

**Hepburn-Lycoming Primary Sch**

TSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Hepburn Lycoming Primary School		117417202/6367
<b>Address 1</b>		
355 Route 973		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Cogan Station	PA	17728
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Timothy Bowers		tbowers@wasd.org
<b>Principal Name</b>		
Michele L Kunkle		
<b>Principal Email</b>		
mkunkle@wasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-601-1112		43510
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Michele Kunkle		mkunkle@wasd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Michele Kunkle	Principal	Hepburn Primary	mkunkle@wasd.org
Michelle Boyles	Teacher	Hepburn Primary	mlboyles@wasd.org
Tanya Baer	Teacher	Hepburn Primary	tbaer@wasd.org
Hope Woolway	Teacher	Hepburn Primary	hwoolway@wasd.org
Barbara Adair	Teacher	Hepburn Primary	badair@wasd.org
Coleen Samar	Literacy Coach	Hepburn Primary	srobinso@wasd.org
Nicole Brown	Special Education Teacher	Hepburn Primary	nbrown@wasd.org
Joan Shaw	Title 1 Reading Specialist	Hepburn Primary	jshaw@wasd.org
Ashley Kalcich	Education Specialist	Hepburn Primary	akalcich@wasd.org
Jennifer Hoffman	Community Representative	Hepburn Primary	jhoffmancc@gmail.com
Patti Wylie	District Level Leaders	District Office	pwylie@wasd.org
Melissa Love-Ritchey	Teacher	Hepburn Primary	mlove@wasd.org
Seth Herb	Teacher	Hepburn Primary	sherb@wasd.org
Elizabeth Sauers	Education Specialist	Hepburn Primary	esauers@wasd.org
Theresa Montgomery	District Level Leaders	Curriculum WASD	tmont@wasd.org
Tim Bowers	Chief School Administrator	Williamsport Area School District	tbowers@wasd.org
Heather Buffington-Voght	District Level Leaders	Special Education Supervisor	hbuffing@wasd.org
Erin Brouse	District Level Leaders	Academic Recovery Coordinator	ebrouse@wasd.org
Pam Dincher	Parent	Hepburn Primary	pamdincher@gmail.com
Lindsay Clark	Parent	Hepburn Primary	Linds71086@yahoo.com

## **Vision for Learning**

### **Vision for Learning**

The vision of the Williamsport Area School District and the community in which it resides is presented as a series of statements: 1. We value each child as our own. That value is demonstrated by challenging and supporting each child to achieve his/her peak potential. 2. Every stakeholder (e.g., administrators, educators, support staff, parents, students and community) of the educational delivery system is respected. 3. Partnerships in the community expand opportunities and resources, including outreach programs, for our students and their families. 4. The community is proud of the school district, takes ownership of it, feels they are getting value from their investment in it, and views the school district as a collaborative partner. 5. Learning environments are enjoyable, engaging, and promote enthusiasm (the affective side of schooling). 6. Our community is an outstanding and safe place to live, learn, work and play. 7. Every child is engaged with a significant positive role model, in addition to family members. 8. Innovative and diverse learning opportunities are abundant; technological resources are available to support those learning opportunities. 9. Students who are college and career ready are an investment in our community and the future generation of inspirational community leaders.

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>False 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Third grade PSSA Math exceed the state interim target for all students.	Hepburn Primary 64% Math and the interim target was 55.8%.
Third Grade All students group Advanced on Math 25%PSSA	Hepburn Primary Maintained the same percent in advanced and we didn't lose students.
Third Grade sub group Math achieved higher than the interim target.	White Sub group 65.75% African American/Black sub group Math 100% * Hispanic 67% * ECD 56% *not enough students to be a targeted sub group
Third Grade sub group ELA achieved higher than the interim target	African American/Black sub group Math 100% * *not enough students to be a targeted sub group
Early reporting scores have our ELA and Math scores coming in higher than the past year.	2023 ELA. 50.5% Math 56.9% 2024 ELA 62% Math 64% Early reporting indicates and Increase in ELA 11.5% and 7.1% increase in math

### Challenges

Indicator	Comments/Notable Observations
Scheduling of intervention services to meet the needs of the building.	Two learning support teachers, 2 1/2 Title teachers for K-3 and one learning support aide.
In our School Wide Positive Behavior continue to progress monitor Tier 2 plans and apply for state recognition, the number of students needing Tier 2, tracking data. Looking to add Tier 3	Planning to dig deeper into our Tier 2 -beginning Tier 3.
Attendance rates have maintained the same percentage as previous years.	Creating ways to increase our attendance.
adding data points to our school plan using our core assessments	Baseline year to have a stronger foundation of our core programs and help us set targets for the following year.

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

### Strengths

<p><b>Indicator</b> Green- Proficient performance in Math</p> <p><b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Hepburn 3rd grade was 64% Proficient and Advanced in Math.</p>
<p><b>Indicator</b> Attendance</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> waiting on official attendance data IEP subgroup- 53.57% in TSI 23-24 powerschool IEP subgroup IEP membership days 16,047 present 14,984.5 absent 1,062.5 ADA- 93.4 and absent rate is 6.6 (number of IEP students is 24)</p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b></p>

### Challenges

<p><b>Indicator</b> ELA performance of our IEP subgroup is in TSI .</p> <p><b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Look at growth in the All Student Group, White Group, IEP, and ECD group. Data tracking of all subgroups</p>
<p><b>Indicator</b> Math performance of our IEP subgroup is in TSI</p> <p><b>ESSA Student Subgroups</b></p>	<p><b>Comments/Notable Observations</b> Look at growth in the All Student Group, White Group, IEP, and ECD group. Data tracking of all subgroups</p>

### 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.

Third Grade Math data is projecting an increase from previous year.
Third Grade ELA data is projecting an increase from previous year.
Regular Attendance of all students

**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Continue to close the achievement gap for the 2024-2025 school year in all student sub groups.
In our School Wide Positive Behavior Tier 3 plan implementation
Improve student attendance in all subgroups, especially our identified learning support subgroup.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
District Assessments	Acadience data
Core Assessments	Summative and Formative

### English Language Arts Summary

#### Strengths

Increased Instructional Coaching for ELA.
Strong Professional Development and Professional Learning Communities for staff
Core Curriculum that is paced out across grade levels

#### Challenges

Staffing to provide the interventions for the number of students in need of intervention.
Finding the appropriate resources for interventions for our struggling students.

### Mathematics

Data	Comments/Notable Observations
District Assessments	Spring Math
Core Curriculum Assessments	Summative and Formative

### Mathematics Summary

#### Strengths

Strong Professional Development and Professional Learning Communities for staff
Core curriculum that is paced out across grade levels
Increased Instructional Coaching in the area of math.

#### Challenges

Intervention for math is secondary behind ELA (we have a whole class intervention but not strong in the individual interventions)
Core data dashboard professional development for staff and administration.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NA	NA

## Science, Technology, and Engineering Education Summary

### Strengths

NA
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### Challenges

NA
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Student portfolios	3rd grade writing embedded in core 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.

Professional Development
Aligning Curriculum

## 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.

Interventions
Available staff

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
IEP Goals	Monitoring IEP goals
Our students with IEPs showed a marked decrease in attendance from 20-21 at 82.1% to a low of 59.1% in 21-22. Waiting on official data- powerschools data is looking like there is an increase in attendance.	District wide attendance -be present campaign.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Monitor ELA acadience data	RTII- Benchmarking
Monitor Spring math data	Screening data 3 times a year
Monitor Attendance Data	Attendance campaign

### 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.

monitor student assessment
Provide Interventions as needed
ELA Coaching supports for teachers
Shared district wide technology coach

### 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.

having enough intervention staff to provide instruction
Shared Math Coaching supports

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

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

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

School Wide Behavior System is in place and practiced daily. School Wide Behavior handbooks updated for Tier 1 and Tier 2 to help streamline the process for teachers, students, and families.
Assessments are aligned and teacher collaboration when reviewing data. (Updates this year to our ELA core programing)
Foster high expectations for students, staff, and families.

### 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?

Always need time to reflect, analyze data, and reteach skills.
Engaging families is a challenge, the families that most need it usually do not participate.
Attendance for struggling student learners.

## 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
Third Grade Math data is projecting an increase from previous year.	False
Third Grade ELA data is projecting an increase from previous year.	False
Increased Instructional Coaching for ELA.	False
Strong Professional Development and Professional Learning Communities for staff	False
Regular Attendance of all students	True
Core Curriculum that is paced out across grade levels	False
Core curriculum that is paced out across grade levels	False
Strong Professional Development and Professional Learning Communities for staff	False
NA	False
Professional Development	False
monitor student assessment	False
Provide Interventions as needed	False
Aligning Curriculum	False
School Wide Behavior System is in place and practiced daily. School Wide Behavior handbooks updated for Tier 1 and Tier 2 to help streamline the process for teachers, students, and families.	False
Assessments are aligned and teacher collaboration when reviewing data. (Updates this year to our ELA core programing)	False
Foster high expectations for students, staff, and families.	False
Increased Instructional Coaching in the area of math.	False
ELA Coaching supports for teachers	False
Shared district wide technology coach	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
Improve student attendance in all subgroups, especially our identified learning support subgroup.	False
Continue to close the achievement gap for the 2024-2025 school year in all student sub groups.	True
In our School Wide Positive Behavior Tier 3 plan implementation	True
Intervention for math is secondary behind ELA (we have a whole class intervention but not strong in the individual interventions)	False
Finding the appropriate resources for interventions for our struggling students.	False
Staffing to provide the interventions for the number of students in need of intervention.	False
Interventions	False
Available staff	False
having enough intervention staff to provide instruction	False
Shared Math Coaching supports	False
Always need time to reflect, analyze data, and reteach skills.	False
Engaging families is a challenge, the families that most need it usually do not participate.	False
NA	False
Core data dashboard professional development for staff and administration.	False
Attendance for struggling student learners.	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.

Team identified not just students absent from school that impacts student learning but students that are tardy for school has made an impact on student learning if they are late and miss the instruction or intervention.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Continue to close the achievement gap for the 2024-2025 school year in all student sub groups.	Curriculum pacing and progress monitoring of student data.	True
In our School Wide Positive Behavior Tier 3 plan implementation	team meeting, check in data, SWIS data	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Regular Attendance of all students	attendance monitoring through social worker and outreach worker.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To maintain overall achievement the staff will be monitoring student results on weekly assessments, unit assessments, standards-aligned quarterly report card, and district assessments.
	Core team and committees will meet monthly in person or remotely to review student behavior data, share with teams and collaborate solutions/plans for students.

## Goal Setting

**Priority: To maintain overall achievement the staff will be monitoring student results on weekly assessments, unit assessments, standards-aligned quarterly report card, and district assessments.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Each classroom will master the set target for each grade level in Spring Math Intervention by the end of the school year. In addition the teachers will collect core curriculum math assessments to note to set baselines for next school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Spring Math			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
K=screener 1=3 skills 2=3 skills 3=3 skills	K=6 1=5 skills 2=7 skills 3=9 skills	K=9 skills 1= 7 skills 2= 11 skills 3= 13 skills	K=13 skills 1= 10 skills 2= 15 skills 3= 16 skills

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Our goal is to maintain or further improve regular attendance through the 2023-2024 school year. Recognize students for good and improved attendance through recognition awards and verbal positive reinforcement.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline- identify who are the chronic absence students. Identify IEP students with chronic absences.	Celebrate the students who show they have improved attendance from our chronically absent list, information gathered by principals and social worker. Secondly, celebrate the homerooms with the highest overall attendance rate with a special activity with the principals.	Celebrate the students who show they have improved attendance from our chronically absent list, information gathered by principals and social worker. Secondly, celebrate the homerooms with the highest overall attendance rate with a special activity with the principals.	Powerschool data from the 23-24 year was 93.8% Grade 03 IDENTIFIED IEP RATE 6.6 looking decrease the number of days by 1.6 by the end of the school year. IEP rate 5 Data gathered by principals, social worker and Supervisor of Special Ed K to 6.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
The teacher works with collaboratively in refine our research based core curriculum instruction. This occurs through collaborative planning, teaching model lessons, reflective communication following lessons, and data collection and monitoring of ELA data. We will used our Acadience Benchmark data in all grade levels, in grades in 2 and 3 we will track unit assessments			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Acadience Data			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Acadience Baseline K= 45% 1=56% 2=45% 3=57%	Acadience benchmark K=50% 1=40% 2=51% 3=63%	Track teacher effectiveness in acadience -K-3 grade. Unit 2 Assessment data point for grade 2 and 3	K=60% 1=50% 2=58% 3=69 *Track teacher effectiveness in acadience for grades K-3 *Unit 4 Assessment data point for grade 2 and 3

**Priority: Core team and committees will meet monthly in person or remotely to review student behavior data, share with teams and collaborate solutions/plans for students.**

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
Core team will analyze student behavior data, report out, collaborate for solutions as well as work with outside services. The team will recognize and promote positive behavior for all students through increased positive promotions. Looking for increasing the frequency recognition for students on the positive side of behavior.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PBS- Core team			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline of referrals from the location of classroom referrals.	Decrease classroom referrals by 2 in the second quarter.	Decrease classroom referrals by 1 in the third quarter	Decrease all classroom referrals by 1 in the 4th quarter.



## Action Plan

### Measurable Goals

Data collaboration	Attendance
ELA Acadience Data	Spring Math
PBS- Core team	

### Action Plan For: Attendance

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Our goal is to maintain or further improve regular attendance through the 2023-2024 school year. Recognize students for good and improved attendance through recognition awards and verbal positive reinforcement.</li> </ul>

Action Step		Anticipated Start/Completion Date	
To improve overall attendance with the school, recognize and reward improvement and good attendance.		2024-08-26	2025-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, Social Worker, teachers, secretaries, guidance counselor.	professional development, incentives, and collaborative meeting times.	No	
Action Step		Anticipated Start/Completion Date	
Each quarter analyze subgroup IEP attendance data		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Administration, secretary and social worker	attendance data	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Each quarter students will be recognized for perfect attendance with a certificate and pencil- names will be placed in drawing to receive a mystery prize.	Office staff, teachers, social workers, and administrators.

### Action Plan For: Positive School Behavior

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Core team will analyze student behavior data, report out, collaborate for solutions as well as work with outside services. The team will recognize and promote positive behavior for all students through increased positive promotions. Looking for increasing the frequency recognition for students on the positive side of behavior.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Increase positive school behavior and looking to decrease the number of classroom discipline referrals over the course of the school year.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School wide positive committees (teachers and administrators) Secretaries	Professional learning communities, rewards and incentives	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease the overall classroom location referrals for the school year.	School wide positive team committees.

### Action Plan For: Math Schoolwide intervention

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Each classroom will master the set target for each grade level in Spring Math Intervention by the end of the school year. In addition the teachers will collect core curriculum math assessments to note to set baselines for next school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Each grade level classroom with have a 30 min schedule math whole class intervention that the data team will analyze the skill progression quarterly.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Coach, curriculum supervisors, teachers, and administrators	Math intervention program-spring math. PD time and collaboration	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Meeting our grade level Spring Math benchmarks set by the school team.	Teachers, Data Team, Coach, Curriculum, and Administrators. Quarterly targets and updates.

### Action Plan For: Literacy Benchmark Data Analysis

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>The teacher works with collaboratively in refine our research based core curriculum instruction. This occurs through collaborative planning, teaching model lessons, reflective communication following lessons, and data collection and monitoring of ELA data. We will used our Acadience Benchmark data in all grade levels, in grades in 2 and 3 we will track unit assessments</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review benchmark reading Acadience Data by grade level- 3rd quarter look at grade 2 and 3 Core Unit assessment data, K-3 Q3 and Q4 Teacher Effectiveness data		2024-08-26	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration, coaches, curriculum supervisor, academic recovery supervisor, teachers.	Professional learning communities, Professional development, core programs, and benchmark programs.	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Meet our grade level acadience goals for the 2024-2025 school year, while collecting core assessment data.	Administration, coaches, curriculum supervisor, academic recovery supervisor, teachers.



## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>• Math Schoolwide intervention</li><li>• Literacy Benchmark Data Analysis</li></ul>	salaries and benefits of reading specialists and math coach	341177
Instruction	<ul style="list-style-type: none"><li>• Attendance</li><li>• Positive School Behavior</li></ul>	parent and family engagement	3702
Total Expenditures			344879

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Attendance	Each quarter analyze subgroup IEP attendance data
Positive School Behavior	Increase positive school behavior and looking to decrease the number of classroom discipline referrals over the course of the school year.
Math Schoolwide intervention	Each grade level classroom with have a 30 min schedule math whole class intervention that the data team will analyze the skill progression quarterly.
Literacy Benchmark Data Analysis	Review benchmark reading Acadience Data by grade level- 3rd quarter look at grade 2 and 3 Core Unit assessment data, K-3 Q3 and Q4 Teacher Effectiveness data

### PBIS Tiers Reset

Action Step		
<ul style="list-style-type: none"> <li>Increase positive school behavior and looking to decrease the number of classroom discipline referrals over the course of the school year.</li> </ul>		
Audience		
Stakeholders from the PBIS teams		
Topics to be Included		
Positive behavior strategies and refinement of Tiered interventions		
Evidence of Learning		
SWIS data referrals decreasing		
Lead Person/Position	Anticipated Start	Anticipated Completion
Michele Kunkle/Principal with IU support	20224-08-15	2024-08-15

### Learning Format

Type of Activities	Frequency
Workshop(s)	once
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>2d: Managing Student Behavior</li> </ul>	
This Step Meets the Requirements of State Required Trainings	



## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>Board Affirmation Cochran and Hepburn TSI.pdf</li></ul>

Chief School Administrator	Date
Timothy S Bowers	2024-11-01
Building Principal Signature	Date
Michele Kunkle	2024-10-30
School Improvement Facilitator Signature	Date