

Russell C. Phillips El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Farrell Area Elementary School		104432503
Address 1		
1600 Roemer Blvd.		
Address 2		
City	State	Zip Code
Farrell	PA	16121
Chief School Administrator		Chief School Administrator Email
Dr. Lora A. Adams-King		ladams-king@farrellareaschools.com
Principal Name		
Neall Jones		
Principal Email		
njones@farrellareaschools.com		
Principal Phone Number		Principal Extension
724-509-1114		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. David Zupsic		david.zupsic@miu4.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Neall Jones	Principal	Farrell Area School District	njones@farrellareaschools.com
Riley Smoot	Schoolwide Resource Officer	District	rsmoot@farrellareaschools.com
Nicole Lombardi	Educational Specialist	Elementary	nlombardi@farrellareaschools.com
Arthur Hunyadi	Teacher	Elementary	ahunyadi@farrellareaschools.com
Keirnan Grill	Special Education Director	District	kgrill@farrellareaschools.com
Jordan Snyder	Guidance Counselor	Elementary	jsnyder@farrellareaschools.com
David Zupsic	Curriculum and Instruction	Midwestern Intermediate Unit 4	dzupsic@miu4.org
Devi Sahadeo	Parent	Elementary	devisahadeo33@gmail.com
Valerie Morrison	Teacher	Elementary	vmorrison@farrellareaschools.com
Jennifer Erdman	Teacher	Elementary	jerdmanfarrellareaschools.com
Keith Fustos	Teacher	Elementary	kfustos@farellareaschools.com
Emily Clare	District Level Leaders	District	eclare@farrellareaschools.com
Terrence Crumby	Community Member	District	terrencecrumby@yahoo.com

Vision for Learning

Vision for Learning

The Mission of the Farrell Area School District is to work collaboratively within the community to foster a dynamic standards-based curriculum within a safe, educationally managed environment. Facilitated by a caring professional staff, opportunities abound for all students to become actively engaged as productive, responsible lifelong learners empowered to meet the global changes and needs of a culturally diverse society.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Math Academic Growth Score was 90.0 which exceeded the statewide average by 15.1.	MATH - A slight decrease was made in the All Student Group from the previous year
The percentage of Advanced students on the ELA assessment increased from 2.1% in 21-22 to 2.2% in 22-23.	Increased percentage of students Advanced in Math
Students with disabilities increased from 9.8% to 11.5% from the 21-22 school year to 22-23.	Increased 1.7% in ELA

Challenges

Indicator	Comments/Notable Observations
All Student Group earned a 19.3% proficient or advanced on the PSSA's in ELA.	The state average was a 54.5%.
All Student Group earned an 17.2% proficient or advanced on the PSSA's in Math.	The state average was a 38.3%.
ELA Academic Growth Score was 65.0 which was below the statewide average of 75.4.	ELA - A significant decrease was made in the All Student Group from the previous year

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

Strengths

Indicator	Comments/Notable Observations
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<p>Students with Disabilities increased from 59% in 21-22 to 73% in 22- 23 on the PSSAs in Math</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>This was an increase of 14% overall.</p>
<p>Indicator Students with Disabilities increased from 70% in 21-22 to 73% in 22- 23 on the PSSAs in ELA</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations This was an increase from the 20-21 school year of 3%.</p>
<p>Indicator Economically Disadvantaged students scored 91% in 22-23 which was a slight decrease of 95% in 21-22 in Math. However, this was well above the state average of 74.9%</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations This is still above the state average by 16.1%.</p>
<p>Indicator Students with disabilities growth score increased form 59% to 73% in math</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations This is a notable increase of 14% for the 22-23 school year.</p>

Challenges

<p>Indicator Black students scored 11.5% proficient and or advanced in ELA</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations This was a decrease from the 21-22 school year when the percent proficient/advanced for Black students was 26.4.</p>
<p>Indicator 19.5% of economically disadvantaged students scored proficient and/or advanced in ELA</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations This was a decrease from the 21-22 school year when the percent proficient/advanced for economically disadvantaged students in ELA was 28%.</p>
<p>Indicator 17.4% of economically disadvantaged students scored proficient and/or advanced in Mathematics</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations This was a slight decrease from the 21-22 school year when the percent proficient/advanced for economically disadvantaged students in Mathematics was 17.5%.</p>

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.

All student subgroup had an academic growth score of 90%, which exceeded the statewide average growth standard of 74.9%, by 15.1%.
Students with disabilities showed gains in ELA of 3% and in Math of 14%.
Economically disadvantaged students scored 16.1% above the state growth average in Math.

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.

All student group is significantly below the state growth average in ELA (54.5%)and Math (38.3%). ELA was 19.3% and Math was 17.2%.
Black students scoring proficient and/or advanced in ELA decreased from 26.4% to 11.5% from 20-21 to 21-22 school year.
Economically disadvantaged students scoring proficient and/or advanced in ELA decreased from 28.0% to 19.5% from the 20-21 to 21-22 school year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
WIST	Large percentages of students in grades 2-6 qualify to receive Tier 3 Reading instruction for decoding deficits.
NWEA MAP Growth	49% of 2nd graders scored in the red range for the 1st Grade Spring Reading assessment.
NWEA MAP Growth	17% of 1st graders scored in the Red range of the K Spring ELA and 21% for K Spring Mathematics Growth assessment.

English Language Arts Summary

Strengths

Teachers trained on new intervention curriculum: Wilson Reading
Continuation of Florida Center of Reading Research binders during intervention period - additional classroom teachers utilizing in the 24-25 school year
Continuation of new ELA curriculum: Foundations, Wit and Wisdom, Geodes, and Writing Adoption of Tier 2 and 3 Reading Intervention curriculum - Foundations, Wilson
Continuation of schoolwide intervention period within the master schedule

Challenges

33% of the all student group demonstrated proficient and/or advanced growth in ELA from Fall 2023 to Spring 2024.
22% of all student group demonstrated proficient and/or advanced growth in Math from Fall 2023 to Spring 2024.
The Black subgroup did not meet the statewide goal/target. Their score decreased from 100 to 63.
The economically disadvantaged subgroup did not meet the statewide goal/target. Their score decreased from 95 to 65.

Mathematics

Data	Comments/Notable Observations
ESGI - Number Recognition	18 Kindergarten students scored 80-100% on the Number recognition. Many of these students attended the district preK program.
NWEA MAP	Two out of 48 4th graders scored in the "proficient" range during the Spring 3rd grade Math Assessment.
NWEA Map	24 out of 55 2nd Graders scored in the red range during the Spring 1st grade Math Assessment.

Mathematics Summary

Strengths

Student participation for Mathematics was 100% for the spring testing.
In 2nd grade for the 23-24 school year, an additional teacher was assigned to mitigate large class size.
The all student group of proficient and advanced students increased from 18.6% to 22%.
90% of the all student group demonstrated growth, which is 15.1% higher than the state standard growth percentage of 74.9%.

Challenges

35% of the all student group, from Fall to Spring 23-24, did not meet the growth expectation for math.
47% of 2nd grade students did not meet the growth expectations for math from Fall to Spring 23-24.
82.8% of the all student group did not meet interim goal or improvement target.
Only 12.4% of the black subgroup made proficient/advanced growth.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
MAP Growth Science	Students in grades 4 took the MAP Growth Science test in 23-24 school year.
PSSA	100% participation by all students.

Science, Technology, and Engineering Education Summary

Strengths

Student participation for Science was 100%.
33.3% of the all student group in science showed academic growth, which met or exceeded the growth measure.

Challenges

66.7% all student group scored less than the statewide average of 58.9%.
The black student subgroup decreased from 45.5% in 2021-22 to 29% for the 22-23 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of the all student group met the Career Standard Benchmark for the 2022-2023 school year.	The statewide average was 89.6%.
100% of Black, economically disadvantaged, and combined ethnicity subgroups met the Career Standard Benchmark for the 2022-2023 school year.	This is equal to the all student group.

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.

100.0% of the all student group met the Career Standard Benchmark for the 2022-2023 school year.

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.

Continue to maintain 100% completion of the Career Standard Benchmark.

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
11.5% of students with disabilities scored proficient/advanced on the ELA PSSA.	This is a increase in performance from the 21-22 school year, when the score was 9.8% Indicators of Success- Indicator #3 Improve the participation and performance of students with disabilities on state assessments.
4.9% of students with disabilities scored proficient/advanced on the Math PSSA.	This measure remained the same from 20-21 school year to 21-22 school year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
99.5% of economically disadvantaged students participated in the ELA PSSA during 22-23.	Remained the same from previous year when participation was 99.5%.
98.5% of economically disadvantaged students participated in the Mathematics PSSA during 22-23.	Slight decrease from previous year when participation was 99.5% in 21-22..

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	97.6% of Black students participated in the Mathematics portion of the PSSA.
White	100% of White students participated in the Mathematics portion of the PSSA.
2 or More Races	97.1% of students with 2 or more races participated in the Mathematics portion of the PSSA.

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.

97.6% of Black students participated in the Mathematics portion of the PSSA.
98.5% of economically disadvantaged students participated in the ELA PSSA and the Mathematics PSSA during 22-23.
99.9% of the all student group participated in the ELA, Math and Science PSSA for 22-23.
4th grade had 100% participation in the ELA, Math and Science PSSA for 22-23.
97.1% of students with 2 or more races participated in the Mathematics portion of the PSSA.

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.

11.5% of students with disabilities scored proficient/advanced on the ELA PSSA.
4.9% of students with disabilities scored proficient/advanced on the 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 *
Continuation of an evidence-based system of schoolwide positive behavior interventions and supports
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *
Implement grade level data chats from 15 minutes to 30 minutes.

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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Continuously monitor implementation of the school improvement plan and adjust as needed
Collectively shape the vision for continuous improvement of teaching and learning *
Provide frequent, timely, and systematic feedback and support on instructional practices

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
All student subgroup had an academic growth score of 90%, which exceeded the statewide average growth standard of 74.9%, by 15.1%.	True
Students with disabilities showed gains in ELA of 3% and in Math of 14%.	True
Teachers trained on new intervention curriculum: Wilson Reading	False
Continuation of Florida Center of Reading Research binders during intervention period - additional classroom teachers utilizing in the 24-25 school year	False
Continuation of new ELA curriculum: Foundations, Wit and Wisdom, Geodes, and Writing Adoption of Tier 2 and 3 Reading Intervention curriculum - Foundations, Wilson	False
100.0% of the all student group met the Career Standard Benchmark for the 2022-2023 school year.	False
97.6% of Black students participated in the Mathematics portion of the PSSA.	False
33.3% of the all student group in science showed academic growth, which met or exceeded the growth measure.	False
Continuation of schoolwide intervention period within the master schedule	True
In 2nd grade for the 23-24 school year, an additional teacher was assigned to mitigate large class size.	False
The all student group of proficient and advanced students increased from 18.6% to 22%.	False
Student participation for Mathematics was 100% for the spring testing.	False
Student participation for Science was 100%.	False
Economically disadvantaged students scored 16.1% above the state growth average in Math.	True
90% of the all student group demonstrated growth, which is 15.1% higher than the state standard growth percentage of 74.9%.	False
97.1% of students with 2 or more races participated in the Mathematics portion of the PSSA.	False
98.5% of economically disadvantaged students participated in the ELA PSSA and the Mathematics PSSA during 22-23.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	True
Continuation of an evidence-based system of schoolwide positive behavior interventions and supports	False

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community *	False
99.9% of the all student group participated in the ELA, Math and Science PSSA for 22-23.	False
4th grade had 100% participation in the ELA, Math and Science PSSA for 22-23.	False
Implement grade level data chats from 15 minutes to 30 minutes.	False

Challenges

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

Strength	Check for Consideration in Plan
All student group is significantly below the state growth average in ELA (54.5%)and Math (38.3%). ELA was 19.3% and Math was 17.2%.	True
Black students scoring proficient and/or advanced in ELA decreased from 26.4% to 11.5% from 20-21 to 21-22 school year.	False
33% of the all student group demonstrated proficient and/or advanced growth in ELA from Fall 2023 to Spring 2024.	False
Economically disadvantaged students scoring proficient and/or advanced in ELA decreased from 28.0% to 19.5% from the 20-21 to 21-22 school year.	False
22% of all student group demonstrated proficient and/or advanced growth in Math from Fall 2023 to Spring 2024.	False
Continue to maintain 100% completion of the Career Standard Benchmark.	False
Collectively shape the vision for continuous improvement of teaching and learning *	True
35% of the all student group, from Fall to Spring 23-24, did not meet the growth expectation for math.	False
66.7% all student group scored less than the statewide average of 58.9%.	True
47% of 2nd grade students did not meet the growth expectations for math from Fall to Spring 23-24.	False
The black student subgroup decreased from 45.5% in 2021-22 to 29% for the 22-23 school year.	True
The Black subgroup did not meet the statewide goal/target. Their score decreased from 100 to 63.	False
The economically disadvantaged subgroup did not meet the statewide goal/target. Their score decreased from 95 to 65.	False
82.8% of the all student group did not meet interim goal or improvement target.	False
Only 12.4% of the black subgroup made proficient/advanced growth.	False
11.5% of students with disabilities scored proficient/advanced on the ELA PSSA.	False

4.9% of students with disabilities scored proficient/advanced on the Math PSSA.	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
	False
Provide frequent, timely, and systematic feedback and support on instructional practices	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.

The students performed well below the state-wide level on the state assessments. Curriculum teams were developed and the adoption of a new ELA curriculum is being instituted (Heggerty, 2020) Whit and Wisdom, Geodes, Foundations, Florida Center of Research, Language and Writing Instruction) based off of the Science of Reading. The schoolwide master schedule was revised that includes a common intervention time for each grade level. Title teachers and Related Arts teachers will assist in providing small group interventions. Intervention curriculum (Moving with Math and Wilson Reading Language) will be utilized.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student group is significantly below the state growth average in ELA (54.5%) and Math (38.3%). ELA was 19.3% and Math was 17.2%.		True
Collectively shape the vision for continuous improvement of teaching and learning *		False
66.7% all student group scored less than the statewide average of 58.9%.		True
The black student subgroup decreased from 45.5% in 2021-22 to 29% for the 22-23 school year.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Continuation of schoolwide intervention period within the master schedule	
All student subgroup had an academic growth score of 90%, which exceeded the statewide average growth standard of 74.9%, by 15.1%.	
Students with disabilities showed gains in ELA of 3% and in Math of 14%.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	
Economically disadvantaged students scored 16.1% above the state growth average in Math.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The intervention period will provide small group lessons for all students throughout the course of the week.
	Intervention groups will be structured to address specific, identified student learning deficits.

Goal Setting

Priority: The intervention period will provide small group lessons for all students throughout the course of the week.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Data teams will meet three times per quarter to review benchmark and progress monitoring data of individual students.			
Measurable Goal Nickname (35 Character Max)			
Data Teams			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Grade level data teams will meet 3x to review benchmark and progress monitoring data.	Grade level data teams will meet 3x to review benchmark and progress monitoring data.	Grade level data teams will meet 3x to review benchmark and progress monitoring data.	Grade level data teams will meet 3x to review benchmark and progress monitoring data.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The number of students scoring in the red range for MAP Growth Mathematics will decrease by half for the 1st Benchmark administration to the 3rd.			
Measurable Goal Nickname (35 Character Max)			
MAP Growth Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will participate in the MAP Growth Mathematics exam on NWEA.	Teachers will develop and deliver tiered mathematics lessons to students during intervention period, based on benchmark and progress monitoring data.	All students will participate in the 2nd administration of the MAP Growth Mathematics exam on NWEA.	All students will participate in the 3rd administration of the MAP Growth Mathematics exam on NWEA.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
All students in each grade level will receive small group instruction daily. The intervention groups will be revised at least 2x per quarter based on recent data results.			

Measurable Goal Nickname (35 Character Max)			
School Wide Intervention			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Grade level teams will meet 2x during the 1st quarter to review data and select intervention groups based on student need.	All students will take 2nd benchmark exams in Reading and Mathematics; intervention groups will be revised at least 2x per the 2nd quarter based on benchmark and progress monitoring data.	All students will take 3rd benchmark exams in Reading and Mathematics; intervention groups will be revised at least 2x per the 3rd quarter based on benchmark and progress monitoring data.	Progress monitoring data will be utilized to revise intervention groups at least 2x during the 4th quarter.

Priority: Intervention groups will be structured to address specific, identified student learning deficits.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
All students in each grade level will receive small group instruction daily. The intervention groups will be revised at least 2x per quarter based on recent data results.			
Measurable Goal Nickname (35 Character Max)			
Improvement of Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will take the MAP benchmark assessment. Data will be reviewed and intervention groups formed.	Data from progress monitoring will be used to restructure intervention groups.	Data from progress monitoring and 2nd benchmark will be used to restructure intervention groups.	All students will participate in the 3rd administration of the MAP benchmark assessment.

Action Plan

Measurable Goals

Data Teams	MAP Growth Mathematics
School Wide Intervention	Improvement of Instruction

Action Plan For: Data teams

Measurable Goals:

- Data teams will meet three times per quarter to review benchmark and progress monitoring data of individual students.

Action Step		Anticipated Start/Completion Date	
Data teams will meet 3x per quarter to review benchmark and progress monitoring data for individual students.		2024-09-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Emily Clare, Supervisor of Curriculum and Instruction, Interim Middle/High School Principal	Benchmark data, progress monitoring data	No	
Action Step		Anticipated Start/Completion Date	
Students K-6 will be organized into intervention groups based on most recent data.		2024-09-05	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Emily Clare, Supervisor of Curriculum and Instruction, Interim Middle/High School Principal	Time	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Targeted intervention lessons	Grade-Level teachers, Title Interventionist Teachers, Related Arts Teachers/ Weekly

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	<ul style="list-style-type: none">Data teams	Professional Educational Services (Salaries/Benefits)	644849
Other Expenditures	<ul style="list-style-type: none">Data teams	Other Purchased Services - Homeless Set Aside	150
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">Data teams	Professional Educational Services	55252
Total Expenditures			700251

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data teams	Students K-6 will be organized into intervention groups based on most recent data.

MAP Data Analysis

Action Step		
• Students K-6 will be organized into intervention groups based on most recent data.		
Audience		
K-6 Classroom teachers, Title I Interventionists, Related Arts Teachers		
Topics to be Included		
Data Analysis		
Evidence of Learning		
Intervention groups-organized by most recent data results		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Emily Clare	2024-09-13	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Neall Jones	2024-12-18
School Improvement Facilitator Signature	Date