectations.	False

Math - 2024 EOY Benchmark Acadience Data shows 68% of Kindergarten students at or above grade level expectations.	False
Collectively shape the vision for continuous improvement of teaching and learning.	True
Identify professional learning needs through analysis of a variety of data.	False
Promote and sustain a positive school environment where all members feel welcomed, supported and are in school, socially emotionally, intellectually and physically.	True
Significant evidence that Economically Disadvantage subgroup students exceeded the growth standard in English Language Arts. 6th Grade (2.0)	False
	False
Significant evidence that Black student subgroups and Economically Disadvantage subgroups in Grades 4,5,6 exceeded growth standard In Mathematics.	False
Moderate evidence that Black student subgroups in Grades 4,5,6 met or exceeded growth standard In ELA.	False
Evidence that Economically Disadvantaged student subgroups met growth standard in ELA>	False
Align curricular materials and lesson plans to the PA Standards.	True

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
Preliminary 2024 ELA Achievement lowest in Grades 4th (28%) and 5th (28%).	False
Preliminary 2024 Math Achievement lowest in Grades 4th (22%) and 6th (22%).	False
	False
ELA- 2024 EOY Benchmark MAP Data shows Grade 5 students reached 29th percentile with 65% of students not meeting growth expectations.	False
Regular Attendance was 67.4%. All student groups did not meet performance standard. There was a decrease of 6.6% from 74.0 to 67.4%. The 6.6% decrease is reflected in the all student subgroups: Black (66.9%), Economically Disadvantaged (64.0%), Student with Disabilities (43.5%).	False
ELA- 2024 EOY Benchmark MAP Data shows Grade 4 students reached 27th percentile with 84% of students not meeting growth expectations.	False

Math- 2024 EOY Benchmark MAP Data shows Grade 4 students reached 36th percentile with 50% of students not meeting growth expectations.	False
2023 - 4th Grade all student sub group shows a Growth Measure of -25.1 and growth index of -1.24 (below).	False
Moderate evidence that the Economically Disadvantage subgroup students did not meet the growth standard in Science, Growth index (-1.4).	False
Moderate evidence that the 4th Grade Economically Disadvantage subgroup students did not meet the growth standard in ELA (-1.03).	False
Math- 2024 EOY Benchmark MAP Data shows Grade 5 students reached 22nd percentile with 76% of students not meeting growth expectations.	False
Math - 2024 EOY Benchmark Acadience data shows 62% of Grade 1 students and 64% of Grade 2 students performed well below or below benchmark expectations.	False
We will continue to maintain the system developed to monitor the implementation of Xello from September to May for 100%.	False
Science- 2024 EOY Benchmark MAP Data shows Grade 4 students reached 28nd percentile with 78% of students not meeting growth expectations.	False
Implement a multi-tiered system of supports for academics and behavior.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning.	True
Implement evidence-based strategies to engage families support learning.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, led and evidence based.	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	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.

The most recent data shows significant needs for focus in closing the achievement gaps especially in ELA Grade 4 & 5, Math Grades 4 & 5, and Science in the 2024-25sy These students across grade levels will need intentional differentiated and rigorous instruction with continuous monitoring, support, and interventions.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, led and evidence based.	The primary reasons the school is experiencing challenges in this area is due to time and scheduling constraints, lack of structure and focus on student performance data and taking appropriate action when needed.	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	The primary reasons the school is experiencing challenges in this area is due to time and scheduling constraints, lack of structure and focus on student performance data and taking appropriate action when needed.	True
Implement a multi-tiered system of supports for academics and behavior.	The primary reasons the school is experiencing challenges in this area is lack of professional development surrounding MTSS, lack of intervention tools, lack of consistency of expectations for student behavior.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning.		False
Implement evidence-based strategies to engage families support learning.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Align curricular materials and lesson plans to the PA Standards.	Aligning curriculum materials and lesson plans to PA Standards and eligible content allows meaningful collaborative planning around strengthening and improving student achievement.
Collectively shape the vision for continuous improvement of teaching and learning.	When our vision is focused we use data to collaborate and drive our instruction. Participating in productive professional development that focuses on specific needs of teachers and students allows for increasing student achievement.
Promote and sustain a positive school environment where all members feel welcomed, supported and are	Having a positive school environment allows children and staff to feel valued and accepted which allows for positive interactions between students and

in school, socially emotionally, intellectually and physically.	teachers, which in turn, improves academic achievement and development of a whole child.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need a structure that allows that our collaboration is aligned, led and evidence based.
	We need our structures to support data review needs and growth of our students with teacher common planning time at grade, cross grades, and whole school levels.
	We need meaningful data in order to implement a multi-tiered system of supports for academics and behavior.

Goal Setting

Priority: We need our structures to support data review needs and growth of our students with teacher common planning time at grade, cross grades, and whole school levels.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
For the 24-25sy (from September 2024 - June 2025) In meeting District Level Achievement Expectations of 55% in ELA with Building Level Achievement Goal of 51% Therefore, our goals for Colwyn Elementary Schools is for 75% of K-2 students to reach at/above grade level in ELA using Acadience Benchmark; 25% of 3-6 students ranging in the 21st - 60th percentile (Y, O, HR) in ELA using Maps Benchmark exceeding their growth goal average.			
Measurable Goal Nickname (35 Character Max)			
School Yearly Goal Benchmark increase 25% in ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect Baseline Data September 2024 on Benchmarks	61% increase of 3-6 grade MAP Benchmark in ELA	61% increase in 3- 6 Grades Common Assessments in ELA	51% increase of 3-6 grade MAP Benchmark in ELA

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
For the 24-25sy (from September 2024 - June 2025) In meeting District Level Achievement Expectations of 35% in MATH with Building Level Achievement Goal of 42%. Therefore, our goals for Colwyn Elementary Schools is for 74% of K-2 students to reach at/above grade level in Math using Acadience Benchmark; 25% of 3-6 students ranging in the 21st - 60th percentile (Y, O, HR) in Math using Maps Benchmark exceeding their growth goal average.			
Measurable Goal Nickname (35 Character Max)			
School Yearly Goal Benchmark increase 17% in Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect Baseline Data September 2024 on 3- 6 Grades Common Assessments in MATH	47% increase of 3-6 grade MAP Benchmark in MATH	47% increase in 3- 6 Grades Common Assessments in MATH	42% increase of 3-6 grade MAP Benchmark in MATH

Priority: We need a structure that allows that our collaboration is aligned, led and evidence based.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
For the 24-25sy (from September 2024 - June 2025) In meeting District Level Achievement Expectations of 55% in ELA with Building Level Achievement Goal of 51%. Therefore, our goals for Colwyn Elementary Schools is for 71% of K-2 students to reach at/above grade level in ELA using Acadience Benchmark; 25% of 3-6 students ranging in the 21st - 60th percentile (Y, O, HR) in ELA using Maps Benchmark exceeding their growth goal average.			
Measurable Goal Nickname (35 Character Max)			
Practice Text Dependent Analysis Questions in order to increase PSSA in ELA by 16%			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect Baseline Data September 2024 on Benchmarks	61% increase of 3-6 grade ranging in the 21st - 60th percentile in ELA	61% increase of 3-6 grade ranging in the 21st - 60th percentile in ELA	51% increase of 3-6 grade ranging in the 21st - 60th percentile in ELA

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
For the 24-25sy (from September 2024 - June 2025) In meeting District Level Achievement Expectations of 35% in MATH with Building Level Achievement Goal of 42%. Therefore, our goals for Colwyn Elementary Schools is for 74% of K-2 students to reach at/above grade level in Math using Acadience Benchmark; 25% of 3-6 students ranging in the 21st - 60th percentile (Y, O, HR) in Math using Maps Benchmark exceeding their growth goal average.			
Measurable Goal Nickname (35 Character Max)			
Practice Constructed Response Questions in order to increase PSSA in Math by 17%			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect Baseline Data September 2024 on 3- 6 Grades Common Assessments in MATH	47% increase of 3-6 grade MAP Benchmark in MATH	47% increase in 3- 6 Grades Common Assessments in MATH	42% increase of 3-6 grade MAP Benchmark in MATH

Priority: We need meaningful data in order to implement a multi-tiered system of supports for academics and behavior.

Outcome Category
School climate and culture

Measurable Goal Statement (Smart Goal)			
Implement a SEL Curriculum to maintain a safe, positive, and healthy learning environment to reduce suspension less than 10% and increase student attendance rates to 95% per each quarter in order to proactively enhancing Schoolwide PBIS structures (i.e. Second Step Curriculum, Morning Meeting/Class Council, Peace Path Process) with specific emphasis on Intermediate grade levels by utilizing Multi-tiered System of Support practices and strategies aligned with Academic, Behavior, and Attendance goals.			
Measurable Goal Nickname (35 Character Max)			
Less than 10% Suspension			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Based on the EOY 2023-2024 Data maintain less than 10% for OSS/ISS.	Based on Q1 Data maintain less than 10% for OSS/ISS.	Based on Q2 Data maintain less than 10% for OSS/ISS.	Based on Q3 Data maintain less than 10% for OSS/ISS.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Implement a SEL Curriculum to maintain a safe, positive, and healthy learning environment to reduce suspension less than 10% and increase student attendance rates to 95% per each quarter in order to proactively enhancing Schoolwide PBIS structures (i.e. Second Step Curriculum, Morning Meeting/Class Council, Peace Path Process) with specific emphasis on Intermediate grade levels by utilizing Multi-tiered System of Support practices and strategies aligned with Academic, Behavior, and Attendance goals.			
Measurable Goal Nickname (35 Character Max)			
Increase (Panorama) Attendance 20%			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Based on EOY 2023-2024 (83%) increase Attendance 12% to 95%	Based on Q1 maintain 95% Attendance	Based on Q2 maintain Attendance 95%	Based on Q3 maintain Attendance 95%

Action Plan

Measurable Goals

School Yearly Goal Benchmark increase 25% in ELA	Practice Text Dependent Analysis Questions in order to increase PSSA in ELA by 16%
School Yearly Goal Benchmark increase 17% in Math	Practice Constructed Response Questions in order to increase PSSA in Math by 17%
Less than 10% Suspension	Increase (Panorama) Attendance 20%

Action Plan For: Common Planning Time with Protocols

Measurable Goals:	
- For the 24-25sy (from September 2024 - June 2025) In meeting District Level Achievement Expectations of 55% in ELA with Building Level Achievement Goal of 51% Therefore, our goals for Colwyn Elementary Schools is for 75% of K-2 students to reach at/above grade level in ELA using Acadience Benchmark; 25% of 3-6 students ranging in the 21st - 60th percentile (Y, O, HR) in ELA using Maps Benchmark exceeding their growth goal average. - For the 24-25sy (from September 2024 - June 2025) In meeting District Level Achievement Expectations of 55% in ELA with Building Level Achievement Goal of 51%. Therefore, our goals for Colwyn Elementary Schools is for 71% of K-2 students to reach at/above grade level in ELA using Acadience Benchmark; 25% of 3-6 students ranging in the 21st - 60th percentile (Y, O, HR) in ELA using Maps Benchmark exceeding their growth goal average. - For the 24-25sy (from September 2024 - June 2025) In meeting District Level Achievement Expectations of 35% in MATH with Building Level Achievement Goal of 42%. Therefore, our goals for Colwyn Elementary Schools is for 74% of K-2 students to reach at/above grade level in Math using Acadience Benchmark; 25% of 3-6 students ranging in the 21st - 60th percentile (Y, O, HR) in Math using Maps Benchmark exceeding their growth goal average. - For the 24-25sy (from September 2024 - June 2025) In meeting District Level Achievement Expectations of 35% in MATH with Building Level Achievement Goal of 42%. Therefore, our goals for Colwyn Elementary Schools is for 74% of K-2 students to reach at/above grade level in Math using Acadience Benchmark; 25% of 3-6 students ranging in the 21st - 60th percentile (Y, O, HR) in Math using Maps Benchmark exceeding their growth goal average.	

Action Step	Anticipated Start/Completion Date
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Create Professional Learning Community for Collaboration and Job Embedded Coaching		2024-08-26	2025-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Instructional Facilitator, Special Education Liaison	Curriculum and Instruction Materials (i.e. Schedule, Common Core Standards, IPG, CPT Planning Tools)	No	
Action Step		Anticipated Start/Completion Date	
Practice TDA using RACES/ CRQ using CUBES		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Facilitator, Principal	Graphic Organizers, Rubrics, Eligible Content Released Questions	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Curriculum and Instruction Materials (i.e. Schedule, Common Core Standards, IPG, CPT Planning Tools)	Daily/Weekly monitoring of instructional pacing, content, and execution with fidelity.

Action Plan For: PBIS/MTSS

Measurable Goals:
- Implement a SEL Curriculum to maintain a safe, positive, and healthy learning environment to reduce suspension less than 10% and increase student attendance rates to 95% per each quarter in order to proactively enhancing Schoolwide PBIS structures (i.e. Second Step Curriculum, Morning Meeting/Class Council, Peace Path Process) with specific emphasis on Intermediate grade levels by utilizing Multi-tiered System of Support practices and strategies aligned with Academic, Behavior, and Attendance goals. - Implement a SEL Curriculum to maintain a safe, positive, and healthy learning environment to reduce suspension less than 10% and increase student attendance rates to 95% per each quarter in order to proactively enhancing Schoolwide PBIS structures (i.e. Second Step Curriculum, Morning Meeting/Class Council, Peace Path Process) with specific emphasis on Intermediate grade levels by utilizing Multi-tiered System of Support practices and strategies aligned with Academic, Behavior, and Attendance goals.

Action Step		Anticipated Start/Completion Date	
Aligning PBIS Structures with proactive Behavior Management best practices with resources from SEL Program and Panorama Playbook		2024-08-29	2025-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Leadership Component Team, Counselor, Teachers	SEL Program; Panorama Playbook; Responsibility Centered Discipline PD	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased Attendance and Reduced Suspension	School Leadership, Component Teams, Teachers

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	• PBIS/MTSS	Behavior Management & Student Engagement Professional Development Series	269
Instruction	• Common Planning Time with Protocols • PBIS/MTSS	After School Tutoring	8153
Other Expenditures	• PBIS/MTSS	Student of the Quarter Achievement & Growth Recognition	1000.00
Other Expenditures	• PBIS/MTSS	Hip Hop Cultural Presentation	275.00
Equipment	• PBIS/MTSS	Schoolwide Incentives/Rewards	828.74
Other Expenditures	• Common Planning Time with Protocols • PBIS/MTSS	Science Fair	300

Total Expenditures	10825.74
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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS/MTSS	Aligning PBIS Structures with proactive Behavior Management best practices with resources from SEL Program and Panorama Playbook

Classroom Management - Understanding the IEP and Behavior Plans for General Education Teachers - Keeping Your Cool in School - Taking Care of Yourself so You Can Be There for Your Students - Active Engagement Strategies

Action Step		
Aligning PBIS Structures with proactive Behavior Management best practices with resources from SEL Program and Panorama Playbook		
Audience		
K-6 Teachers, IA, Support Staff, & Principal		
Topics to be Included		
Classroom Management, General Education Inclusion Practices,		
Evidence of Learning		
Practices will be evident in classroom structures, routines, and supports for meeting the needs of diverse learners.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Delaware County Intermediate Unit	2024-08-29	2025-01-03

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Dr. D. Watson-Bouie	2024-08-31
School Improvement Facilitator Signature	Date