

Profile and Plan Essentials

School		AUN/Branch
Strodes Mills Elementary		111444602
Address 1		
185 Chestnut Ridge Road		
Address 2		
City	State	Zip Code
McVeytown	PA	17051
Chief School Administrator		Chief School Administrator Email
Vance Varner		vsv55@mcsdk12.org
Principal Name		
Frank Miller		
Principal Email		
fwm28@mcsdk12.org		
Principal Phone Number		Principal Extension
717-248-7154		1505
School Improvement Facilitator Name		School Improvement Facilitator Email
N/A		N/A

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Frank Miller	Principal	MCSD/Strodes Mills Elementary	fwm28@mcsdk12.org
Mandy Maxwell	Title I Teacher	MCSD/Strodes Mills Elementary	@mcsdk12.org
Sylvia Franklin	Title I Teacher	MCSD/Strodes Mills Elementary	slf48@mcsdk12.org
Zachary Sigler	Title I Teacher	MCSD/Strodes Mills Elementary	zls45@mcsdk12.org
Natalie Powell	Title I Teacher	MCSD/Strodes Mills Elementary	nrm13@mcsdk12.org
Leah Noerr	Regular Education Teacher	MCSD/Strodes Mills Elementary	lcn21@mcsdk12.org
Heather Benfer	Special Education Teacher	MCSD/Strodes Mills Elementary	hdm13@mcsdk12.org
Brooke Marker	Guidance Counselor	MCSD/Strodes Mills Elementary	blm50@mcsdk12.org
Kimberly Tierney	Psychologist	MCSD/Strodes Mills Elementary	klb39@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD/Chief Academic Officer	sfd12@mcsdk12.org
Saundra Aurand	Parent School Association President	Community Representation	saundra.aurand@gmail.com
Melinda Sunderland	Parent	Parent	mbsunderland@gmail.com
Mr. Vance Varner	Chief School Administrator	MCSD	vsv55@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 believe it is our responsibility to educate each student to be respectful, responsible, ready and safe in all settings. We believe children need a positive, nurturing environment; therefore we will build relationships among students, families, staff 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 52.6% of All Student group were Proficient or Advanced on 2022 ELA PSSA ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Increase of 13.2% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2021 to 2022.
Indicator 45.5% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA 24% of Economically Disadvantaged students were Advanced/Proficient on the 2021 ELA PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Increase of 21.5% of grade 3 Economically Disadvantaged students who performed at the advanced/proficient level in English Language Arts from 2021 to 2022.

Challenges

Indicator 52.6% of All Student group were Proficient or Advanced on 2022 ELA PSSA ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Increase of 13.2% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2021 to 2022.
Indicator 45.5% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA 24% of Economically Disadvantaged students were Advanced/Proficient on the 2021 ELA PSSA ESSA Student Subgroups	Comments/Notable Observations Increase of 21.5% of grade 3 Economically Disadvantaged students who performed at the advanced/proficient level in English Language Arts from 2021 to 2022.

Economically Disadvantaged	
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.

2022 PSSA results released by PDE reports 52.6% of our grade 3 students scored at the advanced/proficient level in English Language Arts. Increase of 13.2% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2021 to 2022.
45.5% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA. Increase of 21.5% of grade 3 Economically Disadvantaged students who performed at the advanced/proficient level in English Language Arts from 2021 to 2022.
2022 PSSA results released by PDE reports 47.4% of our grade 3 students scored at the advanced/proficient level in Mathematics. Increase of 16.6% of grade 3 students who performed at the advanced/proficient level in Mathematics from 2021 to 2022.

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.

52.6% of All Student group were Proficient or Advanced on 2022 ELA PSSA.
47.4% of All Student group were Proficient or Advanced on 2022 Math PSSA
83.6% of All Students with Regular Attendance. Decrease of 9.1% of All Students with Regular Attendance from 2021 to 2022. Economically Disadvantaged students Regular Attendance is 79.1% Students with Disabilities Regular Attendance is 75.9%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	62% of Grade K students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 21% from previous year.
Acadience Grade 1	68% of Grade 1 students are At or Above Benchmark on EOY Reading Composite Score. Increase of 16% from previous year.
Acadience Grade 2	46% of Grade 2 students are At or Above Benchmark on EOY Reading Composite Score. Increase of 3% from previous year.
Acadience Grade 3	42% of Grade 3 students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 3% from previous year.
Benchmark Assessment System Grade K	90% of Grade K students are Reading Level D or have grown at minimum 2 levels from BOY to EOY.
Benchmark Assessment System Grade 1	93% of Grade 1 students are Reading Level I or have grown at minimum 4 levels from BOY to EOY.
Benchmark Assessment System Grade 2	94% of Grade 2 students are Reading Level M or have grown at minimum 3 levels from BOY to EOY.
Benchmark Assessment System Grade 3	76% of Grade 3 students are Reading Level P or have grown at minimum 3 levels from BOY to EOY.

English Language Arts Summary

Strengths

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on an MTSS framework. District psychologists are working collaboratively with PaTTAN (Dr. Collins) to rewrite MTSS handbook.
SLD/RTI determination for ELA in practice at SMES.
Analysis of student growth in BAS reading levels and Acadience Pathway to Progress.
Heggerty, 95% Group, West Virginia Phonics, Early Reading Intervention, Lexia, iReady, Flyleaf Decodable Readers continue to be used as supplemental resources. SMES teachers use these resources with fidelity.

Challenges

Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district made a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. Technology is now used in the classroom on a daily basis to support and enhance instruction.

Mathematics

Data	Comments/Notable Observations
Spring Math Grade K	93% of students "Met Target" on Spring Screen. Increase of 74% from Fall Screen.
Spring Math Grade 1	61% of students "Met Target" on Spring Screen. Increase of 39% from Fall Screen.
Spring Math Grade 2	70% of students "Met Target" on Spring Screen. Increase of 60% from Fall Screen. .
Spring Math Grade 3	23% of students "Met Target" on Spring Screen. Increase of 20% from Fall Screen.

Mathematics Summary

Strengths

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework
SMES Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.
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.
SMES teachers continue to use Spring Math with fidelity.

Challenges

Students get stuck on one skill for an extended period of time.
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district made a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. Technology is now used in the classroom on a daily basis to support and enhance instruction.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

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 short comings 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.

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.
--

The interface and platform have changed, making for better use for our staff and students.
--

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

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
45.5% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA 24% of Economically Disadvantaged students were Advanced/Proficient on the 2021 ELA PSSA	Economically Disadvantaged students 7.1% below the All Student Group but an increase of 20.5% Economically Disadvantaged Students Advanced/Proficient from 2021 to 2022.
40.9% of Economically Disadvantaged students were Advanced/Proficient on the 2022 Math PSSA 16% of Economically Disadvantaged students were Advanced/Proficient on the 2021 Math PSSA	Economically Disadvantaged students 6.5% below the All Student Group but an increase of 24.9% Economically Disadvantaged Students Advanced/Proficient from 2021 to 2022.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	52.6% of All Student group in comparison to 54.1% of White Student group were Advanced/Proficient on 2022 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other

	Race/Ethnicity subgroups.
White	47.4% of All Student group in comparison to 48.6% of White Student group were Advanced/Proficient on 2022 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

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.

52.6% of All Student group in comparison to 54.1% of White Student group were Advanced/Proficient on 2022 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.
47.4% of All Student group in comparison to 48.6% of White Student group were Advanced/Proficient on 2022 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

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.

45.5% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA
40.9% 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	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement a multi-tiered system of supports for academics and behavior. District psychologists are working collaboratively with PaTTAN (Dr. Collins) to rewrite MTSS handbook.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Identify and address individual student learning needs.

Challenges

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

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Continuously monitor implementation of the school improvement plan and adjust as needed
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.

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
45.5% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA. Increase of 21.5% of grade 3 Economically Disadvantaged students who performed at the advanced/proficient level in English Language Arts from 2021 to 2022.	False
2022 PSSA results released by PDE reports 52.6% of our grade 3 students scored at the advanced/proficient level in English Language Arts. Increase of 13.2% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2021 to 2022.	False
2022 PSSA results released by PDE reports 47.4% of our grade 3 students scored at the advanced/proficient level in Mathematics. Increase of 16.6% of grade 3 students who performed at the advanced/proficient level in Mathematics from 2021 to 2022.	False
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on an MTSS framework. District psychologists are working collaboratively with PaTTAN (Dr. Collins) to rewrite MTSS handbook.	False
SLD/RTI determination for ELA in practice at SMES.	False
Analysis of student growth in BAS reading levels and Acadience Pathway to Progress.	False
Heggerty, 95% Group, West Virginia Phonics, Early Reading Intervention, Lexia, iReady, Flyleaf Decodable Readers continue to be used as supplemental resources. SMES teachers use these resources with fidelity.	False
N/A	False
The interface and platform have changed, making for better use for our staff and students.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Implement a multi-tiered system of supports for academics and behavior. District psychologists are working collaboratively with PaTTAN (Dr. Collins) to rewrite MTSS handbook.	True
52.6% of All Student group in comparison to 54.1% of White Student group were Advanced/Proficient on 2022 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.	False
47.4% of All Student group in comparison to 48.6% of White Student group were Advanced/Proficient on 2022 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.	False

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework	True
SMES Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.	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
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
SMES teachers continue to use Spring Math with fidelity.	False
Identify and address individual student learning needs.	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
52.6% of All Student group were Proficient or Advanced on 2022 ELA PSSA.	True
47.4% of All Student group were Proficient or Advanced on 2022 Math PSSA	True
83.6% of All Students with Regular Attendance. Decrease of 9.1% of All Students with Regular Attendance from 2021 to 2022. Economically Disadvantaged students Regular Attendance is 79.1% Students with Disabilities Regular Attendance is 75.9%	False
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	True
Students get stuck on one skill for an extended period of time.	False
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.	False
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district made a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. Technology is now used in the classroom on a daily basis to support and enhance instruction.	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
45.5% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA	False
40.9% of Economically Disadvantaged students were Advanced/Proficient on the 2022 Math PSSA	False
N/A	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district made a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. Technology is now used in the classroom on a daily basis to support and enhance instruction.	True
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.	False

Most Notable Observations/Patterns

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

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern. ELA PSSA results were significantly impacted by the COVID 19 pandemic. ELA Advanced/proficient students fell from 68.9% in 2019 to 39.2% in 2021. A decrease of 29.7 % 52.6% of were Proficient or Advanced on 2022 ELA PSSA. Math PSSA results were significantly impacted by the COVID 19 pandemic. Math Advanced/proficient students fell from 66.7% in 2019 to 30.8% in 2021. A decrease of 35.9 % 47.4% were Proficient or Advanced on 2022 Math PSSA. EOY Acadience data reports 75% of (kindergarten/first grade) students are performing at or above the 25th percentile on their Reading Composite Score. (72% Kindergarten and 80% Grade 1) Goal was 85% for 2022-2023. BAS data indicates students have made growth from BOY to EOY but many students are still well below the recommended level for their respective grade. The district made a significant investment in a technology 1:1 initiative and instructional software to support remote learning and differentiated instruction.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
52.6% of All Student group were Proficient or Advanced on 2022 ELA PSSA.	Discussion of 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
47.4% of All Student group were Proficient or Advanced on 2022 Math PSSA	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
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI).	True
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district made a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. Technology is now used in the classroom on a daily basis to support and enhance instruction.	ESSER funds will be used to make a significant investment in a technology 1:1 initiative and instructional software to support remote learning and differentiated instruction for the 2023-2043 school year.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	A variety of assessments are used to frequently and directly monitor and chart student response to interventions. (Benchmark Assessment System, Adadience/DIBELS, QPS, Spring Math)
Implement a multi-tiered system of supports for academics and behavior. District psychologists are working collaboratively with PaTTAN (Dr. Collins) to rewrite MTSS handbook.	Strodes Mills continues to develop/refine a Multi-Tiered System of Support handbook to assure fidelity of implementation by all stakeholders. MTSS handbook will be rewritten with PaTTAN (Dr. Collins) during the summer of 2023.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Federal Program Coordinator meets monthly with building principal to determine how Title I funds can supplement programmatic and human resources to support student and building needs identified in school improvement plan.
Monthly Problem Solving Team meetings to analyze data and	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered

develop intervention groups based on a MTSS framework	supports.
Identify and address individual student learning needs.	Title I 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 19 pandemic.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strodes Mills 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.
	Strodes Mills will continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.
	Strodes Mills will continue implementation of Heggerty Phonemic Awareness with all Kindergarten and Grade 1 students on a daily basis. K-1 students who demonstrate a need will receive an additional time to have Heggerty pretaught to them on a daily basis. Early Reading Intervention will be delivered throughout the entire school year as a tier of intervention to all K students who score below the 10th percentile on DIBELS/Acadience DCS at BOY and MOY. Flyleaf Decodable Readers will be implemented with Tier II K-3 students in guided reading groups. University of Florida Literacy Institute Phonics (UFLI) will be implemented with fidelity in all K-2 classrooms beginning the 2023-2024 school year.

Goal Setting

Priority: Strodes Mills 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 Benchmark Assessment System to EOY Benchmark Assessment System.	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 Benchmark Assessment System to EOY Benchmark Assessment System.	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 Benchmark Assessment System to EOY Benchmark Assessment System.	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.

Priority: Strodes Mills will continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2024 75% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Spring Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2023 20% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2024 50% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 30 2024 50% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By June 1, 2024 75% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Priority: Strodes Mills will continue implementation of Heggerty Phonemic Awareness with all Kindergarten and Grade 1 students on a daily basis. K-1 students who demonstrate a need will receive an additional time to have Heggerty pretaught to them on a daily basis. Early Reading Intervention will be delivered throughout the entire school year as a tier of intervention to all K students who score below the 10th percentile on DIBELS/Acadience DCS at BOY and MOY. Flyleaf Decodable Readers will be implemented with Tier II K-3 students in guided reading groups. University of Florida Literacy Institute Phonics (UFLI) will be implemented with fidelity in all K-2 classrooms beginning the 2023-2024 school year.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 1, 2024 85% of (kindergarten/first grade) students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Tier I /Acadience Reading Composite			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2023 70% of Strodes Mills Elementary K-1 students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.	By January 30, 2024 75% of Strodes Mills Elementary K-1 students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.	By March 30 2024 80% of Strodes Mills Elementary K-1 students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.	By June 1, 2024 85% of Strodes Mills Elementary K-1 students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience

Action Plan

Measurable Goals

Benchmark Assessment System	Spring Math
Tier I /Acadience Reading Composite	

Action Plan For: Heggerty Phonemic Awareness

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 85% of (kindergarten/first grade) students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
Kindergarten and Grade 1 teachers will continue to use Heggerty Phonemic Awareness in their daily curriculum.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kindergarten/Grade 1 Classroom Teachers	Heggerty Phonemic Awareness Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Acadience PSF and FSF for K and 1 students.	Acadience Data BOY/MOY/EOY

Action Plan For: RTI/SLD Determination

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 75% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.By June 1, 2024 85% of (kindergarten/first grade) students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.

Action Step	Anticipated Start/Completion Date
Evaluate the fidelity of MTSS framework components per PaTTAN's Multi-Tiered Systems of Supports (MTSS) Fidelity Tool: Enhancing	2023-08- 2024-06-

Response to Intervention (RTI)		30	03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kimberly Tierney/School Psychologist	Federal Funds will support Training and consultation from PaTTAN and IU 11 staff, DIBELS benchmark and progress monitoring data, QPS and PAST screening information, TOWRE-2, KTEA-3, and CTOPP-2 assessments, monthly team meetings, intervention materials (including ERI, 95% Group, WV Phonics, and Wilson)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
At the completion of this series, our team will have created a framework under which we will implement our MTSS for reading system in K-3. This will include: benchmark assessments, implementation of evidenced based Tier 1, 2 and 3 supports, progress monitoring, data analysis, problem solving, and identification of specific learning disabilities in reading.	Ongoing feedback from PATTAN and TIU 11 staff to support SLD determination for eligibility in Reading.

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 75% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. By June 1, 2024 85% of (kindergarten/first grade) students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.

Action Step	Anticipated Start/Completion Date	
SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model	2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Frank Miller/Principal Kimberly Tierney/School Psychologist	Federal Funds will support Universal Screeners/Evidence Based Interventions/Standards Based Core Curriculum/Reading and Math Intervention Teachers	Yes

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

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 75% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. By June 1, 2024 85% of (kindergarten/first grade) students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience. 	

Action Step		Anticipated Start/Completion Date	
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Core Team	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.	Skward major and minor behavior referrals will be reviewed on a monthly basis.

Action Plan For: Spring Math

Measurable Goals:	
<ul style="list-style-type: none"> By June 1, 2024 75% of Strodes Mills 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 Instructor 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?	
Natalie Powell/Title I Math	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 PD time.
---	---

Action Plan For: Early Reading Intervention

Measurable Goals:
<ul style="list-style-type: none"> By June 1, 2024 85% of (kindergarten/first grade) students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
Early Reading Intervention will be delivered to all K students who score below the 10th percentile on Acadience DCS at BOY and MOY.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mandy Hartzler/Sylvia Franklin/Zachary Sigler/ Title I Reading Specialists	Federal Funds will support Early Reading Intervention Kits/Title I Reading Specialists.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement with DIBELS students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience data and ERI placement checks

Action Plan For: Decodable Readers

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 85% of (kindergarten/first grade) students will be performing at or above the 25th percentile on their Reading Composite 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?	
Frank Miller/Principal K-3 Classroom Teachers	ARP/ESSER funds will be used to purchased complete classroom sets of Flyleaf Decodable Readers for all K-3 classrooms.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Acadience ORF will increase. Decrease in the number of students who need Tier II and Tier III levels of support.	Acadience ORF Frequent and direct monitoring and charting student response to interventions

Action Plan For: University of Florida Literacy Institute Phonics (UFLI)

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 85% of (kindergarten/first grade) students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.

Action Step	Anticipated Start/Completion Date	
Purchase and implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.	2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Frank Miller/Building Principal K-2 Classroom Teachers	Frank Miller/Building Principal K-2 Classroom Teachers	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement with DIBELS students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience data BOY/MOY/EOY

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 85% of (kindergarten/first grade) students will be performing at or above the 25th percentile on their Reading Composite Score in Acadience.

Action Step	Anticipated
-------------	-------------

		Start/Completion Date	
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers.		2023-06-01	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Frank Miller/Building Principal Steven DeArment/Chief Academic Officer	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources. TIU 11 Professional Development Facilitators for LETRS Units of Study.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in number of K-3 students reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart)	Benchmark Assessment System EOY data.

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
4 Title I Reading/Math Teacher Salary/Benefits	<ul style="list-style-type: none">• Heggerty Phonemic Awareness• RTI/SLD Determination• MTSS• PBIS• Spring Math• Early Reading Intervention• Decodable Readers• University of Florida Literacy Institute Phonics (UFLI)• Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development	Instruction	371945
Camp on the Way to Kindergarten Salary/Benefits	<ul style="list-style-type: none">• MTSS	Instruction	8000
Camp on the Way to Kindergarten Transportation	<ul style="list-style-type: none">• MTSS	Other Expenditures	3000
MTSS Supplies	<ul style="list-style-type: none">• Heggerty Phonemic	Instruction	5941

	<ul style="list-style-type: none"> Awareness • RTI/SLD Determination • MTSS • PBIS • Spring Math • Early Reading Intervention • Decodable Readers • University of Florida Literacy Institute Phonics (UFLI) • Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development 			
Total Expenditures				388886

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
RTI/SLD Determination	Evaluate the fidelity of MTSS framework components per PaTTAN's Multi-Tiered Systems of Supports (MTSS) Fidelity Tool: Enhancing Response to Intervention (RTI)
MTSS	SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model
PBIS	PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.
University of Florida Literacy Institute Phonics (UFLI)	Purchase and implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers.

PBIS Coaches Training

Action Step		
<ul style="list-style-type: none"> PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations. 		
Audience		
PBIS Building Coaches		
Topics to be Included		
Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement		
Evidence of Learning		
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at SMES.		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Core Team	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"> 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 3a: Communicating with Students 	

This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

RTI/SLD Determination

Action Step		
<ul style="list-style-type: none"> Evaluate the fidelity of MTSS framework components per PaTTAN's Multi-Tiered Systems of Supports (MTSS) Fidelity Tool: Enhancing Response to Intervention (RTI) 		
Audience		
SMES K-3 faculty		
Topics to be Included		
Analysis of Acadience data		
Evidence of Learning		
SMES will utilize Pathways of Progress from Acadience to make decisions regarding tiered supports and/or moving to evaluation.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kimberly Tierney/Psychologist Title I Reading Teachers	2023-08-22	2024-06-04

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 4b: Maintaining Accurate Records 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 4c: Communicating with Families 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Problem Solving Team Meetings (PST)

Action Step
<ul style="list-style-type: none"> SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model
Audience
SMES K-3 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal.
Topics to be Included

Monitor student progress in all Tiers with analysis of Acadience, Benchmark Assessment System and Spring Math. Discuss core instruction and Tier I issues Research, design and implement effective interventions for at-risk students. (Tier II and Tier III). Discussion of recommendations from PaTTAN consultant (Dr. Collins) for MTSS framework, core curriculum, interventions and assessments for K-3 students.		
Evidence of Learning		
Utilization of all available data to make instructional decisions and increase efficiency of Tier I, Tier II and Tier III service delivery.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Frank Miller/Principal Kimberly Tierney/Psychologist Title I Reading Teachers	2023-08-22	2024-06-04

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 4a: Reflecting on Teaching 1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

Action Step		
<ul style="list-style-type: none"> Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers. 		
Audience		
All K-3 Regular Education, Special Education and Title I Teachers		
Topics to be Included		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources.		
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 Academic Officer 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"> • 1f: Designing Student Assessments • 4b: Maintaining Accurate Records • 1a: Demonstrating Knowledge of Content and Pedagogy • 3a: Communicating with Students • 4d: Participating in a Professional Community • 1d: Demonstrating Knowledge of Resources • 3d: Using Assessment in Instruction • 1b: Demonstrating Knowledge of Students • 3b: Using Questioning and Discussion Techniques • 4e: Growing and Developing Professionally • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">RBM Minutes 07-27-2023 (1).pdf

Chief School Administrator	Date
Vance S. Varner	2023-08-17
Building Principal Signature	Date
Frank Miller	2023-07-31
School Improvement Facilitator Signature	Date