**Tawanka El Sch**  
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| **School** | | AUN/Branch |
| Tawanka Elementary School | | 122097502 |
| **Address 1** | | |
| 2055 Brownsville Road | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Langhorne | PA | 19053 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Jay Bowman Substitute Superintendent | | jbowman@neshaminy.org |
| **Principal Name** | | |
| Mr. Don Palmer | | |
| **Principal Email** | | |
| dpalmer@neshaminy.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 215-809-6310 | |  |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Robert Boffa | | rboffa@neshaminy.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Don Palmer | Principal | Tawanka Elementary School | dpalmer@neshaminy.org |
| Andrea Gansor | Teacher | Tawanka Elementary School | agansor@neshaminy.org |
| Shelby Rothman | Teacher | Tawanka Elementary School | srothman@neshaminy.org |
| Tricia Loehrig | Parent | Tawanka Elementary School | tmloehrig@outlook.com |
| Meghan Fedele | Teacher | Tawanka Elementary School | mfedele@neshaminy.org |
| Michelle Burkholder | District Level Leaders | Neshaminy School District | mburkholder@neshaminy.org |
| Colleen Stahl | Teacher | Tawanka Elementary School | cstahl@neshaminy.org |
| Beth McGinty | Elementary Math Coach | Neshaminy School District | bmcginty@neshaminy.org |
| Beth Smith | Teacher | Tawanka Elementary School | bsmith@neshaminy.org |
| Jen Gross | Teacher | Tawanka Elementary School | jgross@neshaminy.org |
| Gray Newman | Community Member | Lower Southampton Township Police Department | gnewman@lstwp.org |
| Ashley Fischer | Parent | Tawanka Elementary School | ashley.f113@gmail.com |
| Robert Boffa | District Level Leaders | Neshaminy School District | rboffa@neshaminy.org |
| Michelle Cromwell | Teacher | Neshaminy School District | mcromwell@neshaminy.org |
| Sophia Loiacono | Community Member | Neshaminy School District | sloaicono@neshaminy.org |
| Dawn Moriens | Community Member | Township Library of Lower Southampton | dawnm@buckslib.org |
| Jay Bowman | Chief School Administrator | Neshaminy School District | jbowman@neshaminy.org |
| Corinne Donnelly | Other | Tawanka Elementary School | cdonnelly@neshaminy.org |
| David Geanette | District Level Leaders | Neshaminy School District | dgeanette@neshaminy.org |

# Vision for Learning

**Vision for Learning**

The Tawanka school community builds futures by empowering each child to become a productive citizen and lifelong learner. The Tawanka community believes that: 1. Children are our prioriy and out future. 2. All people can learn. 3. People learn in different ways and at different rates. 4. Success builds self-esteem. 5. Valuing diversity strengthens our society. 6. A quality education is a right.

# Future Ready PA Index

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

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| --- | --- | --- | --- | --- | --- | --- |
| **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

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| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 | Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra was 57.7% which is above the statewide average of 38.3% and exceeds the interim target toward the 2033 ESSA goal. |
| Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023 | Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Science/Biology was 84% which is above the statewide average of 58.9% and exceeds the interim target toward the 2033 ESSA goal. |
| Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023 | Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Science/Biology increased from the previous school year. 2021-2022 School Year: 83% 2022-2023 School Year: 84% |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Science/Biology 2022-2023 | The performance measure indicated that the All Student Group growth score of 70 met the statewide growth standard for Science/Biology as well as the interim target toward the 2033 ESSA goal. |
| Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 | Percentage of All Student Group performing at advanced on 2022-2023 PSSA Mathematics/Algebra was 23.1% which exceeds the statewide average of 14%. |
| Advanced on Pennsylvania State Assessments Science/Biology 2022-2023 | Percentage of All Student Group performing at advanced on 2022-2023 PSSA Science/Biology was 40.7% which exceeds the statewide average of 26%. |
| On Track Measures English Language Growth and Attainment | Percent English Language Growth and Attainment for All Student Group of 73.3% increased from the previous school year score of 56%. |
| On Track Measures English Language Growth and Attainment | Percent English Language Growth and Attainment for All Student Group of 73.3% exceeds the statewide average of 29% as well as the 2033 ESSA goal. |
| On Track Measures Regular Attendance | All Student group regular attendance percentage of 81.2% falls above the statewide average of 73.9% and exceeds the interim target toward the 2033 ESSA goal. |

### Challenges

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| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 | Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature was 49.8% which falls below the statewide average of 54.5% and did not meet the interim goal toward the 2033 ESSA goal. |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 | Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature decreased from the previous school year. |
| Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 | Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra decreased from the previous school year. |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 | The performance measure indicated that the All Student Group growth score of 50 did not increase or decrease from the previous school year for English Language Arts/Literature. |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 | The performance measure indicated that the All Student Group growth score of 50 did not meet the statewide growth standard of 70 and fell below the statewide growth average of 75 for English Language Arts/Literature, nor did it meet the interim target toward the 2033 ESSA goal. |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 | The performance measure indicated that the All Student Group growth score of 54 decreased from 72 in the previous school year for Mathematics/Algebra. |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 | The performance measure indicated that the All Student Group growth score of 54 did not meet the statewide growth standard of 70 and fell below the statewide growth average of 75.3 for Mathematics/Algebra, nor did it meet the interim target toward the 2033 ESSA goal. |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Science/Biology 2022-2023 | The performance measure indicated that the All Student Group growth score of 70 decreased from 73 in the previous school year for Science/Biology. |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Science/Biology 2022-2023 | The performance measure indicated that the All Student Group growth score of 70 fell below the statewide growth average of 75 for Science/Biology. |
| Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 | Percentage of All Student Group performing at advanced on 2022-2023 PSSA English Language Arts/Literature was 13.2% which fell below the statewide average of 15%. |
| Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 | Percentage of All Student Group performing at advanced on 2022-2023 PSSA English Language Arts/Literature decreased from the previous school year. |
| Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 | Percentage of All Student Group performing at advanced on 2022-2023 PSSA Mathematics/Algebra decreased from the previous school year. |
| Advanced on Pennsylvania State Assessments Science/Biology 2022-2023 | Percentage of All Student Group performing at advanced on 2022-2023 PSSA Science/Biology decreased from the previous school year. |
| On Track Measures Regular Attendance | All Student group regular attendance percentage of 81.2% decreased from the previous school year’s percentage of 85.4%. |
| On Track Measures Early Indicators of Success Grade 3 Reading | All Student group percent grade 3 reading of 46.8% decreased from the previous school year’s percentage of 62.3%. |

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

### Strengths

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| --- | --- |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023  **ESSA Student Subgroups**  Hispanic, White | **Comments/Notable Observations**  Percentage of White Student and Hispanic Student subgroups performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra met the interim target toward the 2033 ESSA goal. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  Percentage of Hispanic Students performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra increased from the previous school year. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  Percentage of White Students performing at proficient or advanced on 2022-2023 PSSA Science/Biology increased from the previous school year and met the interim target toward the 2033 ESSA goal. |
| **Indicator**  Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments English Language Arts/Literature 2022-2023  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  The performance measure indicated that the White Student Group growth score of 58 increased from the previous school year’s score of 50. |
| **Indicator**  Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments English Language Arts/Literature 2022-2023  **ESSA Student Subgroups**  Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  The performance measure indicated that the Economically Disadvantaged Student Group growth score of 73 increased from the previous school year’s score of 54 and the Students with Disabilities Group growth score of 78 increased from the previous school year's score of 60. The growth scores for both subgroups exceed the interim target toward the 2033 statewide ESSA goal. |
| **Indicator**  Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Mathematics/Algebra 2022-2023  **ESSA Student Subgroups**  Students with Disabilities | **Comments/Notable Observations**  The performance measure indicated that the Students with Disabilities Group growth score of 80 increased from the previous school year’s score of 70 and exceeds the interim target toward the 2033 statewide ESSA goal. |
| **Indicator**  Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Science/Biology 2022-2023  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  The performance measure indicated that the White Student Group growth score of 74 exceeds the interim target toward the 2033 statewide ESSA goal. |
| **Indicator**  Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Science/Biology 2022-2023  **ESSA Student Subgroups**  Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  The performance measure indicated that the Economically Disadvantaged Students Group growth score of 71 increased from the previous school year’s score of 67 and the Students with Disabilities Group growth score of 77 increased from the previous school year's score of 73. The growth scores for both subgroups exceed the interim target toward the 2033 ESSA goal. |
| **Indicator**  On Track Measures English Language Growth and Attainment  **ESSA Student Subgroups**  White, Economically Disadvantaged | **Comments/Notable Observations**  Percent English Language Growth and Attainment of 71.4% for White Student Group and 73.9% for the Economically Disadvantaged Student Group exceeds the interim target toward the 2033 ESSA goal. |
| **Indicator**  On Track Measures English Language Growth and Attainment  **ESSA Student Subgroups**  English Learners | **Comments/Notable Observations**  Percent English Language Growth and Attainment of 73.3% for English Learner Group increased from the previous year’s score of 56% and exceeds the interim target toward the 2033 ESSA goal. |
| **Indicator**  On Track Measures Regular Attendance  **ESSA Student Subgroups**  Asian (not Hispanic), White | **Comments/Notable Observations**  Asian Student group regular attendance percentage of 85% and White Student group regular attendance percentage of 82.1% exceeds the interim target toward the 2033 ESSA goal. |
| **Indicator**  On Track Measures Regular Attendance  **ESSA Student Subgroups**  Multi-Racial (not Hispanic) | **Comments/Notable Observations**  Multi-Race Student group regular attendance percentage of 75% increased from the previous school year’s percentage of 73.1%. |
| **Indicator**  On Track Measures Early Indicators of Success Grade 3 Reading  **ESSA Student Subgroups**  Economically Disadvantaged | **Comments/Notable Observations**  Economically Disadvantaged Student group percent grade 3 reading of 38.6% increased from the previous school year’s percentage of 36.8%. |

### Challenges

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| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023  **ESSA Student Subgroups**  Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Percentage of students in the Hispanic, White, English Learner, Economically Disadvantaged, and Students with Disabilities subgroups performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature decreased from the previous school year. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023  **ESSA Student Subgroups**  Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Percentage of students in the Hispanic, White, English Learner, Economically Disadvantaged, and Students with Disabilities subgroups performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature fell below the interim target toward the 2033 ESSA goal. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023  **ESSA Student Subgroups**  White, English Learners, Students with Disabilities | **Comments/Notable Observations**  Percentage of students in the White, English Learner, and Students with Disabilities subgroups performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra decreased from the previous school year. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023  **ESSA Student Subgroups**  Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Percentage of students in the Economically Disadvantaged, English Learner, and Students with Disabilities subgroups performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra fell below the interim target toward the 2033 ESSA goal. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023  **ESSA Student Subgroups**  Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Percentage of students in the Economically Disadvantaged and Students with Disabilities subgroups performing at proficient or advanced on 2022-2023 PSSA Science/Biology fell below the interim target toward the 2033 ESSA goal. |
| **Indicator**  Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023  **ESSA Student Subgroups**  Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Percentage of students in the Economically Disadvantaged and Students with Disabilities subgroups performing at proficient or advanced on 2022-2023 PSSA Science/Biology decreased from the previous school year. |
| **Indicator**  Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Mathematics/Algebra 2022-2023  **ESSA Student Subgroups**  White, Economically Disadvantaged | **Comments/Notable Observations**  The performance measure indicated that the growth scores for the White and Economically Disadvantaged subgroups decreased from the previous school year and fell below the interim target toward the 2033 statewide ESSA goal. White Student Subgroup growth score decreased from 71 in 2021-2022 to 54 in 2022-2023. Economically Disadvantaged Student Subgroup growth score decreased from 75 in 2021-2022 to 68 in 2022-2023. |
| **Indicator**  Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments English Language Arts/Literature 2022-2023  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  The performance measure indicated that the White Student Group growth score of 58 fell below the interim target toward the 2033 statewide ESSA goal. |
| **Indicator**  Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Science/Biology 2022-2023  **ESSA Student Subgroups**  White | **Comments/Notable Observations**  The performance measure indicated that the White Student Group growth score of 74 decreased from the previous school year’s score of 75. |
| **Indicator**  Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023  **ESSA Student Subgroups**  Hispanic, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Percentage of students in the Hispanic, White, Economically Disadvantaged, and Students with Disabilities subgroups performing at advanced on 2022-2023 PSSA English Language Arts/Literature decreased from the previous school year. |
| **Indicator**  Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023  **ESSA Student Subgroups**  Hispanic, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Percentage of students in the Hispanic, White, Economically Disadvantaged, and Students with Disabilities subgroups performing at advanced on 2022-2023 PSSA Mathematics/Algebra decreased from the previous school year. |
| **Indicator**  Advanced on Pennsylvania State Assessments Science/Biology 2022-2023  **ESSA Student Subgroups**  White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**  Percentage of students in the White, Economically Disadvantaged, and Students with Disabilities subgroups performing at advanced on 2022-2023 PSSA Science/Biology decreased from the previous school year. |
| **Indicator**  On Track Measures Regular Attendance  **ESSA Student Subgroups**  Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities | **Comments/Notable Observations**  Regular attendance percentage for the Hispanic, Economically Disadvantaged, English Learner, and Students with Disabilities subgroups decreased from the previous school year and fell below the interim target toward the 2033 statewide ESSA goal. Hispanic students regular attendance decreased from 82.8% in 2021-2022 to 73.5% in 2022-2023. Economically Disadvantaged regular attendance decreased from 73% in 2021-2022 to 71.4% in 2022-2023. English Learner regular attendance decreased from 78.1% in 2021-2022 to 77.5% in 2022-2023. Students with Disabilities regular attendance decreased from 83.8% in 2021-2022 to 77.6% in 2022-2023. |
| **Indicator**  On Track Measures Regular Attendance  **ESSA Student Subgroups**  Multi-Racial (not Hispanic) | **Comments/Notable Observations**  Multi-Race Student group regular attendance percentage of 75% fell below the interim target toward the 2033 statewide ESSA goal. |
| **Indicator**  On Track Measures Early Indicators of Success Percent Grade 3 Reading  **ESSA Student Subgroups**  White, Students with Disabilities | **Comments/Notable Observations**  Percent grade 3 reading for White and Students with Disabilities subgroups decreased from the previous school year. White student subgroup percent grade 3 reading decreased from 63.9% in 2021-2022 to 48.6% in 2022-2023. Students with Disabilities subgroup percent grade 3 reading decreased from 11.1% in 2021-2022 to 4.8% in 2022-2023. |

## 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.

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| State Assessment Measure PSSA Math/Algebra Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra was 57.7% which exceeds the interim target toward the 2033 ESSA goal. |
| State Assessment Measure PSSA Science/Biology Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Science/Biology was 84% which exceeds the interim target toward the 2033 ESSA goal. |
| State Assessment Measure PSSA Science/Biology Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Science/Biology increased from the previous school year. 2021-2022 School Year: 83% 2022-2023 School Year: 84% |
| On Track Measures English Language Growth and Attainment Percent English Language Growth and Attainment for All Student Group of 73.3% increased from the previous school year score of 56%. |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments The performance measure indicated that the Economically Disadvantaged Student Group growth score increased in multiple testing areas from the previous school year: English Language Arts/Literature Growth score of 73 increased from 54 and exceeds the interim target toward the 2033 ESSA goal. Science/Biology growth score of 71 increased from 67 and exceeds the interim target toward the 2033 ESSA goal. |

### 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.

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| State Assessment Measure PSSA English Language Arts/Literature Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature decreased from the previous school year. The percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature also falls below the statewide average of 54.5% and did not meet the interim goal toward the 2033 ESSA goal. |
| State Assessment Measure PSSA Math/Algebra Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra decreased from the previous school year. |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments English Language Arts/Literature The performance measure indicated that the All Student Group growth score of 50 did not meet the statewide growth standard of 70 and fell below the statewide growth average of 75 for English Language Arts/Literature, nor did it meet the interim target toward the 2033 ESSA goal. |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Mathematics/Algebra The performance measure indicated that the All Student Group growth score of 54 did not meet the statewide growth standard of 70 and fell below the statewide growth average of 75.3 for Mathematics/Algebra, nor did it meet the interim target toward the 2033 ESSA goal. The All student Group growth score for Mathematics/Algebra decreased from 72 in 2021-2022 to 54 in 2022-2023 as well. |
| On Track Measures Regular Attendance All Student Group regular attendance percentage of 81.2% decreased from the previous school year's percentage of 85.4%. |

# Local Assessment

## English Language Arts

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| **Data** | **Comments/Notable Observations** |
| 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) 2nd Grade | 2nd Grade students scoring core or core+ show a 14% increase from the beginning to the end of the year and a 9% increase from the middle to the end of the year. BOY Core/Core+ = 68% MOY Core/Core+ = 71% EOY Core/Core+ = 78% |
| 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) 3rd Grade Students below core in June 2023 | Off level 3rd Grade students (those who fell below core in June 2023) scoring core or core+ show a 6% increase from the beginning to the end of the year. Off level 3rd Grade students showed no increase in performance in the core/core+ range between the middle and end of the year. BOY Core/Core+ = 15% MOY Core/Core+ = 16% EOY Core/Core+ = 16% |
| 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) 4th Grade Students below core in June 2023 | Off level 4th Grade students (those who fell below core in June 2023) scoring core or core+ show a 31% increase from the beginning to the end of the year, and a 10% decrease in performance between the middle and end of the year. BOY Core/Core+ = 19% MOY Core/Core+ = 28% EOY Core/Core+ = 25% |
| 2023-2024 iReady Reading Diagnostic Growth Report 4th Grade End of Year Data | 74% of students in Grade 4 met typical growth 46% of students in Grade 4 met stretch growth Historical Data for 4th Grade Typical Growth: 2022-2023: 54% of 4th Graders met typical growth. 2023-2024: 74% of 4th Graders met typical growth. This reflects an increase of 37% from the previous school year. |
| 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) All School Performance (K-2 and off level 3-4) | All student group scoring core or core+ shows a 45% increase from the beginning to the end of the year and an 11% increase from the middle to the end of the year. BOY Core/Core+ = 48% MOY Core/Core+ = 63% EOY Core/Core+ = 70% |
| 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) Kindergarten | Kindergarten students scoring core or core+ show a 135% increase from the beginning to the end of the year and a 17% increase from the middle to the end of the year. BOY Core/Core+ = 39% MOY Core/Core+ = 78% EOY Core/Core+ = 92% |
| 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) 1st Grade | 1st Grade students scoring core or core+ show a 35% increase from the beginning to the end of the year and a 12% increase from the middle to the end of the year. BOY Core/Core+ = 59% MOY Core/Core+ = 71% EOY Core/Core+ = 80% |
| 2023-2024 iReady Reading Diagnostic Growth Report Schoolwide End of Year Data | 69% of students in Grades K-4 met typical growth. This exceeds Tawanka's schoolwide goal for the 2023-2024 school year. 46% of students in Grades K-4 met stretch growth. Historical Data for Schoolwide Typical Growth: 2022-2023: 59% of students in Grades K-4 met typical growth. 2023-2024: 69% of students in Grades K-4 met typical growth. This reflects an increase of 17% from the previous school year. |
| 2023-2024 iReady Reading Diagnostic Growth Report Kindergarten End of Year Data | 70% of students in Kindergarten met typical growth. Kindergarten met the schoolwide goal for the 2023-2024 school year. 50% of students in Kindergarten met stretch growth. Historical Data for Kindergarten Typical Growth: 2022-2023: 75% of kindergartners met typical growth. 2023-2024: 70% of kindergartners met typical growth. This reflects a decrease of 6% from the previous school year. |
| 2023-2024 iReady Reading Diagnostic Growth Report 1st Grade End of Year Data | 67% of students in Grade 1 met typical growth. 1st Grade met the schoolwide goal for the 2023-2024 school year. 48% of students in Grade 1 met stretch growth. Historical Data for 1st Grade Typical Growth: 2022-2023: 53% of 1st Graders met typical growth. 2023-2024: 67% of 1st Graders met typical growth. This reflects an increase of 26% from the previous school year. |
| 2023-2024 iReady Reading Diagnostic Growth Report 2nd Grade End of Year Data | 67% of students in Grade 2 met typical growth 48% of students in Grade 2 met stretch growth Historical Data for 2nd Grade Typical Growth: 2022-2023: 53% of 2nd Graders met typical growth. 2023-2024: 67% of 2nd Graders met typical growth. This reflects an increase of 26% from the previous school year. |
| 2023-2024 iReady Reading Diagnostic Growth Report 3rd Grade End of Year Data | 64% of students in Grade 3 met typical growth. 3rd Grade met the schoolwide goal for the 2023-2024 school year. 38% of students in Grade 3 met stretch growth. Historical Data for 3rd Grade Typical Growth: 2022-2023: 60% of 3rd Graders met typical growth. 2023-2024: 64% of 3rd Graders met typical growth. This reflects an increase of 6% from the previous school year. |

## English Language Arts Summary

### Strengths

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| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students who met typical growth in reading increased from the previous school year and exceeds the school wide goal for 2023-2024. |
| 2023-2024 Grade-Specific i-Ready Reading Diagnostic Growth: The percentage of students in 1st grade, 2nd grade, 3rd grade, and 4th grade who met typical growth in reading increased from the previous school year. |
| 2023-2024 Schoolwide Reading Goal: All individual grade levels met the 2023-2024 schoolwide reading goal outlined in Tawanka's schoolwide plan. |
| 2023-2024 DIBELS All Grade Status: All student group scoring core and above reflects a 45% increase from the beginning to the end of the year. |

### Challenges

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| 2023-2024 Grade-Specific i-Ready Reading Diagnostic Growth: The percentage of 3rd grade students who met stretch growth is lower than all other grades by 9%. |
| 2023-2024 Grade-Specific i-Ready Reading Diagnostic Growth: The percentage of kindergarten students who met typical growth in reading decreased from the previous school year. |
| 2023-2024 DIBELS All Grade Status: 31% of students scored in the intensive and strategic range on the end of year DIBELS assessment. |
| 2023-2024 Schoolwide i-Ready Diagnostic Growth: 31% of students did not meet their typical growth on the end of year i-Ready Reading Diagnostic. |

## Mathematics

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| **Data** | **Comments/Notable Observations** |
| 2023-2024 iReady Math Diagnostic Growth Report 2nd Grade End of Year Data | 72% of students in Grade 2 met typical growth. 2nd Grade met the schoolwide goal for the 2023-2024 school year. 28% of students in Grade 2 met stretch growth. Historical Data for 2nd Grade Typical Growth: 2022-2023: 65% of 2nd Graders met typical growth. 2023-2024: 72% of 2nd Graders met typical growth. This reflects an increase of 10% from the previous school year |
| 2023-2024 iReady Math Diagnostic Growth Report 3rd Grade End of Year Data | 64% of students in Grade 3 met typical growth. 3rd Grade met the schoolwide goal for the 2023-2024 school year. 32% of students in Grade 3 met stretch growth. Historical Data for 3rd Grade Typical Growth: 2022-2023: 54% of 3rd Graders met typical growth. 2023-2024: 64% of 3rd Graders met typical growth. This reflects an increase of 18% from the previous school year. |
| 2023-2024 iReady Math Diagnostic Growth Report 4th Grade End of Year Data | 76% of students in Grade 4 met typical growth. 4th Grade met the schoolwide goal for the 2023-2024 school year. 50% of students in Grade 4 met stretch growth. Historical Data for 4th Grade Typical Growth: 2022-2023: 63% of 4th Graders met typical growth. 2023-2024: 76% of 4th Graders met typical growth. This reflects an increase of 20% from the previous school year. |
| 2023-2024 iReady Math Diagnostic Growth Report Kindergarten End of Year Data | 69% of students in Kindergarten met typical growth. Kindergarten met the schoolwide goal for the 2023-2024 school year. 58% of students in Kindergarten met stretch growth. Historical Data for Kindergarten Typical Growth: 2022-2023: 71% of Kindergartners met typcal growrh. 2023-2024: 69% of Kindergartners met typical growth. This reflects a decrease of 2% from the previous school year. |
| 2023-2024 iReady Math Diagnostic Growth Report 1st Grade End of Year Data | 68% of students in Grade 1 met typical growth. 1st Grade met the schoolwide goal for the 2023-2024 school year. 43% of students in Grade 1 met stretch growth. Historical Data for 1st Grade Typical Growth: 2022-2023: 54% of 1st Graders met typical growth. 2023-2024: 68% of 1st Graders met typical growth. This reflects an increase of 26% from the previous school year |
| 2023-2024 iReady Math Diagnostic Growth Report Schoolwide End of Year Data | 70% of students in Grades K-4 met typical growth. The percentage of students who met Typical growth schoolwide met the schoolwide goal for the 2023-2024 school year. 42% of students in Grades K-4 met stretch growth. Historical Data for Schoolwide Typical Growth: 2022-2023: 61% of students met typical growth. 2023-2024: 70% of students met typical growth. This reflects an increase of 14% from the previous school year. |

## Mathematics Summary

### Strengths

|  |
| --- |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students who met typical growth in math increased from the previous school year and exceeds the school wide goal for 2023-2024. |
| 2023-2024 Grade-Specific i-Ready Math Diagnostic Growth: The percentage of students in 1st grade, 2nd grade, 3rd grade, and 4th grade who met typical growth in math increased from the previous school year. |
| 2023-2024 Schoolwide Math Goal: All individual grade levels met the 2023-2024 schoolwide math goal outlined in Tawanka's schoolwide plan. |

### Challenges

|  |
| --- |
| 2023-2024 Grade-Specific i-Ready Math Diagnostic Growth: The percentage of kindergarten students who met typical growth decreased from the previous school year. |
| 2023-2024 Schoolwide i-Ready Diagnostic Growth: 30% of students did not meet their typical growth on the end of year i-Ready Math Diagnostic. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Fall 2023-2024 Grade 4 Science CDT | 37% proficient 54% advanced 8% basic 1% below basic |
| Winter 2023-2024 Grade 4 Science CDT | 55% proficient 34% advanced 8% basic 2% below basic |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| 2023-2024 Grade 4 Science CDT: In the Winter of 2023-2024, 89% of 4th Grade students scored proficient or advanced on the Science CDT. |

### Challenges

|  |
| --- |
| 2023-2024 Grade 4 Science CDT: The percentage of 4th Grade students scoring basic and below basic on the Science CDT increased from 9% to 10% between the fall and winter testing windows. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| 3rd and 4th Grade Career Readiness Evidence | Students in grades 3 and 4 completed two pieces of evidence in each grade, standard specific to contribute to the six pieces of evidence reported in 5th grade. This is standardized by grade level in the district. |

## 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.

|  |
| --- |
| Students in grade 3 and 4 completed two pieces of evidence in each grade, standard specific to contribute to the six pieces of evidence reported in 5th grade. |

### 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.

|  |
| --- |
| N/A |

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| iReady Math Diagnostic Growth Report End of Year Data EL Students Subgroup | 79% of EL Students met typical growth. 61% of EL Students met stretch growth. Historical Data for EL Students Typical Growth: 2022-2023: 60% of EL Students met typical growth. 2023-2024: 79% of EL Students met typical growth. This reflects an increase of 31% from the previous school year. |
| iReady Reading Diagnostic Growth Report End of Year Data EL Students Subgroup | 73% of EL Students met typical growth. 43% of EL Students met stretch growth. Historical Data for EL Students Typical Growth: 2022-2023: 51% of EL Students met typical growth. 2023-2024: 73% of EL Students met typical growth. This reflects an increase of 43% from the previous school year. |
|  |  |

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| iReady Math Diagnostic Growth Report End of Year Data Students with Disabilities Subgroup | 57% of Students with Disabilities met typical growth. 25% of Students with Disabilities met stretch growth. Historical Data for Students with Disabilities Typical Growth: 2022-2023: 49% of Students with Disabilities met typical growth. 2023-2024: 57% of Students with Disabilities met typical growth. This reflects an increase of 16% from the previous school year. |
| iReady Reading Diagnostic Growth Report End of Year Data Students with Disabilities Subgroup | 64% of Students with Disabilities met typical growth. 32% of Students with Disabilities met stretch growth. Historical Data for Students with Disabilities Typical Growth: 2022-2023: 48% of Students with Disabilities met typical growth. 2023-2024: 64% of Students with Disabilities met typical growth. This reflects an increase of 33% from the previous school year. |
|  |  |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| 2023-2024 iReady Reading Diagnostic Growth Report Schoolwide End of Year Data | Economically Disadvantaged Subgroup included in the overall data. 69% of students in Grades K-4 met typical growth. This exceeds Tawanka's schoolwide goal for the 2023-2024 school year. 46% of students in Grades K-4 met stretch growth. Historical Data for Schoolwide Typical Growth: 2022-2023: 59% of students in Grades K-4 met typical growth. 2023-2024: 69% of students in Grades K-4 met typical growth. This reflects an increase of 17% from the previous school year. |
| 2023-2024 iReady Math Diagnostic Growth Report Schoolwide End of Year Data | Economically Disadvantaged Subgroup included in the overall data. 70% of students in Grades K-4 met typical growth. The percentage of students who met Typical growth schoolwide met the schoolwide goal for the 2023-2024 school year. 42% of students in Grades K-4 met stretch growth. Historical Data for Schoolwide Typical Growth: 2022-2023: 61% of students met typical growth. 2023-2024: 70% of students met typical growth. This reflects an increase of 14% from the previous school year. |
|  |  |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Hispanic | iReady Math Diagnostic Growth Report End of Year Data Hispanic Subgroup 60% of Hispanic Students met typical growth. 33% of Hispanic Students met stretch growth. Historical Data for Hispanic Students Typical Growth: 2022-2023: 51% of Hispanic Students met typical growth. 2023-2024: 60% of Hispanic Students met typical growth. This reflects an increase of 17% from the previous school year. |
| Asian | iReady Math Diagnostic Growth Report End of Year Data Asian Subgroup 75% of Asian students met typical growth. 44% of Asian students met stretch growth. Historical Data for Asian Students Typical Growth: 2022-2023: 74% of Asian Students met typical growth. 2023-2024: 75% of Asian Students met typical growth. This reflects an increase of 1% from the previous school year. |
| Black | iReady Math Diagnostic Growth Report End of Year Data Black/African American Subgroup 67% of Black/African American students met typical growth. 25% of Black/African American students met stretch growth. Historical Data for Black/African American Students Typical Growth: 2022-2023: 50% of Black/African American Students met typical growth. 2023-2024: 67% of Black/African American Students met typical growth. This reflects an increase of 34% from the previous school year. |
| 2 or More Races | iReady Math Diagnostic Growth Report End of Year Data Multi Race Subgroup 73% of Multi Race students met typical growth. 44% of Multi Race students met stretch growth. Historical Data for Multi-Race Students Typical Growth: 2022-2023: 50% of Multi-Race Students met typical growth. 2023-2024: 73% of Multi-Race Students met typical growth. This reflects an increase of 46% from the previous school year. |
| White | iReady Math Diagnostic Growth Report End of Year Data White Subgroup 70% of White students met typical growth. 42% of White students met stretch growth. Historical Data for White Students Typical Growth: 2022-2023: 62% of White Students met typical growth. 2023-2024: 70% of White Students met typical growth. This reflects an increase of 13% from the previous school year. |
| Hispanic | iReady Reading Diagnostic Growth Report End of Year Data Hispanic Subgroup 69% of Hispanic Students met typical growth. 43% of Hispanic Students met stretch growth. Historical Data for Hispanic Students Typical Growth: 2022-2023: 53% of Hispanic Students met typical growth. 2023-2024: 69% of Hispanic Students met typical growth. This reflects an increase of 30% from the previous school year. |
| Asian | iReady Reading Diagnostic Growth Report End of Year Data Asian Subgroup 71% of Asian students met typical growth. 53% of Asian students met stretch growth. Historical Data for Asian Students Typical Growth: 2022-2023: 47% of Asian Students met typical growth. 2023-2024: 71% of Asian Students met typical growth. This reflects an increase of 51% from the previous school year. |
| Black | iReady Reading Diagnostic Growth Report End of Year Data Black/African American Subgroup 75% of Black/African American students met typical growth. 67% of Black/African American students met stretch growth. Historical Data for Black/African American Students Typical Growth: 2022-2023: 58% of Black/African American Students met typical growth. 2023-2024: 75% of Black/African American Students met typical growth. This reflects an increase of 29% from the previous school year. |
| 2 or More Races | iReady Reading Diagnostic Growth Report End of Year Data Multi Race Subgroup 73% of Multi Race students met typical growth. 45% of Multi Race students met stretch growth. Historical Data for Multi-Race Students Typical Growth: 2022-2023: 56% of Multi-Race Students met typical growth. 2023-2024: 73% of Multi-Race Students met typical growth. This reflects an increase of 30% from the previous school year. |
| White | iReady Reading Diagnostic Growth Report End of Year Data White Subgroup 68% of White students met typical growth. 45% of White students met stretch growth. Historical Data for White Students Typical Growth: 2022-2023: 60% of White Students met typical growth. 2023-2024: 68% of White Students met typical growth. This reflects an increase of 13% from the previous school year. |

## 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.

|  |
| --- |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students in the English Learner, Asian, and Multi-Race subgroups who met typical growth in math exceeded Tawanka's building average of 70%. |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students in the English Learner, Asian, Black/African American, and Multi-Race subgroups who met typical growth in reading exceeded Tawanka's building average of 69%. |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students in all subgroups who met typical growth in math increased from the previous year. English Learner: 31% increase Students with Disabilities: 16% increase Hispanic: 17% increase Asian: 1% increase Black/African American: 34% increase Multi-Race: 46% increase White: 13% increase |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students in all subgroups who met typical growth in reading increased from the previous year. English Learner: 43% increase Students with Disabilities: 33% increase Hispanic: 30% increase Asian: 51% increase Black/African American: 29% increase Multi-Race: 30% increase White: 13% increase |
|  |

### 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.

|  |
| --- |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students in the Students with Disabilities, Hispanic, and Black/African American student subgroups who met typical growth in math fell below Tawanka's building average of 70%. |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students in the Students with Disabilities and White student subgroups who met typical growth in reading fell below Tawanka's building average of 69%. |
|  |
|  |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Exemplary |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Exemplary |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Exemplary |
| 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 | Exemplary |
| Collectively shape the vision for continuous improvement of teaching and learning | Exemplary |
| 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 | Exemplary |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Exemplary |

## 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 | Exemplary |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Exemplary |
| Implement a multi-tiered system of supports for academics and behavior | Exemplary |
| 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 | Exemplary |
| 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 | Exemplary |

## Summary

### Strengths

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

|  |
| --- |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically / Foster a culture of high expectations for success for all students, educators, families, and community members. |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |
| Implement a multi-tiered system of supports for academics and behavior |
| Continuously monitor implementation of the school improvement plan and adjust as needed |

### 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 |
| Organize programmatic, human, and fiscal resources aligned with the school improvement plan and needs of the school community |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school |
| Use multiple professional learning designs to support the learning needs of staff. |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

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

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| State Assessment Measure PSSA Math/Algebra Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra was 57.7% which exceeds the interim target toward the 2033 ESSA goal. | False |
| State Assessment Measure PSSA Science/Biology Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Science/Biology was 84% which exceeds the interim target toward the 2033 ESSA goal. | False |
| State Assessment Measure PSSA Science/Biology Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Science/Biology increased from the previous school year. 2021-2022 School Year: 83% 2022-2023 School Year: 84% | False |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students who met typical growth in reading increased from the previous school year and exceeds the school wide goal for 2023-2024. | True |
| 2023-2024 Grade-Specific i-Ready Reading Diagnostic Growth: The percentage of students in 1st grade, 2nd grade, 3rd grade, and 4th grade who met typical growth in reading increased from the previous school year. | True |
| 2023-2024 Schoolwide Reading Goal: All individual grade levels met the 2023-2024 schoolwide reading goal outlined in Tawanka's schoolwide plan. | True |
| 2023-2024 Grade 4 Science CDT: In the Winter of 2023-2024, 89% of 4th Grade students scored proficient or advanced on the Science CDT. | False |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students who met typical growth in math increased from the previous school year and exceeds the school wide goal for 2023-2024. | True |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students in the English Learner, Asian, Black/African American, and Multi-Race subgroups who met typical growth in reading exceeded Tawanka's building average of 69%. | True |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students in all subgroups who met typical growth in math increased from the previous year. English Learner: 31% increase Students with Disabilities: 16% increase Hispanic: 17% increase Asian: 1% increase Black/African American: 34% increase Multi-Race: 46% increase White: 13% increase | True |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students in all subgroups who met typical growth in reading increased from the previous year. English Learner: 43% increase Students with Disabilities: 33% increase Hispanic: 30% increase Asian: 51% increase Black/African American: 29% increase Multi-Race: 30% increase White: 13% increase | True |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically / Foster a culture of high expectations for success for all students, educators, families, and community members. | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | False |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments The performance measure indicated that the Economically Disadvantaged Student Group growth score increased in multiple testing areas from the previous school year: English Language Arts/Literature Growth score of 73 increased from 54 and exceeds the interim target toward the 2033 ESSA goal. Science/Biology growth score of 71 increased from 67 and exceeds the interim target toward the 2033 ESSA goal. | False |
| 2023-2024 DIBELS All Grade Status: All student group scoring core and above reflects a 45% increase from the beginning to the end of the year. | False |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students in the English Learner, Asian, and Multi-Race subgroups who met typical growth in math exceeded Tawanka's building average of 70%. | True |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | False |
| On Track Measures English Language Growth and Attainment Percent English Language Growth and Attainment for All Student Group of 73.3% increased from the previous school year score of 56%. | True |
| 2023-2024 Grade-Specific i-Ready Math Diagnostic Growth: The percentage of students in 1st grade, 2nd grade, 3rd grade, and 4th grade who met typical growth in math increased from the previous school year. | True |
| Students in grade 3 and 4 completed two pieces of evidence in each grade, standard specific to contribute to the six pieces of evidence reported in 5th grade. | False |
| Continuously monitor implementation of the school improvement plan and adjust as needed | False |
| 2023-2024 Schoolwide Math Goal: All individual grade levels met the 2023-2024 schoolwide math goal outlined in Tawanka's schoolwide plan. | True |
| Implement a multi-tiered system of supports for academics and behavior | 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 |
| State Assessment Measure PSSA English Language Arts/Literature Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature decreased from the previous school year. The percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature also falls below the statewide average of 54.5% and did not meet the interim goal toward the 2033 ESSA goal. | True |
| State Assessment Measure PSSA Math/Algebra Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra decreased from the previous school year. | True |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments English Language Arts/Literature The performance measure indicated that the All Student Group growth score of 50 did not meet the statewide growth standard of 70 and fell below the statewide growth average of 75 for English Language Arts/Literature, nor did it meet the interim target toward the 2033 ESSA goal. | True |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Mathematics/Algebra The performance measure indicated that the All Student Group growth score of 54 did not meet the statewide growth standard of 70 and fell below the statewide growth average of 75.3 for Mathematics/Algebra, nor did it meet the interim target toward the 2033 ESSA goal. The All student Group growth score for Mathematics/Algebra decreased from 72 in 2021-2022 to 54 in 2022-2023 as well. | True |
| 2023-2024 Grade-Specific i-Ready Reading Diagnostic Growth: The percentage of 3rd grade students who met stretch growth is lower than all other grades by 9%. | False |
| 2023-2024 Grade-Specific i-Ready Reading Diagnostic Growth: The percentage of kindergarten students who met typical growth in reading decreased from the previous school year. | False |
| 2023-2024 Grade-Specific i-Ready Math Diagnostic Growth: The percentage of kindergarten students who met typical growth decreased from the previous school year. | False |
| 2023-2024 Grade 4 Science CDT: The percentage of 4th Grade students scoring basic and below basic on the Science CDT increased from 9% to 10% between the fall and winter testing windows. | False |
| N/A | False |
| Organize programmatic, human, and fiscal resources aligned with the school improvement plan and needs of the school community | False |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students in the Students with Disabilities and White student subgroups who met typical growth in reading fell below Tawanka's building average of 69%. | False |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | False |
| Identify and address individual student learning needs | False |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students in the Students with Disabilities, Hispanic, and Black/African American student subgroups who met typical growth in math fell below Tawanka's building average of 70%. | False |
| On Track Measures Regular Attendance All Student Group regular attendance percentage of 81.2% decreased from the previous school year's percentage of 85.4%. | True |
| Use multiple professional learning designs to support the learning needs of staff. | False |
| 2023-2024 DIBELS All Grade Status: 31% of students scored in the intensive and strategic range on the end of year DIBELS assessment. | True |
| 2023-2024 Schoolwide i-Ready Diagnostic Growth: 31% of students did not meet their typical growth on the end of year i-Ready Reading Diagnostic. | True |
| 2023-2024 Schoolwide i-Ready Diagnostic Growth: 30% of students did not meet their typical growth on the end of year i-Ready Math Diagnostic. | True |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The steering committee discussed notable growth across school specific diagnostic assessments and the discrepancy between our local assessment and state assessment scores. This year, all grade levels met our schoolwide goals for both English Language Arts and Math, however state testing data showed a regression in both areas. Tawanka's fourth grade iReady end of year diagnostic scores are some of the highest in the district this year so we anticipate seeing growth in this year's PSSA data. The steering committee also discussed the lack of growth in Tawanka's off-level third and fourth grade students who took the DIBELS assessment. The team brainstormed ideas for remediating this concern and increasing engagement in reading specifically in these grades. A decrease in attendance was also noted. Further discussion is needed on this topic.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| State Assessment Measure PSSA English Language Arts/Literature Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature decreased from the previous school year. The percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA English Language Arts/Literature also falls below the statewide average of 54.5% and did not meet the interim goal toward the 2033 ESSA goal. | Change in reading program happenings (piloting, inconsistencies, etc.) COVID Learning Loss | False |
| State Assessment Measure PSSA Math/Algebra Percentage of All Student Group performing at proficient or advanced on 2022-2023 PSSA Mathematics/Algebra decreased from the previous school year. | Not enought time to fit in the whole math program before testing window begins Pacing difficulties (140 days of instruction to fit into 108 school days prior to testing window) | False |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments English Language Arts/Literature The performance measure indicated that the All Student Group growth score of 50 did not meet the statewide growth standard of 70 and fell below the statewide growth average of 75 for English Language Arts/Literature, nor did it meet the interim target toward the 2033 ESSA goal. |  | False |
| Meeting Annual Academic Growth Expectations on Pennsylvania State Assessments Mathematics/Algebra The performance measure indicated that the All Student Group growth score of 54 did not meet the statewide growth standard of 70 and fell below the statewide growth average of 75.3 for Mathematics/Algebra, nor did it meet the interim target toward the 2033 ESSA goal. The All student Group growth score for Mathematics/Algebra decreased from 72 in 2021-2022 to 54 in 2022-2023 as well. |  | False |
| 2023-2024 DIBELS All Grade Status: 31% of students scored in the intensive and strategic range on the end of year DIBELS assessment. | Lack of reading engagement/motivation | False |
| On Track Measures Regular Attendance All Student Group regular attendance percentage of 81.2% decreased from the previous school year's percentage of 85.4%. |  | False |
| 2023-2024 Schoolwide i-Ready Diagnostic Growth: 31% of students did not meet their typical growth on the end of year i-Ready Reading Diagnostic. | New reading program being implemented this year. Learning curve for teachers. | True |
| 2023-2024 Schoolwide i-Ready Diagnostic Growth: 30% of students did not meet their typical growth on the end of year i-Ready Math Diagnostic. | Pacing difficulties with math program. | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students who met typical growth in reading increased from the previous school year and exceeds the school wide goal for 2023-2024. | All student group exceeded the schoolwide goal in reading this year by 10 percentage points. Team discussed plans to continue to push for even more growth in the coming year. |
| 2023-2024 Grade-Specific i-Ready Reading Diagnostic Growth: The percentage of students in 1st grade, 2nd grade, 3rd grade, and 4th grade who met typical growth in reading increased from the previous school year. | The team noted that while Kindergarten was the only grade level whose percentage of students meeting typical growth did not increase from the previous school year, their scores from the previous school year were exceptionally high. The idea of looking at individual classes to see typical growth percentages also came up as something to look at in the future. |
| 2023-2024 Schoolwide Reading Goal: All individual grade levels met the 2023-2024 schoolwide reading goal outlined in Tawanka's schoolwide plan. | This was an accomplishment this year. During the 20222-2023 school year, Tawanka's average performance exceeded the goal but specific grade levels did not meet the goal. The team was pleased to see that all grade levels individually met the growth goal this year. |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students in the English Learner, Asian, Black/African American, and Multi-Race subgroups who met typical growth in reading exceeded Tawanka's building average of 69%. |  |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students in all subgroups who met typical growth in math increased from the previous year. English Learner: 31% increase Students with Disabilities: 16% increase Hispanic: 17% increase Asian: 1% increase Black/African American: 34% increase Multi-Race: 46% increase White: 13% increase |  |
| 2023-2024 Schoolwide i-Ready Reading Diagnostic Growth: The percentage of students in all subgroups who met typical growth in reading increased from the previous year. English Learner: 43% increase Students with Disabilities: 33% increase Hispanic: 30% increase Asian: 51% increase Black/African American: 29% increase Multi-Race: 30% increase White: 13% increase |  |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students in the English Learner, Asian, and Multi-Race subgroups who met typical growth in math exceeded Tawanka's building average of 70%. |  |
| On Track Measures English Language Growth and Attainment Percent English Language Growth and Attainment for All Student Group of 73.3% increased from the previous school year score of 56%. | As our EL students continue to acquire more sophisticated language skills in English, we would expect to see their testing scores continue to improve. Team was pleased to see another dramatic increase (17 percentage points) in language growth this year. |
| 2023-2024 Schoolwide i-Ready Math Diagnostic Growth: The percentage of students who met typical growth in math increased from the previous school year and exceeds the school wide goal for 2023-2024. | All student group exceeded the schoolwide goal in reading this year by 9 percentage points. Team discussed plans to continue to push for even more growth in the coming year. |
| 2023-2024 Grade-Specific i-Ready Math Diagnostic Growth: The percentage of students in 1st grade, 2nd grade, 3rd grade, and 4th grade who met typical growth in math increased from the previous school year. | Tawanka's fourth grade iReady end of year diagnostic scores are some of the highest in the district this year so we anticipate seeing growth in this year's PSSA data. |
| 2023-2024 Schoolwide Math Goal: All individual grade levels met the 2023-2024 schoolwide math goal outlined in Tawanka's schoolwide plan. | This was an accomplishment this year. During the 20222-2023 school year, Tawanka's average performance exceeded the goal but specific grade levels did not meet the goal. The team was pleased to see that all grade levels individually met the growth goal this year. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | Implementation of a new reading curriculum across the school, professional development in teaching reading, as well as continued implementation of MTSS intervention programs offered to below-level students will help to meet the academic needs of Tawanka students to increase reading proficiency. |
|  | Continuation of our Ready Classroom Math program, as well as continued implementation of MTSS intervention programs offered to below-level students will help to meet the academic needs of Tawanka students to ensure math growth across the building. |

# Goal Setting

## Priority: Implementation of a new reading curriculum across the school, professional development in teaching reading, as well as continued implementation of MTSS intervention programs offered to below-level students will help to meet the academic needs of Tawanka students to increase reading proficiency.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| English Language Arts | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| On the end of year i-Ready Reading Diagnostic Assessment, 71% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 69% of students met their Annual Typical Growth Target on the 2023-2024 End of Year Reading Diagnostic). | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| iReady Reading | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| All students (K-4) will take the i-Ready online Reading Diagnostic by October 2024 | Teachers and Title I Instructional Assistants will use data to design interventions for students who are not meeting the benchmark for their grade level on the i-Ready Reading Diagnostic. | On the mid year i-Ready Reading Diagnostic assessment, 71% of students (K-4) will meet at least 50% of the progress toward their Annual Typical Growth Target. | On the end of year i-Ready Reading Diagnostic assessment, 71% of students (K-4) will meet their Annual Typical Growth Target. |

## Priority: Continuation of our Ready Classroom Math program, as well as continued implementation of MTSS intervention programs offered to below-level students will help to meet the academic needs of Tawanka students to ensure math growth across the building.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| On the end of year i-Ready Math Diagnostic Assessment, 72% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 70% of students met their Annual Typical Growth Target on the 2023-2024 End of Year Math Diagnostic). | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| iReady Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| All students (K-4) will take the i-Ready online Math Diagnostic by October 2024. | Teachers and Title I Instructional Assistants will use data to design interventions for students who are not meeting the benchmark for their grade level on the i-Ready Math Diagnostic. | On the mid year i-Ready Math Diagnostic assessment, 72% of students (K-4) will meet at least 50% of the progress toward their Annual Typical Growth Target. | On the end of year i-Ready Math Diagnostic assessment, 72% of students (K-4) will meet their Annual Typical Growth Target. |

# Action Plan

## Measurable Goals

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| --- | --- |
| iReady Reading | iReady Math |

## Action Plan For: Multi-Tiered System of Support for Reading

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| **Measurable Goals:** |
| * On the end of year i-Ready Reading Diagnostic Assessment, 71% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 69% of students met their Annual Typical Growth Target on the 2023-2024 End of Year Reading Diagnostic). |

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| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| BOY: All students (K-4) take beginning-of-year i-Ready reading universal screener. | | 2024-09-09 | 2024-10-25 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Don Palmer (Principal) Reading Specialists Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| BOY: All students (k-2) and off level students (3-4) take beginning-of-year DIBELS benchmark universal screener. | | 2024-09-09 | 2024-10-25 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, DIBELS Assessment Materials and Online Access | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| BOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups and evidence-based interventions. | | 2024-10-07 | 2024-11-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Reading Specialists Don Palmer (Principal) Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, DIBELS Reports | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| BOY: Deliver interventions to Tier 2 and 3 students. Progress monitor weekly or bi-weekly and adjust instruction as needed. | | 2024-09-03 | 2025-02-14 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, Reading Interventionist(s), Read Naturally Live Licenses paid for with Title I funds as outlined in district plan, Word Warm Ups Live Licenses paid for with Title I funds as outlined in district plan, Reading Horizons paid for with Title I funds as outlined in district plan, Sound City paid for with Title I funds as outlined in district plan, UFLI manuals and materials paid for with Title I funds as outlined in district plan, Intermediate level evidenced-based decoding access program, materials, resources, & PD paid for with Title I funds as outlined in the district Title I plan, i-Ready My Path, Supplemental Academic Materials (carts, magnetic letters, and resources) for intervention supports paid for with Title I funds as outlined in district plan, Reading Horizons Training paid for with Title I funds as outlined in district plan, Read Naturally Live Training paid for with Title I funds as outlined in district plan, Sound City Training paid for with Title I funds as outlined in district plan, UFLI Training paid for with Title I funds as outlined in district plan, Chromebooks, Headphones paid for with Title I funds as outlined in district plan, and Sidetrak portable monitors for devicespaid for with Title I funds as outlined in district plan. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| MOY: All students (k-4) take mid-year i-Ready reading universal screener. | | 2025-01-06 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Don Palmer (Principal) Reading Specialists Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| MOY: All students (k-2) and off level students (3-4) take mid-year DIBELS Benchmark universal screener. | | 2025-01-06 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, DIBELS Assessment Materials and Online Access | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| MOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups. | | 2025-02-03 | 2025-02-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Reading Specialists Don Palmer (Principal) Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, DIBELS Reports, Link-It Intervention Manager | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| MOY: Deliver interventions to Tier 2 and 3 students. Progress monitor weekly or bi-weekly and adjust instruction as needed. | | 2025-02-19 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, Reading Interventionist(s), Read Naturally Live Licenses paid for with Title I funds as outlined in district plan, Word Warm Ups Live Licenses paid for with Title I funds as outlined in district plan, Reading Horizons paid for with Title I funds as outlined in district plan, Sound City paid for with Title I funds as outlined in district plan, UFLI manuals and materials paid for with Title I funds as outlined in district plan, Intermediate level evidenced-based decoding access program, materials, resources, & PD paid for with Title I funds as outlined in the district Title I plan, i-Ready My Path, Supplemental Academic Materials (carts, magnetic letters, and resources) for intervention supports paid for with Title I funds as outlined in district plan, Reading Horizons Training paid for with Title I funds as outlined in district plan, Read Naturally Live Training paid for with Title I funds as outlined in district plan, Sound City Training paid for with Title I funds as outlined in district plan, Chromebooks, Headphones paid for with Title I funds as outlined in district plan, Sidetrak portable monitors for devicespaid for with Title I funds as outlined in district plan. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| EOY: All students (k-4) take end-of-year i-Ready reading universal screener | | 2025-05-05 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Don Palmer (Principal) Reading Specialists Guidance Counselors Instructional Coaches | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| EOY: All students (k-2) and off level students (3-4) take end-of-year DIBELS Benchmark universal screener | | 2025-05-05 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, DIBELS Assessment Materials and Online Access | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| EOY: Review end of year data and use data to guide 2023-2024 Title I Plan | | 2025-06-02 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Title I Reading Specialist(s) Building Reading Specialist(s) Don Palmer (Principal) Title I Steering Committee | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in the district plan, Building Reading Specialist(s), Classroom Teachers, i-Ready Reports, DIBELS Reports, Link-It Intervention Manager | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| EOY: Intervention team will review data and establish tentative Tier 2 and 3 intervention groups for September of the 2024-2025 school year | | 2025-06-02 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Reading Specialists Don Palmer (Principal) Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Guidance Counselors, i-Ready Diagnostic Reports, DIBELS Reports, Link-It Intervention Manager | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Ongoing: Provide parents and families with trainings and resources to support student learning at home. | | 2024-08-29 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Parent Trainings and materials paid for with Title I funds as outlined in the district Title I plan, TItle I Reading Specialist(s) paid for with Title I funds as outlined in the district Title I plan, Building Reading Specialists, Classroom Teachers | No |  |

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| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| On the end of year reading diagnostic assessments, students will demonstrate growth in the following two ways: (1) Seventy-One percent of students (K-4) will meet their typical annual growth target on the i-Ready Reading Diagnostic, and (2) the percentage of students performing at core or core+ on the DIBELS end of year benchmark will increase by at least twenty-two percentage points from the beginning of the year DIBELS benchmark. | Three times per school year, all students will take the reading universal screeners given at their grade level (i-Ready K-4 / DIBELS K-2 and off level 3-4). Based on universal screener results, below-level students will receive intervention and additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Progress Monitoring Tools. The Reading Specialists, principal, guidance counselors, and school psychologist will meet weekly throughout the school year to review student growth and make changes to interventions as needed. |

## Action Plan For: Multi-Tiered System of Support for Math

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| **Measurable Goals:** |
| * On the end of year i-Ready Math Diagnostic Assessment, 72% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 70% of students met their Annual Typical Growth Target on the 2023-2024 End of Year Math Diagnostic). |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| BOY: All students (k-4) take beginning-of-year i-Ready math universal screener. | | 2024-09-09 | 2024-10-25 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Don Palmer (Principal) Guidance Counselors Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| BOY: Off level students (k-4) take beginning-of-year math intervention program screener. | | 2024-09-09 | 2024-10-25 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in the district plan, Math Interventionist(s), Math intervention screening materials, Training in the math intervention program | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| BOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups and evidence-based interventions | | 2024-10-07 | 2024-11-01 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Don Palmer (Principal) Title I Reading Specialist(s) Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, Math Intervention Screener Results | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| BOY: Deliver interventions to Tier 2 and 3 students and progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results. | | 2024-09-03 | 2025-02-14 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Classroom Teachers, Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Math Interventionist(s), Math Intervention Program, Math Manipulative Toolkits, i-Ready My Path, Supplemental Academic Materials (carts and resources) for intervention supports paid for with Title I Funds as outlined in district plan, Math Intervention Program Training | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| MOY: All students (k-4) take mid-year i-Ready math universal screener. | | 2025-01-06 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Don Palmer (Principal) Title I Reading Specialist(s) Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| MOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups. | | 2025-02-03 | 2025-02-28 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Don Palmer (Principal) Title I Reading Specialist(s) Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| MOY: Deliver interventions to Tier 2 and 3 students and continue to progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results. | | 2025-02-19 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Classroom Teachers, Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Math Interventionist(s), Math Intervention Program, Math Manipulative Toolkits, i-Ready My Path, Supplemental Academic Materials (carts and resources) for intervention supports paid for with Title I Funds as outlined in district plan | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| EOY: All students (k-4) take end-of-year i-Ready math universal screener | | 2025-05-05 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Don Palmer (Principal) TItle I Reading Specialist(s) Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Classroom Teachers, Guidance Counselor, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| EOY: Review end of year data and use data to guide 2023-2024 Title I Plan. | | 2025-06-02 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Title I Reading Specilalist(s) Building Reading Specialist(s) Don Palmer (Principal) Title I Steering Committee | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), School Principal, Classroom Teachers, Guidance Counselors | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| EOY: Intervention team will review data and establish tentative Tier 2 and 3 intervention groups for September of the 2024-2025 school year | | 2025-06-02 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Title I Reading Specialist(s) Building Reading Specialist(s) Don Palmer (Principal)\ Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Guidance Counselors, i-Ready Diagnostic Reports | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Ongoing: Provide parents and families with trainings and resources to support student learning at home | | 2024-08-29 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Parent Trainings and materials paid for with Title I funds as outlined in the district Title I plan, Title I Reading Specialist(s) paid for with Title I funds as outlined in the district Title I plan, Classroom Teachers, Building Reading Specialist | No |  |

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| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| On the end of year math diagnostic assessments, students will demonstrate growth in the following way: Seventy-Two percent of students (K-4) will meet their typical annual growth target on the i-Ready Math Diagnostic. | Three times per school year, all students will take the math universal screener given at their grade level (i-Ready K-4). Based on universal screener results, below-level students will receive screening and intervention as well as additional progress monitoring as needed. The Reading Specialists, principal, guidance counselors, and school psychologist will meet weekly throughout the school year to review student growth and make changes to interventions 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * Multi-Tiered System of Support for Reading * Multi-Tiered System of Support for Math | Andrea Gansor Title I Reading Specialist Salary and Benefits (1.0) | 105320 |
| Instruction | * Multi-Tiered System of Support for Reading * Multi-Tiered System of Support for Math | Sarah Beth Title I Reading Specialist Salary and Benefits(0.2) | 17779 |
| Instruction | * Multi-Tiered System of Support for Reading * Multi-Tiered System of Support for Math | Math and Reading Interventionist(s) Salary and Benefits | 112128 |
| Other Expenditures | * Multi-Tiered System of Support for Reading | Read Naturally Live Licenses (110) | 2090 |
| Other Expenditures | * Multi-Tiered System of Support for Reading | New Edition, Reading Horizons Discovery k-3 Reading Intervention: Program Materials, software licenses, and transition professional learning. | 20528 |
| Other Expenditures | * Multi-Tiered System of Support for Reading * Multi-Tiered System of Support for Math | Reading/Math Intervention Supplemental Instructional Supplies, Materials & Resources | 2149 |
| Total Expenditures | | | | 259994 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Multi-Tiered System of Support for Reading | BOY: All students (K-4) take beginning-of-year i-Ready reading universal screener. |
| Multi-Tiered System of Support for Reading | BOY: All students (k-2) and off level students (3-4) take beginning-of-year DIBELS benchmark universal screener. |
| Multi-Tiered System of Support for Reading | BOY: Deliver interventions to Tier 2 and 3 students. Progress monitor weekly or bi-weekly and adjust instruction as needed. |
| Multi-Tiered System of Support for Math | BOY: All students (k-4) take beginning-of-year i-Ready math universal screener. |
| Multi-Tiered System of Support for Math | BOY: Off level students (k-4) take beginning-of-year math intervention program screener. |
| Multi-Tiered System of Support for Math | BOY: Deliver interventions to Tier 2 and 3 students and progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results. |

## Reading Horizons Next Gen

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| --- | --- | --- |
| **Action Step** | | |
| * BOY: Deliver interventions to Tier 2 and 3 students. Progress monitor weekly or bi-weekly and adjust instruction as needed. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Workshop(s) | 1-day training at the beginning of the school year. Ongoing coaching and support throughout the year as needed. |
| **Observation and Practice Framework Met in this Plan** | |
| * 3c: Engaging Students in Learning * 3d: Using Assessment in Instruction * 1e: Designing Coherent Instruction * 1a: Demonstrating Knowledge of Content and Pedagogy * 1d: Demonstrating Knowledge of Resources | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | As needed (at a minimum 1 time) |
| **Observation and Practice Framework Met in this Plan** | |
| * 1d: Demonstrating Knowledge of Resources * 3d: Using Assessment in Instruction * 1a: Demonstrating Knowledge of Content and Pedagogy | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Other | Self-directed online support at beginning of each lesson and webinars as needed |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Structured Literacy | |

## Read Naturally Live and Word Warm-Ups Live

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * BOY: Deliver interventions to Tier 2 and 3 students. Progress monitor weekly or bi-weekly and adjust instruction as needed. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | As needed to train new staff in using the program |
| **Observation and Practice Framework Met in this Plan** | |
| * 3c: Engaging Students in Learning * 1d: Demonstrating Knowledge of Resources * 1c: Setting Instructional Outcomes * 1a: Demonstrating Knowledge of Content and Pedagogy | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## UFLI

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * BOY: Deliver interventions to Tier 2 and 3 students. Progress monitor weekly or bi-weekly and adjust instruction as needed. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | As needed to train new staff in using the program |
| **Observation and Practice Framework Met in this Plan** | |
| * 2c: Managing Classroom Procedures * 3c: Engaging Students in Learning * 1a: Demonstrating Knowledge of Content and Pedagogy * 2e: Organizing Physical Space * 1d: Demonstrating Knowledge of Resources | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Methods for Instruction of Phonemic Awareness and Alphabetic Principle

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * BOY: Deliver interventions to Tier 2 and 3 students. Progress monitor weekly or bi-weekly and adjust instruction as needed. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | As needed to train new staff |
| **Observation and Practice Framework Met in this Plan** | |
| * 1e: Designing Coherent Instruction * 1a: Demonstrating Knowledge of Content and Pedagogy * 3c: Engaging Students in Learning | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## DIBELS-8

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * BOY: All students (k-2) and off level students (3-4) take beginning-of-year DIBELS benchmark universal screener. * BOY: Deliver interventions to Tier 2 and 3 students. Progress monitor weekly or bi-weekly and adjust instruction as needed. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Once at the beginning of the school year Refresher at middle of the year and end of year as needed |
| **Observation and Practice Framework Met in this Plan** | |
| * 1d: Demonstrating Knowledge of Resources * 3d: Using Assessment in Instruction * 4b: Maintaining Accurate Records | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Math Intervention & Progress Monitoring

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * BOY: Off level students (k-4) take beginning-of-year math intervention program screener. * BOY: Deliver interventions to Tier 2 and 3 students and progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Training for staff at the beginning of the year and ongoing as needed throughout the school year |
| **Observation and Practice Framework Met in this Plan** | |
| * 1a: Demonstrating Knowledge of Content and Pedagogy * 3c: Engaging Students in Learning * 1d: Demonstrating Knowledge of Resources * 3d: Using Assessment in Instruction * 1c: Setting Instructional Outcomes | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## i-Ready Reading and Math

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * BOY: All students (k-4) take beginning-of-year i-Ready math universal screener. * BOY: All students (K-4) take beginning-of-year i-Ready reading universal screener. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Training for new teachers at the beginning of the year and ongoing as needed throughout the school year |
| **Observation and Practice Framework Met in this Plan** | |
| * 3d: Using Assessment in Instruction * 1d: Demonstrating Knowledge of Resources | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

## Link It

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * BOY: Deliver interventions to Tier 2 and 3 students and progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results. * BOY: Deliver interventions to Tier 2 and 3 students. Progress monitor weekly or bi-weekly and adjust instruction as needed. | | |
| **Audience** | | |
|  | | |
| **Topics to be Included** | | |
|  | | |
| **Evidence of Learning** | | |
|  | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
|  |  |  |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Ongoing as needed throughout the school year |
| **Observation and Practice Framework Met in this Plan** | |
| * 3d: Using Assessment in Instruction * 4b: Maintaining Accurate Records | |
| **This Step Meets the Requirements of State Required Trainings** | |
|  | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * School Board Affirmation Statement & Minutes 8-20-24.pdf |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Donald M Palmer | 2024-06-17 |
| **School Improvement Facilitator Signature** | **Date** |
| David Geanette | 2024-08-19 |