

Profile and Plan Essentials

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| School | | AUN/Branch |
| Lewistown Elementary School | | 111444602 |
| Address 1 | | |
| 1 Manor Drive | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| Lewistown | PA | 17044 |
| Chief School Administrator | | Chief School Administrator Email |
| Vance Varner | | vsv55@mcsdk12.org |
| Principal Name | | |
| Jennifer Esh | | |
| Principal Email | | |
| jle43@mcsdk12.org | | |
| Principal Phone Number | | Principal Extension |
| 717-242-5823 | | |
| School Improvement Facilitator Name | | School Improvement Facilitator Email |
| Alicia Hull | | ahull@tiu11.org |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|----------------------|----------------------------|-----------------------------|------------------------|
| Jennifer Esh | Principal | Lewistown Elementary | jle43@mcsdk12.org |
| Nicole O'Donnell | Assistant Principal | LES | no20@mcsdk12.org |
| Amy Remy | Title I Teacher | LES | abr41@mcsdk12.org |
| Paula Treaster | Title I Teacher | LES | pjt55@mcsdk12.org |
| Stephanie Rupert | Community Representative | Home and School President | lewistownhsa@gmail.com |
| Kimberly Kauffman | School Counselor | LES | ksk25@mcsdk12.org |
| Rebekah Wagner | School Psychologist | LES | rjw35@mcsdk12.org |
| Steven DeArment | Chief of Academics | MCSD | sfd12@mcsdk12.org |
| Jillian Kochenderfer | Parent | Parent LES | jmk37@mcsdk12.org |
| Amber Fuller | Teacher | LES | asf18@mcsdk12.org |
| Leslie Sweeney | Teacher | LES | lrs26@mcsdk12.org |
| Alison Treaster | Teacher | LES | aby48@mcsdk12.or |
| Meagan Byler | Teacher | LES | meb33@mcsdk12.org |
| Cheryl Himes | Teacher | LES | clh13@mcsdk12.org |
| Kali Turner | Teacher | LES | kdh48@mcsdk12.org |
| Vance Varner | Chief School Administrator | MCSD | vsv55@mcsdk12.org |
| Frank Miller | District Level Leaders | MCSD | fwm28@mcsdk12.org |
| Meredith Stout | Parent | MCSD | mjh23@mcsdk12.org |

Vision for Learning

Vision for Learning

We envision an innovative, stimulating, and exciting school community where all participants are actively engaged in learning in a safe and secure environment. We strive to offer an educational opportunity where each student acquires the skills necessary to maximize potential and enhance creative thinking. We believe we must use all local, state and federal resources to support literacy instruction as it is a basic human right to learn how to read in a supportive literacy environment. We commit to continuous growth and utilization of best practices in assessment and instruction through a Multi Tiered system of support. We model and embrace diversity and expect students to demonstrate ready, responsible, respectful and safe behaviors. We believe children need a positive, nurturing environment; therefore we will build relationships among students, families, state and the community that support each other. We believe that all children can learn, but students learn at different paces and in a variety of ways. We will strive to meet each student where they are in the learning process and adapt instruction to help them succeed.

Future Ready PA Index

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

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

Review of the School Level Performance

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

Strengths

| | |
|---|--|
| Indicator ELA PSSA 2022 Proficient or Advanced ESSA Student Subgroups White, Economically Disadvantaged | Comments/Notable Observations White subgroup increased 42.7% Economically Disadvantaged increased 33.3% |
| Indicator Math PSSA 2022 Proficient or Advanced ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities | Comments/Notable Observations White subgroup increased 41.7% Economically disadvantaged increased 33.3% Students with disabilities increased 18.2% |

Challenges

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|---|--|
| Indicator ELA PSSA 2022 Proficient or Advanced ESSA Student Subgroups White, Economically Disadvantaged | Comments/Notable Observations White subgroup increased 42.7% Economically Disadvantaged increased 33.3% |
| Indicator Math PSSA 2022 Proficient or Advanced ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities | Comments/Notable Observations White subgroup increased 41.7% Economically disadvantaged increased 33.3% Students with disabilities increased 18.2% |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |

Summary

Strengths

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

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|--|
| ELA PSSA 2022 Proficient or Advanced White subgroup increased 42.7% Economically Disadvantaged increased 33.3% |
| Math PSSA 2022 Proficient or Advanced White subgroup increased 41.7% Economically disadvantaged increased 33.3% Students with disabilities increased 18.2% |

Challenges

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

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|--|
| 39.8% of students passed ELA PSSA Assessment Below state average by 14.3% |
| Attendance is at 71.4% for students with disabilities. |
| 15.91% of students with disabilities passed the 2022 ELA assessment - proficient or advanced |

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|------------------------------|--|
| ELA PSSA All Student Group | 39.8% of students passed 2022 PSSA Assessment which is below state goal and statewide target |
| Acadience Reading Assessment | 65% of K-3 students passed the Acadience reading assessment |
| F&P Guided Reading Levels | K-88% of students met their growth or achievement mark 1- 86% of students met their growth or achievement mark 2- 88% of students met their growth or achievement mark 3- 91% of students met their growth or achievement mark |

English Language Arts Summary

Strengths

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|---|
| Monthly MTSS meetings to analyze data and develop intervention groups |
| Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students. |
| Specific data driven interventions have shown growth and the process continues to be implemented - UFLI, West Virginia Phonics, 95%, Heggerty, Early Reading Intervention, Phonics for Reading, FlyLeaf Publications, Edmark Reading Program, and Reading Simplified. LES teachers continue to use these resources with fidelity. |
| Analysis of student growth in BAS reading levels and Acadience Pathways to Progress |

Challenges

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|--|
| There is a first grade Tier 1 deficit in core instruction. The focus will be on whole words read and oral reading fluency. |
| |

Mathematics

| Data | Comments/Notable Observations |
|-----------------------------|--|
| Spring Math | K - 80.9% of students "met target" on Spring Screen, increase of 63% from Fall Screen 1 - 26.3% of students "met target" on Spring Screen, increase of 9.6% from Fall Screen 2 - 38.7% of students "met target" on Spring screen, increase of 6.8% from Fall Screen 3 - 10.3% of students "met target" on Spring screen, increase of 4.5% from Fall Screen |
| Math PSSA All student group | 37.3% of students passed 2022 PSSA Assessment which is above the statewide average by 1.6% |

Mathematics Summary

Strengths

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|---|
| Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework |
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| Spring Math’s decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually. |
| LES teachers continue to use Spring Math with fidelity. |

Challenges

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|---|
| Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets |
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Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|------|-------------------------------|
| N/A | N/A |

Science, Technology, and Engineering Education Summary

Strengths

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

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| N/A |
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Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|--|---|
| <p>Our data source used is Xello/CCspark. CCspark is the K-2 platform and 3rd grades works in the Xello platform which follows them to high school. Xello/CCspark, has been carefully designed to help students acquire early career development concepts and foster critical thinking skills, through an age-appropriate approach to National Career Development Standards.</p> | <p>After reviewing data and making notable observation over the past year, some strengths would be our educators and specialist staff allow students to explore their interests and skills within the daily life of their classrooms concurrently with the Xello/CCspark. program which meet the career readiness criteria. The online program has many benefits, allows our students to have a portfolio which follow their career, it allows for our schools to track and assure all students are meeting the states criteria in a standardized way. Additional strengths of our career readiness program, students are exposed to career readiness through multiple field trips and experiences outside of the classroom throughout the school year and at the different grade levels. Challenges faced would specifically be making time for the Xello/CCspark. program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Xello/CCspark. program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some shortcomings in terms of accounting for the enriching experiences our students receive in class.</p> |

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

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|--|
| Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs. |
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|--|
| The interface and platform have changed, making for better use for our staff and students. |
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Challenges

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

| |
|--|
| The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly. |
|--|

| |
|---|
| Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio. |
|---|

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

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

| Data | Comments/Notable Observations |
|------------------------------------|---|
| Regular Attendance | 71.43% of students are regularly attending |
| Achievement: Math and ELA combined | 15.91% of students are proficient or advanced on the PSSA |
| | |

Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|---|---|
| 33.3% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA | Not Meeting Statewide Goal/ Interim Target Below statewide average of 54% |
| 33.3% of Economically Disadvantaged students were Advanced/Proficient on the 2022 Math PSSA | Not Meeting Statewide Goal/ Interim Target Below statewide average of 35% |
| | |

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

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

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|---|
| Data meetings are monthly as well as BOY, MOY, and EOY |
| Weekly meetings to ensure economically disadvantaged and students with disabilities are identified and serviced |
| The district is no longer quarantining students due to COVID 19 and no longer excluding students with lice. |
| Parent engagement activities throughout the year and the end of the year survey. |
| |

Challenges

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

| |
|---|
| Additional data reviews to ensure each child is having his/her individual needs met |
| 33.3% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA |
| |
| |
| 33.3% of Economically Disadvantaged students were Advanced/Proficient on the 2022 Math PSSA |

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

| |
|---|
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Implement a multi-tiered system of supports for academics and behavior |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |

Challenges

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

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|--|
| Implement evidence-based strategies to engage families to support learning |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school |
| |

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

| Strength | Check for Consideration in Plan |
|--|---------------------------------|
| ELA PSSA 2022 Proficient or Advanced White subgroup increased 42.7% Economically Disadvantaged increased 33.3% | False |
| Math PSSA 2022 Proficient or Advanced White subgroup increased 41.7% Economically disadvantaged increased 33.3% Students with disabilities increased 18.2% | False |
| Monthly MTSS meetings to analyze data and develop intervention groups | False |
| Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students. | True |
| Specific data driven interventions have shown growth and the process continues to be implemented - UFLI, West Virginia Phonics, 95%, Heggerty, Early Reading Intervention, Phonics for Reading, FlyLeaf Publications, Edmark Reading Program, and Reading Simplified. LES teachers continue to use these resources with fidelity. | True |
| Analysis of student growth in BAS reading levels and Acadience Pathways to Progress | False |
| N/A | False |
| Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework | True |
| LES teachers continue to use Spring Math with fidelity. | False |
| | False |
| Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually. | False |
| Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs. | False |
| The interface and platform have changed, making for better use for our staff and students. | False |
| Data meetings are monthly as well as BOY, MOY, and EOY | True |
| Weekly meetings to ensure economically disadvantaged and students with disabilities are identified and serviced | True |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | True |
| Implement a multi-tiered system of supports for academics and behavior | True |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | False |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | False |

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|---|------|
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | True |
| The district is no longer quarantining students due to COVID 19 and no longer excluding students with lice. | True |
| Parent engagement activities throughout the year and the end of the year survey. | True |

Challenges

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

| Strength | Check for Consideration in Plan |
|---|---------------------------------|
| 39.8% of students passed ELA PSSA Assessment Below state average by 14.3% | True |
| Attendance is at 71.4% for students with disabilities. | True |
| 15.91% of students with disabilities passed the 2022 ELA assessment - proficient or advanced | True |
| There is a first grade Tier 1 deficit in core instruction. The focus will be on whole words read and oral reading fluency. | True |
| Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets | True |
| | False |
| | False |
| The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly. | False |
| N/A | False |
| Additional data reviews to ensure each child is having his/her individual needs met | True |
| Implement evidence-based strategies to engage families to support learning | True |
| | False |
| Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio. | False |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | False |
| 33.3% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA | False |
| | False |
| | True |
| 33.3% of Economically Disadvantaged students were Advanced/Proficient on the 2022 Math PSSA | True |

Most Notable Observations/Patterns

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

Lewistown Elementary should continue to refine instructional practices to align Tier I,II and III practices in both ELA and Math. Continued implementation of these interventions and instructional practices will aid all students. In addition, a solid Tier I, II and Tier III PBIS system will help students to experience additional success. Overall proficiency on the English Language Arts and Mathematics PSSA is still a concern. We want to focus on our students with disabilities: regular attendance and achievement in ELA and Math. ELA Advanced/proficient students increased from 28.9% in 2021 to 39.8% in 2022. But, our students with disabilities were at 13.6% in 2022. Math Advanced/proficient students increased from 17.4% in 2021 to 37.3% in 2022. But, our students with disabilities were at 18.2% in 2022.

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|---|--------------------|
| 39.8% of students passed ELA PSSA Assessment Below state average by 14.3% | Lewistown Elementary School will continue the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. | True |
| Attendance is at 71.4% for students with disabilities. | Recent change in board policy regarding quarantine and head lice exclusion | True |
| Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets | Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. | True |
| Implement evidence-based strategies to engage families to support learning | Title I and ESSER funds will support the purchase of MTSS resources, staff professional development and rewriting curriculum to help support and promote differentiated instruction. | False |
| There is a first grade Tier 1 deficit in core instruction. The focus will be on whole words read and oral reading fluency. | Implementation of UFLI, From Phonics to Reading, and flexible grouping at the Tier I level. | True |
| Additional data reviews to ensure each child is having his/her individual needs met | MTSS meetings and data review will occur with classroom teachers, administration, and school psychologists | False |
| | | False |
| 33.3% of Economically Disadvantaged students were Advanced/Proficient on the 2022 Math PSSA | | False |
| 15.91% of students with disabilities passed the 2022 ELA assessment - proficient or advanced | MTSS will be used to help provide appropriate and meaningful interventions to those students with disabilities to meet their needs and close the gap | False |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|--|--|
| Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students. | These will be additional resources to service the needs of the students. |
| Specific data driven interventions have shown growth and the process continues to be implemented - UFLI, West Virginia Phonics, 95%, Heggerty, Early Reading Intervention, Phonics for Reading, FlyLeaf Publications, Edmark Reading Program, and Reading Simplified. LES teachers continue to use | LES teachers will continue to implement intervention with fidelity and use their professional judgment to determine what meets the needs of individual students. |

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| these resources with fidelity. | |
| Data meetings are monthly as well as BOY, MOY, and EOY | LES teachers and administrators will continue to meet and analyze and discuss data to meet the needs of all students. |
| Weekly meetings to ensure economically disadvantaged and students with disabilities are identified and serviced | Teachers and administration will continue to meet, analyze and discuss data to meet the needs of all students. |
| Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework | Grade level monthly meetings are scheduled with the school psychologist, teachers, Title I and administration. |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Title I staff and resources will be used to provide research-based interventions and instruction. Title 1 and ESSER funds will support the purchase of MTSS resources, staff professional development (LETRS), and rewriting curriculum to help support and promote differentiated instruction as a direct result of the impact of the COVID pandemic. |
| Implement a multi-tiered system of supports for academics and behavior | Lewistown Elementary has worked very diligently over the last year to fully refine currently in place processes. The staff, specialists, and students have aligned priorities and have used common language this has increased our achievement and school climate. MTSS handbook will be rewritten with PaTTAN consultants during the summer of 2023. |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Planned PD for our upcoming Act 80 days |
| The district is no longer quarantining students due to COVID 19 and no longer excluding students with lice. | Both these practices should improve attendance |
| Parent engagement activities throughout the year and the end of the year survey. | Parent engagement and information will help us plan accordingly |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|--|
| | Lewistown Elementary will continue the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. |
| | Lewistown Elementary school students are no longer quarantined due to Covid 19 and students with lice are no longer excluded from school. These policies will have a positive effect on student attendance. |
| | Lewistown Elementary will continue the implementation of the SpringMath interactive platform to combine streamlined tools for assessment, reporting, and interventions to provide a clear path to math achievement for every student K-3. |
| | Lewistown Elementary will focus on improving Grade 1 - end of year scores; whole words read and oral reading fluency. We will be using |

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| | Acadience/DIBELS to progress monitor throughout the school year. We will continue implementation of Heggerty Phonemic Awareness. University of Florida Literacy Institute Phonics (UFLI) will be implemented with fidelity in all K-2 classrooms, along with From Phonics to Reading, and FlyLeaf Decodeable Readers beginning the 2023-2024 school year. |
|--|---|

Goal Setting

Priority: Lewistown Elementary will focus on improving Grade 1 - end of year scores; whole words read and oral reading fluency. We will be using Acadience/DIBELS to progress monitor throughout the school year. We will continue implementation of Heggerty Phonemic Awareness. University of Florida Literacy Institute Phonics (UFLI) will be implemented with fidelity in all K-2 classrooms, along with From Phonics to Reading, and FlyLeaf Decodeable Readers beginning the 2023-2024 school year.

| Outcome Category | | | |
|---|--|--|--|
| Early Literacy | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Acadience WWR | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By November 1, 2023 1st grade students will be able to read at least 3 whole words. | By January 30, 2024 1st grade students will be able to read at least 17 whole words. | By March 31, 2024 1st grade students will be able to read at least 24 whole words. | By June 1, 2024 1st grade students will be able to read at least 25 whole words. |

Priority: Lewistown Elementary will continue the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

| Outcome Category | | | |
|---|---|---|---|
| English Language Arts | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By June 1, 2024 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Benchmark Assessment System | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By November 1, 2023 25% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY | By January 30, 2024 50% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY | By March 30, 2024 75% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY | By June 1, 2024 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark |

| | | | |
|---|--|--|--|
| Benchmark Assessment System to EOY Benchmark Assessment System | Benchmark Assessment System to EOY Benchmark Assessment System. | Benchmark Assessment System to EOY Benchmark Assessment System. | Assessment System to EOY Benchmark Assessment System. |
|---|--|--|--|

Priority: Lewistown Elementary school students are no longer quarantined due to Covid 19 and students with lice are no longer excluded from school. These policies will have a positive effect on student attendance.

| | | | |
|--|---|---|---|
| Outcome Category | | | |
| Regular Attendance | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By June 1, 2024 our regular attendance (all student sub-groups) will be 85% | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Attendance | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By November 1, 2023 99% of Lewistown Elementary K-3 students will be in attendance | By January 30, 2024 95% of Lewistown Elementary K-3 students will be in attendance. | By March 30, 2024 90% of Lewistown Elementary K-3 students will be in attendance. | By June 1, 2024 85% of Lewistown Elementary K-3 students will be in attendance. |

Priority: Lewistown Elementary will continue the implementation of the SpringMath interactive platform to combine streamlined tools for assessment, reporting, and interventions to provide a clear path to math achievement for every student K-3.

| | | | |
|---|---|---|---|
| Outcome Category | | | |
| Mathematics | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| By June 1, 2024 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| SpringMath | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| By November 1, 2023 10% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. | By January 30, 2024 20% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. | By March 30, 2024 40% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. | By June 1, 2024 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. |

Action Plan

Measurable Goals

| | |
|-----------------------------|------------|
| Acadience WWR | |
| Benchmark Assessment System | Attendance |
| SpringMath | |

Action Plan For: University of Florida Institute

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none">By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| Grade 1 teachers will use UFLI and From Phonics to Reading in their daily curriculum to increase their WWR and ORF. | | 2023-08-30 | 2024-06-03 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Jennifer Esh/Principal, Grade 1 teachers | Federal funds will support UFLI and FlyLeaf Decodeables | Yes | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|-------------------------|---|
| Increase in WWR and ORF | DIBELS Acadience Data - School psychologist - administration - teachers |

Action Plan For: SpringMath

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none">By June 1, 2024 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| K-3 Classroom and Title I math instructors will administer Spring Math Assessment in Fall, Winter and Spring. | | 2023-08-30 | 2024-06-03 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| K-3 classroom teachers, Title I Math instructors - Karin Muir, Meg Rupert, Amber Fuller | Federal funds will support Spring Math assessment | No | |

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

| | |
|---|---|
| Class-wide and individual interventions groups developed for students | Fall, Winter and Spring Assessments during scheduled data analysis time/Title Math instructors/classroom teachers |
|---|---|

Action Plan For: Decodables

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience. |

| Action Step | | Anticipated Start/Completion Date | |
|---|--|-----------------------------------|------------|
| Implementation of Flyleaf Decodable Literature Library into K-3 small group instruction for targeted students | | 2023-08-30 | 2024-06-03 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Jennifer Esh - Principal K-3 Classroom Teachers | Federal funds will be used to purchase Flyleaf materials | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Acadience WWR and ORF will increase and decrease the number of students in need of Tier II and Tier III supports. | Acadience ORF/WWR Frequent and direct monitoring and tracking student response to interventions |

Action Plan For: Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

| |
|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> By June 1, 2024 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience. |

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development | | 2023-08-30 | 2024-06-03 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| K-3 Classroom teachers, Jennifer Esh - principal, Nicole O'Donnell - Assistant principal, Title reading teachers, | Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training resources. Tiu 11 PD Facilitators or | Yes | |

| | | | |
|----------------------------------|---------------------|--|--|
| Becky Wagner-school psychologist | LETRS Unit of Study | | |
|----------------------------------|---------------------|--|--|

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|---|
| Increase in effective and explicit teaching of reading and spelling in K-3 classroom. Increase the number of students reading at their respective grade level. | Benchmark Assessment System EOY Data |

Action Plan For: MTSS

| Measurable Goals: |
|--|
| <ul style="list-style-type: none"> By June 1, 2024 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience. |

| Action Step | Anticipated Start/Completion Date | |
|---|--|------------|
| LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System (MTSS) model | 2023-08-30 | 2024-06-03 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? |
| Jennifer Esh- Principal Nicole O'Donnell -Asst. Principal Becky Wagner- Psychologist | Federal funds will support universal screeners, evidence-based interventions, standards-based core curriculum, reading and math intervention teachers. | No |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Decrease in the number of students who need Tier II and Tier II levels of support | Frequent and direct monitoring and charting of student response to intervention |

Action Plan For: PBIS

| Measurable Goals: |
|--|
| <ul style="list-style-type: none"> By June 1, 2024 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. By June 1, 2024 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. |

- By June 1, 2024 our regular attendance (all student sub-groups) will be 85%
- By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience.

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Committees are organized at the start of the year and designed to have input from all staff for celebrations, acknowledgments, schoolwide events, etc. All professional staff members are active on a committee. | | 2023-08-30 | 2024-06-03 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Jennifer Esh - Principal Nicole O'Donnell - Asst. Principal PBIS Core Team Meg Rupert and Amber Oliver - PBIS coaches | Federal funds will support PBIS handbook/funding for PBIS rewards and celebrations. | Yes | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|---|
| Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals. | ODRs (office discipline referrals will be reviewed daily and data reports will be shared monthly with the staff/team. |

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

| Expenditure Description | Action Plan(s) | E-grant Budget Category (Schoolwide Funding) | Amount |
|---|---|--|--------|
| 9 Title 1 Reading/Math teachers - salary/benefits | <ul style="list-style-type: none">University of Florida InstituteSpringMathDecodablesLanguage Essentials for Teachers of Reading and Spelling (LETRS) Professional Development | Instruction | 873231 |
| Summer Tutoring/Camp on the Way to Kindergarten Salary/Benefits | <ul style="list-style-type: none">MTSS | Instruction | 23501 |
| Camp on the Way to Kindergarten Transportation | <ul style="list-style-type: none">MTSS | Other Expenditures | 10000 |
| MTSS Supplies | <ul style="list-style-type: none">University of Florida InstituteSpringMathDecodablesLanguage Essentials for Teachers of Reading and Spelling (LETRS) Professional Development | Instruction | 148824 |

| | |
|--------------------|---------|
| Total Expenditures | 1055556 |
|--------------------|---------|

Professional Development

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|---|---|
| University of Florida Institute | Grade 1 teachers will use UFLI and From Phonics to Reading in their daily curriculum to increase their WWR and ORF. |
| Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development | Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development |
| PBIS | PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Committees are organized at the start of the year and designed to have input from all staff for celebrations, acknowledgments, schoolwide events, etc. All professional staff members are active on a committee. |

LETRS Training K-3 Teachers and Administration

| Action Step | | |
|--|-------------------|------------------------|
| <ul style="list-style-type: none"> Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development | | |
| Audience | | |
| Administration, teachers | | |
| Topics to be Included | | |
| LETRS modules 1 - 4 | | |
| Evidence of Learning | | |
| Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in K-3 students reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) Benchmark Assessment System EOY data. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Steven DeArment/Chief of Academics Frank Miller/Federal Programs Coordinator TIU 11 Professional Development Facilitators for LETRS Units of Study. | 2023-08-22 | 2024-06-04 |

Learning Format

| Type of Activities | Frequency |
|---|---|
| Course(s) | Units 1-4 2023-2024 School & Year Units 5-8 2024-2025 School Year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 3a: Communicating with Students 4d: Participating in a Professional Community 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 3b: Using Questioning and Discussion Techniques | |

| |
|--|
| <ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 4b: Maintaining Accurate Records • 1d: Demonstrating Knowledge of Resources • 4a: Reflecting on Teaching |
| This Step Meets the Requirements of State Required Trainings |
| Language and Literacy Acquisition for All Students |

PBIS

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Committees are organized at the start of the year and designed to have input from all staff for celebrations, acknowledgments, schoolwide events, etc. All professional staff members are active on a committee. | | |
| Audience | | |
| LES PBIS Coaches | | |
| Topics to be Included | | |
| celebrations, core team responsibilities, committees, staff acknowledgment, community outreach, parental engagement | | |
| Evidence of Learning | | |
| participation of all staff on at least one PBIS committee to plan and implement PBIS with fidelity. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Jennifer Esh - Principal PBIS Core Team - Amber Oliver and Meg Rupert - coaches | 2023-08-24 | 2024-06-04 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | monthly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 2d: Managing Student Behavior • 4c: Communicating with Families • 2c: Managing Classroom Procedures • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning | |
| This Step Meets the Requirements of State Required Trainings | |
| Language and Literacy Acquisition for All Students | |

University of Florida Institute

| |
|--------------------|
| Action Step |
|--------------------|

| | | |
|---|--------------------------|-------------------------------|
| <ul style="list-style-type: none"> Grade 1 teachers will use UFLI and From Phonics to Reading in their daily curriculum to increase their WWR and ORF. | | |
| Audience | | |
| Classroom teachers and interventionists | | |
| Topics to be Included | | |
| The use of UFLI in the classroom | | |
| Evidence of Learning | | |
| LES will utilize Pathways of Progress from Acadience to make decisions regarding Tiered supports for interventions. Increase effective reading instruction. | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Jennifer Esh - Principal Nicole O'Donnell - Asst. Principal Title Reading teachers | 2023-08-22 | 2024-06-03 |

Learning Format

| | |
|---|---|
| Type of Activities | Frequency |
| Collaborative curriculum development | During an Act 80 Day in 2023-2024 school year |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 3d: Using Assessment in Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 3e: Demonstrating Flexibility and Responsiveness | |
| This Step Meets the Requirements of State Required Trainings | |
| Language and Literacy Acquisition for All Students | |

Approvals & Signatures

| |
|--|
| Uploaded Files |
| <ul style="list-style-type: none">RBM Minutes 07-27-2023.pdf |

| | |
|---|-------------|
| Chief School Administrator | Date |
| Vance S. Varner | 2023-08-17 |
| Building Principal Signature | Date |
| Jennifer L. Esh | 2023-08-14 |
| School Improvement Facilitator Signature | Date |
| | |