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Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

The Walter Miller community builds futures by empowering each child to become a productive citizen and a life-long learner.

STEERING COMMITTEE

Name	Position	Building/Group
Troy Bodolus	Principal	Walter Miller Elementary
Kelly Dougherty	Teacher	Walter Miller Elementary
Kimberley Maurizi	Teacher	Walter Miller Elementary
Meredith Stanley	Teacher	Walter Miller Elementary
Jamie Callahan	Teacher	Walter Miller Elementary
Kerri Bettelli	Teacher	Walter Miller Elementary
Jeanna Andruzzi	Community Member	Walter Miller Elementary
Corinne Hoyas	Teacher	Walter Miller Elementary
Kasey Robinson	Teacher	Walter Miller Elementary
Michelle Burkholder	District Level Leaders	Neshaminy School District
Jacklyn McCarthy	Community Member	Walter Miller Elementary
Kelly Lobecker	Paraprofessional	Walter Miller Elementary
Heather Richiez	Parent	Walter Miller Elementary

Name	Position	Building/Group
Rob McGee	Chief School Administrator	Neshaminy School District
Robert Boffa	District Level Leaders	Neshminy School District
Lindsay Fantini	Parent	Walter Miller Elementary
Jay Bowman	Chief School Administrator	Neshaminy School district

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If we increase prevention through high quality ELA core instruction, provide evidence-based reading interventions at all tiers to target student needs, continue to provide teachers with high quality professional learning, and implement a new standards aligned reading program 2023-2024, then, we will increase reading growth and achievement for our students.	Early Literacy English Language Arts
If we continue to improve the practice of providing evidence-based math interventions through an MTSS framework at all tiers to target student needs, continue to provide teachers with high quality professional learning, and sustain the implementation of a new math program, then, we will increase math growth and achievement for our students.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
MTSS Evidence-based Reading Intervention

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
DIBELS K-2	By June 2024 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.

Goal Nickname	Measurable Goal Statement (Smart Goal)
iReady Reading Growth	By June 2024 70% of our K-4 students will reach their Typical Growth Goals on the iReady Reading diagnostic.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Prepare for BOY intervention using EOY 2023 data: Review Building Data, clean up the tiered intervention list, develop and create intervention plans to begin week of 9/11/23	2023-09-01 - 2023-09-08	Kelly Dougherty, Reading specialist Genevieve Peto, Title I Reading Specialist	EOY 2023 building Data, Tiered intervention list and schedule
Begin 1st round of student reading interventions.	2023-09-11 - 2023-10-03	Kelly Dougherty, Reading specialist Genevieve Peto, Title I Reading Specialist	Material/Resources/Supports Needed to carry out this action step are: 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, Tiered intervention list, intervention plans and schedules, 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 Word Warm Ups 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

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			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, UFLI Manuals, Supplemental Academic Materials for intervention support as outlined in the district Title I plan, Magnetic letter sets for each student and teacher, student oral motor mirror sets for each interventionist, extra student headphones, dry erase pocket sheet protectors, student folders, dry erase markers, dry erasers, pencils.
Administer Universal screeners: iReady Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. Assessments will be administered on a staggered start for grades 1-4 followed by a later administration schedule for kindergarten. DIBELS 8 assessments administered to all K-2 students and off level grades 3-4. Assessment teams consist of classroom teachers and reading the specialists.	2023-09-05 - 2023-10-13	Troy Bodolus, Principal	Material/Resources/Supports Needed to carry out this action step are all materials related to the administration of universal screeners: iReady Reading Diagnostic login, Chromebooks, headphones for each student, DIBELS 8 assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Canvas DIBELS Administration Course as needed.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers and MTSS team analyze data from MOY iReady Reading diagnostic and DIBELS 8 to adjust Tier 2 and 3 student groups and interventions based on data. Identify students' need for support in both math and reading, create revised tiered student groups and assign to interventions as needed. Readings Specialists create a new schedule for the interventionists.	2023-09-12 - 2023-10-27	Troy Bodolus, Principal	Material/Resources/Supports Needed to carry out this action step are: iReady Reading Diagnostic reports, DIBELS reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan. Output: revised student list, interventions and intervention schedules
Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal Instructional Assistants to target areas of need identified by universal	2023-09-11 - 2024-06-14	Kelly Dougherty, Reading Specialist, Genevieve Peto, Title I Reading Specialist	Material/Resources/Supports Needed to carry out this action step are: 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, Tiered intervention list, intervention plans and schedules, 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 Word Warm Ups phonics subscription paid for with Title I Funds as

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
screeners, MOY and EOY benchmarks.			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, UFLI Manuals, Supplemental Academic Materials for intervention support as outlined in the district Title I plan, Magnetic letter sets for each student and teacher, student oral motor mirror sets for each interventionist, extra student headphones, dry erase pocket sheet protectors, student folders, dry erase markers, dry erasers, pencils,
Weekly Progress Review Meetings (MTSS Team) to monitor students PM data and determine if interventions are working and or next steps if they are not.	2023-10-31 - 2024-05-13	Troy Bodolus, Principal	Meeting Schedule, progress monitoring data and digital Progress Review Sheets
Administer Mid Year Benchmark assessments: iReady Reading Diagnostic administered to all students at the middle-of-the-year. DIBELS 8 assessments administered to all K-2	2024-01-03 - 2024-01-31	Troy Bodolus, Principal	Material/Resources/Supports Needed to carry out this action step are: iReady Reading Diagnostic login, Chromebooks, student headphones, DIBELS 8 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
students and off level grades 3-4 .			
Teachers and MTSS team analyze data from MOY iReady Reading diagnostic and DIBELS 8 to adjust Tier 2 and 3 student groups and interventions based on data. Identify students' need for support in both math and reading, create revised tiered student groups and assign to interventions as needed. Reading Specialists create a new schedule for the interventionists.	2024-01-03 - 2024-01-31	Troy Bodolus, Principal	Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. Output: revised student list, interventions and intervention schedules.
Administer End of Year Benchmark assessments: iReady Reading Diagnostic administered to all students at the end-of-the-year. DIBELS 8 assessments administered to all K-2 students and off level grades	2024-05-10 - 2024-05-28	Troy Bodolus, Principal	Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic, Chromebooks, student headphones, DIBELS 8 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
3-4.			
Teachers and MTSS team analyze data from EOY iReady Reading Diagnostic and DIBELS 8 to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.	2024-06-03 - 2024-06-11	Troy Bodolus, Principal Kelly Dougherty, Reading Specialist, Genevieve Peto, Title I Reading Specialist	Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS 8 assessment reports, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.
Use data to conduct needs a assessment for the next Schoolwide Plan improvement cycle.	2024-06-03 - 2024-06-11	Kelly Dougherty, Reading Specialist, Genevieve Peto, Title I Reading Specialist	Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS 8 assessment reports, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

Anticipated Outcome

Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Monitoring/Evaluation

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.

Evidence-based Strategy

MTSS Evidence-based Math Intervention

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
iReady Math Growth	By June 2024 64% of our students will reach their Typical Growth Goals on the iReady Math diagnostic.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Prepare for BOY intervention using EOY 2023 data: Review Building Data, clean up the tiered intervention list, develop and create math intervention plans to begin week of 9/11/23	2023-09-01 - 2023-09-08	Kelly Dougherty, Reading specialist Genevieve Peto, Title I Reading	EOY 2023 building Data, Tiered intervention list and schedule, Title I Reading Specialist

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Specialist	
Begin 1st round of student Math interventions.	2023-09-13 - 2023-10-13	Kelly Dougherty, Reading specialist Genevieve Peto, Title I Reading Specialist	Material/Resources/Supports Needed to carry out this action step are 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, Tiered intervention list, intervention plans and schedules, Supplemental Academic Materials for math intervention support paid for with Title I funds as outlined in the district Title I plan, iReady Math Diagnostic reports, iReady Tools for Instruction, , Bridges in Mathematics, Hand to Mind Math toolkits, dry erase pocket sheet protectors, student folders,dry erase boards, dry erase markers, dry erasers, pencils
Administer Universal screener: iReady Math Diagnostic administered to all students K-4 at the beginning-of-the-year.	2023-09-05 - 2023-10-13	Troy Bodolus	Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic, Chromebooks, student headphones.
Teachers and MTSS team analyze data from MOY iReady Math diagnostic to adjust Tier 2 and 3 student groups and interventions based on data. Identify students' need for support in both math, create revised tiered student	2023-09-12 - 2023-10-27	Troy Bodolus	Material/Resources/Supports Needed to carry out this action step are: iReady Math Diagnostic reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan. Output: revised student list, interventions and intervention schedules

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
groups and assign to interventions as needed. Readings Specialists create a new schedule for the interventionists.			
Teachers and MTSS team analyze data from MOY iReady Math diagnostic to adjust Tier 2 and 3 student groups and interventions based on data. Identify students' need for support in both math, create revised tiered student groups and assign to interventions as needed. Readings Specialists create a new schedule for the interventionists.	2023-09-12 - 2023-10-27	Troy Bodolus	Material/Resources/Supports Needed to carry out this action step are: iReady Math Diagnostic reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan. Output: revised student list, interventions and intervention schedules
Implement Math support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Federal Instructional Assistants to target areas of need identified by universal screeners, MOY and EOY benchmarks.	2023-10-03 - 2024-06-14	Kelly Dougherty, Reading Specialist, Genevieve Peto, Title I Reading Specialist	Material/Resources/Supports Needed to carry out this action step are 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, Tiered intervention list, intervention plans and schedules, Supplemental Academic Materials for math intervention support paid for with Title I funds as outlined in the district Title I plan, iReady Math Diagnostic reports, iReady Tools for Instruction, , Bridges in Mathematics, Hand to Mind Math toolkits, dry erase pocket sheet protectors, student folders,dry erase boards, dry erase markers, dry erasers, pencils

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Weekly Progress Review Meetings (MTSS Team) Monitor students PM data to determine if interventions are working and or next steps if they are not.	2023-10-31 - 2024-05-15	Troy Bodolus, Principal	Meeting Schedule and digital Progress Review Sheets
Administer MidYear Benchmark assessments: iReady Math Diagnostic administered to all students.	2024-01-03 - 2024-01-31	Troy Bodolus, Principal	Material/Resources/Supports Needed to carry out this action step are: iReady Math Diagnostic login, Chromebooks, student headphones.
Teachers and MTSS team analyze data from MOY iReady Math diagnostic. Identify students' need for support in math, create revised tiered student groups and assign to interventions as needed. Reading Specialists will create a new schedule for the interventionists.	2024-01-03 - 2024-01-31	Troy Bodolus, Principal	Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic Reports, Output: revised student list, interventions and intervention schedules.
Administer End of Year Benchmark assessments: iReady Math Diagnostic administered to all students at the end-of-the-year.	2024-05-10 - 2024-05-28	Troy Bodolus, Principal	Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic, Chromebooks, student headphones.
Teachers and MTSS team analyze data from EOY iReady Math diagnostic to determne if gaols were met and to	2024-06-03 - 2024-06-11	Troy Bodolus, Principal Kelly Dougherty,	Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic Reports, Title I Reading Specialist paid for with Title I Funds as outlined in the

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.		Reading Specialist, Genevieve Peto, Title I Reading Specialist	district Title I plan.
Use data to conduct needs a assessment for the next planning cycle.	2024-06-03 - 2024-06-11	Kelly Dougherty, Reading Specialist, Genevieve Peto, Title I Reading Specialist	Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic Reports, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.

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Monitoring/Evaluation

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024 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) By June 2024 70% of our K-4 students will reach their Typical Growth Goals on the iReady Reading diagnostic. (iReady Reading Growth)	MTSS Evidence-based Reading Intervention	Administer Universal screeners: iReady Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. Assessments will be administered on a staggered start for grades 1-4 followed by a later administration schedule for kindergarten. DIBELS 8 assessments administered to all K-2 students and off level grades 3-	09/05/2023 - 10/13/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		4. Assessment teams consist of classroom teachers and reading the specialists.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024 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) By June 2024 70% of our K-4 students will reach their Typical Growth Goals on the iReady Reading diagnostic. (iReady Reading Growth)	MTSS Evidence-based Reading Intervention	Begin 1st round of student reading interventions.	09/11/2023 - 10/03/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 2024 64% of our students will reach their Typical Growth Goals on the iReady Math diagnostic. (iReady Math Growth)	MTSS Evidence-based Math Intervention	Begin 1st round of student Math interventions.	09/13/2023 - 10/13/2023

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.

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

Chief School Administrator	Jason Bowman	2023-08-29
School Improvement Facilitator Signature	Robert Boffa	2023-08-16
Building Principal Signature	Troy M. Bodolus	2023-08-16

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2021-22 All student group is 61.5% proficient or advanced. This is above the statewide avg 54.1%

Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2021-22 All student group is 59.4% proficient or advanced. This is above the statewide avg. 35.7%. All student group (59.4%) increased in performance from the prior year (50.8%). All student group (59.4%) exceeded the interim goal (52.2%).

On Track Measures: Regular Attendance All student group (83.5%) exceeds statewide avg. (82.2%).

On Track Measures: Regular Attendance All student group (83.5%) exceeds statewide avg. (82.2%).

Grades 3 & 4 completes 2 pieces of evidence in each grade, standard specific to contribute to the 6 pieces of evidence reported in 5th grade.

Challenges

Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2021-22 All student group (61.5%) did not meet the interim goal of 67.9%. All student group (59.4%) decreased in performance from the prior year of 63.3%.

Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2021-22 All student group (61.5%) did not meet the interim goal of 67.9%. All student group (59.4%) decreased in performance from the prior year of 63.3%.

Meeting Annual Academic Growth Expectations: English Language Arts/Literature 2021-22 The all student group (50) did not meet the standard demonstrating growth. Statewide growth score (76). Meeting statewide growth standard (70). All student group (50%) decreased in performance from the prior years (76.0).

Meeting Annual Academic Growth Expectations: English Language Arts/Literature 2021-22 The all student group (50) did not meet the standard demonstrating growth. Statewide growth score (76). Meeting statewide growth standard (70). All student group (50%) decreased in performance from the prior years (76.0).

Strengths	Challenges
DIBELS All Grades Status Report 2022-2023 The number of K-2 students and off level 3-4 students that participated in the DIBELS assessment who were BELOW CORE decreased by 39.2% from beginning of the year to end of year.	Meeting Annual Academic Growth Expectations: Mathematics/Algebra 2021-22 The all student group (54%) did not meet the standard demonstrating growth. Statewide growth score (73.5%). Meeting statewide growth standard (70%). All student group (54%) decreased in performance from the prior years (90.0%).
DIBELS All Grades Status Report 2022-2023 The percentage of students INT decreased from 33% on the BOY assessment to 17% on the EOY assessment.	Early Indicators of Success: Grade 3 Reading 2021-22 All student group has a decrease in performance from the previous year. 67.8% to 65.9%
DIBELS All Grades Status Report 2022-2023 The percentage of kindergarten students at CORE or ABOVE increased from 33% to 85%.	Need largest student groups
iReady Reading Diagnostic Results Report 2022-23 Fall to spring diagnostic results change: At Risk for Tier 3=5% (From 12%) 58% decrease Tier 2=19% (From 52%) 63% decrease Tier 1=76% (From 36%) 111% increase Our numbers are headed in the right direction. The most notable being the percentage change increase in Tier 1 students from fall to spring.	iReady Reading Diagnostic Results Report 2022-23 Grade 4 52 % On or Above Grade Level 36 % One Grade Level Below 12 % Two or More Grade Levels Below We would like to increase the # of students at or above level and reduce the # of students below grade level.
DIBELS All Grades Status Report 2022-2023 The number of K-2 students and off level 3-4 students that participated in the DIBELS assessment who were BELOW CORE decreased by 39.2% from beginning of the year to end of year.	iReady Reading Diagnostic Growth Results Report 2022-23 67% of students met their typical growth. We would like to increase this number.
DIBELS All Grades Status Report 2022-2023 The percentage of students INT decreased from 33% on the BOY assessment to 17%	iReady Reading Diagnostic Growth Results Report 2022-23 33% of our students K-4 have not met typical growth. We would like to reduce this number.
	Meeting Annual Academic Growth Expectations:

Strengths

on the EOY assessment.

DIBELS All Grades Status Report 2022-2023 The percentage of kindergarten students at CORE or ABOVE increased from 33% to 85%.

iReady Reading Diagnostic Results Report 2022-23 Fall to spring diagnostic results change: At Risk for Tier 3=5% (From 12%) 58% decrease Tier 2=19% (From 52%) 63% decrease Tier 1=76% (From 36%) 111% increase Our numbers are headed in the right direction. The most notable being the percentage change increase in Tier 1 students from fall to spring.

On Track Measures: English Language Growth and Attainment: All student group (41.7%) exceeds statewide avg. (22.2%).

Advanced on Pennsylvania State Assessments: Science/Biology 2021-22 All student group (41.3%) exceeds statewide avg. (23.8%).

iReady Math Diagnostic Results Report 2022-23 Fall to spring diagnostic results change: At Risk for Tier 3 3% (From 11%) 72% decrease Tier 2 20% (From 64%) 68% decrease Tier 1 77% (From 25%) 208% increase Our numbers are headed in the right direction. The most notable being the percentage change increase in Tier 1 students from fall to spring.

iReady Math Diagnostic Growth Results Report 2022-23 The below ED groups by grade level have more than 70% students

Challenges

Mathematics/Algebra 2021-22 The all student group (54%) did not meet the standard demonstrating growth. Statewide growth score (73.5%). Meeting statewide growth standard (70%). All student group (54%) decreased in performance from the prior years (90.0%).

Early Indicators of Success: Grade 3 Reading 2021-22 All student group has a decrease in performance from the previous year. 67.8% to 65.9%

Need largest student groups

iReady Reading Diagnostic Results Report 2022-23 Grade 4 52 % On or Above Grade Level 36 % One Grade Level Below 12 % Two or More Grade Levels Below We would like to increase the # of students at or above level and reduce the # of students below grade level.

iReady Reading Diagnostic Growth Results Report 2022-23 67% of students met their typical growth. We would like to increase this number.

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

Meeting Annual Academic Growth Expectations: Science/Biology 2021-22 All subgroups have a decrease in performance from the previous year. White 75% to 62% ED 82% to 61%

Strengths

that have improved placement: ED Gr. K 71% ED Gr. 4 77% ED Gr. 3 93% The ED population is our largest student enrollment group overall.

iReady Reading Diagnostic Growth Report 2022-23 75% of grade 4 students with disabilities made annual typical growth. This is higher than the overall grade level avg. of 59%.

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

Naviance College and Career Readiness Indicators (CCRI) This is standardized by grade level in the district.

Advanced on Pennsylvania State Assessments: Science/Biology 2021-22 All student group (41.3%) exceeds statewide avg. (23.8%).

iReady Math Diagnostic Results Report 2022-23 Fall to spring diagnostic results change: At Risk for Tier 3 3% (From 11%) 72% decrease Tier 2 20% (From 64%) 68% decrease Tier 1 77% (From 25%) 208% increase Our numbers are headed in the right direction. The most notable being the percentage change increase in Tier 1 students from fall to spring.

Challenges

Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2021-22 Although ED group (84.2%) is above both the statewide avg.(54.4%) and the interim target(56.7%), this group decreased in performance from the year prior (85.7%).

Meeting Annual Academic Growth Expectations: Science/Biology 2021-22 The all student group (60) did not meet the standard demonstrating growth. Statewide growth score (75.1). Meeting statewide growth standard (70). All student group has decreased in performance from the previous year 75% to 60%.

iReady Math Diagnostic Results Report 2022-23 Grade 4 10% students are Two or More Grade Levels Below We would like to decrease this number by at least half.

iReady Math Diagnostic Results Report 2022-23 Grade 1 64% on or above grade level. We would like this to be higher. 34% of Grade 1 students are one grade level below. We would like to reduce this Tier 2 number and increase our Tier 1 number.

iReady Math Diagnostic Growth Results Report 2022-23 The below ED groups by grade level have less than 70% students that

Strengths

iReady Math Diagnostic Growth Results Report 2022-23 The below ED groups by grade level have more than 70% students that have improved placement: ED Gr. K 71% ED Gr. 4 77% ED Gr. 3 93% The ED population is our largest student enrollment group overall.

iReady Reading Diagnostic Growth Report 2022-23 75% of grade 4 students with disabilities made annual typical growth. This is higher than the overall grade level avg. of 59%.

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

iReady Math Diagnostic Growth Results Report 2022-23 Grade 3 78% met typical growth Grade 3 48% met stretch growth

Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2021-22 All student group is 87.0% proficient or advanced. This is above the statewide avg. 54.4%. All student group (87.0%) increased in performance from the prior year (86%). All student group (87.0%) exceeded the interim goal (70.8%). All student group (87.0%) exceeds 2030 statewide goal(83%).

iReady Reading Diagnostic Growth Results Report 2022-23 80% of Kindergarten ED students have improved placement. 74% of grade 2 ED students have improved placement. 80% of grade 3 ED students have improved placement.

Challenges

have met typical growth: Economically Disadvantaged Gr 1 54% Economically Disadvantaged Gr 4 56% Economically Disadvantaged Gr 2 57% Economically Disadvantaged Gr K 69% We would like to have 70% or above. The ED population is our largest student group overall.

iReady Math Diagnostic Growth Results Report 2022-23 Only 50% of the below EL groups by grade level met typical growth: EL GR. K 50% ELGr. 1 50% EL Gr. 2 50%

iReady Reading Diagnostic Growth Results Report 2022-23 The below Hispanic groups by grade have 62% or more students that have not made typical growth: Hispanic or Latino Gr. 4 55% Hispanic or Latino Gr. 3 56% Hispanic or Latino Gr. 2 62%

iReady Reading Diagnostic Results Report 2022-23 Two or More Races group: 66% On or Above Grade Level. This is below the building avg. 75%. 26% One Grade Level Below. This is above the building avg. 20%. 8% Two or More Grade Levels Below. This is above the building avg. 5%.

Meeting Annual Academic Growth Expectations: Science/Biology 2021-22 All subgroups have a decrease in performance from the previous year. White 75% to 62% ED 82% to 61%

Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2021-22 Although ED group (84.2%) is above both the statewide avg.(54.4%) and the interim target(56.7%), this

Strengths

iReady Reading Diagnostic Growth Results Report 2022-23 The below Hispanic groups by grade have 75% or more students that have made typical growth: Hispanic or Latino Gr. 1 75% Hispanic or Latino Gr. K 82%

iReady Reading Diagnostic Growth Results Report 2022-23 The below white groups by grade and race have 80% or more students that have improved placement: Gr. 2 White 85% Gr. K White 93%

iReady Math Diagnostic Results Report 2022-23 Grade K 84 % on or above grade level Grade 2 75% on or above grade level Grade 3 82% on or above grade level Grade 4 75% on or above grade level These grades are headed in the right direction

iReady Reading Diagnostic Growth Results Report 2022-23 The below white groups by grade and race have 80% or more students that have improved placement: Gr. 2 White 85% Gr. K White 93%

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

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

Monitor and evaluate the impact of professional learning on staff practices and student learning

Challenges

group decreased in performance from the year prior (85.7%).

Meeting Annual Academic Growth Expectations: Science/Biology 2021-22 The all student group (60) did not meet the standard demonstrating growth. Statewide growth score (75.1). Meeting statewide growth standard (70). All student group has decreased in performance from the previous year 75% to 60%.

iReady Math Diagnostic Results Report 2022-23 Grade 4 10% students are Two or More Grade Levels Below We would like to decrease this number by at least half.

iReady Math Diagnostic Results Report 2022-23 Grade 1 64% on or above grade level. We would like this to be higher. 34% of Grade 1 students are one grade level below. We would like to reduce this Tier 2 number and increase our Tier 1 number.

iReady Reading Diagnostic Growth Results Report 2022-23 33% of our students K-4 have not met typical growth. We would like to reduce this number.

iReady Math Diagnostic Growth Results Report 2022-23 The below ED groups by grade level have less than 70% students that have met typical growth: Economically Disadvantaged Gr 1 54% Economically Disadvantaged Gr 4 56% Economically Disadvantaged Gr 2 57% Economically Disadvantaged Gr K 69% We would like to have 70% or above. The ED population is our

Strengths

Implement evidence-based strategies to engage families to support learning

Challenges

largest student group overall.

iReady Math Diagnostic Growth Results Report 2022-23 Only 50% of the below EL groups by grade level met typical growth: EL GR. K 50% ELGr. 1 50% EL Gr. 2 50%

iReady Reading Diagnostic Growth Results Report 2022-23 The below Hispanic groups by grade have 62% or more students that have not made typical growth: Hispanic or Latino Gr. 4 55% Hispanic or Latino Gr. 3 56% Hispanic or Latino Gr. 2 62%

DIBELS All Grades Status Report Composite 2022-2023 Kinder 33% to 85% +52 pp. 57% increase Gr 1 65% to 77% +12 pp. 18.46% increase Gr 2 64% to 75% +11pp. 17.18% increase Gr 3 16% to 15% -1pp. 6.25% decrease Gr 4 33% to 10% -23pp. 69.697% decrease

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Align curricular materials and lesson plans to the PA Standards. he idstrict had adopted a new Math program in the past 2 years, and now the district has adopted a new standards aligned reading program to be rolled out/implemented Fall 2023 for grades K-5.

iReady Reading Diagnostic Results Report 2022-23 Two or More Races group: 66% On or Above Grade Level. This is below the building avg. 75%. 26% One Grade Level Below. This is above the

Challenges

building avg. 20%. 8% Two or More Grade Levels Below. This is above the building avg. 5%.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Align curricular materials and lesson plans to the PA Standards. he idstrict had adopted a new Math program in the past 2 years, and now the district has adopted a new standards aligned reading program to be rolled out/implemented Fall 2023 for grades K-5.

iReady Math Diagnostic Growth Results Report 2022-23 % Students that made typical growth by grade: Grade 3 78% Grade K 62% Grade 2 56% Grade 1 55% Grade 4 57% Our goal is to have all students making typical growth. Notable change is grade 4 dercreasing % students that made typical growth from grade prior (74%).

iReady Reading Diagnostic Growth Results Report 2022-23 The below black groups by grade and race have 60% or less students that have improved placement: K Black or African American 40% 3 Black or African American 5 % 4 Black or African American 60%

Most Notable Observations/Patterns

We need to focus on improving outcomes for all students. Many are below level in reading and or math. 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 and that did not make average/typical growth. This trend is echoed in DIBELS 8 student reading data grades K-2 and for off-level grades 3-4. Notable in DIBELS 8 data grades 3-4 off- level students, the number of students that had intensive need for support increased from the beginning of the year to the end of the year. All students should be making at least 1 years' worth of growth. Students that are below grade level need to make more ambitious growth to close the learning gap. This begins with solidifying foundational skills in the earlier grades through prevention and/or more rigorous interventions to close the gap early on rather than later.

Challenges	Discussion Point	Priority for Planning
Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2021-22 All student group (61.5%) did not meet the interim goal of 67.9%. All student group (59.4%) decreased in performance from the prior year of 63.3%.		
Meeting Annual Academic Growth Expectations: English Language Arts/Literature 2021-22 The all student group (50) did not meet the standard demonstrating growth. Statewide growth score (76). Meeting statewide growth standard (70). All student group (50%) decreased in performance from the prior years (76.0).		
Meeting Annual Academic Growth Expectations: Mathematics/Algebra 2021-22 The all student group (54%) did not		

Challenges	Discussion Point	Priority for Planning
meet the standard demonstrating growth. Statewide growth score (73.5%). Meeting statewide growth standard (70%). All student group (54%) decreased in performance from the prior years (90.0%).		
Early Indicators of Success: Grade 3 Reading 2021-22 All student group has a decrease in performance from the previous year. 67.8% to 65.9%		
iReady Math Diagnostic Growth Results Report 2022-23 The below ED groups by grade level have less than 70% students that have met typical growth: Economically Disadvantaged Gr 1 54% Economically Disadvantaged Gr 4 56% Economically Disadvantaged Gr 2 57% Economically Disadvantaged Gr K 69% We would like to have 70% or above. The ED population is our largest student group overall.		
iReady Math Diagnostic Growth Results Report 2022-23 Only 50% of the below EL groups by grade level met typical growth: EL GR. K 50% ELGr. 1 50% EL Gr. 2 50%		
iReady Reading Diagnostic Results Report 2022-23 Two or More Races group: 66% On or Above Grade Level. This is below the building avg. 75%. 26% One Grade Level Below. This is above the building avg. 20%. 8% Two or More Grade Levels Below. This is above the building avg. 5%.		
iReady Reading Diagnostic Results Report 2022-23 Grade 4 52 %		

Challenges	Discussion Point	Priority for Planning
On or Above Grade Level 36 % One Grade Level Below 12 % Two or More Grade Levels Below We would like to increase the # of students at or above level and reduce the # of students below grade level.		
iReady Reading Diagnostic Growth Results Report 2022-23 67% of students met their typical growth. We would like to increase this number.	The disruption of education sparked by the COVID-19 pandemic profoundly influenced student learning. This is more notable in the older elementary students. The subsequent years have been dedicated to stemming learning loss for those students most affected by the school shutdowns.	✓
Align curricular materials and lesson plans to the PA Standards. he idstrict had adopted a new Math program in the past 2 years, and now the district has adopted a new standards aligned reading program to be rolled out/implemented Fall 2023 for grades K-5.		
DIBELS All Grades Status Report Composite 2022-2023 Kinder 33% to 85% +52 pp. 57% increase Gr 1 65% to 77% +12 pp. 18.46% increase Gr 2 64% to 75% +11pp. 17.18% increase Gr 3 16% to 15% -1pp. 6.25% decrease Gr 4 33% to 10% -23pp. 69.697% decrease	The disruption of education sparked by the COVID-19 pandemic profoundly influenced student learning. This is more notable in the older elementary students. The subsequent years have been dedicated to stemming learning loss for those students most affected by the school shutdowns.	
iReady Math Diagnostic Growth Results Report 2022-23 %	The disruption of education sparked by the	✓

Challenges	Discussion Point	Priority for Planning
Students that made typical growth by grade: Grade 3 78% Grade K 62% Grade 2 56% Grade 1 55% Grade 4 57% Our goal is to have all students making typical growth. Notable change is grade 4 dercreasing % students that made typical growth from grade prior (74%).	COVID-19 pandemic profoundly influenced student learning. This is more notable in the older elementary students. The subsequent years have been dedicated to stemming learning loss for those students most affected by the school shutdowns.	

ADDENDUM B: ACTION PLAN

Action Plan: MTSS Evidence-based Reading Intervention

Action Steps	Anticipated Start/Completion Date
Prepare for BOY intervention using EOY 2023 data: Review Building Data, clean up the tiered intervention list, develop and create intervention plans to begin week of 9/11/23	09/01/2023 - 09/08/2023

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
EOY 2023 building Data, Tiered intervention list and schedule	no

Action Steps	Anticipated Start/Completion Date
Begin 1st round of student reading interventions.	09/11/2023 - 10/03/2023

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: 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, Tiered intervention list, intervention plans and schedules, 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 Word Warm Ups 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, UFLI Manuals, Supplemental Academic Materials for intervention support as outlined in the district Title I plan, Magnetic letter sets for each student and teacher, student oral motor mirror sets for each interventionist, extra student headphones, dry erase pocket sheet protectors, student folders, dry erase markers, dry erasers, pencils.	yes

Action Steps	Anticipated Start/Completion Date
Administer Universal screeners: iReady Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. Assessments will be administered on a staggered start for grades 1-4 followed by a later administration schedule for kindergarten. DIBELS 8 assessments administered to all K-2 students and off level grades 3-4. Assessment teams consist of classroom teachers and reading the specialists.	09/05/2023 - 10/13/2023

Monitoring/Evaluation

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.

Anticipated Output

Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are all materials related to the administration of universal screeners: iReady Reading Diagnostic login, Chromebooks, headphones for each student, DIBELS 8 assessments, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Canvas DIBELS Administration Course as needed.	yes

Action Steps	Anticipated Start/Completion Date
Teachers and MTSS team analyze data from MOY iReady Reading diagnostic and DIBELS 8 to adjust Tier 2 and 3 student groups and interventions based on data. Identify students' need for support in both math and reading, create revised tiered student groups and assign to interventions as needed. Readings Specialists create a new schedule for the interventionists.	09/12/2023 - 10/27/2023

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: iReady Reading Diagnostic reports, DIBELS reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan. Output: revised student list, interventions and intervention schedules	no

Action Steps	Anticipated Start/Completion Date
Implement ELA support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Title I reading specialist, literacy specialist, and Federal Instructional Assistants to target areas of need identified by universal screeners, MOY and EOY benchmarks.	09/11/2023 - 06/14/2024

Monitoring/Evaluation

Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.

Anticipated Output

Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed

PD Step

Material/Resources/Supports Needed to carry out this action step are: 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, Tiered intervention list, intervention plans and schedules, 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 Word Warm Ups 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, UFLI Manuals, Supplemental Academic Materials for intervention support as outlined in the district Title I plan, Magnetic letter sets for each student and teacher, student oral motor mirror sets for each interventionist, extra student headphones, dry erase pocket sheet protectors, student folders, dry erase markers, dry erasers, pencils,

no

Action Steps	Anticipated Start/Completion Date
Weekly Progress Review Meetings (MTSS Team) to monitor students PM data and determine if interventions are working and or next steps if they are not.	10/31/2023 - 05/13/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Meeting Schedule, progress monitoring data and digital Progress Review Sheets	no

Action Steps	Anticipated Start/Completion Date
Administer Mid Year Benchmark assessments: iReady Reading Diagnostic administered to all students at the middle-of-the-year. DIBELS 8 assessments administered to all K-2 students and off level grades 3-4 .	01/03/2024 - 01/31/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: iReady Reading Diagnostic login, Chromebooks, student headphones, DIBELS 8 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 data from MOY iReady Reading diagnostic and DIBELS 8 to adjust Tier 2 and 3 student groups and interventions based on data. Identify students' need for support in both math and reading, create revised tiered student groups and assign to interventions as needed. Reading Specialists create a new schedule for the interventionists.	01/03/2024 - 01/31/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS assessment, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. Output: revised student list, interventions and intervention schedules.	no

Action Steps	Anticipated Start/Completion Date
Administer End of Year Benchmark assessments: iReady Reading Diagnostic administered to all students at the end-of-the-year. DIBELS 8 assessments administered to all K-2 students and off level grades 3-4.	05/10/2024 - 05/28/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic, Chromebooks, student headphones, DIBELS 8 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 data from EOY iReady Reading Diagnostic and DIBELS 8 to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.	06/03/2024 - 06/11/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS 8 assessment 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
Use data to conduct needs a assessment for the next Schoolwide Plan improvement cycle.	06/03/2024 - 06/11/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in reading and related areas.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS 8 assessment reports, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan.	no

Action Plan: MTSS Evidence-based Math Intervention

Action Steps	Anticipated Start/Completion Date
Prepare for BOY intervention using EOY 2023 data: Review Building Data, clean up the tiered intervention list, develop and create math intervention plans to begin week of 9/11/23	09/01/2023 - 09/08/2023

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
EOY 2023 building Data, Tiered intervention list and schedule, Title I Reading Specialist	no

Action Steps	Anticipated Start/Completion Date
Begin 1st round of student Math interventions.	09/13/2023 - 10/13/2023

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are 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, Tiered intervention list, intervention plans and schedules, Supplemental Academic Materials for math intervention support paid for with Title I funds as outlined in the district Title I plan, iReady Math Diagnostic reports, iReady Tools for Instruction, , Bridges in Mathematics, Hand to Mind Math toolkits, dry erase pocket sheet protectors, student folders,dry erase boards, dry erase markers, dry erasers, pencils	yes

Action Steps	Anticipated Start/Completion Date
Administer Universal screener: iReady Math Diagnostic administered to all students K-4 at the beginning-of-the-year.	09/05/2023 - 10/13/2023

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic, Chromebooks, student headphones.	no

Action Steps	Anticipated Start/Completion Date
Teachers and MTSS team analyze data from MOY iReady Math diagnostic to adjust Tier 2 and 3 student groups and interventions based on data. Identify students' need for support in both math, create revised tiered student groups and assign to interventions as needed. Readings Specialists create a new schedule for the interventionists.	09/12/2023 - 10/27/2023

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: iReady Math Diagnostic reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan. Output: revised student list, interventions and intervention schedules	no

Action Steps	Anticipated Start/Completion Date
Teachers and MTSS team analyze data from MOY iReady Math diagnostic to adjust Tier 2 and 3 student groups and interventions based on data. Identify students' need for support in both math, create revised tiered student groups and assign to interventions as needed. Readings Specialists create a new schedule for the interventionists.	09/12/2023 - 10/27/2023

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: iReady Math Diagnostic reports, Title I Reading Specialist paid for with Title I Funds as outlined in the District Title I Plan. Output: revised student list, interventions and intervention schedules	no

Action Steps	Anticipated Start/Completion Date
Implement Math support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the Federal Instructional Assistants to target areas of need identified by universal screeners, MOY and EOY benchmarks.	10/03/2023 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are 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, Tiered intervention list, intervention plans and schedules, Supplemental Academic Materials for math intervention support paid for with Title I funds as outlined in the district Title I plan, iReady Math Diagnostic reports, iReady Tools for Instruction, , Bridges in Mathematics, Hand to Mind Math toolkits, dry erase pocket sheet protectors, student folders,dry erase boards, dry erase markers, dry erasers, pencils	no

Action Steps	Anticipated Start/Completion Date
Weekly Progress Review Meetings (MTSS Team) Monitor students PM data to determine if interventions are working and or next steps if they are not.	10/31/2023 - 05/15/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Meeting Schedule and digital Progress Review Sheets	no

Action Steps	Anticipated Start/Completion Date
Administer MidYear Benchmark assessments: iReady Math Diagnostic administered to all students.	01/03/2024 - 01/31/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: iReady Math Diagnostic login, Chromebooks, student headphones.	no

Action Steps	Anticipated Start/Completion Date
Teachers and MTSS team analyze data from MOY iReady Math diagnostic. Identify students' need for support in math, create revised tiered student groups and assign to interventions as needed. Reading Specialists will create a new schedule for the interventionists.	01/03/2024 - 01/31/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic Reports, Output: revised student list, interventions and intervention schedules.	no

Action Steps	Anticipated Start/Completion Date
Administer End of Year Benchmark assessments: iReady Math Diagnostic administered to all students at the end-of-the-year.	05/10/2024 - 05/28/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic, Chromebooks, student headphones.	no

Action Steps	Anticipated Start/Completion Date
Teachers and MTSS team analyze data from EOY iReady Math diagnostic to determne if gaols were met and to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.	06/03/2024 - 06/11/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic 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
Use data to conduct needs a assessment for the next planning cycle.	06/03/2024 - 06/11/2024

Monitoring/Evaluation	Anticipated Output
Principal will monitor and evaluate the plan using the following: FRCPP quarterly monitoring tool, Annual Assessment calendar, Assessment reports, Weekly Progress Monitoring Reports, Trimester Data meeting agendas, teacher lesson plans, Weekly Progress Review Meeting (Schedule, Notes, Access to student data sheets), Intervention Schedules, Daily Walkthroughs, and Daily Intervention lesson plans.	Educators monitoring all students' progress using a progress review cycle and actionable data. K-4 students receiving data driven intervention supports in a timely manner. K-4 students increasing growth and achievement in math.

Material/Resources/Supports Needed	PD Step
Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic Reports, 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 2024 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) By June 2024 70% of our K-4 students will reach their Typical Growth Goals on the iReady Reading diagnostic. (iReady Reading Growth)	MTSS Evidence-based Reading Intervention	Administer Universal screeners: iReady Reading Diagnostic administered to all students K-4 at the beginning-of-the-year. Assessments will be administered on a staggered start for grades 1-4 followed by a later administration schedule for kindergarten. DIBELS 8 assessments administered to all K-2 students and off level grades 3-	09/05/2023 - 10/13/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		4. Assessment teams consist of classroom teachers and reading the specialists.	
By June 2024 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) By June 2024 70% of our K-4 students will reach their Typical Growth Goals on the iReady Reading diagnostic. (iReady Reading Growth)	MTSS Evidence-based Reading Intervention	Begin 1st round of student reading interventions.	09/11/2023 - 10/03/2023
By June 2024 64% of our students will reach their Typical Growth Goals on the iReady Math diagnostic. (iReady Math Growth)	MTSS Evidence-based Math Intervention	Begin 1st round of student Math interventions.	09/13/2023 - 10/13/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
UFLI Foundations	Reading Specialists and FIAs	UFLI Implementation w/ Tier 2

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey and Observation	09/01/2023 - 04/30/2024	Kim Maurizi

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
Sound City	FIAs and New Reading Specialsts	Implementation of Sound City

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey and Observation	09/18/2023 - 10/31/2023	Kim Maurizi

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
Bridges Review	Federal Instructional Assistants	Delivery of Bridges Math Interevention

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey and Observation	09/11/2023 - 09/11/2023	Beth McGinty

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
DIBELS New Teachers	New Employess: Teachers, Reading Specialists and Federal Instructional Assistants	Overview, administration and scoring of DIBELS Assessments

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Course Quiz, Survey and Observation	09/01/2023 - 09/05/2023	Kim Maurizi, Title I Reading Specialist Rachel Kornblau, Literacy Coach

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Reading Horizons Discovery	New Reading Specialists	New customer initial training empowers teachers and builds confidence on how to start using Reading Horizons Discovery. This includes how to deliver a lesson using all aspects of the instructional cycle to positively impact students and the next steps for professional learning. These sessions are for those that teach Kindergarten-3rd Grade.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Certificate of Completion	09/05/2023 - 09/06/2023	Kim Maurizi, Title I Support

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Structured Literacy

1f: Designing Student Assessments

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

Professional Development Step	Audience	Topics of Prof. Dev
Reading Horizons Discovery Coaching	Reading Specialists	Reading Horizons program implementation support tailored to needs of the teacher.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation and application of strategies in the classroon.	08/31/2023 - 12/22/2023	Kim Maurizi, Title I Support

Danielson Framework Component Met in this Plan:

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

This Step meets the Requirements of State Required Trainings:

Structured Literacy

Professional Development Step	Audience	Topics of Prof. Dev
Read Naturally Live	New Reading Specialists and Federal instructional assistants	Getting Started with Read Live, checking initial student placement and monitoring and adjusting instruction throught the year

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of application to intervention	08/31/2023 - 09/29/2023	Kim Maurizi, Title I Support

Danielson Framework Component Met in this Plan:

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

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

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Right to Know Letter sent out within the first two weeks of school	As a parent of a student that attendeds a school that recieves Title I funds, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receivve Title I funds.	Email Website Hardcopy sent home Title I Handbook	Parent and guardians	9-1-23 to 9-15-23
The Principal and Title I Reading Specialist will communicate the plan to all stakeholders.	Review of PA Future Ready Index for Tawanka Review School Title I Schoolwide Plan Stakeholders will be provided the opportunity to provide feedback on the plan.	Email to parents Information shared at Staff Meeting Information posted on school Title I Website Information shared in School Newsletter Inforamtion shared at Fall Title I Parent meeting	parents, guardians, teachers, and community memebers	08/28/2023 - 11/07/2023
The Principal and Title I Reading Specialist(s) will communicate a end-year progress update of the plan implementation to all stakeholders.	Review of TItle I Plan Review of all available data including data celebrations and areas that need additional support in order to achieve our plan goals	Email to parents Information shared at Staff Meeting Information posted on school Title I Website Information shared in School Newsletter Inforamtion shared at Fall Title I Parent meeting	parents, guardians, teachers, and community memebers	05/28/2024 - 06/14/2024