

TAWANKA EL SCH

2055 Brownsville Rd

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

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

STEERING COMMITTEE

| Name | Position | Building/Group |
|---------------------|------------------------|---------------------|
| Don Palmer | Principal | Tawanka Elementary |
| Andrea Gansor | Teacher | Tawanka Elementary |
| Patty Vacca | Teacher | Tawanka Elementary |
| Shelby Rothman | Teacher | Tawanka Elementary |
| Tricia Loehrig | Parent | Tawanka Elementary |
| Meghan Fedele | Teacher | Tawanka Elementary |
| Michelle Burkholder | District Level Leaders | Neshaminy SD |
| Colleen Stahl | Teacher | Tawanka Elementary` |
| Beth McGinty | Elementary Math Coach | Neshaminy SD |
| Beth Smith | Teacher | Tawanka Elementary |
| Jen Gross | Teacher | Tawanka Elementary |
| Gray Newman | Community Member | Tawanka Elementary |
| Ashley Fischer | Parent | Tawanka Elementary |

| Name | Position | Building/Group |
|---------------------|----------------------------|---------------------------------------|
| Rob McGee | Chief School Administrator | Neshaminy School District |
| Robert Boffa | District Level Leaders | Neshaminy School District |
| Michelle Cromwell | Teacher | Neshaminy School District |
| Sophia Loiacono | Community Member | Neshaminy School District |
| Sydney Coutts Mason | Community Member | Township Library of Lower Southampton |
| Jay Bowman | Chief School Administrator | Neshaminy School District |

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Implementation of a new reading curriculum across the school, professional development in teaching reading, as well as continued implementation of MTSS intervention programs offered to below-level students will help to meet the academic needs of Tawanka students to increase reading proficiency. | English Language Arts |
| Continuation of our Ready Classroom Math program, including the universal screener and growth monitoring checks, as well as continued implementation of MTSS intervention programs offered to below-level students will help to meet the academic needs of Tawanka students to ensure math growth across the building. | Mathematics |

ACTION PLAN AND STEPS

Evidence-based Strategy

Multi-Tiered System of Support for Reading

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading Diagnostic Growth | On the end of year i-Ready Reading Diagnostic Assessment, 60% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 59% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Reading Diagnostic). |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-----------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BOY: All students (K-4) take beginning-of-year i-Ready reading universal screener | 2023-09-05 - 2023-10-27 | Don Palmer (Principal) MTSS Intervention Specialist Guidance Counselors Instructional Coaches | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan |
| BOY: All students (k-2) and off level students (3-4) take beginning-of-year DIBELS benchmark universal screener | 2023-09-05 - 2023-10-27 | Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, DIBELS Assessment Materials and Online Access |
| BOY: Intervention team will conduct data meetings | 2023-10-09 - 2023-11-03 | MTSS Intervention Specialist Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, DIBELS Reports |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups and evidence-based interventions.</p> | | <p>Don Palmer (Principal)</p> | |
| <p>BOY: Deliver interventions to Tier 2 and 3 students and progress monitor weekly or bi-weekly.</p> | <p>2023-09-05 - 2024-02-16</p> | <p>Reading Specialists</p> | <p>Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Federal Instructional Assistants paid for with Title I funds as outlined in district plan, Read Naturally Live Licenses paid for with Title I funds as outlined in district plan, Word Warm Ups Live Licenses paid for with Title I funds as outlined in district plan, Reading Horizons Licenses paid for with Title I funds as outlined in district plan, Sound City paid for with Title I funds as outlined in district plan, UFLI manuals and materials paid for with Title I funds as outlined in district plan, Intermediate level evidenced-based decoding access program, materials, resources, & PD paid for with Title I funds as outlined in the district Title I plan, i-Ready My Path, Supplemental Academic Materials (cards, magnetic letters, and resources) for intervention supports paid for with Title I funds as outlined in district plan, Reading Horizons Training paid for with Title I funds as outlined in district plan, Read Naturally Live Training paid for with Title I funds as outlined in</p> |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BOY: Monitor student progress between benchmarks and adjust instruction as needed. | 2023-09-05 - 2024-02-16 | Reading Specialists MTSS Intervention Specialist Guidance Counselors School Psychologist Don Palmer (Principal) | district plan, Sound City Training paid for with Title I funds as outlined in district plan, UFLI Training paid for with Title I funds as outlined in district plan, Chromebooks, Headphones paid for with Title I funds as outlined in district plan Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Federal Instructional Assistants paid for with Title I funds as outlined in district plan, DIBELS Progress Monitoring tools, i-Ready Growth Monitoring, i-Ready My Path Reports, Guidance Counselors, MTSS Interventionist, School Psychologist, Classroom Teachers |
| MOY: All students (k-4) take mid-year i-Ready reading universal screener | 2024-01-03 - 2024-02-16 | Don Palmer (Principal) MTSS Intervention Specialist Guidance Counselors Instructional Coaches | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MOY: All students (k-2) and off level students (3-4) take mid-year DIBELS Benchmark universal screener | 2024-01-03 - 2024-02-02 | Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, DIBELS Assessment Materials and Online Access |
| MOY: Title I Reading Specialists hold mid-year parent conferences for students seen by Title I Reading Specialists | 2024-02-05 - 2024-02-23 | Title I Reading Specialist(s) | Title I Reading Specialists paid for with Title I funds as outlined in district plan |
| MOY: Intervention team will conduct data meetings | 2024-02-05 - 2024-02-23 | MTSS Intervention Specialist Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, DIBELS Reports |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-----------------------------------------------------------------------------------------------|------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups. | | Don Palmer (Principal) | |
| MOY: Deliver interventions to Tier 2 and 3 students and progress monitor weekly or bi-weekly. | 2024-02-21 - 2024-06-07 | Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Federal Instructional Assistants paid for with Title I funds as outlined in district plan, Read Naturally Live Licenses paid for with Title I funds as outlined in district plan, Word Warm Ups Live Licenses paid for with Title I funds as outlined in district plan, Reading Horizons Licenses paid for with Title I funds as outlined in district plan, Sound City paid for with Title I funds as outlined in district plan, UFLI manuals and materials paid for with Title I funds as outlined in district plan, Intermediate level evidenced-based decoding access program, materials, resources, & PD paid for with Title I funds as outlined in the district Title I plan, i-Ready My Path, Supplemental Academic Materials (cards, magnetic letters, and resources) for intervention supports paid for with Title I funds as outlined in district plan, Reading Horizons Training paid for with Title I funds as outlined in district plan, Read Naturally Live Training paid for with Title I funds as outlined in district plan, Sound City Training paid for with Title I funds as outlined in district plan, Chromebooks, Headphones paid for with Title I funds as outlined in district plan |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MOY: Monitor student progress between benchmarks and adjust instruction as needed. | 2024-02-21 - 2024-06-07 | Reading Specialist MTSS Intervention Specialist Guidance Counselors School Psychologist Don Palmer (Principal) | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Federal Instructional Assistants paid for with Title I funds as outlined in district plan, DIBELS Progress Monitoring tools, i-Ready Growth Monitoring, i-Ready My Path Reports, Guidance Counselors, MTSS Interventionist, School Psychologist, Classroom Teachers |
| EOY: All students (k-4) take end-of-year i-Ready reading universal screener | 2024-05-06 - 2024-05-31 | Don Palmer (Principal) MTSS Intervention Specialist Guidance Counselors Instructional Coaches | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan |
| EOY: All students (k-2) and off level students (3-4) | 2024-05-06 - 2024-05-31 | Reading Specialists | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s) MTSS Interventionists, Classroom Teachers, DIBELS Assessment Materials and Online Access |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| take end-of-year DIBELS Benchmark universal screener | | | |
| EOY: Title I Team will hold parent conferences for students seen by Title I Reading Specialists. | 2024-06-03 - 2024-06-14 | Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in the district plan |
| EOY: Review end of year data and use data to guide 2023-2024 Title I Plan | 2024-06-03 - 2024-06-14 | Title I Reading Specialist(s) Don Palmer (Principal) MTSS Intervention Specialist Title I Steering Committee | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in the district plan, Building Reading Specialist(s), MTSS Interventionist(s), Classroom Teachers |
| EOY: | 2024-06-03 - | MTSS | Materials/Resources/Supports needed to carry out this action step are: Title I Reading |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intervention team will conduct data meetings with teachers (k-4) to review data and establish tentative Tier 2 and 3 intervention groups for September of the 2024-2025 school year | 2024-06-14 | Intervention Specialist Reading Specialists Don Palmer (Principal) | Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, DIBELS Reports |
| Ongoing: Provide parents and families with trainings and resources to support student learning at | 2023-09-05 - 2024-06-14 | Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Parent Trainings and materials paid for with Title I funds as outlined in the district Title I plan, Title I Reading Specialist(s) paid for with Title I funds as outlined in the district Title I plan. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------|------------------------------|----------------------|-------------------------------------|
|-------------|------------------------------|----------------------|-------------------------------------|

home

Anticipated Outcome

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

Monitoring/Evaluation

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Evidence-based Strategy

Multi-Tiered System of Support for Math

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Math Diagnostic Growth | On the end of year i-Ready Math Diagnostic Assessment, 62% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 61% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Math Diagnostic). |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BOY: All students (k-4) take beginning-of-year i-Ready math universal screener | 2023-09-05 - 2023-10-27 | Don Palmer (Principal) MTSS Intervention Specialist Instructional Coaches Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan |
| BOY: Off level students (k-4) take beginning-of-year Bridges screener | 2023-09-05 - 2023-10-27 | MTSS Intervention Specialist Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Title I Reading Specialist(s) paid for with Title I Funds as outlined in the district plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district plan, Bridges Screening Materials, Bridges Training |
| BOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups and evidence-based interventions | 2023-10-09 - 2023-11-03 | Don Palmer (Principal) MTSS Intervention Specialist Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, Bridges Assessment Results |
| BOY: Deliver interventions to Tier 2 and 3 students and | 2023-09-05 - 2024-02-16 | MTSS Intervention | Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Classroom Teachers, Title I Reading Specialist(s) |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results.</p> | | <p>Specialist Title I Reading Specialist(s)</p> | <p>paid for with Title I Funds as outlined in district plan, Federal Instructional Assistants paid for with Title I Funds as outlined in district plan, Bridges Intervention Kits, Hand to Mind Math toolkits, i-Ready My Path, Supplemental Academic Materials (cards and resources) for intervention supports paid for with Title I Funds as outlined in district plan, Bridges Intervention Training</p> |
| <p>MOY: All students (k-4) take mid-year i-Ready math universal screener</p> | <p>2024-01-02 - 2024-02-16</p> | <p>Don Palmer (Principal) MTSS Intervention Specialist Instructional Coaches Guidance Counselors</p> | <p>Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan</p> |
| <p>MOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups.</p> | <p>2024-02-05 - 2024-02-23</p> | <p>Don Palmer (Principal) MTSS Intervention Specialist Title I Reading Specialist(s)</p> | <p>Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, Bridges Assessment Results</p> |
| <p>MOY: Deliver interventions</p> | <p>2024-02-21 -</p> | <p>MTSS</p> | <p>Materials/Resources/Supports needed to carry out this action step are:</p> |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to Tier 2 and 3 students and continue to progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results. | 2024-06-07 | Intervention Specialist Title I Reading Specialist(s) | MTSS Interventionists, Classroom Teachers, Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Federal Instructional Assistants paid for with Title I Funds as outlined in district plan, Bridges Intervention Kits, Hand to Mind Math toolkits, i-Ready My Path, Supplemental Academic Materials (cards and resources) for intervention supports paid for with Title I Funds as outlined in district plan |
| EOY: All students (k-4) take end-of-year i-Ready math universal screener | 2024-05-06 - 2024-05-31 | Don Palmer (Principal) MTSS Intervention Specialist Instructional Coaches Guidance Counselors | Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Classroom Teachers, Guidance Counselor, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan |
| EOY: Review end of year data and use data to guide 2023-2024 Title I Plan | 2024-06-03 - 2024-06-14 | Title I Reading Specialist(s) MTSS Intervention Specialist Don Palmer (Principal) Title I Steering | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Intervention Specialist, School Principal, Classroom Teachers, Guidance Counselors |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Committee | |
| EOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish tentative Tier 2 and 3 intervention groups for September of the 2024-2025 school year | 2024-06-03 - 2024-06-14 | MTSS Intervention Specialist Title I Reading Specialist(s) Don Palmer (Principal) | Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports |
| Ongoing: Provide parents and families with trainings and resources to support student learning at home | 2023-09-05 - 2024-06-14 | Title I Reading Specialist(s) | Materials/Resources/Supports needed to carry out this action step are: Parent Trainings and materials paid for with Title I funds as outlined in the district Title I plan, Title I Reading Specialist(s) paid for with Title I funds as outlined in the district Title I plan. |

Anticipated Outcome

Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment.

Monitoring/Evaluation

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------|
| On the end of year i-Ready Reading Diagnostic Assessment, 60% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 59% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Reading Diagnostic). (Reading Diagnostic Growth) | Multi-Tiered System of Support for Reading | BOY: All students (K-4) take beginning-of-year i-Ready reading universal screener | 09/05/2023 - 10/27/2023 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------|
| On the end of year i-Ready Reading Diagnostic Assessment, 60% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 59% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Reading Diagnostic). (Reading Diagnostic Growth) | Multi-Tiered System of Support for Reading | BOY: All students (k-2) and off level students (3-4) take beginning-of-year DIBELS benchmark universal screener | 09/05/2023 - 10/27/2023 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------|
| On the end of year i-Ready Reading Diagnostic Assessment, 60% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 59% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Reading Diagnostic). (Reading Diagnostic Growth) | Multi-Tiered System of Support for Reading | BOY: Deliver interventions to Tier 2 and 3 students and progress monitor weekly or bi-weekly. | 09/05/2023 - 02/16/2024 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------|-------------------------------|
| On the end of year i-Ready Math Diagnostic Assessment, 62% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 61% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Math Diagnostic). (Math Diagnostic Growth) | Multi-Tiered System of Support for Math | BOY: All students (k-4) take beginning-of-year i-Ready math universal screener | 09/05/2023 - 10/27/2023 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------|-------------------------------|
| On the end of year i-Ready Math Diagnostic Assessment, 62% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 61% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Math Diagnostic). (Math Diagnostic Growth) | Multi-Tiered System of Support for Math | BOY: Off level students (k-4) take beginning-of-year Bridges screener | 09/05/2023 - 10/27/2023 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| On the end of year i-Ready Math Diagnostic Assessment, 62% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 61% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Math Diagnostic). (Math Diagnostic Growth) | Multi-Tiered System of Support for Math | BOY: Deliver interventions to Tier 2 and 3 students and progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results. | 09/05/2023 - 02/16/2024 |

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

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

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

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

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

We hereby affirm and assure that the school level plan:

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

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

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

| | | |
|------------------------------------------|---------------|------------|
| Chief School Administrator | Jason Bowman | 2023-08-29 |
| School Improvement Facilitator Signature | Robert Boffa | 2023-08-16 |
| Building Principal Signature | Donald Palmer | 2023-06-15 |

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

State Assessment Measure Math PSSA 59.5% of Tawanka students scored proficient or advanced on state math testing, which falls above the statewide average of 35.7%, and is above the interim target of 52.2% toward the 2033 ESSA goal. Tawanka's performance has also increased from the 2020-2021 school year (48.7% to 59.5%).

State Assessment Measure Science PSSA 83% of Tawanka students scored proficient or advanced on state science testing, which falls above the statewide average of 54.4%. Tawanka has now met the 2033 statewide goal of 83% in this area. Tawanka's performance has also increased from the 2020-2021 school year (72.2% to 83%).

On Track Measures Regular Attendance 85.4% of Tawanka students attend school on a regular basis. This number is above the statewide average of 82.2% and is an increase from the 2020-2021 school year when only 83.4% of Tawanka students attended school on a regular basis.

2022-2023 Schoolwide i-Ready Reading Diagnostic Growth: 59% of all students in Grades K-4 have met their typical annual growth for the year. This is an increase of 7.2% from the previous school

Challenges

State Assessment Measure ELA PSSA 55.4% of Tawanka students scored proficient or advanced on state ELA testing, which falls above the statewide average of 54.1%, but falls below the interim target of 67.9% toward the 2033 ESSA goal. Tawanka's performance has also decreased from the 2020-2021 school year (59.8% to 55.4%).

On Track Measures 3rd Grade Reading The percentage of students reading at a 3rd grade level decreased from 65.4% in the 2020-2021 school year to 62.3% in the 2021-2022 school year.

On Track Measures Regular Attendance Percentage of economically disadvantaged students who attend school on a regular basis has decreased from the previous school year (74.4% to 73%) and is below the interim target toward the 2033 ESSA goal.

2022-2023 Grade 4 i-Ready Math Diagnostic Growth: 63% of students in Grade 4 have met their typical annual growth for the year. This reflects a 3% decrease from the previous school year.

2022-2023 Grade 1 i-Ready Reading Diagnostic Growth: 53% of students in Grade 1 have met their typical annual growth for the

Strengths

year and meets our school wide goal for 2022-2023.

2022-2023 DIBELS All Grade Status Report: All School Performance (K-2 and off level 3-4) increased students at or above core by 32% from BOY to EOY

State Assessment Measures: Percentage of 4th grade students scoring proficient or advanced on the 2021-2022 Science PSSA increased by 14.9% from the previous school year and meets the 2033 ESSA goal.

On Track Measures: English Language Growth and Attainment Percentage of EL students who met the English Language Growth and Attainment Goal increased by 24% from previous school year and the current year's performance meets the interim target of 50.2% toward the 2033 ESSA goal.

2022-2023 Schoolwide i-Ready Math Diagnostic Growth: 61% of all students in Grades K-4 have met their typical annual growth for the year. This is an increase of 8.9% from the previous school year and meets our school wide goal for 2022-2023.

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

Challenges

year. This does not reflect any increase or decrease from the percentage of students in Grade 1 who met their typical growth during the previous school year.

n/a

Implement evidence-based strategies to engage families to support learning

On Track Measures: Grade 3 Reading Percentage of Students with Disabilities reading at a 3rd grade level decreased by 61.6% from the previous school year.

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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

2022-2023 Schoolwide i-Ready Math Diagnostic Growth: Tawanka's average schoolwide growth (61%) exceeded the schoolwide plan goal (58%) for 2022-2023, however not all individual grade levels met the goal. 1st and 3rd grade growth fell below our goal of 58%.

Strengths

Statewide Assessment Measures: Math Proficiency Percentage of students considered economically disadvantaged and White students scoring proficient in math increased from the previous school year. Students considered Economically Disadvantaged - 43.4% increase White Students - 26.7% increase

Statewide Assessment Measures: Science Proficiency Percentage of students considered economically disadvantaged and White students scoring proficient in science increased from the previous school year. Students considered Economically Disadvantaged - 30% increase White Students - 15.2% increase

On Track Measures: Regular Attendance Percentage of Students with Disabilities, White Students, and Hispanic Students attending school on a regular basis increased from the previous school year. Students with Disabilities - 9.1% increase White Students - 2.1% increase Hispanic Students - 4.8% increase

On Track Measures English Language Growth and Attainment 56% of Tawanka's EL students met the English Language Growth and Attainment Goal. This number is above the interim target of 50.2% toward the 2033 ESSA goal and is an increase from the 2020-2021 school year when only 45% of Tawanka's EL students met the English Language Growth and Attainment Goal.

State Assessment Measures: Percentage of 3rd and 4th grade students scoring proficient or advanced on the 2021-2022 Math

Challenges

State Assessment Measures: Percentage of 3rd and 4th grade students scoring proficient or advanced on the 2021-2022 ELA PSSA decreased by 7.3% from the previous school year and falls short of the interim target toward the 2033 ESSA goal.

2022-2023 DIBELS 2nd Grade All Grade Status Report: Percentage of students at or above core grew by 4.6% from BOY to MOY, but did not grow at all from MOY to EOY.

2022-2023 Grade 4 i-Ready Reading Diagnostic Growth: 54% of students in Grade 4 have met their typical annual growth for the year. This reflects a 1.8% decrease from the previous school year.

State Assessment Measure Math PSSA Percentage of Students with Disabilities scoring proficient in Mathematics decreased from the previous school year by 7.7% and fell below the interim target toward the 2033 ESSA goal.

n/a

Statewide Assessment Measures: ELA Proficiency Percentage of Hispanic Students, White Students, Students with Disabilities, and students considered economically disadvantaged scoring proficient in ELA decreased from the previous school year. Hispanic Students - 42.7% decrease White Students - 5.3% decrease Students with Disabilities - 38% decrease Students considered Economically Disadvantaged - 22.8% decrease

Strengths

PSSA increased by 22% from the previous school year and exceeds the interim target toward the 2033 ESSA goal.

2022-2023 DIBELS Kindergarten All Grade Status Report:
Increased students at or above core by 115% from BOY to EOY

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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

Challenges



Most Notable Observations/Patterns

Most notable is the decrease in 3rd and 4th grade reading proficiency as demonstrated on the ELA PSSA. Not only does our performance on the PSSA decrease from the previous year, but it also falls short of the interim target toward the 2033 statewide goal set by ESSA. Additionally, our second grade group did not make growth in their building specific universal screener between the middle and end of the 2022-2023 school year. While math and science scores continue to improve across state assessments and we are seeing schoolwide growth on local assessments, specific grade levels are performing lower than others. In particular, our 1st and 3rd grade students did not meet the schoolwide goal that we set for the 2022-2023 school year, but other grades exceeded the goal bringing our average to a level that exceeded the overall target. Tawanka has implemented the MTSS framework to support student intervention needs in academics and behavior and is on track to have this framework fully integrated during the 2023-2024 school year.

| Challenges | Discussion Point | Priority for Planning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------|
| State Assessment Measure ELA PSSA 55.4% of Tawanka students scored proficient or advanced on state ELA testing, which falls above the statewide average of 54.1%, but falls below the interim target of 67.9% toward the 2033 ESSA goal. Tawanka’s performance has also decreased from the 2020-2021 school year (59.8% to 55.4%) | COVID learning loss Increase in ELD population | ✓ |
| On Track Measures 3rd Grade Reading The percentage of students reading at a 3rd grade level decreased from 65.4% in the 2020-2021 school year to 62.3% in the 2021-2022 school year. | COVID learning loss Increase in ELD population | |

| Challenges | Discussion Point | Priority for Planning |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------|
| <p>2022-2023 Schoolwide i-Ready Math Diagnostic Growth: Tawanka's average schoolwide growth (61%) exceeded the schoolwide plan goal (58%) for 2022-2023, however not all individual grade levels met the goal. 1st and 3rd grade growth fell below our goal of 58%.</p> | <p>COVID learning loss Increase in ELD population</p> | <p>✓</p> |
| <p>2022-2023 DIBELS 2nd Grade All Grade Status Report: Percentage of students at or above core grew by 4.6% from BOY to MOY, but did not grow at all from MOY to EOY.</p> | <p>COVID learning loss Increase in ELD population</p> | |
| <p>State Assessment Measures: Percentage of 3rd and 4th grade students scoring proficient or advanced on the 2021-2022 ELA PSSA decreased by 7.3% from the previous school year and falls short of the interim target toward the 2033 ESSA goal.</p> | <p>COVID learning loss Increase in ELD population</p> | |

ADDENDUM B: ACTION PLAN

Action Plan: Multi-Tiered System of Support for Reading

| Action Steps | Anticipated Start/Completion Date |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| BOY: All students (K-4) take beginning-of-year i-Ready reading universal screener | 09/05/2023 - 10/27/2023 |
| Monitoring/Evaluation | Anticipated Output |
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment. |
| Material/Resources/Supports Needed | PD Step |
| Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | yes |

Action Steps**Anticipated Start/Completion Date**

BOY: All students (k-2) and off level students (3-4) take beginning-of-year DIBELS benchmark universal screener

09/05/2023 - 10/27/2023

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Classroom Teachers, DIBELS Assessment Materials and Online Access

yes



Action Steps**Anticipated Start/Completion Date**

BOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups and evidence-based interventions.

10/09/2023 - 11/03/2023

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, DIBELS Reports

no



Action Steps**Anticipated Start/Completion Date**

BOY: Deliver interventions to Tier 2 and 3 students and progress monitor weekly or bi-weekly.

09/05/2023 - 02/16/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

Material/Resources/Supports Needed

**PD
Step**

Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Federal Instructional Assistants paid for with Title I funds as outlined in district plan, Read Naturally Live Licenses paid for with Title I funds as outlined in district plan, Word Warm Ups Live Licenses paid for with Title I funds as outlined in district plan, Reading Horizons Licenses paid for with Title I funds as outlined in district plan, Sound City paid for with Title I funds as outlined in district plan, UFLI manuals and materials paid for with Title I funds as outlined in district plan, Intermediate level evidenced-based decoding access program, materials, resources, & PD paid for with Title I funds as outlined in the district Title I plan, i-Ready My Path, Supplemental Academic Materials (cards, magnetic letters, and resources) for intervention supports paid for with Title I funds as outlined in district plan, Reading Horizons Training paid for with Title I funds as outlined in district plan, Read Naturally Live Training paid for with Title I funds as outlined in district plan, Sound City Training paid for with Title I funds as outlined in district plan, UFLI Training paid for with Title I funds as outlined in district plan, Chromebooks, Headphones paid for with Title I funds as outlined in district plan

yes

| Action Steps | Anticipated Start/Completion Date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| BOY: Monitor student progress between benchmarks and adjust instruction as needed. | 09/05/2023 - 02/16/2024 |
| Monitoring/Evaluation | Anticipated Output |
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment. |
| Material/Resources/Supports Needed | PD Step |
| Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Federal Instructional Assistants paid for with Title I funds as outlined in district plan, DIBELS Progress Monitoring tools, i-Ready Growth Monitoring, i-Ready My Path Reports, Guidance Counselors, MTSS Interventionist, School Psychologist, Classroom Teachers | no |
| ----- | |

| Action Steps | Anticipated Start/Completion Date |
|--------------------------------------------------------------------------|------------------------------------------|
| MOY: All students (k-4) take mid-year i-Ready reading universal screener | 01/03/2024 - 02/16/2024 |

| Monitoring/Evaluation | Anticipated Output |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment. |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | no |



| Action Steps | Anticipated Start/Completion Date |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| MOY: All students (k-2) and off level students (3-4) take mid-year DIBELS Benchmark universal screener | 01/03/2024 - 02/02/2024 |
| Monitoring/Evaluation | Anticipated Output |
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment. |
| Material/Resources/Supports Needed | PD Step |
| Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, DIBELS Assessment Materials and Online Access | no |

Action Steps**Anticipated Start/Completion Date**

MOY: Title I Reading Specialists hold mid-year parent conferences for students seen by Title I Reading Specialists

02/05/2024 - 02/23/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

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

Title I Reading Specialists paid for with Title I funds as outlined in district plan

no



Action Steps**Anticipated Start/Completion Date**

MOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups.

02/05/2024 - 02/23/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, DIBELS Reports

no



Action Steps**Anticipated Start/Completion Date**

MOY: Deliver interventions to Tier 2 and 3 students and progress monitor weekly or bi-weekly.

02/21/2024 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

Material/Resources/Supports Needed

**PD
Step**

Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Federal Instructional Assistants paid for with Title I funds as outlined in district plan, Read Naturally Live Licenses paid for with Title I funds as outlined in district plan, Word Warm Ups Live Licenses paid for with Title I funds as outlined in district plan, Reading Horizons Licenses paid for with Title I funds as outlined in district plan, Sound City paid for with Title I funds as outlined in district plan, UFLI manuals and materials paid for with Title I funds as outlined in district plan, Intermediate level evidenced-based decoding access program, materials, resources, & PD paid for with Title I funds as outlined in the district Title I plan, i-Ready My Path, Supplemental Academic Materials (cards, magnetic letters, and resources) for intervention supports paid for with Title I funds as outlined in district plan, Reading Horizons Training paid for with Title I funds as outlined in district plan, Read Naturally Live Training paid for with Title I funds as outlined in district plan, Sound City Training paid for with Title I funds as outlined in district plan, Chromebooks, Headphones paid for with Title I funds as outlined in district plan

no

| Action Steps | Anticipated Start/Completion Date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| MOY: Monitor student progress between benchmarks and adjust instruction as needed. | 02/21/2024 - 06/07/2024 |
| Monitoring/Evaluation | Anticipated Output |
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment. |
| Material/Resources/Supports Needed | PD Step |
| Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), Federal Instructional Assistants paid for with Title I funds as outlined in district plan, DIBELS Progress Monitoring tools, i-Ready Growth Monitoring, i-Ready My Path Reports, Guidance Counselors, MTSS Interventionist, School Psychologist, Classroom Teachers | no |

| Action Steps | Anticipated Start/Completion Date |
|-----------------------------------------------------------------------------|------------------------------------------|
| EOY: All students (k-4) take end-of-year i-Ready reading universal screener | 05/06/2024 - 05/31/2024 |

| Monitoring/Evaluation | Anticipated Output |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment. |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | no |



| Action Steps | Anticipated Start/Completion Date |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| EOY: All students (k-2) and off level students (3-4) take end-of-year DIBELS Benchmark universal screener | 05/06/2024 - 05/31/2024 |
| Monitoring/Evaluation | Anticipated Output |
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment. |
| Material/Resources/Supports Needed | PD Step |
| Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s) MTSS Interventionists, Classroom Teachers, DIBELS Assessment Materials and Online Access | no |

| Action Steps | Anticipated Start/Completion Date |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| EOY: Title I Team will hold parent conferences for students seen by Title I Reading Specialists. | 06/03/2024 - 06/14/2024 |
| Monitoring/Evaluation | Anticipated Output |
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment. |
| Material/Resources/Supports Needed | PD Step |
| Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in the district plan | no |



Action Steps**Anticipated Start/Completion Date**

EOY: Review end of year data and use data to guide 2023-2024 Title I Plan

06/03/2024 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in the district plan, Building Reading Specialist(s), MTSS Interventionist(s), Classroom Teachers



Action Steps**Anticipated Start/Completion Date**

EOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish tentative Tier 2 and 3 intervention groups for September of the 2024-2025 school year

06/03/2024 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, DIBELS Reports

no



Action Steps**Anticipated Start/Completion Date**

Ongoing: Provide parents and families with trainings and resources to support student learning at home

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty percent of students (K-4) will meet their annual typical growth target on the end of year iReady Reading Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: Parent Trainings and materials paid for with Title I funds as outlined in the district Title I plan, Title I Reading Specialist(s) paid for with Title I funds as outlined in the district Title I plan.

no

Action Plan: Multi-Tiered System of Support for Math

| Action Steps | Anticipated Start/Completion Date |
|--------------------------------------------------------------------------------|-----------------------------------|
| BOY: All students (k-4) take beginning-of-year i-Ready math universal screener | 09/05/2023 - 10/27/2023 |

| Monitoring/Evaluation | Anticipated Output |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment. |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | yes |

| Action Steps | Anticipated Start/Completion Date |
|-----------------------------------------------------------------------|------------------------------------------|
| BOY: Off level students (k-4) take beginning-of-year Bridges screener | 09/05/2023 - 10/27/2023 |

| Monitoring/Evaluation | Anticipated Output |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment. |

| Material/Resources/Supports Needed | PD Step |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Title I Reading Specialist(s) paid for with Title I Funds as outlined in the district plan, Federal Instructional Assistants paid for with Title I Funds as outlined in the district plan, Bridges Screening Materials, Bridges Training | yes |



Action Steps**Anticipated Start/Completion Date**

BOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups and evidence-based interventions

10/09/2023 - 11/03/2023

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, Bridges Assessment Results

no



| Action Steps | Anticipated Start/Completion Date |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| BOY: Deliver interventions to Tier 2 and 3 students and progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results. | 09/05/2023 - 02/16/2024 |
| Monitoring/Evaluation | Anticipated Output |
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment. |
| Material/Resources/Supports Needed | PD Step |
| Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Classroom Teachers, Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Federal Instructional Assistants paid for with Title I Funds as outlined in district plan, Bridges Intervention Kits, Hand to Mind Math toolkits, i-Ready My Path, Supplemental Academic Materials (carts and resources) for intervention supports paid for with Title I Funds as outlined in district plan, Bridges Intervention Training | yes |



| Action Steps | Anticipated Start/Completion Date |
|-----------------------------------------------------------------------|------------------------------------------|
| MOY: All students (k-4) take mid-year i-Ready math universal screener | 01/02/2024 - 02/16/2024 |

| Monitoring/Evaluation | Anticipated Output |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment. |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | no |



| Action Steps | Anticipated Start/Completion Date |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish Tier 1, 2, and 3 intervention groups.</p> | <p>02/05/2024 - 02/23/2024</p> |
| Monitoring/Evaluation | Anticipated Output |
| <p>All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.</p> | <p>Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment.</p> |
| Material/Resources/Supports Needed | PD Step |
| <p>Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports, Bridges Assessment Results</p> | <p>no</p> |

Action Steps**Anticipated Start/Completion Date**

MOY: Deliver interventions to Tier 2 and 3 students and continue to progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results.

02/21/2024 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Classroom Teachers, Title I Reading Specialist(s) paid for with Title I Funds as outlined in district plan, Federal Instructional Assistants paid for with Title I Funds as outlined in district plan, Bridges Intervention Kits, Hand to Mind Math toolkits, i-Ready My Path, Supplemental Academic Materials (carts and resources) for intervention supports paid for with Title I Funds as outlined in district plan

no

| Action Steps | Anticipated Start/Completion Date |
|--------------------------------------------------------------------------|------------------------------------------|
| EOY: All students (k-4) take end-of-year i-Ready math universal screener | 05/06/2024 - 05/31/2024 |

| Monitoring/Evaluation | Anticipated Output |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment. |

| Material/Resources/Supports Needed | PD Step |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Materials/Resources/Supports needed to carry out this action step are: MTSS Interventionists, Classroom Teachers, Guidance Counselor, i-Ready Diagnostic Student Logins, Chromebooks, Headphones paid for with Title I funds as outlined in district plan | no |



| Action Steps | Anticipated Start/Completion Date |
|---------------------------------------------------------------------------|------------------------------------------|
| EOY: Review end of year data and use data to guide 2023-2024 Title I Plan | 06/03/2024 - 06/14/2024 |

| Monitoring/Evaluation | Anticipated Output |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed. | Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment. |

| Material/Resources/Supports Needed | PD Step |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Intervention Specialist, School Principal, Classroom Teachers, Guidance Counselors | no |



Action Steps**Anticipated Start/Completion Date**

EOY: Intervention team will conduct data meetings with teachers (k-4) to review data and establish tentative Tier 2 and 3 intervention groups for September of the 2024-2025 school year

06/03/2024 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: Title I Reading Specialist(s) paid for with Title I funds as outlined in district plan, Building Reading Specialist(s), MTSS Interventionists, Classroom Teachers, Guidance Counselors, i-Ready Diagnostic Reports

no



Action Steps**Anticipated Start/Completion Date**

Ongoing: Provide parents and families with trainings and resources to support student learning at home

09/05/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

All students will take the iReady Reading Diagnostics three times per school year (beginning, middle, and end). Below-level students will receive additional progress monitoring weekly or bi-weekly using DIBELS Progress Monitoring tools and/or iReady Growth Monitoring Tools. The intervention team will meet weekly throughout the school year to review student growth and make changes to interventions as needed.

Sixty-Two percent of students (K-4) will meet their annual typical growth target on the end of year iReady Math Diagnostic Assessment.

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

Materials/Resources/Supports needed to carry out this action step are: Parent Trainings and materials paid for with Title I funds as outlined in the district Title I plan, Title I Reading Specialist(s) paid for with Title I funds as outlined in the district Title I plan.

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------|
| On the end of year i-Ready Reading Diagnostic Assessment, 60% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 59% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Reading Diagnostic). (Reading Diagnostic Growth) | Multi-Tiered System of Support for Reading | BOY: All students (K-4) take beginning-of-year i-Ready reading universal screener | 09/05/2023 - 10/27/2023 |
| On the end of year i-Ready Reading Diagnostic Assessment, 60% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 59% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Reading Diagnostic). (Reading Diagnostic Growth) | Multi-Tiered System of Support for Reading | BOY: All students (k-2) and off level students (3-4) take beginning-of-year DIBELS benchmark universal screener | 09/05/2023 - 10/27/2023 |
| On the end of year i-Ready Reading Diagnostic Assessment, 60% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 59% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Reading Diagnostic). (Reading Diagnostic Growth) | Multi-Tiered System of Support for Reading | BOY: Deliver interventions to Tier 2 and 3 students and progress monitor weekly or bi-weekly. | 09/05/2023 - 02/16/2024 |
| On the end of year i-Ready Math Diagnostic Assessment, 62% of students (K-4) will meet | Multi- | BOY: All students | 09/05/2023 |

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <p>their Annual Typical Growth Target. (Baseline: 61% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Math Diagnostic). (Math Diagnostic Growth)</p> | <p>Tiered System of Support for Math</p> | <p>(k-4) take beginning-of-year i-Ready math universal screener</p> | <p>- 10/27/2023</p> |
| <p>On the end of year i-Ready Math Diagnostic Assessment, 62% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 61% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Math Diagnostic). (Math Diagnostic Growth)</p> | <p>Multi-Tiered System of Support for Math</p> | <p>BOY: Off level students (k-4) take beginning-of-year Bridges screener</p> | <p>09/05/2023 - 10/27/2023</p> |
| <p>On the end of year i-Ready Math Diagnostic Assessment, 62% of students (K-4) will meet their Annual Typical Growth Target. (Baseline: 61% of students met their Annual Typical Growth Target on the 2022-2023 End of Year Math Diagnostic). (Math Diagnostic Growth)</p> | <p>Multi-Tiered System of Support for Math</p> | <p>BOY: Deliver interventions to Tier 2 and 3 students and progress monitor as needed. Adjust intervention instruction based on ongoing progress monitoring results.</p> | <p>09/05/2023 - 02/16/2024</p> |



PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Professional Development for Intervention Team | Title I Reading Specialist(s) Building Reading Specialist(s) Other Intervention Teachers as needed (ie. special education teachers, MTSS interventionists) | Reading Horizons Sound City Read Naturally Live Word Wam-Ups Live Bridges Link-It Into Reading UFLI Foundations |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---------------------------------------------------------|-------------------------|----------------------|
| Professional Development Surveys Principal Walkthroughs | 08/28/2023 - 06/14/2024 | Kim Maurizi |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 1f: Designing Student Assessments 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy | |



| Professional Development Step | Audience | Topics of Prof. Dev |
|---------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development for Federal Instructional Assistants | Federal Instructional Assistants | Administration of DIBELS 8 Progress Monitoring Delivering Instruction using Reading Horizons and Sound City Working with Students in Read Naturally Live and Word Warm-Ups Live Administration of Bridges Intervention Screener Delivering Instruction using Bridges Methods for instruction of phonemic awareness and alphabetic principle Delivering Instruction using UFLI Foundations |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------|
| Professional Development Surveys Formative Observations on Performance | 08/28/2023 - 06/14/2024 | Kim Maurizi Andrea Gansor (Title I Reading Specialist) Building Reading Specialists |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>1e: Designing Coherent Instruction</p> <p>3c: Engaging Students in Learning</p> | |



| Professional Development Step | Audience | Topics of Prof. Dev |
|----------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development for New Staff | New Teachers | Implementation of i-Ready Diagnostic Reading Assessment Implementation of i-Ready Diagnostic Math Assessment Administration of DIBELS 8 Administration of Bridges in Mathematics Intervention and Progress Monitoring Implementation of Into Reading Implementation of Ready Math |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development Surveys Principal Walkthroughs | 08/28/2023 - 06/14/2024 | Don Palmer (Principal) MTSS Intervention Specialist Rachel Kornblau (Elementary Reading Coach) Beth McGinty (Elementary Math Coach) Andrea Gansor (Title I Reading Specialist) Building Reading Specialists |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|--------------------------------------------------------|----------------------------------------------------------------------|
| 3d: Using Assessment in Instruction | |
| 1d: Demonstrating Knowledge of Resources | |
| 1a: Demonstrating Knowledge of Content and Pedagogy | |
| 1c: Setting Instructional Outcomes | |



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------|
| The Principal and Title I Reading Specialist(s) will communicate the plan to all stakeholders. | Review of PA Future Ready Index for Tawanka Review of Tawanka Title I Plan Stakeholders will be provided the opportunity to provide feedback on the plan. | Email to all Stakeholders Information shared at Tawanka Staff Meeting Information posted on Tawanka Title I Website Information shared in Tawanka School Newsletter | Teachers Instructional Assistants Parents Community Members | 08/28/2023 - 11/07/2023 |
| The Principal and Title I Reading Specialist(s) will communicate a mid-year progress update of the plan implementation to all stakeholders. | Review of Title I Plan Review of all available data including data celebrations and areas that need additional support in order to achieve our plan goals | Email to all Stakeholders Information shared at Tawanka Staff Meeting Information posted on Tawanka Title I Website Information shared in Tawanka School Newsletter | Teachers Instructional Assistants Parents Community Members | 02/20/2024 - 03/22/2024 |
| The Principal and Title I Reading Specialist(s) will communicate an end of year progress update of the plan to all stakeholders. | Review of Title I Plan Review of all available data including data celebrations and areas that need additional support in order to achieve our plan goals Review of proposed schoolwide goals for the upcoming school year | Email to all Stakeholders Information shared at Tawanka Staff Meeting Information posted on Tawanka Title I Website Information shared in Tawanka School Newsletter | Teachers Instructional Assistants Parents Community Members | 05/28/2024 - 06/14/2024 |

