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

# Profile and Plan Essentials

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| --- | --- |
| **School** | AUN/Branch |
| Walter Miller Elementary School | 122097502/1071  |
| **Address 1** |
| 10 Cobalt Ridge Drive South |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| Levittown | PA | 19057 |
| **Chief School Administrator** | **Chief School Administrator Email** |
| Jay Bowman Substitute Superintendent | jbowman@neshaminy.org |
| **Principal Name** |
| Troy Bodolus |
| **Principal Email** |
| tbodolus@neshaminy.org |
| **Principal Phone Number** | **Principal Extension** |
| 215-809-6360 |  |
| **School Improvement Facilitator Name** | **School Improvement Facilitator Email** |
| Robert Boffa | rboffa@neshaminy.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Troy Bodolus  | Principal  | Walter Miller Elementary  | tbodolus@neshaminy.org  |
| Kelly Dougherty  | Teacher  | Walter Miller Elementary  | kdougherty@neshaminy.org  |
| Genevieve Peto  | Teacher  | Walter Miller Elementary  | gpeto@neshaminy.org  |
| Meredith Stanley  | Teacher  | Walter Miller Elementary  | mstanley@neshaminy.org  |
| Jamie Callahan  | Teacher  | Walter Miller Elementary  | jcallahan@neshaminy.org  |
| Kerri Bettelli  | Teacher  | Walter Miller Elementary  | kbettelli@neshaminy.org  |
| Corinne Hoyas  | Teacher  | Walter Miller Elementary  | choyas@neshaminy.org  |
| Kasey Robinson  | Teacher  | Walter Miller Elementary  | kaseyodonnell@neshaminy.org  |
| Michelle Burkholder  | District Level Leaders  | Neshaminy School District  | mburkholder@neshaminy.org  |
| Jacklyn McCarthy  | Community Member  | Walter Miller Elementary  | dawetz1022@gmail.com  |
| Kelly Lobecker  | Paraprofessional  | Walter Miller Elementary  | lobeckerk@gmail.com  |
| Robert Boffa  | District Level Leaders  | Neshminy School District  | rboffa@neshaminy.org  |
| Lindsay Fantini  | Parent  | Walter Miller Elementary  | lindsay616@yahoo.com  |
| Jay Bowman  | Chief School Administrator  | Neshaminy School district  | jbowman@neshaminy.org  |
| Aimee Jarrett  | Community Member  | Neshaminy School District  | aimeemjarrett@gmail.com  |
| Jen Flannery  | Parent  | Walter Miller Elementary  | jen@mommyslilblackbook.com  |
| David Geanette  | District Level Leaders  | Neshaminy School District  | dgeanette@neshaminy.org  |
|  |  |  |  |

# Vision for Learning

**Vision for Learning**

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

# Future Ready PA Index

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **True** K | **True** 1 | **True** 2 | **True** 3 | **True** 4 | **False** 5 | **False** 6 |
| **False** 7 | **False** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023  | All student group is 58.2% proficient or advanced. This is above the statewide avg 54.5% |
| Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023  | All student group is 61.6% proficient or advanced and exceeds interim target. |
| Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023  | All student group (61.6%) increased in performance from the prior year (59.4%). |
|  |  |
| Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023.  | All student group is 82.50% proficient or advanced. This exceeds interim target. |
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| On Track Measures: Regular Attendance | All student ( 82.8%) exceeds statewide average (73.9%) |

### Challenges

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| --- | --- |
| Indicator | Comments/Notable Observations |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023  | All student group (58.2%) did not meet the interim target goal. |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023  | All student group (58.2%) decreased in performance from the prior year of (61.5%).  |
|  |  |
| Meeting Annual Academic Growth Expectations: English Language Arts/Literature 2022-2023  | The all student group (50%) did not meet Statewide Goal/Interim Target. |
|  |  |
| Meeting Annual Academic Growth Expectations: Mathematics/Algebra 2022-2023  | The all student group (54.0%) maintained the same performance from the previous school year (54.0%). |
|  |  |
| Meeting Annual Academic Growth Expectations: English Language Arts/Literature 2022-2023.  | All student group (50%) maintained same performance from last school year 2021-2022. |
| Meeting Annual Academic Growth Expectations in Science/Biology 2022-2023 PVASS | All student group (54.0%) did not meet statewide Goal/Interim Target. |
| Meeting Annual Academic Growth Expectations in Science/Biology 2022-2023 PVASS | All student group (54.0%) decreased in performance from the previous year (60.0%). |
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| On Track Measures: English Language Growth and Attainment: 2022-2023  | All student group (43.5%) did not meet interim goal/improvement target |
| Early Indicators of Success: Grade 3 Reading 2022-2023  | All student group has a decrease in performance from the previous year. 65.9% to 65.5%. |

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

### Strengths

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| --- | --- |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023**ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**There is an increase in performance from the previous year: 27.0% from 23.3%. |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023**ESSA Student Subgroups**Hispanic, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**All subgroups have an increase in performance from the previous year. Hispanic 55.6% from 50.0% Economically Disadvantaged 50% from 44.9% White 64.8% from 61.5% Students with Disabilities 35.1% from 20.0%.  |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 **ESSA Student Subgroups**Hispanic, White, Economically Disadvantaged | **Comments/Notable Observations**Hispanic, white and economically disadvantaged groups are above the interim targets. Hispanic 55.6% Economically Disadvantaged 50% White 64.8%  |
| **Indicator****ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023**ESSA Student Subgroups**White, Economically Disadvantaged | **Comments/Notable Observations**White group and economically disadvantage (ED) groups are above the statewide average (58.9%) White group: 80.0% ED: 73.7% |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023 **ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**Students with disabilities demonstrated an increase in performance from last year (57.9%) |
| **Indicator**Meeting Annual Academic Growth Expectations: Mathematics/Algebra Future Ready PA Report 2022-2023 **ESSA Student Subgroups**Economically Disadvantaged | **Comments/Notable Observations**The economically disadvantaged group (70%) exceeded the interim target and met statewide growth target (70%). |
| **Indicator****ESSA Student Subgroups** | **Comments/Notable Observations** |
| **Indicator**Meeting Annual Academic Growth Expectations Mathematics/Algebra 2022-2023**ESSA Student Subgroups**White | **Comments/Notable Observations**White group (55.0%) is above the academic growth score (54.0%) and increased in performance from the previous year. |
| **Indicator**Meeting Annual Academic Growth Expectations Science/Biology 2022-2023 **ESSA Student Subgroups**Economically Disadvantaged | **Comments/Notable Observations**The economically disadvantaged group (69.0%) increased in performance from the previous year (61.0%) and above the academic growth score (54.0%). |
| **Indicator**On Track Measures: English Language Growth and Attainment 2022-2023 **ESSA Student Subgroups**English Learners | **Comments/Notable Observations**The English Learner group (43.5%) increased in performance from the previous year and is above the statewide average (29.0%). |
| **Indicator**On Track Measures: Regular Attendance 2022-2023 **ESSA Student Subgroups**African-American/Black, Asian (not Hispanic), Multi-Racial (not Hispanic), English Learners, Students with Disabilities | **Comments/Notable Observations**Black group (86.2%), 2 or more races (81.6%), Asian group (87.1%), English Learner (91.2%), and students with disabilities (81.7%) increased in attendance from previous year.  |
| **Indicator**Early Indicators of Success: Grade 3 Reading 2022-2023**ESSA Student Subgroups**White | **Comments/Notable Observations**The white group increased in performance from the previous year: 67.2% to 71.4%. |

### Challenges

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| **Indicator**Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 **ESSA Student Subgroups**Hispanic, White, Economically Disadvantaged | **Comments/Notable Observations**The following groups decreased in performance from the previous year: Hispanic group (44.4%) from (52.0%) White group: (60.6%) from (63.9%) Economically Disadvantaged: (42.7%) from (49.3%) |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023**ESSA Student Subgroups**Hispanic, White, Economically Disadvantaged, Students with Disabilities | **Comments/Notable Observations**All subgroups are not meeting interim target: Hispanic: 44.4% Economically Disadvantaged: 42.7% White: 60.0% Students w/ Disabilities: 27.0% |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023**ESSA Student Subgroups**Multi-Racial (not Hispanic), Students with Disabilities | **Comments/Notable Observations**The following subgroups are not meeting statewide goal (71.8%): Combined Ethnicity: 54.5% Students with disabilities: 35.1%  |
| **Indicator**Meeting Annual Academic Growth Expectations English Language Arts/Literature Future Ready PA Report 2022-2023 **ESSA Student Subgroups**White | **Comments/Notable Observations**The white group 50.0% did not meet the statewide average growth goal (75.4%)  |
| **Indicator**Academic Growth Expectations in Science/Biology 2022-2023**ESSA Student Subgroups**White, Economically Disadvantaged | **Comments/Notable Observations**The following groups did not meet the statewide interim target: White: 59.0% Economically Disadvantaged: 69.0% |
| **Indicator**Meeting Annual Academic Growth Expectations Mathematics/Algebra Future Ready PA Report 2022-2023 **ESSA Student Subgroups**White | **Comments/Notable Observations**The white group 59.0% did not meet the statewide average growth goal (75.4%)  |
| **Indicator**On Track Measures: English Language Growth and Attainment: 2022-2023 **ESSA Student Subgroups**English Learners | **Comments/Notable Observations**The English Learner group (43.5%) is below the statewide goal (70.3%). |
| **Indicator**Early Indicators of Success: Grade 3 Reading 2022-2023 **ESSA Student Subgroups**Economically Disadvantaged | **Comments/Notable Observations**Economically Disadvantaged group decreased in performance from the previous year: 56.7% to 44.7%. |
| **Indicator**On Track Measures: Regular Attendance 2022-2023**ESSA Student Subgroups**Hispanic, Economically Disadvantaged | **Comments/Notable Observations**The following subgroups are not meeting the statewide goal (94.1%): Hispanic: 80.6% Economically Disadvantaged: 76.1% |
| **Indicator**On Track Measures: Regular Attendance 2022-2023 **ESSA Student Subgroups**White | **Comments/Notable Observations**The white group (82.9%) decreased in attendance from the previous year (85.3%). |
| **Indicator**Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023**ESSA Student Subgroups**White, Economically Disadvantaged | **Comments/Notable Observations**The following groups decreased in performance from the previous year. White: 82.5% from 87.0% Economically Disadvantaged: 73.7% from 84.2% |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 All student group is 58.2% proficient or advanced. This is above the statewide average 54.5%  |
| Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 All student group exceeds interim target and is an increase in performance from last year. 61.6% from 59.4% 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 (82.8%) exceeds statewide avg. (73.9%).  |
| Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023 All student group (82.5%) exceeds interim target.  |

### Challenges

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

|  |
| --- |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 All student group (58.2%) did not meet the interim goal. Decrease in performance from previous year (61.5%) All student group (59.4%) decreased in performance from the prior year of 63.3%.  |
| Academic Growth Expectations in Science/Biology 2022-2023 All student group (54.0%) is not meeting statewide goal/interim progress and decreased in performance from previous year (60.0%).  |
| Meeting Annual Academic Growth Expectations: Mathematics/Algebra 2022-2023 The all student group (54.0%) is not meeting the statewide goal/interim target. Maintained the same performance from the previous year (54.0%)  |
| Several groups either decreased in attendance or are not meeting statewide goal (white, economically disadvantaged, and Hispanic).  |

# Local Assessment

## English Language Arts

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| --- | --- |
| **Data** | **Comments/Notable Observations** |
| DIBELS All Grades Status Report 2023-2024 | (K-2 and off level 3-4) BOY Core/Core+ = 49 % MOY Core/Core+ = 60 % EOY Core/Core+ = 66% The number of K-2 students and off level 3-4 students that participated in the DIBELS assessment who were BELOW CORE decreased by 36% from beginning of the year to end of year. |
| DIBELS All Grades Status Report 2023-2024 | (K-2 and off level 3-4) BOY Core/Core+ = 49 % MOY Core/Core+ = 60 % EOY Core/Core+ = 66% The number of K-2 students and off level 3-4 students that participated in the DIBELS assessment who were CORE increased by 34% from the beginning of the year to end of year.  |
| DIBELS All Grades Status Report 2023-2024 | The percentage of students INT decreased from 36% on the BOY assessment to 17% on the EOY assessment.  |
| DIBELS All Grades Status Report 2023-2024 | The percentage of kindergarten students at CORE or ABOVE increased from 31% to 81%.  |
| DIBELS All Grades Status Report 2023-2024 | -The percentage of first grade students INT decreased from 18% on the BOY assessment to 10% on the EOY assessment. -The percentage of second grade students INT decreased from 23% on the BOY assessment to 14% on the EOY assessment.  |
| DIBELS All Grades Status Report 2023-2024 | The percentage of first grade students at CORE or ABOVE increased from 67% to 83%. |
| DIBELS All Grades Status Report 2023-2024 | The percentage of second grade students at CORE or ABOVE increased from 63% to 68%. |
| DIBELS All Grades Status Report 2023-2024 | The percentage of second grade students INT decreased from 23% to 19%. This is an 8% decrease. |
| DIBELS All Grades Status Report 2023-2024 | -The percentage of third grade students INT stayed the same from BOY to EOY (4%). There was a decrease from MOY to EOY 13% INT to 4% INT.  |
| DIBELS All Grades Status Report 2023-2024 | The percentage of fourth grade students INT increased from 27% to 0%. This is a 100% decrease.  |
| iReady Reading Diagnostic Results Report 2023-2024  | Grade 4 77% of students in Grade 4 have met typical growth 62 % On or Above Grade Level 29 % One Grade Level Below 9 % 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 2023-2024 | 73% of K-4 students met their typical growth. This is an increase from last year (67%). We would like to increase this number. |
| iReady Reading Diagnostic Growth Results Report 2023-2024  | 47% of students met their stretch growth. Increase from last year.  |
| iReady Reading Diagnostic Results Report 2023-2024 | 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  | The number of students on or above level 77% is higher than the district avg. 72%. |
| iReady Reading Diagnostic Results Report 2023-2024  | Kindergarten On or Above Grade Level 94 % One Grade Level Below 6%  |
| iReady Reading Diagnostic Results Report 2023-2024  | First Grade On or Above Grade Level 77 % One Grade Level Below 23%  |
| iReady Reading Diagnostic Growth Results Report 2023-2024  | 93% of Kindergarten students who were one level below improved placement from baseline 78% of First grade students who were one grade level below improved placement from baseline 89% of grade 2 students who were one grade level below improved placement from baseline  |
| iReady Reading Diagnostic Growth Results Report 2023-2024  | Kindergarten students 133% progress to annual typical growth First grade students 134% progress to annual typical growth Second grade students 117% progress to annual typical growth Grade 3 students 169% progress towards typical annual growth. Fourth grade students 184% progress to annual typical growth |
| iReady Reading Diagnostic Growth Results Report 2023-2024 | 27% of our students K-4 have not met typical growth. We would like to reduce this number. |
| iReady Reading Diagnostic Results Report 2023-2024  | Grade 2 64% of students in Grade 3 have met typical growth 80 % On or Above Grade Level 17% One Grade Level Below 4 % 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 Results Report 2023-2024 | Grade 3 75% of students in Grade 3 have met typical growth 82 % On or Above Grade Level 26% One Grade Level Below 11 % 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.  |

## English Language Arts Summary

### Strengths

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| --- |
| DIBELS All Grades Status Report 2023-2024 The number of K-2 students and off level 3-4 students that participated in the DIBELS assessment who were CORE increased by 34% from the beginning of the year to end of year. (K-2 and off level 3-4) BOY Core/Core+ = 49 % MOY Core/Core+ = 60 % EOY Core/Core+ = 66%  |
| DIBELS All Grades Status Report 2023-2024 There was a 36% decreased in below level CORE from BOY to EOY. (K-2 and off level 3-4) BOY Core/Core+ = 49 % MOY Core/Core+ = 60 % EOY Core/Core+ = 66% |
| iReady Reading Diagnostic Overall Placement Results At Risk for Tier 3 5% (From 12%) 58% decrease Fall to Spring Tier 2 16% (From 49%) 67% decrease Fall to Spring Tier 1 79% (From 38%) 108% increase Fall to Spring  |
| iReady Reading Diagnostic Results Report 2023-2024 Fall to spring diagnostic results change: 73% of students in grades K-4 have met typical growth 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

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| iReady Reading Diagnostic Growth Results Report 2023-2024 73% of K-4 students met their typical growth. This is an increase from last year (67%). We would like to increase this number. iReady Reading Diagnostic Results Report 2023-2024 Grade 2 Schoolwide End of Year Data Only 64% of students in Grade 2 have met typical growth. We would like to increase this. Our schoolwide goal was 70%.  |
| DIBELS All Grades Status Report Composite 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) only students below cut in June 2023 - 4th grade BOY Core/Core+ = 27% MOY Core/Core+ = 30% EOY Core/Core+ = 0% Off level students- 100% decrease from BOY to EOY |
| iReady Reading Diagnostic Growth Results Report 2023-2024 27% of our students K-4 have not met typical growth. We would like to continue to reduce this number. |
| DIBELS All Grades Status Report Composite 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) 2nd grade BOY Core/Core+ = 63% MOY Core/Core+ = 68% EOY Core/Core+ =68 % Only 8% increase from BOY to EOY |

## Mathematics

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| **Data** | **Comments/Notable Observations** |
| iReady Math Diagnostic Growth Results Report 2023-2024  | iReady- 64% typical growth was schoolwide goal K- 71% 1st- 66% 2nd- 67% 3rd- 79% 4th- 68% 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 2023-2024  | Grade K 71% of students met typical growth Grade 1 66% of students met typical growth Grade 2 67% of students met typical growth Grade 3 79% of students met typical growth Grade 4 68% of students met typical growth These grades are headed in the right direction. |
| iReady Math Diagnostic Growth Results Report 2023-2024  | Grade K 87% students who were one grade level below improved placement from baseline Grade 1 72% students who were one grade level below improved placement from baseline Grade 2 73% students improved placement Grade 3 87% students improved placement Grade 4 82% students improved placement These grade levels are headed in the right direction to close the gap.  |
| iReady Math Diagnostic Growth Results Report 2023-2024  | Grade K 47% met stretch growth Grade 1 41% met stretch growth Grade 2 28% met stretch growth Grade 3 46% met stretch growth Grade 4 42% met stretch growth |
| iReady Math Diagnostic Growth Results Report 2023-2024 | Schoolwide End of Year Data 70% of students in Grades K-4 have met typical growth  |
| iReady Math Diagnostic Overall Placement Results 2023-2024  | At Risk for Tier 3 2% (From 13%) 85% decrease Fall to Spring Tier 2 21% (From 67%) 70% decrease Fall to Spring Tier 1 77% (From 20%) 285% increase Fall to Spring  |
| iReady Math Diagnostic Overall Grade level placement Results 2023-2024 | Grade K- 88% On or above grade level Grade 1- 72% On or above grade level Grade 2- 64% On or above grade level Grade 3- 81% On or above grade level Grade 4- 80% On or above grade level |

## Mathematics Summary

### Strengths

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| iReady Math Diagnostic Results Report 2023-2024 Fall to spring diagnostic results change: At Risk for Tier 3 2% (From 13%) 85% decrease Fall to Spring Tier 2 21% (From 67%) 70% decrease Fall to Spring Tier 1 77% (From 20%) 285% increase Fall to Spring  |
| iReady Math Diagnostic Growth Report 2023-2024 Schoolwide End of Year Data 70% of students in Grades K-4 have met typical growth  |
| iReady Math Diagnostic Overall Grade Level Placement Grade K- 88% On or above grade level Grade 3- 81% On or above grade level Grade 4- 80% On or above grade level |

### Challenges

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| --- |
| iReady Math Diagnostic Results Report 2023-2024 Grade 4 5% students are Two or More Grade Levels Below We would like to decrease this number  |
| iReady Math Diagnostic Results Report 2023-2024 Grade 2 64% on or above grade level. We would like this to be higher. 32% of Grade 2 students are one grade level below. We would like to reduce this Tier 2 number and increase our Tier 1 number. 4% of Grade 2 students are 2 or more grade levels below. We would like to reduce this Tier 3 number and increase Tier 2 and Tier 1.  |
| iReady Math Diagnostic Growth Results Report 2023-2024 % Students that made typical growth by grade: Grade K 71% Grade 1 66% Grade 2 67% Grade 3 79% Grade 4 69% Even though all grade levels made our schoolwide typical growth goal, we would still like to see an increase in these numbers. |

## Science, Technology, and Engineering Education

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| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Overall Winter CDT 2024 | Advanced decreased by 14% Proficient increased by 11% Basic increased by 1% Below basic increased by 2%  |

## Science, Technology, and Engineering Education Summary

### Strengths

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| --- |
| Overall Winter CDT 2024 Proficient increased by 11% from beginning of year |
|  |

### Challenges

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| --- |
| Overall Winter CDT 2024 Advanced decreased by 14% Basic increased by 1% Below basic increased by 2%  |
|  |
|  |

# Related Academics

## Career Readiness

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| --- | --- |
| **Data** | **Comments/Notable Observations** |
| Naviance College and Career Readiness Indicators (CCRI)  | This allows students to start considering careers choices at an early age. 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.  |
| Naviance College and Career Readiness Indicators (CCRI) | Students spend additional/more time exploring careers of interest and learning about careers in a variety of domains. |
| Naviance College and Career Readiness Indicators (CCRI) | This is standardized by grade level in the district. |
| Naviance College and Career Readiness Indicators 3rd Grade CCRI | This is the first survey that should be taken after the Career Awareness and Preparation Nearpod for 3rd Grade: 3rd Grade C&CR Career Awareness & Preparation  |
| Naviance College and Career Readiness Indicators 3rd Grade CCRI | This is the second survey that should be taken after the Career Acquisition Nearpod for 3rd Grade: 3rd Grade C&CR Career Clusters |
| Naviance College and Career Readiness Indicators 4th Grade CCRI | This is the first survey that should be taken after the Time Management Nearpod for 4th Grade: 4th Grade C&CR Time Management  |
| Naviance College and Career Readiness Indicators 4th Grade CCRI | This is the second survey Career Acquisition should be taken after the students watch the two videos for 4th Grade: 4th Grade C&CR Career Acquisition |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

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

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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

# Equity Considerations

## English Learners

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| iReady Math Typical Growth 2024:  | At Risk for Tier 3 7% (From 32%) 78% decrease Fall to Spring Tier 2 29% (From 62 %) 53% decrease Fall to Spring Tier 1 64% (From 51 %) 25% increase Fall to Spring  |
| iReady Math Spring Diagnostic Results Report 2023-2024  | Grade K- 80% at or above grade level for typical growth Grade 1- 54% at or above grade level for typical growth Grade 2- 80% at or above grade level for typical growth Grade 3- 63% at or above grade level for typical growth Grade 4- 43% at or above grade level for typical growth |
| iReady Reading Diagnostic Growth Results Report 2023-2024  | The English Learners group: Grade K- 80% met typical growth Grade 1- 91% met typical growth Grade 2- 80% met typical growth Grade 3- 75% met typical growth Grade 4- 71% met typical growth |
| iReady Reading Diagnostic Growth Results Report 2023-2024 Only 50% of the below EL groups by grade level met typical growth: EL K 50% EL 1 50% EL 2 50%  | At Risk for Tier 3 13% (From 27%) 52% decrease Fall to Spring Tier 2 33% (From 59%) 44% decrease Fall to Spring Tier 1 54% (From 14%) 285% increase Fall to Spring  |

## Students with Disabilities

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
| iReady Math Diagnostic 2023-2024: | At Risk for Tier 3 12% (From 27%) 56% decrease Fall to Spring Tier 2 36% (From 61%) 41% decrease Fall to Spring Tier 1 52% (From 12%) 333% increase Fall to Spring  |
| iReady Reading Diagnostic 2023-2024 | At Risk for Tier 3 27% (From 39%) 31% decrease Fall to Spring Tier 2 27% (From 47%) 43% decrease Fall to Spring Tier 1 46% (From 14%) 229% increase Fall to Spring  |
|  |  |

## Students Considered Economically Disadvantaged

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

|  |  |
| --- | --- |
| Data | Comments/Notable Observations |
|  |  |
| iReady Reading Diagnostic Results Report 2023-2024  | ED included in the overall data: At Risk for Tier 3 5% (From 13%) 62% decrease Fall to Spring Tier 2 16% (From 49%) 67% decrease Fall to Spring Tier 1 79% (From 38%) 107% increase Fall to Spring  |
| iReady Math Diagnostic Results Report 2023-2024  | ED included in the overall data: At Risk for Tier 3 2% (From 13%) 85% decrease Fall to Spring Tier 2 22% (From 67%) 67% decrease Fall to Spring Tier 1 76% (From 20%) 280% increase Fall to Spring  |

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| 2 or More Races  | iReady Reading Diagnostic Results Report 2023-2024 At Risk for Tier 3 8% (From 15%) 47% decrease Fall to Spring Tier 2 20% (From 48%) 58% decrease Fall to Spring Tier 1 72% (From 37%) 95% increase Fall to Spring 68% met typical growth- this was below schoolwide typical growth (70%)  |
| Black  | iReady Reading Diagnostic Diagnostic Results Report 2023-2024 At Risk for Tier 3 8% (From 16%) 50% decrease Fall to Spring Tier 2 21% (From 54%) 61% decrease Fall to Spring Tier 1 72% (From 30%) 140% increase Fall to Spring 74% met typical growth- above schoolwide typical growth  |
| White  | iReady Reading Diagnostic Diagnostic Results Report 2023-2024 At Risk for Tier 3 5% (From 12%) 58% decrease Fall to Spring Tier 2 14% (From 48%) 71% decrease Fall to Spring Tier 1 81% (From 39%) 107% increase Fall to Spring 73% met typical growth- above schoolwide goal of 70%  |
| 2 or More Races  | iReady Math Diagnostic Results Report 2023-2024 At Risk for Tier 3 2% (From 13%) 85% decrease Fall to Spring Tier 2 30% (From 76%) 60% decrease Fall to Spring Tier 1 68% (From 11%) 518% increase Fall to Spring 70% met typical growth- matched schoolwide of 70%  |
| White  | iReady Math 2023-2024 At Risk for Tier 3 2% (From 11%) 82% decrease Fall to Spring Tier 2 20% (From 66%) 69% decrease Fall to Spring Tier 1 78% (From 22%) 254% increase Fall to Spring 70% met typical growth- matched schoolwide of 70%  |
| Black  | iReady Math 2023-2024 At Risk for Tier 3 3% (From 19%) 84% decrease Fall to Spring Tier 2 35% (From 57%) 39% decrease Fall to Spring Tier 1 63% (From 19%) 231% increase Fall to Spring Only 69% met typical growth. Below schoolwide 70% |
| Hispanic  | iReady Math Diagnostic Diagnostic Results 2023-2024 The white group: At Risk for Tier 3 2% (From 11%) 82% decrease Fall to Spring Tier 2 20% (From 66%) 69% decrease Fall to Spring Tier 1 78% (From 22%) 254% increase Fall to Spring 70% met typical growth |
| Hispanic  | iReady Math Diagnostic Results 2023-2024 At Risk for Tier 3 3% (From 19%) 84% decrease Fall to Spring Tier 2 35% (From 57%) 39% decrease Fall to Spring Tier 1 63% (From 19%) 231% increase Fall to Spring 69% met typical growth |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| iReady Reading Diagnostic Growth Results Report 2023-2024 The following English Learner groups made more typical growth than the school average. Grade K- 80% typical growth Grade 1- 91% typical growth Grade 2- 80% typical growth Grade 3- 75% typical growth  |
| iReady Reading Diagnostic Growth Results Report 2023-2024 Tier 3 students in the English Learners group made a 52% increase from Beginning of Year to End of Year (13% from 27%)  |
| iReady Reading Diagnostic Growth Results Report 2023-2024 The below Black group made 74% typical growth- this is above the schoolwide average of 73%.  |
| iReady Math Diagnostic Results 2023-2024 Economically Disadvantaged groups made the following progress: At Risk for Tier 3 2% (From 13%) 85% decrease Fall to Spring Tier 1 76% (From 20%) 280% increase Fall to Spring  |
| iReady Reading Diagnostic Growth Report 2023-2024 70% of Hispanic students made annual typical growth. This is the same as the schoolwide goal.  |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| iReady Reading Diagnostic Report 2023-2024 The English Learners group: Grade 3- 43% Tier 3 in Fall; 38% Tier 3 in Spring Grade 4- 72% Tier 3 in Fall; 53% Tier 3 in Spring |
| iReady Math Diagnostic Growth Results Report 2023-2024 Less than 63% of the English Learner groups by grade level met typical growth: Grade 1- 54% Grade 3- 63% Grade 4- 43%  |
| iReady Math Diagnostic Growth Results Report 2023-2024Tier The Hispanic group made 69% typical growth- this is below the schoolwide average (70%)  |
| iReady Reading Diagnostic Results Report 2023-2024 Students with Disabilities Tier 3 students only made a 31% decrease from BOY to EOY 5% (From 13%) 62% decrease Fall to Spring  |
| iReady Reading Diagnostic Growth Results Report 2023-2024 The 2 or more races group overall made 68% typical growth- this is below the schoolwide average of 70%.  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

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

## Empower Leadership

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

## Provide Student-Centered Support Systems

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

## Foster Quality Professional Learning

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

## Summary

### Strengths

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

|  |
| --- |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Implement a multi-tiered system of supports for academics and behavior |
| 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 |
| Implement a multi-tiered system of supports for academics and behavior |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
| --- |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school |
| Continue to align curricular materials and lesson plans to the PA Standards. The district had adopted a new ELA program 2023-2024. |
| Implement evidence-based strategies to engage families to support learning |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

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

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| On Track Measures: Regular Attendance All student group (82.8%) exceeds statewide avg. (73.9%).  | False |
| On Track Measures: Regular Attendance All student group (82.8%) exceeds statewide avg. (73.9%).  | False |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 All student group is 58.2% proficient or advanced. This is above the statewide average 54.5%  | False |
| Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 All student group exceeds interim target and is an increase in performance from last year. 61.6% from 59.4% 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%).  | True |
| Proficient or Advanced on Pennsylvania State Assessments Science/Biology 2022-2023 All student group (82.5%) exceeds interim target.  | False |
| DIBELS All Grades Status Report 2023-2024 The number of K-2 students and off level 3-4 students that participated in the DIBELS assessment who were CORE increased by 34% from the beginning of the year to end of year. (K-2 and off level 3-4) BOY Core/Core+ = 49 % MOY Core/Core+ = 60 % EOY Core/Core+ = 66%  | True |
| DIBELS All Grades Status Report 2023-2024 The number of K-2 students and off level 3-4 students that participated in the DIBELS assessment who were CORE increased by 34% from the beginning of the year to end of year. (K-2 and off level 3-4) BOY Core/Core+ = 49 % MOY Core/Core+ = 60 % EOY Core/Core+ = 66%  | False |
| DIBELS All Grades Status Report 2023-2024 There was a 36% decreased in below level CORE from BOY to EOY. (K-2 and off level 3-4) BOY Core/Core+ = 49 % MOY Core/Core+ = 60 % EOY Core/Core+ = 66%  | False |
| DIBELS All Grades Status Report 2023-2024 There was a 36% decreased in below level CORE from BOY to EOY. (K-2 and off level 3-4) BOY Core/Core+ = 49 % MOY Core/Core+ = 60 % EOY Core/Core+ = 66%  | False |
| iReady Reading Diagnostic Growth Report 2023-2024 70% of Hispanic students made annual typical growth. This is the same as the schoolwide goal.  | False |
| Naviance College and Career Readiness Indicators (CCRI) This is standardized by grade level in the district. | False |
| iReady Reading Diagnostic Overall Placement Results At Risk for Tier 3 5% (From 12%) 58% decrease Fall to Spring Tier 2 16% (From 49%) 67% decrease Fall to Spring Tier 1 79% (From 38%) 108% increase Fall to Spring  | True |
|  | False |
|  | False |
| iReady Reading Diagnostic Overall Placement Results At Risk for Tier 3 5% (From 12%) 58% decrease Fall to Spring Tier 2 16% (From 49%) 67% decrease Fall to Spring Tier 1 79% (From 38%) 108% increase Fall to Spring  | False |
| iReady Reading Diagnostic Growth Report 2023-2024 70% of Hispanic students made annual typical growth. This is the same as the schoolwide goal.  | False |
| iReady Math Diagnostic Overall Grade Level Placement Grade K- 88% On or above grade level Grade 3- 81% On or above grade level Grade 4- 80% On or above grade level | False |
| Overall Winter CDT 2024 Proficient increased by 11% from beginning of year | False |
| iReady Reading Diagnostic Growth Results Report 2023-2024 The following English Learner groups made more typical growth than the school average. Grade K- 80% typical growth Grade 1- 91% typical growth Grade 2- 80% typical growth Grade 3- 75% typical growth  | False |
| iReady Reading Diagnostic Growth Results Report 2023-2024 The below Black group made 74% typical growth- this is above the schoolwide average of 73%.  | False |
| iReady Math Diagnostic Results 2023-2024 Economically Disadvantaged groups made the following progress: At Risk for Tier 3 2% (From 13%) 85% decrease Fall to Spring Tier 1 76% (From 20%) 280% increase Fall to Spring  | False |
| iReady Math Diagnostic Growth Report 2023-2024 Schoolwide End of Year Data 70% of students in Grades K-4 have met typical growth  | False |
| 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. | False |
| iReady Reading Diagnostic Growth Results Report 2023-2024 Tier 3 students in the English Learners group made a 52% increase from Beginning of Year to End of Year (13% from 27%)  | False |
| iReady Math Diagnostic Results Report 2023-2024 Fall to spring diagnostic results change: At Risk for Tier 3 2% (From 13%) 85% decrease Fall to Spring Tier 2 21% (From 67%) 70% decrease Fall to Spring Tier 1 77% (From 20%) 285% increase Fall to Spring  | True |
| iReady Reading Diagnostic Growth Results Report 2023-2024 Tier 3 students in the English Learners group made a 52% increase from Beginning of Year to End of Year (13% from 27%)  | False |
| iReady Reading Diagnostic Results Report 2023-2024 Fall to spring diagnostic results change: 73% of students in grades K-4 have met typical growth Our numbers are headed in the right direction. The most notable being the percentage change increase in Tier 1 students from fall to spring. | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | False |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices  | False |
| Implement a multi-tiered system of supports for academics and behavior | False |
| iReady Math Diagnostic Results 2023-2024 Economically Disadvantaged groups made the following progress: At Risk for Tier 3 2% (From 13%) 85% decrease Fall to Spring Tier 1 76% (From 20%) 280% increase Fall to Spring  | False |
| Implement a multi-tiered system of supports for academics and behavior | True |
| Continuously monitor implementation of the school improvement plan and adjust as needed | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 All student group (58.2%) did not meet the interim goal. Decrease in performance from previous year (61.5%) All student group (59.4%) decreased in performance from the prior year of 63.3%.  | True |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 All student group (58.2%) did not meet the interim goal. Decrease in performance from previous year (61.5%) All student group (59.4%) decreased in performance from the prior year of 63.3%.  | False |
| Meeting Annual Academic Growth Expectations: Mathematics/Algebra 2022-2023 The all student group (54.0%) is not meeting the statewide goal/interim target. Maintained the same performance from the previous year (54.0%)  | True |
| Meeting Annual Academic Growth Expectations: Mathematics/Algebra 2022-2023 The all student group (54.0%) is not meeting the statewide goal/interim target. Maintained the same performance from the previous year (54.0%)  | False |
| Several groups either decreased in attendance or are not meeting statewide goal (white, economically disadvantaged, and Hispanic).  | False |
| Several groups either decreased in attendance or are not meeting statewide goal (white, economically disadvantaged, and Hispanic).  | True |
| Academic Growth Expectations in Science/Biology 2022-2023 All student group (54.0%) is not meeting statewide goal/interim progress and decreased in performance from previous year (60.0%).  | False |
| iReady Reading Diagnostic Growth Results Report 2023-2024 73% of K-4 students met their typical growth. This is an increase from last year (67%). We would like to increase this number. iReady Reading Diagnostic Results Report 2023-2024 Grade 2 Schoolwide End of Year Data Only 64% of students in Grade 2 have met typical growth. We would like to increase this. Our schoolwide goal was 70%.  | True |
| iReady Math Diagnostic Results Report 2023-2024 Grade 4 5% students are Two or More Grade Levels Below We would like to decrease this number  | False |
| Overall Winter CDT 2024 Advanced decreased by 14% Basic increased by 1% Below basic increased by 2%  | False |
|  | False |
|  | False |
| iReady Math Diagnostic Results Report 2023-2024 Grade 2 64% on or above grade level. We would like this to be higher. 32% of Grade 2 students are one grade level below. We would like to reduce this Tier 2 number and increase our Tier 1 number. 4% of Grade 2 students are 2 or more grade levels below. We would like to reduce this Tier 3 number and increase Tier 2 and Tier 1.  | False |
| iReady Reading Diagnostic Growth Results Report 2023-2024 27% of our students K-4 have not met typical growth. We would like to continue to reduce this number. | False |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | False |
|  | False |
| Overall Winter CDT 2024 Advanced decreased by 14% Basic increased by 1% Below basic increased by 2%  | False |
|  | False |
|  | False |
| iReady Math Diagnostic Results Report 2023-2024 Grade 4 5% students are Two or More Grade Levels Below We would like to decrease this number  | False |
| iReady Math Diagnostic Results Report 2023-2024 Grade 2 64% on or above grade level. We would like this to be higher. 32% of Grade 2 students are one grade level below. We would like to reduce this Tier 2 number and increase our Tier 1 number. 4% of Grade 2 students are 2 or more grade levels below. We would like to reduce this Tier 3 number and increase Tier 2 and Tier 1.  | False |
| iReady Reading Diagnostic Growth Results Report 2023-2024 27% of our students K-4 have not met typical growth. We would like to continue to reduce this number. | False |
| DIBELS All Grades Status Report Composite 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) 2nd grade BOY Core/Core+ = 63% MOY Core/Core+ = 68% EOY Core/Core+ =68 % Only 8% increase from BOY to EOY | True |
| iReady Math Diagnostic Growth Results Report 2023-2024 % Students that made typical growth by grade: Grade K 71% Grade 1 66% Grade 2 67% Grade 3 79% Grade 4 69% Even though all grade levels made our schoolwide typical growth goal, we would still like to see an increase in these numbers.  | True |
| Students spend additional time exploring careers of interest and learning about careers in a variety of domains. | False |
| Continue to align curricular materials and lesson plans to the PA Standards. The district had adopted a new ELA program 2023-2024.  | False |
| DIBELS All Grades Status Report Composite 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) only students below cut in June 2023 - 4th grade BOY Core/Core+ = 27% MOY Core/Core+ = 30% EOY Core/Core+ = 0% Off level students- 100% decrease from BOY to EOY | False |
| iReady Math Diagnostic Growth Results Report 2023-2024Tier The Hispanic group made 69% typical growth- this is below the schoolwide average (70%)  | False |
| iReady Math Diagnostic Growth Results Report 2023-2024Tier The Hispanic group made 69% typical growth- this is below the schoolwide average (70%)  | False |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | False |
| iReady Reading Diagnostic Growth Results Report 2023-2024 The 2 or more races group overall made 68% typical growth- this is below the schoolwide average of 70%.  | False |
| Implement evidence-based strategies to engage families to support learning | False |
| iReady Reading Diagnostic Report 2023-2024 The English Learners group: Grade 3- 43% Tier 3 in Fall; 38% Tier 3 in Spring Grade 4- 72% Tier 3 in Fall; 53% Tier 3 in Spring | False |
| iReady Math Diagnostic Growth Results Report 2023-2024 Less than 63% of the English Learner groups by grade level met typical growth: Grade 1- 54% Grade 3- 63% Grade 4- 43%  | False |
| iReady Reading Diagnostic Results Report 2023-2024 Students with Disabilities Tier 3 students only made a 31% decrease from BOY to EOY 5% (From 13%) 62% decrease Fall to Spring  | False |
| iReady Reading Diagnostic Report 2023-2024 The English Learners group: Grade 3- 43% Tier 3 in Fall; 38% Tier 3 in Spring Grade 4- 72% Tier 3 in Fall; 53% Tier 3 in Spring | False |

## Most Notable Observations/Patterns

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

We need to focus on improving outcomes for all students. 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. Many students are below level in reading and or math. Although students grades K-4 met 73% typical growth in iReady math and 70% typical growth in iReady reading, we would like to decrease our number of Tier 3 students. 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 grade 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. Our goal is for more students that are below grade level need to make more ambitious growth to close the learning gap. Although we have increased the percentage of students scoring on level in reading we would like to move to at least 80% or higher over time.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Proficient or Advanced on Pennsylvania State Assessments English Language Arts/Literature 2022-2023 All student group (58.2%) did not meet the interim goal. Decrease in performance from previous year (61.5%) All student group (59.4%) decreased in performance from the prior year of 63.3%.  | This is the first year of a new ELA program K-5 (which will take a few years to see positive results). Some staff switched grade levels and new staff entered this year.  | False |
| Meeting Annual Academic Growth Expectations: Mathematics/Algebra 2022-2023 The all student group (54.0%) is not meeting the statewide goal/interim target. Maintained the same performance from the previous year (54.0%)  |  | False |
| Several groups either decreased in attendance or are not meeting statewide goal (white, economically disadvantaged, and Hispanic).  |  | False |
| iReady Math Diagnostic Growth Results Report 2023-2024 % Students that made typical growth by grade: Grade K 71% Grade 1 66% Grade 2 67% Grade 3 79% Grade 4 69% Even though all grade levels made our schoolwide typical growth goal, we would still like to see an increase in these numbers.  | Some staff switched grade levels and new staff entered this year.  | True |
| iReady Reading Diagnostic Growth Results Report 2023-2024 73% of K-4 students met their typical growth. This is an increase from last year (67%). We would like to increase this number. iReady Reading Diagnostic Results Report 2023-2024 Grade 2 Schoolwide End of Year Data Only 64% of students in Grade 2 have met typical growth. We would like to increase this. Our schoolwide goal was 70%.  | This is an implementation year for our newly adopted reading program. As teachers become more familiar with the program and recieve ongoing professional learning, we expect to see student acheivement gains. | True |
| DIBELS All Grades Status Report Composite 2023-2024 DIBELS All Grade Status Report (Beginning to End Composite Score) 2nd grade BOY Core/Core+ = 63% MOY Core/Core+ = 68% EOY Core/Core+ =68 % Only 8% increase from BOY to EOY | This is the first year of a new ELA program K-5 (which will take a few years to see positive results). Some staff switched grade levels and new staff entered this year.  | False |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| DIBELS All Grades Status Report 2023-2024 The number of K-2 students and off level 3-4 students that participated in the DIBELS assessment who were CORE increased by 34% from the beginning of the year to end of year. (K-2 and off level 3-4) BOY Core/Core+ = 49 % MOY Core/Core+ = 60 % EOY Core/Core+ = 66%  | Continue to provide multi-tiered system of support for students at all tiers and implement new ELA core instruction program. Continue to provide reading interventions for all tiers. |
| iReady Reading Diagnostic Overall Placement Results At Risk for Tier 3 5% (From 12%) 58% decrease Fall to Spring Tier 2 16% (From 49%) 67% decrease Fall to Spring Tier 1 79% (From 38%) 108% increase Fall to Spring  | Continue to provide multi-tiered system of support for students at all tiers and implement new ELA core instruction program. Continue to provide reading interventions for all tiers. |
| Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra 2022-2023 All student group exceeds interim target and is an increase in performance from last year. 61.6% from 59.4% 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%).  |  |
| iReady Math Diagnostic Results Report 2023-2024 Fall to spring diagnostic results change: At Risk for Tier 3 2% (From 13%) 85% decrease Fall to Spring Tier 2 21% (From 67%) 70% decrease Fall to Spring Tier 1 77% (From 20%) 285% increase Fall to Spring  |  |
| Implement a multi-tiered system of supports for academics and behavior | Continue to provide multi-tiered system of support for students at all tiers. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | 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 continue to sustain the fidelity of the standards based math program, then, we will increase math growth and achievement for our students. |
|  | If we continue to improve the practice of providing evidence-based reading 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 the new reading program, then, we will increase reading growth and achievement for our students. |

# Goal Setting

## Priority: 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 continue to sustain the fidelity of the standards based math program, then, we will increase math growth and achievement for our students.

|  |
| --- |
| **Outcome Category** |
| Mathematics  |
| **Measurable Goal Statement (Smart Goal)** |
| By June 2025, 70% of our students will reach their Typical Growth Goals on the iReady Math diagnostic. |
| **Measurable Goal Nickname (35 Character Max)** |
| iReady Math Growth |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Administer Universal Screener, iReady Math Diagnostic, to all K-4 students. Use the results from the universal screener to identify students and form tiered intervention groups. Begin weekly progress review meetings. | Use the results from iReady Math universal screener to provide evidence-based math interventions to students within an MTSS framework. Use progress monitoring data to monitor and adjust interventions. | Determine if students are on track to meeting EOY growth goal. Use progress monitoring data and mid-year benchmarks to adjust interventions. | Determine if 70% of students met their typical growth by the end of the year. |

## Priority: If we continue to improve the practice of providing evidence-based reading 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 the new reading program, then, we will increase reading growth and achievement for our students.

|  |
| --- |
| **Outcome Category** |
| English Language Arts  |
| **Measurable Goal Statement (Smart Goal)** |
| By June 2025, 73% of our K-4 students will reach their typical growth goals on the iReady reading diagnostic. \*\*\*\*\* |
| **Measurable Goal Nickname (35 Character Max)** |
| iReady Reading Growth |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Administer Universal Screener, iReady Reading Diagnostic, to all K-4 students. Use the results from the universal screener to identify students and form tiered intervention groups. Begin weekly progress review meetings. | Use the results from iReady reading universal screener to provide evidence-based reading interventions to students within an MTSS framework. Use progress monitoring data to monitor and adjust interventions. | Determine if students are on track to meeting EOY growth goal. Use progress monitoring data and mid-year benchmarks to adjust interventions. | Determine if the end of year reading growth goal of making 73% typical growth has been met. |

|  |
| --- |
| **Outcome Category** |
| Early Literacy  |
| **Measurable Goal Statement (Smart Goal)** |
| By June 2025, the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 23% from the beginning of the year baseline universal screener to the end of year benchmark. |
| **Measurable Goal Nickname (35 Character Max)** |
| DIBELS K-2 |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Administer DIBELS 8 to all K-2 students. Use the results from DIBELS 8 screener to identify student need, refine and or form tiered intervention groups. Begin weekly progress review meetings. | Use the results from the reading universal screener to provide evidence-based reading interventions to students within an MTSS framework. In the interim, use progress monitoring data to monitor and adjust interventions. | Determine if students are on track for meeting EOY goals. Tiered reading intervention groups will be adjusted based on student progress and mid-year diagnostic results. | Determine if students in grades K-2 have increased in Core by 23% from beginning of the year. |

# Action Plan

## Measurable Goals

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| iReady Math Growth | iReady Reading Growth |
| DIBELS K-2 |

## Action Plan For: MTSS Evidenced Based Reading Intervention

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| **Measurable Goals:** |
| * By June 2025, the number of K-2 students reading at grade level benchmark or above as measured by DIBELS composite score will increase by 23% from the beginning of the year baseline universal screener to the end of year benchmark.
* By June 2025, 73% of our K-4 students will reach their typical growth goals on the iReady reading diagnostic. \*\*\*\*\*
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| **Action Step** | **Anticipated Start/Completion Date** |
| Prepare for BOY intervention using EOY 2024 data; review building data, revise the tiered intervention list, develop and create intervention plans to begin week of 9/9/24. | 2024-08-29 | 2024-09-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist | End of Year 2024 Building Data, Tiered Intervention List, and Schedule | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Begin first round of student reading intervention. | 2024-09-09 | 2024-10-18 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| 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 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, Side-track monitors, 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 Step** | **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.  | 2024-09-04 | 2024-10-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| 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.  | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Teachers and MTSS team analyze data from BOY 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.  | 2024-09-16 | 2024-10-25 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist  | 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 Step** | **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 Reading Interventionists to target areas of need identified by universal screeners, MOY and EOY benchmarks. | 2024-09-11 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| 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 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 Step** | **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.  | 2024-10-21 | 2025-05-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | Meeting Schedule, progress monitoring data and digital Progress Review Sheets | No  |  |
| **Action Step** | **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 .  | 2025-01-06 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| 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 | No  |  |
| **Action Step** | **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. | 2025-01-06 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS assessment, school Reading Specialist, 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 Step** | **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.  | 2025-05-05 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal | Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic, Chromebooks, student headphones, DIBELS 8 assessments, school Reading Specialist, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. | No  |  |
| **Action Step** | **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.  | 2025-06-03 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist, Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | Material/Resources/Supports Needed to carry out this action step are: i-Ready Reading Diagnostic Reports, DIBELS 8 assessment reports, school Reading Specialist, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Use data to conduct needs assessment for the next Schoolwide Plan improvement cycle | 2025-06-03 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| 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, school Reading Specialist, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. | No  |  |

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| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| 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.  | 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. |

## Action Plan For: MTSS Evidenced Based Math Intervention

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| **Measurable Goals:** |
| * By June 2025, 70% of our students will reach their Typical Growth Goals on the iReady Math diagnostic.
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| **Action Step** | **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 9/9/24  | 2024-08-28 | 2024-09-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kelly Dougherty, Reading specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | EOY 2023 building Data, Tiered intervention list and schedule, Title I Reading Specialist  | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Begin 1st round of student Math interventions.  | 2024-09-09 | 2024-10-18 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| 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 | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Administer Universal screeners: iReady Math 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.  | 2024-09-04 | 2024-10-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal | Material/Resources/Supports Needed to carry out this action step are all materials related to the administration of universal screeners: iReady Math Diagnostic login, Chromebooks, headphones for each student, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Canvas DIBELS Administration Course as needed. | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Teachers and MTSS team analyze data from BOY 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. | 2024-10-01 | 2024-10-18 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist  | 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 Step** | **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.  | 2024-10-21 | 2025-05-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | Meeting Schedule and digital Progress Review Sheets | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Administer Mid Year Benchmark assessments: iReady Math Diagnostic administered to all students.  | 2025-01-06 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal | Material/Resources/Supports Needed to carry out this action step are: iReady Math Diagnostic login, Chromebooks, student headphones.  | No  |  |
| **Action Step** | **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.  | 2025-01-06 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | 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 Step** | **Anticipated Start/Completion Date** |
| Administer End of Year Benchmark assessments: iReady Math Diagnostic administered to all students at the end-of-the-year.  | 2025-05-05 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal | Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic, Chromebooks, student headphones. | No  |  |
| **Action Step** | **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. | 2024-10-07 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist  | 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, Numeracy Consultant, erase pocket sheet protectors, side track monitors, student folders, dry erase boards, dry erase markers, dry erasers, pencils | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Teachers and MTSS team analyze data from EOY iReady Math diagnostic to determine if goals were met and to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.  | 2025-05-05 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | 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 Step** | **Anticipated Start/Completion Date** |
| Use data to conduct needs assessment for the next planning cycle.  | 2025-06-01 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Troy Bodolus, Principal | 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  |  |

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| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| 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.  | 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. |

## Action Plan For: MTSS Evidenced Based Math Intervention

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| **Measurable Goals:** |
| * By June 2025, 70% of our students will reach their Typical Growth Goals on the iReady Math diagnostic.
 |

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| --- | --- |
| **Action Step** | **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 9/9/24  | 2024-08-28 | 2024-09-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kelly Dougherty, Reading specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist Troy Bodolus, Principal | EOY 2023 building Data, Tiered intervention list and schedule, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan. | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Begin 1st round of student Math interventions.  | 2024-09-09 | 2024-10-18 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| 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, Math interventionist 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 Step** | **Anticipated Start/Completion Date** |
| Administer Universal screeners: iReady Math 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.  | 2024-09-04 | 2024-10-11 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal | Material/Resources/Supports Needed to carry out this action step are all materials related to the administration of universal screeners: iReady Math Diagnostic login, Chromebooks, headphones for each student, Title I Reading Specialist paid for with Title I Funds as outlined in the district Title I plan, Canvas DIBELS Administration Course as needed. | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Teachers and MTSS team analyze data from BOY 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. | 2024-10-01 | 2024-10-18 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist  | 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 Step** | **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.  | 2024-10-21 | 2025-05-29 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | Meeting Schedule and digital Progress Review Sheets | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Administer Mid Year Benchmark assessments: iReady Math Diagnostic administered to all students.  | 2025-01-06 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal | Material/Resources/Supports Needed to carry out this action step are: iReady Math Diagnostic login, Chromebooks, student headphones.  | No  |  |
| **Action Step** | **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.  | 2025-01-06 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | 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 Step** | **Anticipated Start/Completion Date** |
| Administer End of Year Benchmark assessments: iReady Math Diagnostic administered to all students at the end-of-the-year.  | 2025-05-05 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal | Material/Resources/Supports Needed to carry out this action step are: i-Ready Math Diagnostic, Chromebooks, student headphones. | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Implement Math support for students in Grades K-4 through Tier 2 and Tier 3 interventions provided by the reading and math interventionists to target areas of need identified by universal screeners, MOY and EOY benchmarks. | 2024-10-07 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist  | 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, Math and Reading Interventionists 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, Numeracy Consultant, erase pocket sheet protectors, side track monitors, student folders, dry erase boards, dry erase markers, dry erasers, pencils | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Teachers and MTSS team analyze data from EOY iReady Math diagnostic to determine if goals were met and to reflect upon the effectiveness of Tier 1 instruction and Tier 2 and 3 interventions.  | 2025-05-05 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Troy Bodolus, Principal Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Cynthia Connolly, School Counselor Matthew McCaughey, School Psychologist | 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 Step** | **Anticipated Start/Completion Date** |
| Use data to conduct needs assessment for the next planning cycle.  | 2025-06-01 | 2025-06-13 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Kelly Dougherty, Reading Specialist Genevieve Peto, Title I Reading Specialist Troy Bodolus, Principal | 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  |  |

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| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| 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.  | 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. |

# Expenditure Tables

## School Improvement Set Aside Grant

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

## Schoolwide Title 1 Funding Allocation

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

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| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction  | * MTSS Evidenced Based Reading Intervention
* MTSS Evidenced Based Math Intervention
* MTSS Evidenced Based Math Intervention
 | Genevieve Peto, Title I Reading Specialist Salary & Benefits | 97026 |
| Instruction  | * MTSS Evidenced Based Reading Intervention
* MTSS Evidenced Based Math Intervention
* MTSS Evidenced Based Math Intervention
 | Reading and Math Interventionist(s) Salary and Benefits | 82621 |
| Other Expenditures  | * MTSS Evidenced Based Reading Intervention
 | Reading Horizon Student Software Licenses (45) | 1890 |
| Other Expenditures  | * MTSS Evidenced Based Reading Intervention
 | Read Naturally Live Licenses (72) | 1368 |
| Other Expenditures  | * MTSS Evidenced Based Reading Intervention
* MTSS Evidenced Based Math Intervention
* MTSS Evidenced Based Math Intervention
 | Reading/Math Supplemental Intervention Supplemental Supplies, Materials & Resources | 6768 |
| Total Expenditures | 189673 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| MTSS Evidenced Based Reading Intervention | Begin first round of student reading intervention. |
| MTSS Evidenced 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 3-4. Assessment teams consist of classroom teachers and reading the specialists.  |
| MTSS Evidenced Based Math Intervention | Begin 1st round of student Math interventions.  |
| MTSS Evidenced Based Math Intervention | Begin 1st round of student Math interventions.  |

## UFLI Review

|  |
| --- |
| **Action Step** |
| * Begin first round of student reading intervention.
 |
| **Audience** |
| Reading Specialists and Math/Reading Interventionists |
| **Topics to be Included** |
| UFLI Implementation with Tier 2 |
| **Evidence of Learning** |
| Survey and Observation |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Kim Maurizi, Federal Programs | 2024-09-02 | 2024-10-31 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Other  | Workshop sessions in September; provide job-embedded support as needed; online support; coaching  |
| **Observation and Practice Framework Met in this Plan** |
| * 4e: Growing and Developing Professionally
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Structured Literacy  |

## Math Interventions Overview

|  |
| --- |
| **Action Step** |
| * Begin 1st round of student Math interventions.
 |
| **Audience** |
| Math and Reading Interventionists  |
| **Topics to be Included** |
| Program overview, implementation and student progress monitoring |
| **Evidence of Learning** |
| Survey and Observation |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Lisa Eckelmeyer, MTSS | 2024-09-02 | 2024-10-31 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Other  | Online Support when needed; review annually; provide job-embedded support as needed |
| **Observation and Practice Framework Met in this Plan** |
|  |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

## DIBELS Review

|  |
| --- |
| **Action Step** |
| * 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.
 |
| **Audience** |
| Teachers, Reading Specialists, Math/Reading Interventionists |
| **Topics to be Included** |
| Overview, administration and scoring of DIBELS Assessments |
| **Evidence of Learning** |
| Survey, Observation, Course Quiz |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Kelly Dougherty- Reading Specialist Genevieve Peto- Title I Reading Specialist Rachel Kornblau- K-5 Reading and Language Arts Coach | 2024-09-03 | 2024-09-13 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Course(s)  | Canvas course, job-embedded support as needed |
| **Observation and Practice Framework Met in this Plan** |
|  |
| **This Step Meets the Requirements of State Required Trainings** |
| Language and Literacy Acquisition for All Students  |

## Reading Horizons Program

|  |
| --- |
| **Action Step** |
| * Begin first round of student reading intervention.
 |
| **Audience** |
| Reading Specialists |
| **Topics to be Included** |
| New customer initial training empowers teachers and builds confidence on how to start using Reading Horizons Discovery. This training will include how to deliver a lesson using the updated version, how to access updated software, and to transition using the new program with fidelity.  |
| **Evidence of Learning** |
| Survey and Observation |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Kim Maurizi, Federal Programs | 2024-09-03 | 2024-09-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Workshop(s)  | 1- day workshop Coaching Online support |
| **Observation and Practice Framework Met in this Plan** |
| * 1d: Demonstrating Knowledge of Resources
* 1a: Demonstrating Knowledge of Content and Pedagogy
* 1c: Setting Instructional Outcomes
* 1f: Designing Student Assessments
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Structured Literacy  |

## Reading Horizons Discovery Teaching

|  |
| --- |
| **Action Step** |
| * Begin first round of student reading intervention.
 |
| **Audience** |
| Reading Specialists |
| **Topics to be Included** |
| Reading Horizons program implantation coaching and support- tailored to the needs of the Reading Specialists |
| **Evidence of Learning** |
| Observation and application of strategies in the classroom |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Kim Maurizi, Federal Programs | 2024-09-03 | 2025-04-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models)  | 1 coaching session per reading specialist provided by the Reading Horizons program |
| **Observation and Practice Framework Met in this Plan** |
| * 1f: Designing Student Assessments
* 1a: Demonstrating Knowledge of Content and Pedagogy
* 1e: Designing Coherent Instruction
* 1d: Demonstrating Knowledge of Resources
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Structured Literacy  |

## Learning Format

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

## Read Naturally Live

|  |
| --- |
| **Action Step** |
| * Begin first round of student reading intervention.
 |
| **Audience** |
| Reading Specialists and Reading Interventionists |
| **Topics to be Included** |
| Getting started with Read Live, checking initial student placement and monitoring and adjusting instruction throughout the year |
| **Evidence of Learning** |
| Observation of application to intervention |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Kim Maurizi, Federal Programs | 2024-09-02 | 2024-12-20 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models)  | 3 review sessions as needed; online support when needed |
| **Observation and Practice Framework Met in this Plan** |
| * 1d: Demonstrating Knowledge of Resources
* 1e: Designing Coherent Instruction
* 1a: Demonstrating Knowledge of Content and Pedagogy
* 1c: Setting Instructional Outcomes
 |
| **This Step Meets the Requirements of State Required Trainings** |
| Language and Literacy Acquisition for All Students  |

## LinkIt

|  |
| --- |
| **Action Step** |
| * Begin 1st round of student Math interventions.
* Begin first round of student reading intervention.
 |
| **Audience** |
| Reading Specialists and Math/Reading Interventionists |
| **Topics to be Included** |
| How to record and enter data; review reports; analysis of data |
| **Evidence of Learning** |
| Observation and reports |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| District Linkit! Coordinator | 2024-09-03 | 2025-04-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models)  | 2-3 training sessions, additional support as needed  |
| **Observation and Practice Framework Met in this Plan** |
| * 4b: Maintaining Accurate Records
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

# Approvals & Signatures

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

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Troy M. Bodolus | 2024-08-19 |
| **School Improvement Facilitator Signature** | **Date** |
| David Geanette | 2024-08-19 |