

SCHWEITZER EL SCH

Harmony Road

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Neshaminy community builds futures by empowering each child to become a productive citizen and a lifelong learner. The Neshaminy community believes that . . . 1. Children are the future. 2. All people can learn. a. People learn in different ways and at different rates. b. Achievement is realized through challenge. c. Trust promotes creative problem solving. 3. All people have worth. a. Laughter, joy, and hope are essential for a quality life. b. Success builds self-esteem. c. Valuing diversity strengthens our society. d. People have a responsibility to themselves and others. e. Family is the cornerstone of society. 4. A quality education is a right. a. Excellence in education requires support, sacrifice, and involvement from the total community. b. All people have the right to a safe and healthy learning environment.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Amy Orlando	Principal	Albert Schweitzer Elementary
Kim Maurizi	Teacher	Albert Schweitzer Elementary
Monique d'Entremont	Teacher	Albert Schweitzer Elementary
Kelly Moyer	Other	Albert Schweitzer Elementary
Erin McMahan	Teacher	Albert Schweitzer Elementary
Stacey Flynn	Teacher	Albert Schweitzer Elementary
Meghan Cahill	Teacher	Albert Schweitzer Elementary
Jennifer Hanley	Teacher	Albert Schweitzer Elementary
Danielle Mancini	Teacher	Albert Schweitzer Elementary
Barb Sroba	Teacher	Albert Schweitzer Elementary
Meg Tavares	Parent	Albert Schweitzer Elementary
Katherine Hennessey	Community Member	Albert Schweitzer Elementary
Michelle Burkholder	District Level Leaders	Neshaminy School District

Name	Position	Building/Group
Robert McGee	Chief School Administrator	Neshaminy School District
Tina Yates	Community Member	Albert Schweitzer Elementary
Dequan Campbell	Parent	Albert Schweitzer Elementary
Laura Grabowski	Paraprofessional	Albert Schweitzer Elemenarty
Robert Boffa	District Level Leaders	Nesahminy School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>If we continue to improve the practice of providing evidence-based interventions through an MTSS framework, continue to provide teachers with high quality professional learning, and update our literacy program, then, we will like close the learning gap for students.</p>	<p>English Language Arts Early Literacy</p>
<p>If we continue to improve the practice of providing evidence-based interventions through an MTSS framework, continue to provide teachers with high quality professional learning, and sustain the implementation of a new math program, then, we will likely close the learning gap for students.</p>	<p>Mathematics</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
MTSS Evidence-based Interventions	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
iReady Math Growth	By June 2023 70% of our K-2 students will reach their Typical Growth Goals on the i-Ready math diagnostic.

Goal Nickname	Measurable Goal Statement (Smart Goal)
i-Ready Reading Growth	By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic.
Dibels K-2 Benchmarks	By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 20% from baseline universal screeners.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Administer Universal screeners: i-Ready Math and Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4 .	2022-09-12 - 2022-10-14	Amy Orlando, Principal	-i-Ready Diagnostic login -Chromebooks -DIBELS assessments -Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.
Teachers and MTSS team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Principal) analyze data from universal screeners. Identify students' need for	2022-09-12 - 2022-10-28	Amy Orlando, Principal Beth McGinty, Math Coach Rachel Kornblaur, Literacy Coach	-i-Ready Diagnostic reports -DIBELS reports -Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
support in both math and reading, create student groups and assign students to tier 2 and 3 interventions as needed.			
Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.	2022-09-12 - 2022-10-28	Amy Orlando, Principal Kristen Casile, Title I Reading Specialist Monique Macnamara, literacy specialist	-i-Ready Diagnostic reports -DIBELS reports -Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan
Implement ELA support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by	2022-09-12 - 2023-06-13	Kristen Casile, Title I Reading Specialist Monique Macnamara, literacy specialist	-Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. -Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan. -Reading Horizons Software licenses paid for with Title I Funds as outlined in the district Title I plan. Reading Horizons Professional Development paid for with Title I Funds as outlined in the district Title I plan -The Read Naturally Live Fluency and Phonics subscription paid for with Title I Funds as outlined in the district Title I plan -Read Naturally Live Professional Development paid for with Title I Funds as outlined in the district Title I plan -Sound City Phonemic

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
universal screener, MOY and EOY diagnostics.			Awareness supplement as outlined in the district Title I plan -Sound City Professional Development paid for with Title I Funds as outlined in the district Title I plan. -Supplemental Academic Materials for intervention support as outlined in the district Title I plan.
Implement ELA support for off-level students in Grades 3 -4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, FIAs and literacy specialist to target areas of need identified by universal screener, MOY and EOY diagnostics.	2022-09-12 - 2023-06-13	Kristen Casile, Title I Reading Specialist Monique Macnamara, Literacy Specialist	-Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. -Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan. -The Read Naturally Live Fluency , Phonics, 1 Minute Reader subscription paid for with Title I Funds as outlined in the district Title I plan. -Read Naturally Live Professional Development paid for with Title I funds as outlined in the district Title I plan -Reading Horizons Software licenses paid for with Title I funds as outlined in the district Title I plan. -Reading Horizons Professional Development paid for with Title I funds as outlined in the district Title I 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. -Supplemental Reading Intervention Materials & Resources as outlined in the district Title I plan. -Magnetic Reading Program 3-4 Comprehension
Monitor students progress between benchmarks throughout the year to make adjustments as needed.	2022-09-29 - 2023-06-13	Kristen Casile, Title I Reading Specialist Monique Macnamara, Literacy	-Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan -Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan. -DIBELS progress monitoring -iReady Growth monitoring -iReady math comp checks -iReady My Path reports -Guidance Counselor

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Specialist			
Administer Mid Year Benchmark assessments: iReady Diagnostic administered to all students at the middle-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4 .	2023-01-09 - 2023-02-15	Amy Orlando, Principal	-iReady Diagnostic login -Chromebooks -DIBELS assessments -Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan
Teachers and MTSS team analyze and interpret data from MOY i-Ready diagnostic to adjust Tier 2 and 3 student groups and interventions based on data.	2023-01-27 - 2023-02-17	Amy Orlando, Principal Beth McGinty, Math Coach Rachel Kornblau, Literacy Coach	-i-Ready Diagnostic Reports -DIBELS assessment -Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan
Administer End of Year Benchmark assessments: iReady Diagnostic administered to all students at the end-of-the-year. DIBELS assessments	2023-05-08 - 2022-06-01	Amy Orlando, Principal	-i-Ready Diagnostic -Chromebooks DIBELS assessments Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
administered to all K-2 students and off level grades 3-4 .			
Teachers and MTSS team analyze and interpret data from EOY i-Ready diagnostic to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.	2023-05-30 - 2023-06-13	Amy Orlando, Principal Beth McGinty, Math Coach Rachel Kornblau, Literacy Coach	-i-Ready Diagnostic Reports -DIBELS assessment -Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

Anticipated Outcome

Individualized remediation will be delivered to students that demonstrate a need for support through an MTSS framework using evidence-based intervention practices/strategies in both math and reading. Students will increase growth in math and reading from the beginning of the year to the end of the year.

Monitoring/Evaluation

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar - Assessment reports -Data meeting agendas -Intervention Schedules -Walkthroughs -Intervention lesson plans



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023 70% of our K-2 students will reach their Typical Growth Goals on the i-Ready math diagnostic. (iReady Math Growth)	MTSS Evidence-based Interventions	Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.	09/12/2022 - 10/28/2022
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth)			
By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 20% from baseline universal screeners. (Dibels K-2 Benchmarks)			

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By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth)			
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

2022-08-23

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Robert J. Boffa

2022-08-23

Building Principal Signature

Amy D Orlando

2022-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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

Continuously monitor implementation of the school improvement plan and adjust as needed

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Identify professional learning needs through analysis of a variety of data (Morning and district-level PD surveys, Principal walkthroughs & evaluations, PLC work, etc.)

79.2% of fourth graders at Schweitzer are proficient or advanced on the Science PSSA, more than 15% above the Statewide Average.

State Assessment Measures Mathematics/Algebra PSSA Grade 3-4 All Student Group Percent Advanced 21.8%. This is above the Statewide Average 13.4%.

State Assessment Measures ELA PSSA 58.5% of third and fourth graders at Schweitzer are proficient or advanced on the ELA

Challenges

Align curricular materials and lesson plans to the PA Standards

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Provide frequent, timely, and systematic feedback and support on instructional practices from walkthroughs, PLC work, clinical observations, etc.

Identify and address individual student learning needs

Implement a multi-tiered system of supports for academics and behavior.

Early Indicators of Success Percent Grade 3 Reading 2021 All Student Group 62.7%. This is not the desired outcome for our students. Less than 3/4 of our students in Grade 3 are meeting expectations for Early Indicators for Success in Reading.

Regular Attendance Schweitzer's attendance (83.8%) is lower than the state average (85.8%).

State Assessment Measures ELA PSSA The ELA 2021 interim goal is 67.6% of students scoring proficient or advanced. Schweitzer's

Strengths

PSSA, 3.5% above the Statewide Average

State Assessment Measures Mathematics/Algebra PSSA 47.6% of third and fourth graders at Schweitzer are proficient or advanced on the Mathematics/Algebra PSSA, 10.3% above the Statewide Average.

Advanced on Pennsylvania State Assessments English Language Arts/Literature Grades 3-4 All Student Group Percent Advanced 16.3%. This is above the Statewide Average 13.5%

Grades 3-4 complete 2 pieces evidence per grade standard specific to contribute to the 6 pieces of evidence reported in 5th grade.

iReady - Diagnostic Growth by Grade - Reading 2021-2022 The median percent progress towards typical growth in reading at Schweitzer is 124%. 63% of our K-4 students made their annual typical growth in reading. 41% of our K-4 students made their annual stretch growth in reading.

DIBELS The number of Kindergarten students reading at Core or Above Core changed from BOY 32% to EOY 82%. This reflects a 156 % increase from fall to spring benchmark.

iReady Math The median percent progress towards typical growth in math at Schweitzer is 127%. 70% of our K-4 students made their annual typical growth in math. 42% of our K-4 students made their

Challenges

2021 ELA proficient/advanced level for all students is 58.5%

State Assessment Measures Mathematics/Algebra PSSA The Mathematics 2021 interim goal is 52% of students scoring proficient or advanced. Schweitzer's 2021 Mathematics proficient/advanced level for all students is 47.6%

Students spend additional time exploring careers of interest and learning about careers in a variety of domains.

26% of our students are one grade level below or more in reading as measured by the spring 2022 iReady diagnostic.

41% of our second grade students are one or more grade levels below in reading as measured by spring 2022 iReady reading diagnostic.

The number of 2nd grade students at Core or Above Core changed from BOY 47% to EOY 64% as measured by DIBELS 8 composite score. This reflects a 36 % increase from fall to spring benchmark. 64% at core is not the desired outcome.

The number of 1st grade students at Core or Above Core changed from BOY 48% to EOY 74%. This reflects a 54 % increase from fall to spring benchmark. 74% at core is not the desired outcome.

26% of our students are one grade level below or more in math as measured by the spring 2022 iReady diagnostic.

Strengths

annual stretch growth in math.

iReady Math Percentage of students that reached grade-level benchmarks: Grade K-90%, Grade 1-71%, Grade 2-60%, Grade 3-74%, Grade 4-73%. Percentage of students that met Annual Typical Growth Goal: Grade K-74%, Grade 1-62%, Grade 2-61%, Grade 3-70%, Grade 4-82%.

State Assessment Measures Science PSSA 2020-2021 79.2% of fourth graders at Schweitzer are proficient or advanced on the Science PSSA, more than 15% above the Statewide Average.

Economically Disadvantaged students 70.8% proficient or advanced on the 2021 Science PSSA. This is above the statewide avg.

White Group Percent Advanced on ELA PSSA 2021 is 15.4% This is above the Statewide Average 13.5%

Challenges

40% of our second grade students are one or more grade levels below in math as measured by the spring 2022 iReady math diagnostic.

State Assessment Measures Science PSSA Students with Disabilities 52.4% of our students with disabilities are scoring proficient or advanced on the Science PSSA.

26.8% of our students with disabilities are scoring proficient or advanced on the 2021 ELA PSSA. Not meeting interim goal of 36.9%

56.7% of our White students scored proficient or advanced on the 2021 ELA PSSA. This is not the desired outcome. This is above the statewide avg. but it is below the interim goal of 74.2 %.

Economically Disadvantaged 47.5% proficient or advanced on the 2021 ELA PSSA. This is below the state average. This does not meet the interim goal 52.7%

Most Notable Observations/Patterns

We need to focus on improving outcomes for all students. Many are below level in reading and or math. Particularly, our students that are not on track in early indicators of reading by Grade 3. Although students grades K-4 exceeded 100% of the median percent progress towards typical growth in both math and reading iReady, there remains a significant number of students that are one year or more below grade level. This trend is echoed in DIBELS student data grades K-2 and for off-level grades 3-4.

Challenges

Discussion Point

Priority for Planning

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

We continue to develop a systematic approach to Professional Learning Communities (PLCs) in our building. We are emerging in planning instruction that is aligned and evidence-based in best practices. However, we continue to grow in this area. As the research states, it typically takes 3-6 years to have fully functional and effective PLCs.

Provide frequent, timely, and systematic feedback and support on instructional practices from walkthroughs, PLC work, clinical observations, etc.

Identify and address individual student learning needs

Differentiated and small instruction needs to increase to meet the needs of students and target student growth during WIN and core content-area instruction. Teachers and students also need to continue to set and monitor individual student goals using district and building-level assessment data.

Challenges	Discussion Point	Priority for Planning
<p>Implement a multi-tiered system of supports for academics and behavior.</p>	<p>While we have a fully functional multi-tiered system of supports for behavior (SWPBIS). We now have tiered supports outlined for reading and math. This year we will continue implementation of MTSS, specifically in academics.</p>	
<p>The number of 2nd grade students at Core or Above Core changed from BOY 47% to EOY 64% as measured by DIBELS 8 composite score. This reflects a 36 % increase from fall to spring benchmark. 64% at core is not the desired outcome.</p>		
<p>26% of our students are one grade level below or more in reading as measured by the spring 2022 iReady diagnostic.</p>	<p>The school is experiencing this challenge due to learning loss from the disruption of education during the pandemic and a less effective core program.</p>	
<p>26% of our students are one grade level below or more in math as measured by the spring 2022 iReady diagnostic.</p>	<p>The school is experiencing this challenge due to learning loss from the disruption of education during the pandemic as well as implementation/adoption curve of new math program.</p>	
<p>The number of 1st grade students at Core or Above Core changed from BOY 48% to EOY 74%. This reflects a 54 % increase from fall to spring benchmark. 74% at core is not the desired outcome.</p>	<p>While we have experienced some success in closing the achievement gap, we would like to narrow it even further. The school is experiencing this challenge due to learning loss from the disruption of education during the pandemic and a less effective core program.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: MTSS Evidence-based Interventions

Action Steps	Anticipated Start/Completion Date
Administer Universal screeners: i-Ready Math and Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. DIBELS 8 assessments administered to all K-2 students and only off level grades 3-4 .	09/12/2022 - 10/14/2022
Monitoring/Evaluation	Anticipated Output
-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans	Individualized remediation will be delivered to students that demonstrate a need for support through an MTSS framework using evidence-based intervention practices/strategies in both math and reading. Students will increase growth in math and reading from the beginning of the year to the end of the year.
Material/Resources/Supports Needed	PD Step
-i-Ready Diagnostic login -Chromebooks -DIBELS assessments -Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.	no

Action Steps**Anticipated Start/Completion Date**

Teachers and MTSS team (Title I Reading Specialist, Reading Specialist, MTSS Coach, and Principal) analyze data from universal screeners. Identify students' need for support in both math and reading, create student groups and assign students to tier 2 and 3 interventions as needed.

09/12/2022 - 10/28/2022

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Individualized remediation will be delivered to students that demonstrate a need for support through an MTSS framework using evidence-based intervention practices/strategies in both math and reading. Students will increase growth in math and reading from the beginning of the year to the end of the year.

Material/Resources/Supports Needed**PD Step**

-i-Ready Diagnostic reports -DIBELS reports -Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan

no



Action Steps**Anticipated Start/Completion Date**

Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions. Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.

09/12/2022 - 10/28/2022

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Individualized remediation will be delivered to students that demonstrate a need for support through an MTSS framework using evidence-based intervention practices/strategies in both math and reading. Students will increase growth in math and reading from the beginning of the year to the end of the year.

Material/Resources/Supports Needed**PD Step**

-i-Ready Diagnostic reports -DIBELS reports -Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan

yes



Action Steps**Anticipated Start/Completion Date**

Implement ELA support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal FIAs to target areas of need identified by universal screener, MOY and EOY diagnostics.

09/12/2022 - 06/13/2023

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Individualized remediation will be delivered to students that demonstrate a need for support through an MTSS framework using evidence-based intervention practices/strategies in both math and reading. Students will increase growth in math and reading from the beginning of the year to the end of the year.

Material/Resources/Supports Needed**PD Step**

-Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. -Federal Instructional Assistants paid for with Title I Funds as outlined in the district Title I plan. -Reading Horizons Software licenses paid for with Title I Funds as outlined in the district Title I plan. Reading Horizons Professional Development paid for with Title I Funds as outlined in the district Title I plan - The Read Naturally Live Fluency and Phonics subscription paid for with Title I Funds as outlined in the district Title I plan -Read Naturally Live Professional Development paid for with Title I Funds as outlined in the district Title I plan -Sound City Phonemic Awareness supplement as outlined in the district Title I plan -Sound City Professional Development paid for with Title I Funds as outlined in the district Title I plan. -Supplemental Academic Materials for intervention support as outlined in the district Title I plan.

yes

Action Steps**Anticipated Start/Completion Date**

Implement ELA support for off-level students in Grades 3 -4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, FIAs and literacy specialist to target areas of need identified by universal screener, MOY and EOY diagnostics.

09/12/2022 - 06/13/2023

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Individualized remediation will be delivered to students that demonstrate a need for support through an MTSS framework using evidence-based intervention practices/strategies in both math and reading. Students will increase growth in math and reading from the beginning of the year to the end of the year.

Material/Resources/Supports Needed

**PD
Step**

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yes

Action Steps**Anticipated Start/Completion Date**

Monitor students progress between benchmarks throughout the year to make adjustments as needed.

09/29/2022 - 06/13/2023

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

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Material/Resources/Supports Needed**PD Step**

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no



Action Steps**Anticipated Start/Completion Date**

Administer Mid Year Benchmark assessments: iReady Diagnostic administered to all students at the middle-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4 .

01/09/2023 - 02/15/2023

Monitoring/Evaluation**Anticipated Output**

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Material/Resources/Supports Needed**PD Step**

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Action Steps**Anticipated Start/Completion Date**

Teachers and MTSS team analyze and interpret data from MOY i-Ready diagnostic to adjust Tier 2 and 3 student groups and interventions based on data.

01/27/2023 - 02/17/2023

Monitoring/Evaluation**Anticipated Output**

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Individualized remediation will be delivered to students that demonstrate a need for support through an MTSS framework using evidence-based intervention practices/strategies in both math and reading. Students will increase growth in math and reading from the beginning of the year to the end of the year.

Material/Resources/Supports Needed**PD Step**

-i-Ready Diagnostic Reports -DIBELS assessment -Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan

no



Action Steps**Anticipated Start/Completion Date**

Administer End of Year Benchmark assessments:
iReady Diagnostic administered to all students at the end-of-the-year. DIBELS assessments administered to all K-2 students and off level grades 3-4 .

05/08/2023 - 06/01/2022

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Individualized remediation will be delivered to students that demonstrate a need for support through an MTSS framework using evidence-based intervention practices/strategies in both math and reading. Students will increase growth in math and reading from the beginning of the year to the end of the year.

Material/Resources/Supports Needed**PD Step**

-i-Ready Diagnostic -Chromebooks DIBELS assessments Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan

no



Action Steps**Anticipated Start/Completion Date**

Teachers and MTSS team analyze and interpret data from EOY i-Ready diagnostic to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.

05/30/2023 - 06/13/2023

Monitoring/Evaluation**Anticipated Output**

-Growth monitoring Tools will be utilized periodically to determine student upward trajectory in content area. -Assessment calendar -Assessment reports -Data meeting agendas -Intervention Schedules - Walkthroughs -Intervention lesson plans

Individualized remediation will be delivered to students that demonstrate a need for support through an MTSS framework using evidence-based intervention practices/strategies in both math and reading. Students will increase growth in math and reading from the beginning of the year to the end of the year.

Material/Resources/Supports Needed**PD Step**

-i-Ready Diagnostic Reports -DIBELS assessment -Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023 70% of our K-2 students will reach their Typical Growth Goals on the i-Ready math diagnostic. (iReady Math Growth)	MTSS Evidence-based Interventions	Implement Math supports for off-level students in Grades K-4 using Tier 2 and 3 evidenced-based interventions.	09/12/2022
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth)		Federal Instructional Assistants to provide targeted support in areas of need identified by universal screener, MOY and EOY diagnostics.	-
By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 20% from baseline universal screeners. (Dibels K-2 Benchmarks)			10/28/2022
By June 2023 70% of our K-2 students will reach their Typical Growth Goals on the i-Ready math diagnostic. (iReady Math Growth)	MTSS Evidence-	Implement ELA support for off-	09/12/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth)	based Interventions	level students in Grades 3 -4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, FIAs and literacy specialist to target areas of need identified by universal screener, MOY and EOY diagnostics.	06/13/2023
By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 20% from baseline universal screeners. (Dibels K-2 Benchmarks)			
By June 2023 70% of our K-2 students will reach their Typical Growth Goals on the i-Ready math diagnostic. (iReady Math Growth)	MTSS Evidence-based Interventions	Implement ELA support for students in Grades K-2 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy	09/12/2022 - 06/13/2023
By June 2023 65% of our K-4 students will reach their Typical Growth Goals on the i-Ready reading diagnostic. (i-Ready Reading Growth)			
By June 2023 the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 20% from baseline universal screeners. (Dibels K-2 Benchmarks)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		specialist, and Federal FIAs to target areas of need identified by universal screener, MOY and EOY diagnostics.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Reading Tier 2 & Tier 3 Professional Development	Title I Reading Specialist, Reading Specialist, and Federal Programs Instructional Assistants (FIA)	Read Naturally Live-Getting Started with Read Naturally Live; Working with Students in Read Naturally Live and Keeping Students Engaged; Reading Horizons: training including implementation, methods, and materials for explicit instruction in alphabetic principle, intermediate level evidenced-based decoding access program implementation including screening, methods and materials, Sound City methods and materials

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Interventionists will apply new learning to implement evidence-based tier 2 & tier 3 interventions: principal walkthroughs, observations, student schedules, building schedules, student outcomes	09/01/2022 - 03/15/2023	Kim Maurizi, Title I Administrative Support Kristen Casile, Title I Reading Specialist Monique Macnamara, Literacy Specialist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1c: Setting Instructional Outcomes 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Math Tier 2 & 3 Intervention Professional Development	Title I Reading Specialist, Reading Specialist, MTSS Interventionist, and Federal Programs Instructional Assistants (FIA)	Training for tier 2 & tier 3 evidence-based math interventions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Interventionists will apply new learning to implement evidence-based tier 2 & tier 3 interventions: principal walkthroughs, observations, student schedules, building schedules, student outcomes	09/15/2022 - 03/15/2023	Beth McGinty, Math Coach Kristen Casile, Title I Reading Specialist Monique Macnamara, Literacy Specialist

Danielson Framework Component Met in this Plan:

- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Development of Plan with Schweitzer Leadership Team Share School-Wide Title I Plan with Staff Share School-Wide Title I Plan Goals, Progress, & Updates with Families Progress Monitor Goals Outlined in School-Wide Title I Plan & Share with Stakeholders	Successes & Challenges from Future Ready Index Data Schweitzer Title I SMART Goals for 2022-2023 Progress Monitoring of Building-Level SMART GOALS Framework of Tiered Interventions Schweitzer Title I Parent Involvement Events	Building Leadership Team Meetings Faculty Meetings Parentlink Communication to Families Smore Newsletters to Families Parent Engagement Events	K-4 Teachers Albert Schweitzer Parents & Families NSD School Board	9/2/22 through 6/15/23
