

Walnut Street El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School	AUN/Branch	
Walnut Street Elementary School	125239652	
Address 1		
224 South 6th Street		
Address 2		
City	State	Zip Code
Darby	Pennsylvania	19023
Chief School Administrator	Chief School Administrator Email	
Dr. Eric Becoats	ebeocoats@wpsd.k12.pa.us	
Principal Name		
Joseph Williams		
Principal Email		
jwilliams@wpsd.k12.pa.us		
Principal Phone Number	Principal Extension	
610-534-5660		
School Improvement Facilitator Name	School Improvement Facilitator Email	
Joseph Williams	jwilliams@wpsd.k12.pa.us	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joseph Williams	Principal	Walnut Street Elementary	jwilliams@wpsd.k12.pa.us
Shawn Anthony	Other	Walnut Street Elementary	santhony@wpsd.k12.pa.us
Jessica Everett	Teacher	Walnut Street Elementary	jeverett@wpsd.k12.pa.us
Dr. Eric Becoats	Superintendent	William Penn School District	ebecoats@wpsd.k12.pa.us
Delaine Jones	Education Specialist	William Penn School District	dmjones@wpsd.k12.pa.us
Jacqueline Cordery	Teacher	William Penn School District	jcordery@wpsd.k12.pa.us
Tara Brown	District Level Leaders	William Penn School District	tvbrown@wpsd.k12.pa.us
Donya Stewart	Education Specialist	Walnut Street Elementary	dstewart@wpsd.k12.pa.us
Meisimi Johnson Flemmeings	Education Specialist	Walnut Street Elementary	mjohnsonflemmings@wpsd.k12.pa.us
Rhonda Satchell	Parent	Walnut Street Elementary	

Vision for Learning

Vision for Learning

In a safe, nurturing, and respectful environment, Walnut Street Elementary, with support of the community, will engage all students in diverse and challenging learning experiences. These experiences will prepare our students in developing proficiency on the path to career and college readiness.

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
ELA Growth Future Ready Index-70	All Students Group met the state growth score in ELA-75
Math Growth Future Ready Index-70	All Students Group exceeded the growth score in Math -100
Career Standards Benchmark-98%	All Student Group Exceeds Performance Standard-98%

Challenges

Indicator	Comments/Notable Observations
Interim ELA Goal/Improvement Target-42% Proficient/Adv	All Student Group did not meet Goal -22.1% earned Proficient or Advanced in ELA
Interim Math Goal/Improvement Target-32% Proficient/Adv	All Student Group did not meet Goal- 8.2% of students earned Proficient or Advanced in Math
Interim Science Goal/Improvement Target-50% Proficient/Adv	All Student Group did not meet Goal- 26% of students earned Proficient or Advanced in Science All Student Group did not meet performance standard 50%
Regular Attendance-Statewide Performance Standard 94.1%	All Student Group did not meet performance standard in attendance- 53.3%

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

Strengths

Indicator	Comments/Notable Observations
Future Ready ELA Growth Score- 70 ESSA Student Subgroups	Black Students, Economically Disadvantaged and Combined Ethnicity Students met the standard of growth achieving scores of 75 and 77 in ELA

African-American/Black, Combined Ethnicity, Economically Disadvantaged	
Indicator Future Ready Math Growth Score-70 ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Black Students , Economically Disadvantaged, Students with Disabilities and Combined Ethnicity exceeded the standard of growth score- achieving scores of 94 and 100 in Math

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Future Ready ELA Growth Score-70 ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities did not meet the standard of growth scoring 66 in ELA
Indicator Future Ready Science Growth Score- 70 ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Black Students, Economically Disadvantaged Students and Students with Combined Ethnicity did not meet the growth standard- scoring 50 in Science
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Black Students (54%) Economically Disadvantaged Students (52.9%) Students with Disabilities (47.8%) and Combined Ethnicity (53.6%) did not meet the standard for regular attendance.

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.

All Students Group exceeded the growth score -100
All Students Group met the state growth score-75

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.

All Student Group did not meet performance standard for regular attendance- 53.3%

Black Students, Economically Disadvantaged Students and Students with Combined Ethnicity did not meet the growth standard for Science- scoring 50

Students with Disabilities did not meet the standard of growth for ELA scoring 66

Local Assessment

English Language Arts

Data	Comments/Notable Observations
MAP ELA Benchmark Spring Assessment Achievement	Overall 13% of Students in Grades 3-6 scored in the 61st -100 Percentile
Acadience Benchmark Spring Assessment	48% of first Graders achieved At or Above Level in ELA 37% of Kinder Students Scored At or Above Level in ELA 16% of 2nd Graders Scored At or Above Level in ELA
MAP Growth WInter to Spring	We achieved 28% Growth in ELA in the 61st- 100 percentile from Winter to Spring Assessment overall in grades 3-6.

English Language Arts Summary

Strengths

3rd through 6th Graders achieved a minimum 25% Growth the 61st -100th percentile on the Spring Benchmark Assessment in ELA MAP Growth. Our established ELA Framework with the addition of Heggerty to support foundational skills supported success.
48% of First Graders Scored At or Above in Acadience Spring Assessment- Our established ELA Framework with the addition of Heggerty to support foundational skills supported success.

Challenges

16% of Second Graders Scored At or Above in Acadience Spring Assessment. School and staff attendance rates impacted continuity of instruction. If improved, students will have more time with instruction and intervention.
A minimum of 46% of students per grade level (3rd-6th) scored in the 1st-20th Percentile in MAP ELA Achievement. School and staff attendance rates impacted continuity of instruction. If improved, students will have more time with instruction and intervention.

Mathematics

Data	Comments/Notable Observations
Acadience Benchmark Spring Assessment	41% of Kinder Students achieved At or Above level in the Spring Assessment for Acadience 62% of First Grade Students achieved At or Above level in the Spring Assessment for Acadience 13% of Second Graders Scored At or Above Level in the Spring Assessment for Acadience
MAP ELA Benchmark Spring Assessment Achievement	Overall 10% of Students in Grades 3-6 scored in the 61st -100 Percentile
MAP Growth WInter to Spring	We achieved 30% Growth in Math in the 61st- 100 percentile from Winter to Spring Assessment overall in grades 3-6.

Mathematics Summary

Strengths

3rd-6th Grade achieved a minimum 22% growth in the 61st-100th Percentile in the Spring Benchmark. Continued use of Math Framework and Open Ended Practice Responses for grades 2-6 will support further growth

4th Grade achieved 40% growth and 5th Grade achieved 34% growth in the 61st-100th percentile as measured by MAP Growth Assessment. Continues use of the Math Framework and Open Ended Practice Responses for grades 2-6 will support further growth.

Challenges

Staff and student attendance needs to be improved to support increased growth.

Standardization of Math Open Ended Responses with analysis (once per quarter) will be implemented to support improvement

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
MAP Science Assessment	15% of 4th Grade Students scored 61st-100th Percentile on MAP Spring Assessment 41% of 4th Grade Students scored in the 61st-100th Percentile on MAP Growth Assessment

Science, Technology, and Engineering Education Summary

Strengths

Utilization of Measure Up resource has positively impacted 4th grade assessments results

Challenges

improvement of Student and Staff Attendance will create more time with instruction.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello Program	98% of students in grades 3-6 completed Career College Readiness program

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Our Counselor utilized a quarterly strategy to ensure the completion of Xello (Career Readiness Program)

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.

Student Attendance impacted completion of the program for all students.

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
MAP ELA	2% Math Achievement (61st-100th Percentile) MAP Spring Assessment 27% Math Achievement (61st-100th Percentile) MAP Growth Spring Assessment
MAP MATH	2% Math Achievement (61st-100th Percentile) MAP Spring Assessment 32% Math Achievement (61st-100th Percentile) MAP Growth Spring Assessment
MAP Science	20% Math Achievement MAP Spring Assessment 20% Math Achievement (61st-100th Percentile) MAP Growth Spring Assessment

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
MAP ELA	10% Math Achievement (61st-100th Percentile) MAP Spring Assessment 28% Math Achievement (61st-100th Percentile) MAP Growth Spring Assessment
MAP MATH	10% Math Achievement (61st-100th Percentile) MAP Spring Assessment 30% Math Achievement (61st-100th Percentile) MAP Growth Spring Assessment
MAP Science	12% Math Achievement (61st-100th Percentile) MAP Spring Assessment 44% Math Achievement (61st-100th Percentile) MAP Growth Spring Assessment

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	10% Math Achievement (61st-100th Percentile) MAP Spring Assessment 30% Math Achievement (61st-100th Percentile) MAP Growth Spring Assessment 12% ELA Achievement (61st-100th Percentile) MAP Spring Assessment 28% ELA Achievement (61st-100th Percentile) MAP Growth Spring Assessment 17% Science Achievement (61st-100th Percentile) MAP Spring Assessment 44% Science Achievement (61st-100th Percentile) MAP Growth Spring Assessment

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.

Math Framework has provided structure to math instruction. Open ended response practice has strengthened students ability to create constructed responses
Utilization of Science PSSA Practice books has led to growth in science for all groups.

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.

Students with disabilities group has only achieved 2% in both ELA and Math is MAP scoring in the 61st-100th Percentile
Student Attendance needs to improve to ensure more time engaging with instruction.

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	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

Aligned Standards

Using a variety of Assessments

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?

Identify and address individual student learning needs

Foster a culture of high expectations for success for all students, educators, families, and community members *

Implement a multi-tiered system of supports for academic and behavior

Use multiple professional learning designs to support the learning needs of staff

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
All Students Group met the state growth score-75	False
All Students Group exceeded the growth score -100	False
3rd through 6th Graders achieved a minimum 25% Growth the 61st -100th percentile on the Spring Benchmark Assessment in ELA MAP Growth. Our established ELA Framework with the addition of Heggerty to support foundational skills supported success.	False
48% of First Graders Scored At or Above in Acadience Spring Assessment- Our established ELA Framework with the addition of Heggerty to support foundational skills supported success.	False
3rd-6th Grade achieved a minimum 22% growth in the 61st-100th Percentile in the Spring Benchmark. Continued use of Math Framework and Open Ended Practice Responses for grades 2-6 will support further growth	False
4th Grade achieved 40% growth and 5th Grade achieved 34% growth in the 61st-100th percentile as measured by MAP Growth Assessment. Continues use of the Math Framework and Open Ended Practice Responses for grades 2-6 will support further growth.	False
.Our Counselor utilized a quarterly strategy to ensure the completion of Xello (Career Readiness Program)	False
	False
Math Framework has provided structure to math instruction. Open ended response practice has strengthened students ability to create constructed responses	True
Utilization of Science PSSA Practice books has led to growth in science for all groups.	True
Using a variety of Assessments	False
Utilization of Measure Up resource has positively impacted 4th grade assessments results	False
Aligned Standards	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
All Student Group did not meet performance standard for regular attendance- 53.3%	True
Black Students, Economically Disadvantaged Students and Students with Combined Ethnicity did not meet the growth standard for Science- scoring 50	False
A minimum of 46% of students per grade level (3rd-6th) scored in the 1st-20th Percentile in MAP ELA Achievement. School and staff attendance rates impacted continuity of instruction. If improved, students will have more time with instruction and intervention.	False
16% of Second Graders Scored At or Above in Acadience Spring Assessment. School and staff attendance rates impacted continuity of instruction. If improved, students will have more time with instruction and intervention.	False
Staff and student attendance needs to be improved to support increased growth.	False
Students with Disabilities did not meet the standard of growth for ELA scoring 66	False
Use multiple professional learning designs to support the learning needs of staff	False
Identify and address individual student learning needs	True
Standardization of Math Open Ended Responses with analysis (once per quarter) will be implemented to support improvement	False
improvement of Student and Staff Attendance will create more time with instruction.	False
Students with disabilities group has only achieved 2% in both ELA and Math is MAP scoring in the 61st-100th Percentile	False
Student Attendance needs to improve to ensure more time engaging with instruction.	False
Student Attendance impacted completion of the program for all students.	False
Foster a culture of high expectations for success for all students, educators, families, and community members *	False
Implement a multi-tiered system of supports for academic and behavior	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.

Regular attendance has been a barrier to learning. Addressing students individual learning needs is a priority

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All Student Group did not meet performance standard for regular attendance- 53.3%	Student attendance was not consistent due to various circumstances (illness, transportation etc.)	True
Identify and address individual student learning needs	Benchmark Data was available but learning plans were not specific enough to address student needs	False
Implement a multi-tiered system of supports for academic and behavior	Student behavioral and academic deficits are not identified adequately and in a timely manner therefore support is not effective.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Math Framework has provided structure to math instruction. Open ended response practice has strengthened students ability to create constructed responses	Being consistent with math framework and implementing small group instruction supported student learning. A more intensive approach to math will support drilling down to students needs during small group instruction
Utilization of Science PSSA Practice books has led to growth in science for all groups.	Providing students with PSSA structure and practice items helped to improve scores in all core subjects should support learning

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we enhance our system of tracking, monitoring and providing interventions for students who struggle with attendance, student attendance will improve.
	If we routinely monitor tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation then students achievement will improve in math and reading.

Goal Setting

Priority: If we enhance our system of tracking, monitoring and providing interventions for students who struggle with attendance, student attendance will improve.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 95% of all students will demonstrate regular attendance as measured by Eschool			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
85% of All Students and 85% of Students with Disabilities will achieve 85% regular Attendance.	90% of All Students and 90% of Students with Disabilities will achieve 90% regular Attendance.	93% of All Students and 93% of Students with Disabilities will achieve 93% regular Attendance	95% of All Students and 95% of Students with Disabilities will achieve 95% regular Attendance.

Priority: If we routinely monitor tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation then students achievement will improve in math and reading.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2025, 20% of all students (Grades 3-6) and 15% of students (Grades 3-6) identified with an IEP will score in the 61st-100th Percentile on MAP grade level Math Assessment.			
Measurable Goal Nickname (35 Character Max)			
Mathematics Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmark Percentile will be established for All Students and IEP Students in Grades 3-6	10% of All Students and 5% of IEP students will score in the 61st-100th Percentile as measured by MAP Math Testing	15% of All Students and 10% of IEP students will score in the 61st-100th Percentile as measured by MAP Math Testing	20% of All Students and 15% of IEP students will score in the 61st-100th Percentile as measured by MAP Math Testing

Outcome Category			
English Language Arts			

Measurable Goal Statement (Smart Goal)			
By June 2025, 25% of all students (Grades 3-6) and 15% of students (Grades 3-6) identified with an IEP will score in the 61st-100th Percentile on MAP grade level Reading Assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter			
Target 2nd Quarter			
Target 3rd Quarter			
Target 4th Quarter			
Benchmark Percentile will be established for All Students and IEP Students in Grades 3-6	10% of All Students and 5% of IEP students will score in the 61st-100th Percentile as measured by MAP ELA Testing	18% of All Students and 10% of IEP students will score in the 61st-100th Percentile as measured by MAP ELA Testing	25% of All Students and 15% of IEP students will score in the 61st-100th Percentile as measured by MAP ELA Testing

Action Plan

Measurable Goals

Regular Attendance	ELA Goal
Mathematics Goal	

Action Plan For: Math Open Ended

Measurable Goals:
<ul style="list-style-type: none">By June 2025, 20% of all students (Grades 3-6) and 15% of students (Grades 3-6) identified with an IEP will score in the 61st-100th Percentile on MAP grade level Math Assessment.

Action Step	Anticipated Start/Completion Date		
Constructed response will be embedded in the math framework and administered twice weekly as part of math solve and share. 1 Open Ended response will be administered per quarter	2024-09-04		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teacher	Open Ended Response Prompt Math curriculum framework	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
60% of Students will score a 3 or above on Open Ended Response on a scale of 0-4	Open Ended Response Analysis and Goal setting will occur once a quarter. The Principal and Facilitator will lead the analysis session with teachers during data meetings or Common Planning Time meeting.

Action Plan For: TDA Open Ended

Measurable Goals:
<ul style="list-style-type: none">By June 2025, 25% of all students (Grades 3-6) and 15% of students (Grades 3-6) identified with an IEP will score in the 61st-100th Percentile on MAP grade level Reading Assessment.

Action Step		Anticipated Start/Completion Date	
	Students in Grades 3-6 will complete at least 1 TDA per quarter.	2024-09-09	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	TDA Responses, ELA Framework and Learning Plan, Facilitator Coaching	Yes	

Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)
60% of Students will score a 3 or 4 on their TDA Assessment on a scale of 0-4		Monthly Monitoring will occur by the Principal and Facilitator of the implementation of TDA instructional strategies. Quarterly assessments will be administered and scored by teachers. Data Analysis will occur after each administration

Action Plan For: Attendance Monitoring

Measurable Goals:		
<ul style="list-style-type: none"> • By June 30, 2025, 95% of all students will demonstrate regular attendance as measured by Eschool 		

Action Step		Anticipated Start/Completion Date	
	Attendance will be monitored weekly by the Attendance Team. At risk student will be provided tiered support based on frequency of absences.	2024-09-04	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Team	Eschool, Reports, Rewards for meeting attendance goals	No	

Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)
95% of Students will achieve 95% attendance by June 2025.		Weekly meetings will be held inclusive of the attendance committee to monitor attendance

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">Math Open EndedTDA Open EndedAttendance Monitoring	Family Literature with resources for supporting learning and the importance of attendance	1000
Instruction	<ul style="list-style-type: none">Math Open EndedTDA Open Ended	Tutoring students in ELA and Math	13928
Instruction	<ul style="list-style-type: none">Attendance Monitoring	PBIS/Attendance Rewards	2000
Other Expenditures	<ul style="list-style-type: none">Math Open EndedTDA Open EndedAttendance Monitoring	Family Events Title 1 Night PSSA Night Dads and Literacy Reading in the Evening (2) Math Night Celebrating with Moms (STEM)	3100
Other Expenditures	<ul style="list-style-type: none">Math Open EndedTDA Open EndedAttendance Monitoring	Family Academic/SEL Celebration	2400

Instruction	<ul style="list-style-type: none">• Math Open Ended• TDA Open Ended	Instructional Materials PSSA Practice Books ELA/MATH/Science	4000
Total Expenditures	26428		

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math Open Ended	Constructed response will be embedded in the math framework and administered twice weekly as part of math solve and share. 1 Open Ended response will be administered per quarter
TDA Open Ended	Students in Grades 3-6 will complete at least 1 TDA per quarter.

Math Open Ended PD

Action Step		
<ul style="list-style-type: none">Constructed response will be embedded in the math framework and administered twice weekly as part of math solve and share. 1 Open Ended response will be administered per quarter		
Audience		
Grades 2-6 Teachers		
Topics to be Included		
Administering and evaluating CRQs for math.		
Evidence of Learning		
Students CRQ scores will increase after each administration.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Facilitator	2024-09-16	2025-05-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Once per Quarter
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
Joseph Williams	2024-08-30
School Improvement Facilitator Signature	Date