Profile and Plan Essentials

School		AUN/Branch
Salem Elementary School		116191103
Address 1		
810 East Tenth Street		
Address 2		
City	**State**	**Zip Code**
Berwick	PA	18603
Chief School Administrator		**Chief School Administrator Email**
Wendy Kupsky		wkupsky@berwicksd.org
Principal Name		
Greg Michael		
Principal Email		
gmichael@berwicksd.org		
Principal Phone Number		**Principal Extension**
570-759-6400		3304
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Greg Michael	Principal	BASD	gmichael@berwicksd.org
Wendy Kupsky	Chief School Administrator	BASD	wkupsky@berwicksd.org
Elizabeth Shotwell	District Level Leaders	BASD	eshotwell@berwicksd.org
Laurel Peifer	Education Specialist	BASD	lpeifer@berwicksd.org
Patrick Brown	Teacher	BASD	pbrown@berwicksd.org
Yshonda Frey	Parent	BASD	
Donald Frey	Parent	BASD	
Marc Nespoli	Board Member	BASD	mnespoli@berwicksd.org
Amanda Stutzman	Community Member	Commonwealth University	astutzman@commonwealth.edu
Brenda Post	Board Member	BASD	bpost@berwicksd.org
Heather Gleco	Community Member	For the Cause	
Brianna Young	Teacher	BASD	
Sue Eisenhauer	Other	BASD	
Pam Hegland	District Level Leaders	BASD	

Vision for Learning

Vision for Learning

East Berwick/Salem Elementary creates a safe, inclusive learning community where students achieve their full potential, fostering excellence with creativity, problem-solving, and respect for all.

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
Mathematics Interim Goal/Improvement Target	Based on the 22-23 data available on Future Ready, our all student group met the interim target at 62.4%. Additionally, this is a continued upward trend. This surpassed the statewide average and is close to reaching the 2033 goal.
Science	Based on the 22-23 data available on Future Ready, our all student group met the interim target at 82.3%. This surpassed the statewide average and is close to reaching the 2033 goal.
ELA Growth	Based on the 22-23 data available on Future Ready, the all student group demonstrated a growth score of 70. This is an upward trend from the previous year.
Math Growth	Based on the 22-23 data available on Future Ready, the all student group demonstrated a growth score of 80. This is an upward trend from the previous year.

Challenges

Indicator	Comments/Notable Observations
ELA	Based on the 22-23 data available on Future Ready, 56.7% of students are proficient or advanced. Despite being this exceeding the statewide average (54.5%), the school did not meet the interim goal/improvement target and is not on track to meet the 2030 statewide goal (81.1%).
Regular Attendance	Based on the 22-23 data available on Future Ready, the all student group (72.5%) did not meet the performance standard for regular attendance.

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Mathematics-Growth **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Students identified as economically disadvantaged (81.0) surpassed the all student group (77.0) for the growth indicator.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator ELA Growth	**Comments/Notable Observations**

ESSA Student Subgroups White, Economically Disadvantaged	Students identified as economically disadvantaged (77.0) and white (71.0) surpassed the all student group (70.0) for the growth indicator.

Challenges

Indicator ELA Proficient and Advanced **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Based on the 22-23 data available on Future Ready, only 17.5% of our students with disabilities scored proficient or advanced on the PSSA, as compared to 56.7% of the all student group.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator Mathematics **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Based on the 22-23 data available on Future Ready, only 37.5% of our students with disabilities scored proficient or advanced on the PSSA, as compared to 62.4% of the all student group. Based on the 22-23 data available on Future Ready, only 50.0% of our students identified as economically disadvantaged scored proficient or advanced on the PSSA, as compared to 62.4% of the all student group.

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.

Mathematics Interim Goal/Improvement Target: Based on the 22-23 data available on Future Ready, our all student group met the interim target at 62.4%. Additionally, this is a continued upward trend. This surpassed the statewide average and is close to reaching the 2033 goal.
ELA Growth: Based on the 22-23 data available on Future Ready, the all student group demonstrated a growth score of 70. This is an upward trend from the previous year.
ELA Growth: Students identified as economically disadvantaged (81.0) surpassed the all student group (77.0) for the growth indicator.

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.

Math: Based on the 22-23 data available on Future Ready, only 37.5% of our students with disabilities scored proficient or advanced on the PSSA, as compared to 62.4% of the all student group. Based on the 22-23 data available on Future Ready, only 50.0% of our students identified as economically disadvantaged scored proficient or advanced on the PSSA, as compared to 62.4% of the all student group.
ELA Proficient/Advanced: Based on the 22-23 data available on Future Ready, only 17.5% of our students with disabilities scored proficient or advanced on the PSSA, as compared to 56.7% of the all student group.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Data Management	K: End of Year 27% Below Benchmark, 21% Well Below Benchmark 1: End of Year 13% Below Benchmark, 54% Well Below Benchmark 2: End of Year 15% Below Benchmark, 40% Well Below Benchmark 3: End of Year 15% Below Benchmark, 29% Well Below Benchmark 4: End of Year 21% Below Benchmark, 39% 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

The Acadience program allows teachers to evaluate student progress in the following areas; Phonemic Awareness, Phonics, Accurate and Fluent Reading, Reading Comprehension, and the student's overall Reading Composite Score.
Data collected from the Acadience program is used in the Child Study process.
Data collected from the Acadience program is used to help establish intervention groups within Salem Elementary.
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.
Team Planning/Data Team Meetings- Finding a common time to meet with Title I, classroom, and administration to review student data continues to be 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
Math	Schoolwide 52% of our students are one grade level below for math. Schoolwide 7% of our students are two grade levels below for math. Schoolwide 2% of our students are three or more grade levels below for math.

Mathematics Summary

Strengths

Iready math provides extensive student data and individualized path for student learning.

Challenges

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

N/A	N/A
N/A	N/A
N/A	No formal data source other than Future Ready PA Index has been used to evaluate Science, Technology, and Engineering Education at Salem Elementary School

Science, Technology, and Engineering Education Summary

Strengths

Science/Steam Fair held at Salem Elementary year in conjunction with local university,
Coding Club, advised by two staff members, with over 30 children participating.
N/A
N/A

Challenges

N/A
N/A
N/A
No formal approved science curriculum K-4 in the Berwick Area School District

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Fair/Career Awareness Activities	Coordinated by school counselor; guest visits/lectures from members of professional community including, food scientist, law enforcement, bankers, small business owners.
SmartFutures	All students K-4 participate in the SmartFutures curriculum

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
Development and implementation of an Adapted Physical Education class for students with exceptional needs. Two class periods per rotation cycle were reserved for the Adapted PE class.

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.

BASD is currently revising Social Studies curriculum (K-4), which would incorporate civics, government, geography and History.

Equity Considerations

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

Data	Comments/Notable Observations
Insufficient local data	N/A

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.

Data is aligned to student needs.
Class sizes are appropriate.

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.

Time to use data with teachers is challenging.
Staffing for small groups can be challenging.

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	Not Yet Evident

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	Not Yet Evident
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	Not Yet Evident
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	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?

Our school does not currently have any practices as operational. However, we are close to operational in collectively shaping the vision for continuous improvement of teaching and learning and will meet those requirements this school year through our schoolwide planning.

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.

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

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
Mathematics Interim Goal/Improvement Target: Based on the 22-23 data available on Future Ready, our all student group met the interim target at 62.4%. Additionally, this is a continued upward trend. This surpassed the statewide average and is close to reaching the 2033 goal.	True
ELA Growth: Based on the 22-23 data available on Future Ready, the all student group demonstrated a growth score of 70. This is an upward trend from the previous year.	True
ELA Growth: Students identified as economically disadvantaged (81.0) surpassed the all student group (77.0) for the growth indicator.	True
The Acadience program allows teachers to evaluate student progress in the following areas; Phonemic Awareness, Phonics, Accurate and Fluent Reading, Reading Comprehension, and the student's overall Reading Composite Score.	False
Data collected from the Acadience program is used in the Child Study process.	False
Data collected from the Acadience program is used to help establish intervention groups within Salem Elementary.	False
Science/Steam Fair held at Salem Elementary year in conjunction with local university,	False
Coding Club, advised by two staff members, with over 30 children participating.	False
N/A	False
	False
N/A	False
Development and implementation of an Adapted Physical Education class for students with exceptional needs. Two class periods per rotation cycle were reserved for the Adapted PE class.	True
Iready math provides extensive student data and individualized path for student learning.	True
SmartFutures provides students age appropriate materials dealing with career readiness.	False
Class sizes are appropriate.	True
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
Data is aligned to student needs.	False
Our school does not currently have any practices as operational. However, we are close to operational in collectively shaping the vision for continuous improvement of teaching and learning and will meet those requirements this school year through our schoolwide planning.	False
SmartFutures can be adapted for special needs students and available to all students both in brick and mortar or online learning	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
Math: Based on the 22-23 data available on Future Ready, only 37.5% of our students with disabilities scored proficient or advanced on the PSSA, as compared to 62.4% of the all student group. Based on the 22-23 data available on Future Ready, only 50.0% of our students identified as economically disadvantaged scored proficient or advanced on the PSSA, as compared to 62.4% of the all student group.	True
ELA Proficient/Advanced: Based on the 22-23 data available on Future Ready, only 17.5% of our students with disabilities scored proficient or advanced on the PSSA, as compared to 56.7% of the all student group.	True
	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
Student attendance is a challenge.	False
Team Planning/Data Team Meetings- Finding a common time to meet with Title I, classroom, and administration to review student data continues to be a challenge.	True
Heavy behavioral needs of some of our students prevents some focus on academic needs.	True
N/A	False
No formal approved science curriculum K-4 in the Berwick Area School District	False
BASD is currently revising Social Studies curriculum (K-4), which would incorporate civics, government, geography and History.	False
	False
N/A	False
N/A	False
	False
Student attendance is a challenge.	False
Time to use data with teachers is challenging.	False
Identify and address individual student learning needs.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Staffing for small groups can be challenging.	False

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.

Heavy behavioral needs of some of our students prevents some focus on academic needs. With the school consolidation, it is important to ensure buy-in and collaboration is evident.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math: Based on the 22-23 data available on Future Ready, only 37.5% of our students with disabilities scored proficient or advanced on the PSSA, as compared to 62.4% of the all student group. Based on the 22-23 data available on Future Ready, only 50.0% of our students identified as economically disadvantaged scored proficient or advanced on the PSSA, as compared to 62.4% of the all student group.	There is currently extremely limited collaboration time between our regular education and special education teachers due to a challenge with time availability. Because of this, there is a challenge of students with IEPs accessing grade level content. Additionally, our students with IEPs are not attending school regularly, as compared to our all student group.	True
ELA Proficient/Advanced: Based on the 22-23 data available on Future Ready, only 17.5% of our students with disabilities scored proficient or advanced on the PSSA, as compared to 56.7% of the all student group.	There is currently extremely limited collaboration time between our regular education and special education teachers due to a challenge with time availability. Because of this, there is a challenge of students with IEPs accessing grade level content. Additionally, our students with IEPs are not attending school regularly, as compared to our all student group.	False
Team Planning/Data Team Meetings- Finding a common time to meet with Title I, classroom, and administration to review student data continues to be a challenge.		False
Heavy behavioral needs of some of our students prevents some focus on academic needs.		False
Identify and address individual student learning needs.	More and more of our students need additional support and our staffing structures have not kept pace with that challenge. We also have room to more effectively use the staff we have by growing skills and providing support. Additionally, our students with IEPs are not attending school regularly, as compared to our all student group.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	With the changes within admin and the consolidation, we need to refine our established systems.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Class sizes are appropriate.	
Mathematics Interim Goal/Improvement Target: Based on the 22-23 data available on Future Ready, our all student group met the interim target at 62.4%. Additionally, this is a continued upward trend. This surpassed the statewide average and is close to reaching the 2033 goal.	
Iready math provides extensive student data and individualized path for student learning.	

Development and implementation of an Adapted Physical Education class for students with exceptional needs. Two class periods per rotation cycle were reserved for the Adapted PE class.	
ELA Growth: Based on the 22-23 data available on Future Ready, the all student group demonstrated a growth score of 70. This is an upward trend from the previous year.	
ELA Growth: Students identified as economically disadvantaged (81.0) surpassed the all student group (77.0) for the growth indicator.	
We have an assessment calendar in place along with times for data review. The results of our local assessments and our PSSA results correspond.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If special ed, regular ed, and specialist staff members are able to collaboratively plan for effective instruction, monitor impact of instruction, and adjust accordingly, then students will have improved access to grade level content as well as necessary targeted supports.
	If we proactively address both attendance and behavioral challenges using evidence-based strategies, then students will attend school more regularly and positive behaviors will increase.

Goal Setting

Priority: If special ed, regular ed, and specialist staff members are able to collaboratively plan for effective instruction, monitor impact of instruction, and adjust accordingly, then students will have improved access to grade level content as well as necessary targeted supports.

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-iReady			
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 interventions, as per the initial benchmark assessment.	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%.

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%.

Priority: If we proactively address both attendance and behavioral challenges using evidence-based strategies, then students will attend school more regularly and positive behaviors will increase.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 24-25 school year, according to the SWPBIS Tiered Fidelity Inventory, the school will measure at full implementation of at least 12 out of 15 indicators of Tier 1 implementation.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the first quarter, the school will achieve full implementation of at least 3 indicators.	By the end of the second quarter, the school will achieve full implementation of at least 8 indicators.	By the end of the third quarter, the school will achieve full implementation of at least 10 indicators.	By the end of the 24-25 school year, according to the SWPBIS Tiered Fidelity Inventory, the school will measure at full implementation of at least 12 out of 15 indicators of Tier 1 implementation.

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.

Action Plan

Measurable Goals

Math-iReady	PBIS
ELA-Acadience	Regular Attendance-Attendance Works

Action Plan For: PBIS-Year 1

Measurable Goals:
• By June 2025, 85% of students will demonstrate regular attendance.
• By the end of the 24-25 school year, according to the SWPBIS Tiered Fidelity Inventory, the school will measure at full implementation of at least 12 out of 15 indicators of Tier 1 implementation.

Action Step		Anticipated Start/Completion Date	
Initial PBIS Assessment		2024-08-19	2024-09-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP	CSIU Support	No	
Action Step		**Anticipated Start/Completion Date**	
Initial PBIS training for admin		2024-08-26	2024-09-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	CSIU	Yes	
Action Step		**Anticipated Start/Completion Date**	
Establish PBIS team		2024-08-26	2024-09-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP	Support from CSIU, time for team to meet	No	
Action Step		**Anticipated Start/Completion Date**	
PBIS team training		2024-09-26	2024-10-24
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP	CSIU	Yes	
Action Step		**Anticipated Start/Completion Date**	
Establish regular meeting time for PBIS team		2024-08-26	2024-09-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	Time and possibly coverage	No	
Action Step		**Anticipated Start/Completion Date**	
Create an action plan for implementation of PBIS in Year 1 (see action planning booklet)		2024-09-26	2024-10-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	PBIS action planning booklet/CSIU	No	
Action Step		**Anticipated Start/Completion Date**	
Schoolwide PBIS training for staff		2024-10-01	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	CSIU	Yes	
Action Step		**Anticipated Start/Completion Date**	
Determine PBIS matrix		2024-10-01	2024-10-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
AP/Principal	CSIU Support, time	No	
Action Step		**Anticipated Start/Completion Date**	
Ongoing: Ensure data system is tracking behavioral data as needed		2024-08-26	2024-12-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	Skyward	No	
Action Step		**Anticipated Start/Completion Date**	
Ongoing: Monthly PBIS team meetings		2024-08-26	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	PBIS TIPS agenda	No	
Action Step		**Anticipated Start/Completion Date**	
Development of schoolwide incentive program		2024-10-21	2024-11-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	Incentive system supplies (student incentives, online or paper-based system)	No	
Action Step		**Anticipated Start/Completion Date**	
Communicate PBIS matrix to students, staff, and families		2024-10-01	2024-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	Time, created matrix, lessons to share	Yes	
Action Step		**Anticipated Start/Completion Date**	
Progress monitor impact of PBIS on a quarterly basis		2024-08-27	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	Time & progress monitoring tool, CSIU	No	
Action Step		**Anticipated Start/Completion Date**	
Plan for phase 2 of PBIS implementation		2025-06-02	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
AP/Principal	CSIU	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At least 80% of faculty, staff and administration are committed to decreasing problem behaviors across students. (measured by fidelity survey) At least 80% of your faculty, staff, and administration are committed to increasing the academic performance of students (measured by survey) Functional PBIS team (roles, goals, meeting agendas, embedded times)	The school team will participate in monthly and quarterly monitoring routines evaluate impact and adjust course and needed.

Action Plan For: Data Informed Evidence-Based Instructional Strategies in Reading & Math

Measurable Goals:
• 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	2024-07-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director C&I/Principal/Instructional Technology	iReady/Acadience/iXL; calendar mapping with instructional tech lead	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	2024-08-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director C&I/Principal	Data tracking system-Explore with instructional technology lead	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.		2024-08-01	2024-08-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director C&I/Principal	Time and observation template	No	
Action Step		**Anticipated Start/Completion Date**	
Create protocols for data meetings and articulate expectations for team reflection activities.		2024-08-01	2024-08-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director C&I/Principal	Protocol templates	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).		2024-08-20	2024-09-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director C&I/Principal	Training time, professional learning tools, professional learning partners	Yes	
Action Step		**Anticipated Start/Completion Date**	
ONGOING: 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	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director C&I/Principal	Data tools for learning days, teaming supports, planning guides, instructional resources and strategies aligned to MTSS tiers	Yes	
Action Step		**Anticipated Start/Completion Date**	
ONGOING: Teaching Teams meet bi-weekly to examine data, collaboratively reflect, and adjust upcoming instruction to meet student needs.		2024-08-20	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Director C&I/Principal	Data tools for learning days, teaming supports, planning guides, instructional	Yes	

	resources and strategies aligned to MTSS tiers		
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?**	
Director C&I/Principal	Reading Specialists, instructional materials, AR program	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Teachers complete multiple PDSA cycles aligned to improving student outcomes. Students are provided targeted supports as needed.	The school team will participate in monthly and quarterly monitoring routines evaluate impact and adjust course and 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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Data Informed Evidence-Based Instructional Strategies in Reading & Math	Salary & Benefits Reading Specialists and Teaching Assistants	395475.60
Instruction	• Data Informed Evidence-Based Instructional Strategies in Reading & Math	MTSS Materials for math & reading (enhancing core materials, additional supplemental & targeted instruction materials)	56243.31
Instruction	• Data Informed Evidence-Based Instructional Strategies in Reading & Math	Accelerated Reader	3243.10
Instruction	• PBIS-Year 1 • Data Informed Evidence-Based Instructional Strategies in Reading & Math	Targeted professional learning for educators, aligned with improving student outcomes in math & reading, as well as PBIS	10000
Total Expenditures			464962.00999999995

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS-Year 1	Initial PBIS training for admin
PBIS-Year 1	PBIS team training
PBIS-Year 1	Schoolwide PBIS training for staff
PBIS-Year 1	Communicate PBIS matrix to students, staff, and families
Data Informed Evidence-Based Instructional Strategies in Reading & Math	Train teachers and coaches on team data collaborationexpectations, key data analysis protocols andstructures, and selected instructional responses todata (e.g., reteach practices).
Data Informed Evidence-Based Instructional Strategies in Reading & Math	ONGOING: Teaching Teams use these data days to analyze andreflect on assessment results, identify studentprogress and diagnose emergent student needs, andcreate plans for upcoming instruction.
Data Informed Evidence-Based Instructional Strategies in Reading & Math	ONGOING: Teaching Teams meet bi-weekly to examine data,collaboratively reflect, and adjust upcominginstruction to meet student needs.

PBIS Training-Year Long

Action Step
• Initial PBIS training for admin • PBIS team training • Schoolwide PBIS training for staff • Communicate PBIS matrix to students, staff, and families

Audience
PBIS Team (Initial), Full School moving forward

Topics to be Included
PBIS Implementation-Focus on schoolwide Tier 1

Evidence of Learning
Tracked via PBIS implementation tracker

Lead Person/Position	Anticipated Start	Anticipated Completion
AP/Principal	2024-08-27	2025-06-06

Learning Format

Type of Activities	Frequency
Workshop(s)	Bi-Monthly

Observation and Practice Framework Met in this Plan
• 2d: Managing Student Behavior • 2e: Organizing Physical Space • 2b: Establishing a Culture for Learning • 3a: Communicating with Students • 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures

This Step Meets the Requirements of State Required Trainings
At Least 1-hour of Trauma-informed Care Training for All Staff

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

Action Step
• Train teachers and coaches on team data collaborationexpectations, key data analysis protocols andstructures, and selected instructional responses todata (e.g., reteach practices). • ONGOING: Teaching Teams use these data days to analyze andreflect on assessment results, identify studentprogress and diagnose emergent student needs, andcreate plans for upcoming instruction. • ONGOING: Teaching Teams meet bi-weekly to examine data,collaboratively reflect, and adjust upcominginstruction to meet student needs.

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 C&I	2024-08-20	2025-06-05

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly

Observation and Practice Framework Met in this Plan
• 3d: Using Assessment in Instruction • 1f: Designing Student Assessments • 4d: Participating in a Professional Community • 2b: Establishing a Culture for Learning • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 4a: Reflecting on Teaching • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally

This Step Meets the Requirements of State Required Trainings
Structured Literacy

PLCs-Implementation Teams

Action Step
• PBIS team training • Train teachers and coaches on team data collaborationexpectations, key data analysis protocols andstructures, and selected instructional responses todata (e.g., reteach practices). • ONGOING: Teaching Teams use these data days to analyze andreflect on assessment results, identify studentprogress and diagnose emergent student needs, andcreate plans for upcoming instruction. • ONGOING: Teaching Teams meet bi-weekly to examine data,collaboratively reflect, and adjust upcominginstruction to meet student needs.

Audience
Teachers-Grade level teams

Topics to be Included
Action planning aligned with student outcomes

Evidence of Learning		
Successful completion of multiple PDSA cycles-with artifacts collected throughout		
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/month
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 4d: Participating in a Professional Community • 2a: Creating an Environment of Respect and Rapport	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files
• WB EB Affirmation Statement 2024.pdf

Chief School Administrator	Date
Wendy Kupsky	2024-08-28
Building Principal Signature	**Date**
Gregory P. Michael	2024-08-30
School Improvement Facilitator Signature	**Date**