

West Berwick El Sch

TSI Title 1 School Plan | 2024 - 2025

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Profile and Plan Essentials

School		AUN/Branch
West Berwick Elementary School		116191103
Address 1		
809 Sycamore Street		
Address 2		
City	State	Zip Code
Berwick	PA	18603
Chief School Administrator		Chief School Administrator Email
Wendy Kupsky		wkupsky@berwicksd.org
Principal Name		
Jill Shipman		
Principal Email		
jshipman@berwicksd.org		
Principal Phone Number		Principal Extension
570-759-6400		3602
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Wendy Kupsky	Chief School Administrator	BASD	wkupsky@berwicksd.org
Jill Shipman	Principal	BASD	jshipman@berwicksd.org
Megan Culver	Parent	WBE Parent	cancerius_19@hotmail
Jackie Whitenight	Teacher	BASD	jwhitenight@berwicksd.org
Laurel Peifer	Education Specialist	BASD	lpeifer@berwicksd.org
Cara Dunn	Other	BASD	cdunn@berwicksd.org
Pam Hegland	District Level Leaders	BASD	phegland@berwicksd.org
Elizabeth Shotwell	District Level Leaders	BASD	eshotwell@berwicksd.org
Marc Nespoli	Board Member	BASD	mnespoli@berwicksd.org
Rochelle Kane	Parent	WBE Parent	rromeo@worktolivellc.com
Amanda Stutzman	Community Member	Commonwealth University	astutzman@commonwealth.ed
Heather Bartholomew	Teacher	BASD	hbartholomew@berwicksd.org
Amy Smith	Education Specialist	BASD	asmith@berwicksd.org
Heather Gleco	Community Member	For the Cause-Teen Center	hgleco@forthecause.org
Clint Lanning	Board Member	BASD	
Brenda Post	Board Member	BASD	

Vision for Learning

Vision for Learning

At WBE we will create a safe and welcoming place where teachers, students, parents, & the community work together to help every child succeed and reach their individual potential.

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	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Growth	All student group is at a 79.0 growth indicator, which is a continued positive upward trend. Additionally, our students identified as economically disadvantaged (87) and our special education students (86) both are in the blue for growth. This is a continued upward positive trend for the past two years.
Math Growth	All student group is at a 71.0 growth indicator, which is a continued positive upward trend. This is a continued upward positive trend for the past two years.

Challenges

Indicator	Comments/Notable Observations
Regular Attendance	All student group did not meet performance standard for the 2021-2022 school year (lagging indicator). Percent regular attendance was 67.1%, while state average was 73.9% for the 2021-2022 school year.
Math Performance	All Student Group did not meet interim goal/improvement target for the 2022-2023 school year. 33.9% of students were proficient or advanced. According to early release PSSA results for the 23-24 school year, the following proficiency was achieved: 3rd grade-45% proficient or advanced 4th grade-30% proficient or advanced While these are coded as early release, these results include all tested students.
ELA Performance	All Student Group did not meet interim goal/improvement target for the 2022-2023 school year. 43.2% of students were proficient or advanced. According to early release PSSA results for the 23-24 school year, the following proficiency was achieved: 3rd grade-52% proficient or advanced 4th grade-40% proficient or advanced While these are coded as early release, these results include all tested students.

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

Strengths

Indicator Meeting interim goal/improvement target for mathematics/algebra. ESSA Student Subgroups Hispanic	Comments/Notable Observations Subgroup met interim target (16.0%) for the 2022-2023 school year and had an increase in performance from the previous year.
Indicator Meeting interim goal/improvement target for Science/Biology. ESSA Student Subgroups	Comments/Notable Observations Subgroup met interim target (80.5%) for the 2022-2023 school year.

White	
Indicator Meeting the Standard demonstrating growth in ELA ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Subgroups met the standard demonstrating growth for the 2022-2023 school year and have an increase in performance for the previous year. White: 79.0 Economically Disadvantaged: 87.0 Students with Disabilities: 86.0

Challenges

Indicator Regular Attendance ESSA Student Subgroups Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All four subgroups did not meet performance standard for regular attendance for the 2022-2023 school year. Each has a decrease in performance from the previous school year. Additionally, these groups were part of our TSI designation for the 24-25 school year.
Indicator Meeting goal/improvement target in math ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All three subgroups did not meet the interim goal/improvement target for the 2022-2023 school year. White and economically disadvantaged subgroups decreased in performance from the previous school year. Students with disabilities maintained and did not progress.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

ELA Growth: All student group is at a 79.0 growth indicator, which is a continued positive upward trend. Additionally, our students identified as economically disadvantaged (87) and our special education students (86) both are in the blue for growth. This is a continued upward positive trend for the past two years..
Math Growth: All student group is at a 71.0 growth indicator, which is a continued positive upward trend. This is a continued upward positive trend for the past two years.

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 All student group did not meet performance standard for the 2020-2021 school year. Percent regular attendance was 77.6%, while state average was 82.2% for the 2020-2021 school year.
Math: All Student Group did not meet interim goal/improvement target for the 2022-2023 school year. 33.9% of students were proficient or advanced. According to early release PSSA results for the 23-24 school year, the following proficiency was achieved: 3rd grade-45% proficient or advanced 4th grade-30% proficient or advanced While these are coded as early release, these results include all tested students.
ELA: All Student Group did not meet interim goal/improvement target for the 2022-2023 school year. 43.2% of students were proficient or advanced. According to early release PSSA results for the 23-24 school year, the following proficiency was achieved: 3rd grade-52% proficient or advanced 4th grade-40% proficient or advanced While these are coded as early release, these results include all tested students.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading	K: End of Year 28% Below Benchmark, 33% Well Below Benchmark 1: End of Year 12% Below Benchmark, 51% Well Below Benchmark 2: End of Year 14% Below Benchmark, 42% Well Below Benchmark 3: End of Year 16% Below Benchmark, 39% Well Below Benchmark 4: End of Year 24% Below Benchmark, 37% Well Below Benchmark Based on these data, there is a need for strategic and intensive support for the majority of our students.

English Language Arts Summary

Strengths

We have revised our professional learning plan
We have an assessment calendar in place along with times for data review. The results of our local assessments and our PSSA results correspond.

Challenges

Time to review data and adjust instruction accordingly is still a challenge.
Heavy behavioral needs of some of our students prevents some focus on academic needs.
Student attendance is a challenge.

Mathematics

Data	Comments/Notable Observations
iReady Math	Schoolwide 55% of our students are one grade level below for math. Schoolwide 13% of our students are two grade levels below for math. Schoolwide 5% of our students are three or more grade levels below for math.

Mathematics Summary

Strengths

We have updated our professional learning plan.
We have an assessment calendar in place along with times for data review. The results of our local assessments and our PSSA results correspond.
iReady Math provides extensive student data with the implementation of the quarterly diagnostic test.

Challenges

Providing time for teachers to meet to review data provided by the new curriculum (i.e. common planning).
Heavy behavioral needs of some of our students prevents some focus on academic needs.
Student attendance is a challenge.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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NA	No formal data source other than Future Ready PA Index has been used to evaluate Science, Technology, and Engineering Education at West Berwick Elementary School
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Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

West Berwick Elementary School's challenge will be to develop an evaluation tool to measure gains in the noted area.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
SmartFutures	All students K-12 participate in the SmartFutures curriculumEach student has their own accountProgram can be used both in school and at home

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.

SmartFutures provides students age appropriate materials dealing with career readiness
SmartFutures can be adapted for special needs students and available to all students both in brick and mortar or online learning

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.

SmartFutures costs the district to implement.
SmartFutures overseeing the usage of the program, especially with Kindergarten and 1st grade students therefore we have added it into our Technology special so that all students could be reached.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA	Out of the three students accessed via WIDA in 21-22 and 22-23 who continue to receive services at West Berwick, only one student did not meet their PSSA goals.

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

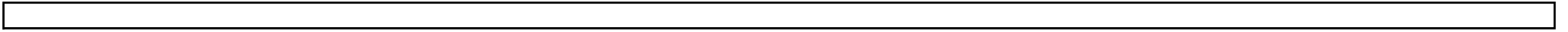
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Acadience Data Management will have the ability to collect data and help form intervention groups
WIDA Access data for ELLs Progress
Each Wednesday, additional tutoring is provided for students identified as ELs.

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.

Scheduling time to administer Acadience Data Management to properly assist in developing intervention groups
Finding time for administration, classroom teachers, and title I teacher to meet and review student data
Online connectivity issues for at-home usage for district sponsored software programs.



Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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	Not Yet Evident
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Not Yet Evident

Summary

Strengths

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports

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, and evidence-based
Provide frequent, timely, and systematic feedback and support on instructional practices
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Continuously monitor implementation of the school improvement plan and adjust as needed
Implement evidence-based strategies to engage families to support learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
ELA Growth: All student group is at a 79.0 growth indicator, which is a continued positive upward trend. Additionally, our students identified as economically disadvantaged (87) and our special education students (86) both are in the blue for growth. This is a continued upward positive trend for the past two years..	True
Math Growth: All student group is at a 71.0 growth indicator, which is a continued positive upward trend. This is a continued upward positive trend for the past two years.	False
ELA Growth: All student group is at a 79.0 growth indicator, which is a continued positive upward trend. Additionally, our students identified as economically disadvantaged (87) and our special education students (86) both are in the blue for growth. This is a continued upward positive trend for the past two years.	False
Math Growth: All student group is at a 71.0 growth indicator, which is a continued positive upward trend. This is a continued upward positive trend for the past two years.	False
We have revised our professional learning plan	True
	False
	False
	False
N/A	False
SmartFutures provides students age appropriate materials dealing with career readiness	False
SmartFutures can be adapted for special needs students and available to all students both in brick and mortar or online learning	False
We have updated our professional learning plan.	False
Acadience Data Management will have the ability to collect data and help form intervention groups	True
WIDA Access data for ELLs Progress	False
Each Wednesday, additional tutoring is provided for students identified as ELs.	False
N/A	False
Each Wednesday, additional tutoring is provided for students identified as ELs.	True
iReady Math provides extensive student data with the implementation of the quarterly diagnostic test.	False
We have an assessment calendar in place along with times for data review. The results of our local assessments and our PSSA results correspond.	False
We have an assessment calendar in place along with times for data review. The results of our local assessments and our PSSA results correspond.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Regular AttendanceAll student group did not meet performance standard for the 2020-2021 school year. Percent regular attendance was 77.6%, while state average was 82.2% for the 2020-2021 school year.	True
Math: All Student Group did not meet interim goal/improvement target for the 2022-2023 school year. 33.9% of students were proficient or advanced. According to early release PSSA results for the 23-24 school year, the following proficiency was achieved: 3rd grade-45% proficient or advanced4th grade-30% proficient or advanced While these are coded as early release, these results include all tested students.	True
Regular Attendance: 23-24: All four subgroups did not meet performance standard for regular attendance for the 2022-2023 school year. Each has a decrease in performance from the previous school year. Additionally, these groups were part of our TSI designation for the 24-25 school year.	False
Math: All Student Group did not meet interim goal/improvement target for the 2022-2023 school year. 33.9% of students were proficient or advanced. According to early release PSSA results for the 23-24 school year, the following proficiency was achieved: 3rd grade-45% proficient or advanced4th grade-30% proficient or advanced While these are coded as early release, these results include all tested students.	False
Providing time for teachers to meet to review data provided by the new curriculum (i.e. common planning).	False
Time to review data and adjust instruction accordingly is still a challenge.	False
Heavy behavioral needs of some of our students prevents some focus on academic needs.	False
West Berwick Elementary School's challenge will be to develop an evaluation tool to measure gains in the noted area.	False
West Berwick Elementary School's challenge will be to develop an evaluation tool to measure gains in the noted area.	False
Scheduling time to administer Acadience Data Management to properly assist in developing intervention groups	False
Finding time for administration, classroom teachers, and title I teacher to meet and review student data	False
Online connectivity issues for at-home usage for district sponsored software programs.	False
SmartFutures costs the district to implement.	False
SmartFutures overseeing the usage of the program, especially with Kindergarten and 1st grade students therefore we have added it into our Technology special so that all students could be reached.	False
ELA: All Student Group did not meet interim goal/improvement target for the 2022-2023 school year. 43.2% of students were proficient or advanced. According to early release PSSA results for the 23-24 school year, the following proficiency was achieved: 3rd grade-52% proficient or advanced4th grade-40% proficient or advanced While these are coded as early release, these results include all tested students.	True
Student attendance is a challenge.	False

Student attendance is a challenge.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Implement evidence-based strategies to engage families to support learning	True
Heavy behavioral needs of some of our students prevents some focus on academic needs.	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.

While we have made tremendous strides in a proactive approach to attendance, we continue to face challenges in that area and recognize that making changes in this area will require the support of the broader community. Additionally, while we have seen growth for individual students as a result of interventions, we continue to struggle with our core instruction. This will be addressed in this plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Regular Attendance All student group did not meet performance standard for the 2020-2021 school year. Percent regular attendance was 77.6%, while state average was 82.2% for the 2020-2021 school year.	While we have made tremendous strides in this area at the school level, we recognize that this challenge will require the support from our broader community to address barriers to attendance.	True
Math: All Student Group did not meet interim goal/improvement target for the 2022-2023 school year. 33.9% of students were proficient or advanced. According to early release PSSA results for the 23-24 school year, the following proficiency was achieved: 3rd grade-45% proficient or advanced 4th grade-30% proficient or advanced While these are coded as early release, these results include all tested students.		False
Provide frequent, timely, and systematic feedback and support on instructional practices	It has been challenging to create a structure in which admin can provide feedback and support due to the need to address student needs and shortage of administration roles. This has been addressed through the shift to an AP role from the dean role. Additionally, the district director of C&I is now more able to support the school leader and teachers in this process.	True
ELA: All Student Group did not meet interim goal/improvement target for the 2022-2023 school year. 43.2% of students were proficient or advanced. According to early release PSSA results for the 23-24 school year, the following proficiency was achieved: 3rd grade-52% proficient or advanced 4th grade-40% proficient or advanced While these are coded as early release, these results include all tested students.		False
Heavy behavioral needs of some of our students prevents some focus on academic needs.		False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	While we have some assessments in place, we are not yet consistently using these data to adjust core instruction. This is due to a need for time to planning to adjust as well as a need for frequent, timely, and systemic feedback on instructional practices.	True
Implement evidence-based strategies to engage families to support learning	This directly aligns with our attendance challenges. While we have done a good job with promoting activities to involve families, we are not yet effectively engaging families to support learning. This is a shift in the way we have historically thought about the school/home connection.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
We have revised our professional learning plan	This will allow for our professional learning to better align with our goals and vision.
Acadience Data Management will have the ability to collect data and help form intervention groups	
Each Wednesday, additional tutoring is provided for students identified as ELs.	
ELA Growth: All student group is at a 79.0 growth indicator, which is a continued positive upward trend. Additionally, our students identified as economically disadvantaged (87) and our special education students (86) both are in the blue for growth. This is a continued upward positive trend for the past two years..	
Implement an evidence-based system of schoolwide positive behavior interventions and supports	By continuing to implement PBIS, we will be proactive in addressing challenging behaviors by teaching expectations.
We have an assessment calendar in place along with times for data review. The results of our local assessments and our PSSA results correspond.	Having valid assessments on a regular basis is a critical step in an effective instructional cycle.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we effectively implement evidence-based strategies to engage families to support learning and continue our proactive approach to monitoring and responding to attendance patterns, then regular student attendance will increase.
	If we create a structure and provide support to administration to allow for frequent, timely, and systematic feedback on instructional practices, and we ensure our professional learning is personalized, ongoing, job-embedded and aligned to student outcomes, then our teachers will have the tools necessary to effectively support learning in their classrooms and student outcomes will improve.
	If we use a variety of assessments to monitor student learning, and we use these data to adjust programs and instructional practices, then student outcomes will improve.

Goal Setting

Priority: If we effectively implement evidence-based strategies to engage families to support learning and continue our proactive approach to monitoring and responding to attendance patterns, then regular student attendance will increase.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2025, 85% of students will demonstrate regular attendance.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance-Attendance Works			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
95% Regular Attendance	90% Regular Attendance	87% Regular Attendance	By June 2025, 85% of students will demonstrate regular attendance.

Priority: If we create a structure and provide support to administration to allow for frequent, timely, and systematic feedback on instructional practices, and we ensure our professional learning is personalized, ongoing, job-embedded and aligned to student outcomes, then our teachers will have the tools necessary to effectively support learning in their classrooms and student outcomes will improve.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Throughout the school year, admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.			
Measurable Goal Nickname (35 Character Max)			
Admin Classroom Visits			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.	Admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.	Admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.	Admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.

Priority: If we use a variety of assessments to monitor student learning, and we use these data to adjust programs and instructional practices, then student outcomes will improve.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2025, the number of students performing one or more grade level below will decrease by 10%.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 50% of students will be identified as needing Tier 2 or Tier 3	By MOY, students needing intensive and strategic support will decrease by 5%	By the end of MP3 students will be assessed through the middle of the year benchmark and regrouped by needs.	By June 2025, the number of students performing one or more grade level below will decrease by 10%.

interventions, as per the initial benchmark assessment.			
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Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2025, the number of students that need strategic and intensive support will decrease by 10%.			
Measurable Goal Nickname (35 Character Max)			
ELA-Acadience			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 50% of students are identified at or above benchmark in the ALO initial year testing.	By MOY, students needing intensive and strategic support will decrease by 10%	By the end of MP3 students will be assessed through the middle of the year benchmark and regrouped by needs.	By June 2025, the number of students that need strategic and intensive support will decrease by 10%.

Action Plan

Measurable Goals

Regular Attendance-Attendance Works	Admin Classroom Visits
Math	ELA-Acadience

Action Plan For: Attendance Works: Create Infrastructure to Collect & Analyze Data, Create Partnerships to Support Family & Community Involvement; Develop & Implement Tiered Strategies

Measurable Goals:
<ul style="list-style-type: none"> By June 2025, 85% of students will demonstrate regular attendance.

Action Step		Anticipated Start/Completion Date	
Review Attendance Works calendar to plan		2024-07-01	2024-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP	https://awareness.attendanceworks.org/resources/what-to-do-when/	No	
Action Step		Anticipated Start/Completion Date	
Analyze AttendanceDataUse end-of the-year data to review the numbers for chronic absence.		2024-08-01	2024-08-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/AP	Data Sheets from 23-24 school year	No	
Action Step		Anticipated Start/Completion Date	
Print Banners and Posters to display in building.		2024-08-05	2024-08-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP	Printing materials	No	
Action Step		Anticipated Start/Completion Date	
Meet the Teacher Night Activity		2024-08-21	2024-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP	-Scavenger Hunt Directions-Poster Board/ Lg Construction Paper-Velcro Dots -4 -Decorative Foam Pieces -Option 1 -Option 2 -Option 3 -Option 4Please order two of each option-Markers- buy 8 packs -Baggie or Basket for Velc/foam pieces- will find something that we already have -Desk/Table at each destination	No	
Action Step		Anticipated Start/Completion Date	
September - "Go Bulldogs" Night		2024-09-01	2024-10-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP	Notebooks (3) and pens (2) for signing - budget alternative bulldog paper on cardstock where players sign -Flyer with	No	

	information on it about event and raffle -Football tickets for raffle		
Action Step		Anticipated Start/Completion Date	
October- ELKS Parade		2024-10-01	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP/Steering Committee Lead	Banner- order with Campbell PrintingCandyMore candy	No	
Action Step		Anticipated Start/Completion Date	
November- STEAM Night		2024-11-01	2024-11-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	-Flyers send home-Food-Attendance Papers	No	
Action Step		Anticipated Start/Completion Date	
December- Family Fun Night		2024-12-12	2024-12-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/AP	-Prize Pencils -Room with screen to show video	No	
Action Step		Anticipated Start/Completion Date	
January- Mandated Report Training		2025-01-01	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I/Principal	PA Mandated reporter trainerPizzaFlyers High School Volunteers	No	
Action Step		Anticipated Start/Completion Date	
February- We love good attendance Breakfast		2025-02-01	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/AP	Bagels, cream cheese, paper products, and juice	No	
Action Step		Anticipated Start/Completion Date	
March- Family Dance Party “Glow Party”		2025-03-01	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Steering Committee Lead/AP	Free dance ticket -”Tickets” sold at door-DJ-Volunteers to help -Refreshments-Glow bracelet/necklace -Extra Glow products for sale -Glow Glasses for purchase -Glow Foam Sticks Extra phrases- “Let’s Glow”, “Way to Glow”, let’s get our Glow on, Glow Dance Party	No	
Action Step		Anticipated Start/Completion Date	
April- Science Fair		2025-04-01	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Andrea Zajac/AP	Refreshments	No	
Action Step		Anticipated Start/Completion Date	
May- Spring Carnival		2025-05-01	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/Steering Committee Lead	-Jar -Candy pieces for in jar-Winning prize gets jar and gift card	No	
Action Step		Anticipated Start/Completion Date	
Quarterly Attendance Tracking Meetings: Analyze/Identify students who need require interventions due to absenteeism.		2024-08-27	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP/Principal	Tracking Sheets	No	
Action Step		Anticipated Start/Completion Date	
Send letters, make phone calls, hold SAIC meetings and make referrals for chronically absent students when necessary.		2024-08-27	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP/Principal	Time & Tracking Materials	No	
Action Step		Anticipated Start/Completion Date	
Continue implementation of schoolwide PBIS plan		2024-08-27	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP & Guidance	PBIS materials	Yes	
Action Step		Anticipated Start/Completion Date	
Create an Attendance Leadership Team made up of diverse stakeholders to devise and revise the school's attendance intervention system. The team should participate in the elements below to create the system, and then meet regularly to analyze data, evaluate effectiveness of interventions, focus resources and develop additional interventions as needed. Ensure that the Attendance Leadership Team has access to information about best practices and evidence-based interventions		2024-08-01	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP/Principal	Attendance Works resources, data system	Yes	
Action Step		Anticipated Start/Completion Date	
Create Infrastructure to Collect and Analyze Data		2024-07-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/AP	Attendance Works resources, data system	No	
Action Step		Anticipated Start/Completion Date	
Create Partnerships to Support Family and Community Involvement		2024-08-27	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Steering Team Leads	Time and family engagement funds; connections with community partners	No	
Action Step		Anticipated Start/Completion Date	
Develop and Implement Tiered Strategies		2024-07-01	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal/AP	Found on tiered strategy doc	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance Works Calendar, increase in daily attendance for all students, menu of supports for decreasing chronic truancy, increase in family engagement and involvement.	The school team will participate in monthly and quarterly monitoring routines evaluate impact and adjust course as needed.

Action Plan For: Data-Informed Instruction

Measurable Goals:		
<ul style="list-style-type: none"> By June 2025, the number of students performing one or more grade level below will decrease by 10%. By June 2025, the number of students that need strategic and intensive support will decrease by 10%. 		

Action Step		Anticipated Start/Completion Date	
Identify which assessments will be used to collect interim data in each course area. Create an assessment calendar to identify when exams will be given.		2024-07-01	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
C&I Lead	Assessment systems	No	
Action Step		Anticipated Start/Completion Date	
Create internal data collection systems and dashboards or trackers to ensure teachers can access and use assessment data.		2024-07-01	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
C&I	Internal tracker system	No	
Action Step		Anticipated Start/Completion Date	
Designate bi-weekly Teaching Team meeting times for data analysis and reflection. Designate weekly times for school leaders to observe classes and data reflection outcomes.		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
C&I	Time and analysis tool	Yes	
Action Step		Anticipated Start/Completion Date	
Create protocols for data meetings and articulate expectations for team reflection activities.		2024-08-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
C&I	protocols	No	
Action Step		Anticipated Start/Completion Date	
Train teachers and coaches on team data collaboration expectations, key data analysis protocols and structures, and selected instructional responses to data (e.g., reteach practices).		2024-08-19	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
C&I	PD resources	Yes	
Action Step		Anticipated Start/Completion Date	
Teaching Teams use these data days to analyze and reflect on assessment results, identify student progress and diagnose emergent student needs, and create plans for upcoming instruction.		2024-08-27	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
C&I	MTSS Materials	Yes	
Action Step		Anticipated Start/Completion Date	
Implement small group and individualized supports		2024-08-27	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Teachers/Reading Specialists/TAs	Curricular resources, specialist supports	No	
Action Step		Anticipated Start/Completion Date	
Implement AR Program		2024-08-27	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists/T1 TA/Classroom Teacher	AR Program	No	
Action Step		Anticipated Start/Completion Date	
Quarterly parent engagement events focused on improving outcomes in reading and math		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & C&I	Parent Engagement Funds	No	
Action Step		Anticipated Start/Completion Date	
Implement differentiated literacy instruction		2024-08-27	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading specialists & Classroom teachers	Differentiated literacy materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Data-driven small group instruction, improved student outcomes on PSSA and local assessments	The school team will participate in monthly and quarterly monitoring routines evaluate impact and adjust course and needed.

Action Plan For: Principal as Instructional Leader-Focusing work with teachers on instruction & Building a Collaborative Structure

Measurable Goals:
• Throughout the school year, admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.

Action Step		Anticipated Start/Completion Date	
Work with Director of C&I to develop a tracking tool for visits		2024-08-26	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
C&I/Principal	Time and Tool	No	
Action Step		Anticipated Start/Completion Date	
Work with Director of C&I to fine tune feedback structures		2024-08-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I, Principal	Feedback resources	No	
Action Step		Anticipated Start/Completion Date	
Q1: Admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.		2024-08-27	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I, Principal	Time and tracking tool	No	
Action Step		Anticipated Start/Completion Date	
Q2: Admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.		2024-11-01	2025-01-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Director C&I, Principal	Time and tracking tool	No	
Action Step		Anticipated Start/Completion Date	
Q1 Debrief		2024-11-01	2024-11-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I, Principal	Time	Yes	
Action Step		Anticipated Start/Completion Date	
Q2 Debrief		2025-01-21	2025-01-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I, Principal	Time	No	
Action Step		Anticipated Start/Completion Date	
Q3: Admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.		2025-01-22	2025-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I, Principal	Time & Tracking tool	No	
Action Step		Anticipated Start/Completion Date	
Q3 Debrief		2025-03-31	2025-04-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I, Principal	Time	No	
Action Step		Anticipated Start/Completion Date	
Q4: Admin will visit ten classrooms each week and provide brief explicit feedback to each teacher, as recorded on a tracking tool.		2025-04-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I, Principal	Time & tracking tool	No	
Action Step		Anticipated Start/Completion Date	
Q4 Debrief		2025-06-06	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I, Principal	Time	No	
Action Step		Anticipated Start/Completion Date	
End of year: Begin planning for targeted professional learning in 25-26 SY		2025-06-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director C&I, Principal	Time & tool for professional learning mapping	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All teachers in school will have feedback from school leaders on a regular basis. School leaders will further develop skills in targeted feedback.	The school team will participate in monthly and quarterly monitoring routines evaluate impact and adjust course as needed.

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">Data-Informed Instruction	Salary & Benefits for reading specialists, teaching assistants, classroom teacher	501041.76
Instruction	<ul style="list-style-type: none">Data-Informed Instruction	MTSS Materials for math & reading (enhancing core materials, additional supplemental & targeted instruction materials)	56015.14
Instruction	<ul style="list-style-type: none">Data-Informed Instruction	Accelerated Reader	3243.10
Instruction	<ul style="list-style-type: none">Attendance Works: Create Infrastructure to Collect & Analyze Data, Create Partnerships to Support Family & Community Involvement; Develop & Implement Tiered StrategiesData-Informed InstructionPrincipal as Instructional Leader-Focusing work with teachers on instruction & Building a Collaborative Structure	Targeted professional learning for educators, aligned with improving student outcomes in math & reading	10000
Total Expenditures			570300

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Attendance Works: Create Infrastructure to Collect & Analyze Data, Create Partnerships to Support Family & Community Involvement; Develop & Implement Tiered Strategies	Continue implementation of schoolwide PBIS plan
Attendance Works: Create Infrastructure to Collect & Analyze Data, Create Partnerships to Support Family & Community Involvement; Develop & Implement Tiered Strategies	Create an Attendance Leadership Team made up of diverse stakeholders to devise and revise the school's attendance intervention system. The team should participate in the elements below to create the system, and then meet regularly to analyze data, evaluate effectiveness of interventions, focus resources and develop additional interventions as needed. Ensure that the Attendance Leadership Team has access to information about best practices and evidence-based interventions
Attendance Works: Create Infrastructure to Collect & Analyze Data, Create Partnerships to Support Family & Community Involvement; Develop & Implement Tiered Strategies	Develop and Implement Tiered Strategies
Data-Informed Instruction	Designate bi-weekly Teaching Team meeting times for data analysis and reflection. Designate weekly times for school leaders to observe classes and data reflection outcomes.
Data-Informed Instruction	Train teachers and coaches on team data collaboration expectations, key data analysis protocols and structures, and selected instructional responses to data (e.g., reteach practices).
Data-Informed Instruction	Teaching Teams use these data days to analyze and reflect on assessment results, identify student progress and diagnose emergent student needs, and create plans for upcoming instruction.
Data-Informed Instruction	Implement differentiated literacy instruction
Principal as Instructional Leader-Focusing work with teachers on instruction & Building a Collaborative Structure	Q1 Debrief

PBIS-Refresher & Expansion

Action Step		
<ul style="list-style-type: none"> Continue implementation of schoolwide PBIS plan 		
Audience		
Teachers & Staff		
Topics to be Included		
Audit of current PBIS program, establish goals for enhancement, targeted learning for new staff members		
Evidence of Learning		
Updated PBIS handbook		
Lead Person/Position	Anticipated Start	Anticipated Completion
AP/Principal	2024-08-27	2025-01-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly

Observation and Practice Framework Met in this Plan		
<ul style="list-style-type: none"> 2c: Managing Classroom Procedures 2b: Establishing a Culture for Learning 3a: Communicating with Students 2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 		
This Step Meets the Requirements of State Required Trainings		
At Least 1-hour of Trauma-informed Care Training for All Staff		

Attendance Works Trainings

Action Step		
<ul style="list-style-type: none"> Create an Attendance Leadership Team made up of diverse stakeholders to devise and revise the school's attendance intervention system. The team should participate in the elements below to create the system, and then meet regularly to analyze data, evaluate effectiveness of interventions, focus resources and develop additional interventions as needed. Ensure that the Attendance Leadership Team has access to information about best practices and evidence-based interventions Develop and Implement Tiered Strategies 		
Audience		
Teachers & Team Members		
Topics to be Included		
*implement strategies that create a positive school climate that encourages attendance and participation*support students who need extra support*develop approaches for mobilizing school staff and community partners		
Evidence of Learning		
Expanded tiered support strategies for students		
Lead Person/Position	Anticipated Start	Anticipated Completion
AP	2024-09-02	2024-12-20

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4c: Communicating with Families 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	

Ongoing, job-embedded professional learning-Data aligned to student outcomes

Action Step
<ul style="list-style-type: none"> Designate bi-weekly Teaching Team meeting times for data analysis and reflection. Designate weekly times for school leaders to observe classes and data reflection outcomes. Train teachers and coaches on team data collaboration expectations, key data analysis protocols and structures, and selected instructional responses to data (e.g., reteach practices). Teaching Teams use these data days to analyze and reflect on assessment results, identify student progress and diagnose emergent student needs, and create plans for upcoming instruction.

<ul style="list-style-type: none"> Implement differentiated literacy instruction 		
Audience		
Teachers and Building Admin		
Topics to be Included		
Structured Literacy, Data aligned decision making, effective change management		
Evidence of Learning		
Each team will develop goals to work toward this school year. Through a cycle of improvement, they will create action plans and monitor progress toward goals		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of C&I	2024-08-20	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Twice per month
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 1c: Setting Instructional Outcomes 4a: Reflecting on Teaching 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Principal as Instructional Leader

Action Step		
<ul style="list-style-type: none"> Q1 Debrief 		
Audience		
Admin Team		
Topics to be Included		
Overview of instructional leadership, power of feedback, tools for meaningful feedback		
Evidence of Learning		
Goals aligned to improvement plan are met.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director C&I	2024-07-30	2025-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Expanding Understanding of Science of Reading

Action Step		
<ul style="list-style-type: none"> Implement differentiated literacy instruction 		
Audience		
Teachers		
Topics to be Included		
Science of reading-Shifts and next steps		
Evidence of Learning		
Action plans aligned to improving student outcomes in reading are developed		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director C&I	2024-08-20	2025-06-06

Learning Format

Type of Activities	Frequency
Book study	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed, aligned to professional learning goals
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

PLCs-Implementation Teams

Action Step
<ul style="list-style-type: none"> Designate bi-weekly Teaching Team meeting times for data analysis and reflection. Designate weekly times for school leaders to observe classes and data reflection outcomes. Train teachers and coaches on team data collaboration expectations, key data analysis protocols and structures, and selected instructional responses to data (e.g., reteach practices). Teaching Teams use these data days to analyze and reflect on assessment results, identify student progress and diagnose emergent student needs, and create plans for upcoming instruction. Develop and Implement Tiered Strategies
Audience
Teachers-Grade level teams
Topics to be Included
Action planning aligned with student outcomes

Evidence of Learning		
Successful completion of multiple PDSA cycles		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director C&I	2024-08-20	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Twice a month
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">1b: Demonstrating Knowledge of Students3e: Demonstrating Flexibility and Responsiveness1e: Designing Coherent Instruction1c: Setting Instructional Outcomes4e: Growing and Developing Professionally1f: Designing Student Assessments1a: Demonstrating Knowledge of Content and Pedagogy4a: Reflecting on Teaching4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">WB EB Affirmation Statement 2024.pdf

Chief School Administrator	Date
Wendy Kupsky	2024-08-27
Building Principal Signature	Date
Jill Shipman	2024-08-27
School Improvement Facilitator Signature	Date