Profile and Plan Essentials

School		AUN/Branch
Lincoln Elementary School		105252602/2013
Address 1		
831 East 31 Street		
Address 2		

City	State	Zip Code
Erie	PA	16504

Chief School Administrator	**Chief School Administrator Email**
Brian Polito	Bpolito@eriesd.org
Principal Name	
Carol Huffman	
Principal Email	
chuffman@eriesd.org	

Principal Phone Number	**Principal Extension**
814-874-6685	
School Improvement Facilitator Name	**School Improvement Facilitator Email**
Lisa Berlin	Lberlin@eriesd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Carol J Huffman	Principal	Lincoln Elementary	chuffman@eriesd.org
John Wasiulewski	Principal	Lincoln Elementary	jwasiulewski@eriesd.org
April Adamczyk	Teacher	Lincoln Elementary	aadamczyk@eriesd.org
Kristie Stephan	Teacher	Lincoln Elementary	kstephan@eriesd.org
Joanne Babay	Education Specialist	Lincoln Elementary	jbabay@eriesd.org
Gretchen Thomas	Teacher	Lincoln Elementary	gthomas@eriesd.org
Laura Wilcox	Teacher	Lincoln Elementary	lwilcox@eriesd.org
Jennifer Baker	Parent	Lincoln Elementary	jmzbaker@eriesd.org
Teresa Szumigala	District Level Leaders	Erie's Public Schools	tszumigala@eriesd.org
Willie Mae Fields	Paraprofessional	Lincoln Elementary	wfields@eriesd.org
Elizabeth Nies	Community Member	United Way	enies@eriesd.org
Brian Polito	Chief School Administrator	Erie's Public Schools	bpolito@eriesd.org
Brad Braggins	District Level Leaders	Special Ed Supervisor	bbraggins@eriesd.org
Holly Northrup	District Level Leaders	Content Supervisor	hnorthrup@eriesd.org
Jay Breneman	Board Member	School Board Member	jbreneman@eriesd.org
Roberta Huey	Teacher	Lincoln Elementary	rhuey@eriesd.org

Vision for Learning

Vision for Learning

At Lincoln, we show PRIDE: P-Prepare all Lions for success in a safe environment R-Rigorous instruction for all I-Inclusive of EVERYONE D-Dedicated to the Lincoln community E-Every Lion is accountable

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	**False** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Mathematics Proficiency and PVAAS	Increased proficiency from 11.7% to 25% in PSSA. Our PVAAS score grew from 91.0 to 97.0 in Math. Our percentage of advanced students is 5.8% which has increased from 4.9%.
Career Standards Benchmark	100% of our students completed this benchmark.
Early Indicators of Success	Our Grade 3 reading early indicator of success grew from 18.8% to 31.1%.
Regular Attendance	Our regular attendance grew from 78.7% to 79.7%. We are above the statewide average.
English Language Arts Proficiency and PVAAS	Our PVAAS score grew from 74.0 to 85.0 in English Language Arts.

Challenges

Indicator	Comments/Notable Observations
ELA Proficiency and PVAAS	Our proficiency level on PSSA remained the same at 25%. Our percentage of advanced students is 3.5% which has dropped from 3.8%.
Math Proficiency and PVAAS	Although we made a strong increase from 11.7% to 25%, our proficiency level is still below the statewide average.
Science Proficiency and PVAAS	Our proficiency level decreased from 49.2% to 47.2% on PSSA.

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

Strengths

Indicator Proficient or Advanced on PA State Assessments-English Language Arts **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Our economically disadvantaged group is trending up and went from 20% to 24.5%.
Indicator Proficient or Advanced on PA State	**Comments/Notable Observations** The following subgroups are all trending up in proficiency in PSSA. Our subgroups for Black went from 8% to

Assessments-Math **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged	20.4%, our White group went from 10.4% to 28.6%, and our Economically Disadvantaged group went from 10.2% to 21.9%
Indicator Meeting Annual Academic Growth Expectations (PVAAS) English Language Arts **ESSA Student Subgroups** African-American/Black, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** All subgroups with sufficient data are trending up. Our black subgroup moved from 78.0 to 79.0. Our White subgroup moved from 76.0 to 84.0, Our Economically Disadvantaged moved from 75.0 to 82.0 and our Student with Disabilities moved from insufficient data to 82.0.
Indicator Meeting Annual Academic Growth Expectations (PVAAS) Math **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Our White subgroup moved from 86.0 to 100.0, Our Economically Disadvantaged moved from 79.0 to 92.0 and our Student with Disabilities moved from insufficient data to 78.0.

Challenges

Indicator Proficient or Advanced on PA State Assessments-English Language Arts **ESSA Student Subgroups** African-American/Black, White, Students with Disabilities	**Comments/Notable Observations** Our Black subgroup is trending down from 22.4% to 18.4%. Our White Subgroup slightly trended down from 30.3% to 30%. Our Student with Disabilities subgroup trended down from 13.5% to 9.1%.
Indicator Proficient or Advanced on PA State Assessments-Math **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Our Student with Disabilities subgroup went from 0.0% to 6.8% but is still listed as maintaining same performance. They are still in single digits for proficiency.
Indicator Proficient or Advanced on PA State Assessments-Science **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** Our White student subgroup and our Economically Disadvantaged student subgroup are both trending down. Our White subgroup moved from 73.9% to 54.5% and our Economically Disadvantaged subgroup moved from 46.9% to 45.8%.

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.

Mathematics Proficiency and PVAAS-Increased proficiency from 11.7% to 25% in PSSA. Our PVAAS score grew from 91.0 to 97.0 in Math. Our percentage of advanced students is 5.8% which has increased from 4.9%.
Early Indicators of Success-Our Grade 3 reading early indicator of success grew from 18.8% to 31.1%.
Meeting Annual Academic Growth Expectations (PVAAS) Math-Our White subgroup moved from 86.0 to 100.0, Our Economically Disadvantaged moved from 79.0 to 92.0 and our Student with Disabilities moved from insufficient data to 78.0.
English Language Arts Proficiency and PVAAS-Our PVAAS score grew from 74.0 to 85.0 in English Language Arts.
Meeting Annual Academic Growth Expectations (PVAAS) English Language Arts-All subgroups with sufficient data are trending up. Our black subgroup moved from 78.0 to 79.0. Our White subgroup moved from 76.0 to 84.0, Our Economically Disadvantaged moved from 75.0 to 82.0 and our Student with Disabilities moved from insufficient data to 82.0.

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.

ELA Proficiency and PVAAS-Our proficiency level on PSSA remained the same at 25%. Our percentage of advanced students is 3.5% which has dropped from 3.8%.
Science Proficiency and PVAAS-Our proficiency level decreased from 49.2% to 47.2% on PSSA.
Proficient or Advanced on PA State Assessments-English Language Arts-Our Black subgroup is trending down from 22.4% to 18.4%. Our White Subgroup slightly trended down from 30.3% to 30%. Our Student with Disabilities subgroup trended down from 13.5% to 9.1%.
Proficient or Advanced on PA State Assessments-Math-Our Student with Disabilities subgroup went from 0.0% to 6.8% but is still listed as maintaining same performance. They are still in single digits for proficiency.
Proficient or Advanced on PA State Assessments-Science-Our White student subgroup and our Economically Disadvantaged student subgroup are both trending down. Our White subgroup moved from 73.9% to 54.5% and our Economically Disadvantaged subgroup moved from 46.9% to 45.8%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	In K-1, 4 , and 5 compared to the middle of the year last year we have more students proficient/advanced and less students in the below benchmark. In 2nd and 3rd we have less students proficient this year. K-47% compared to 44%, 1st-45% compared to 39%, - 44% compared to 54%, and 3rd-41% compared to 58%,4th-52% compared to 50%, and 5th-51% compared to 44% 5th grade significant growth on the Maze and ORF compared to last year. White subgroup, grade 1 - all students were proficient/advanced on phonemic awareness Multi-racial, grade K - composite score - more students score well-above benchmark, but more also scored below benchmark.
CKLA Assessments	74.8% of our students passed the CKLA assessments with a 65% or higher within the window of the district pacing guide. It seems that as complexity of text increases, more students have the challenge of passing the assessment. We did exceed our goal for quarter 2 and are almost at our goal for end of the year. The grade level breakdown is K-92%, 1st-72%, 2nd-84%, 3rd-62%, 4th-55%, 5th-56% are performing higher than last year at this same time.

English Language Arts Summary

Strengths

DIBELS-5th grade significant growth on the Maze and ORF compared to last year. Grades K, 1, 4, and 5 increased their percent of students proficient in their composite score (K-47% compared to 44%, 1st-45% compared to 39%, 4th-52% compared to 50%, and 5th-51% compared to 44%)
CKLA Assessments-74.8% of our students passed the CKLA assessments with a 65% or higher within the window of the district pacing guide. (K-92%, 1st-72%, and 2nd-84%)
CKLA Assessments-Exceeded quarter 2 goal for percent of students demonstrating proficiency and K-2 have over 70% of students proficient on the assessments.
DIBELS-In K-1, 3-5, compared to MOY last year we have more students proficient/advanced and less students well-below benchmark.

Challenges

CKLA Assessments-Grades 3, 4, and 5 are below 70% proficient on the assessments. (3rd-62% , 4th-55% , and 5th-56%)
CKLA Assessments-As complexity of text increases, more students have the challenge of passing the assessment.
DIBELS-In Grade 2, the overall composite score for DIBELS shows 44% of students proficient or advanced compared to last year's percentage of 54% advanced or proficient.
DIBELS-In Grade 3, the overall composite score for DIBELS shows 41% of students proficient or advanced compared to last year's percentage of 58% advanced or proficient.

Mathematics

Data	Comments/Notable Observations
iReady Diagnostics	There was a 7% reduction of students that were 2 or more grade levels behind from the middle of the year in 2023 (28% well-below benchmark) to the middle of the year 2024 (21% well-below benchmark).
iReady Mid and End of	58.8% of our students passed the iReady classroom assessments with a 65% or higher. We surpassed our goal for quarter 2 and are

Comprehension Checks	in line to achieve our quarter 3 goal. We did see a decrease in the percentage of students who passed the assessments as students get into grades 3-5. The breakdown by grade level is as follows: K-94.5% 1st-81.7% 2nd-78.8% 3rd-37.6% 4th-45% 5th-29%.

Mathematics Summary

Strengths

iReady Diagnostic-58.8% of our students passed the iReady classroom assessments with a 65% or higher which surpassed our quarter 2 goal.
There was a 7% reduction of students that were 2 or more grade levels behind from the middle of the year 2023 (28% 2 or more grade levels behind) to the middle of the year 2024 (21% 2 or more grade levels behind).
iReady Comprehension Checks-Grades K-2 are above 70% proficient (K-94.5% 1st-81.7% 2nd-78.8%).
iReady Diagnostic-Overall our proficiency is higher than last year.

Challenges

iReady Comprehension Checks-We did see a decrease in the percentage of students who passed the assessments as students get into grades 3-5.
iReady Comprehension Checks-Grades 3-5 are well below 70% proficient (3rd-37.6% 4th-45% 5th-29%).
iReady Diagnostic-2 or more races: lower the the percentage of students on benchmark than last year and higher in the percentage of students 2 or more years behind grade level. In iReady, our Two or More Races subgroup dropped from 21% to 20% at or above grade level and increased the number of students 2 or more years below grade level from 27% to 30%.
iReady Diagnostic-The percentage of our ELL subgroup meeting proficiency decreased. In iReady our proficiency for our ELL students decreased overall from 8% to 6%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Average percent of Science Scores in Quarter 1, Quarter 2, Quarter 3 2023-2024.	For the first quarter the average percentage was 85%, for the second quarter the average percentage was 84%, and for the third quarter the average percentage was 90% In quarter 1, 88% of our students passed science. In quarter 2, 91% of students passed science. In quarter 3, 98% of students passed science.

Science, Technology, and Engineering Education Summary

Strengths

Our percentage of students passing science has increased from 88% to 98%.
Our average percentage on science grades has increased from 85% to 90%.

Challenges

Quarter 2 decreased a percentage point for the average percentage and went from 85% to 84%.
Quarter 2 grades are lower than quarter 1 and quarter 3. Although the number of students passing science increased from 88% to 91%, the scores for many students are lower in quarter 2.

Related Academics

Career Readiness

Data	Comments/Notable Observations
For the 2023-2024 school year, 97 % of students completed Smart Futures as of April 17, 2024.	So far this year, 3rd grade 100% 4th grade:95% and 5th grade 98%. Two students are in placement and we are working on supporting them to complete Smart Futures. One student is new to Lincoln and we are working on supporting him to complete Smart Futures.

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.

Smart Futures-97% have already completed Smart Furfures.

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.

With a transient population, it is sometimes a challenge to ensure all complete.
At this moment there are 2 students that are not in our building but attributed to our school.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA	# of Entering (1)-11 students # emerging (2)- 6 students # developing (3)-5 students # expanding (4)-2 students # bridging (5)-2 students 16 out of 26 (62%) students are entering or emerging
IReady	In iReady our proficiency for our EL students decreased overall from 8% to 6%.
DIBELS	We have decreased the number of students well-below benchmark from 66% to 61% for our EL students. We have also decreased the number of students at or above benchmark from 30% to 16%.

Students with Disabilities

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

Data	Comments/Notable Observations
Student with Disabilities-DIBELS	In DIBELS, our special ed subgroup in first grade increased from 22% to 67% in letter naming and in phonemic awareness from 44% to 66%. In DIBELS, our special ed subgroup increased from 23% to 37% for the composite score. In DIBELS, our Special Ed Subgroup in grade 2 increased the percentage of students well-below grade level from 40% to 83% for the composite score. In DIBELS, our Special Ed Subgroup in grade 3 increased the number of students well-below grade level from 61% in the composite score to 75% well-below grade level on the composite score.
Student with Disabilities-iReady	In iReady, our Special Ed subgroup for 4th grade increased from 8% at grade level to 23% at grade level and decreased their students two or more years below grade level from 53% to 28%. In iReady, our Special Ed subgroup moved from 18% at grade level to 45% at grade level and decreased students 2 or more years below grade level from 18% to 9%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations

Economically Disadvantaged-DIBELS	Our Composite Score in the beginning of the year in first grade was 49% at or above to 50% at or above, our second grade went from 32% to 47% at or above, our third grade went from 45% to 46% at or above, our 4th grade went from 47% at or above to 52% at or above, and our 5th grade went from 48% at or above to 55% at above.
Economically Disadvantaged-iReady	We increased our proficiency in iReady from 22% proficient in 22-23 to 24% proficient in 23-24. We decreased the number of students 2 years or more below from 28% to 23%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	DIBELS-We increased proficiency in composite score in grades 2-5. We decreased proficiency in grades K and 1. (K-58% to 50%, 1st-56% to 53%, 2nd-48% to 50%, 3rd-31% to 57%, 4th-50% to 56%, and 5th-44% to 45%). In iReady, our Black subgroup dropped from 22% on grade level to 20% on grade level. We improved our students two or more years behind and decreased from 31% to 27%.
White	DIBELS-We increased proficiency in K, 1, 3, and 5 and decreased in 2nd and 4th. (K from 36% to 39%, 1st from 34% to 44%, 2nd from 50% to 44%, 3rd from 43% to 46%, 4th from 61% to 58%, and 5th from 48% to 65%). iReady-We increased our overall proficiency from 21% to 26% for our White Subgroup and decreased our students two or more years behind from 29% to 18%.
Asian	In DIBELS, our Asian subgroup in third grade decreased number of students well-below grade level from 29% to 0% and increased their iReady from 26% at or above grade level to 34% at or above grade level. We decreased our students two or more years below grade level from 11% to 8%.
2 or More Races	In DIBELS, our Multiracial Subgroup in kindergarten went from 25% well-below grade level to 57% well-below grade level. In iReady, our Two or More Races subgroup dropped from 21% at or above grade level to 20% at or above grade level and increased students well-below grade level from 27% to 30%.

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.

In DIBELS, our special ed subgroup in first grade increased from 22% to 67% in letter naming and in phonemic awareness from 44% to 66%.
In DIBELS, our special ed subgroup increased from 23% to 37% for the composite score.
In DIBELS, our Asian subgroup in third grade decreased their percentage of students well-below grade level from 29% to 0% and increased their iReady from 26% at or above grade level to 34% at or above grade level.

In iReady, our Special Ed subgroup for 4th grade increased from 8% at or above grade level to 23% at or above grade level and decreased their percentage of students two or more years below grade level from 53% to 28%.
In iReady, our Special Ed subgroup moved from 18% at or above grade level to 45% at or above grade level and decreased the percentage of students two or more years below grade level from 18% to 9%.

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.

In iReady, our Black subgroup dropped from 22% to 20% on or above grade level.
In iReady, our Two or More Races subgroup dropped from 21% to 20% at or above grade level and increased the number of students 2 or more years below grade level from 27% to 30%.
16 out of 26 (62%) students taking the WIDA assessment for ELL are entering or emerging.
In DIBELS, our Special Ed Subgroup in grade 2 increased the percentage of students well below benchmark from 40% to 83% for the composite score.
In DIBELS, our Special Ed Subgroup in grade 3 increased the percentage of students well below benchmark from 61% in the composite score to 75% in the composite score.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	Emerging
Identify and address individual student learning needs	Emerging
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	Exemplary

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	Emerging
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	Exemplary
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 multiple professional learning designs to support the learning needs of staff *
Continuously monitor implementation of the school improvement plan and adjust as needed *
Align curricular materials and lesson plans to the PA Standards *
Provide frequent, timely, and systematic feedback and support on instructional practices *
Implement an evidence-based system of schoolwide positive behavior interventions and supports *

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 a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *
Implement evidence-based strategies to engage families to support learning *
Identify and address individual student learning needs *
Foster a culture of high expectations for success for all students, educators, families, and community members *

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
Early Indicators of Success-Our Grade 3 reading early indicator of success grew from 18.8% to 31.1%.	True
Meeting Annual Academic Growth Expectations (PVAAS) Math-Our White subgroup moved from 86.0 to 100.0, Our Economically Disadvantaged moved from 79.0 to 92.0 and our Student with Disabilities moved from insufficient data to 78.0.	False
Mathematics Proficiency and PVAAS-Increased proficiency from 11.7% to 25% in PSSA. Our PVAAS score grew from 91.0 to 97.0 in Math. Our percentage of advanced students is 5.8% which has increased from 4.9%.	True
DIBELS-5th grade significant growth on the Maze and ORF compared to last year. Grades K, 1, 4, and 5 increased their percent of students proficient in their composite score (K-47% compared to 44%, 1st-45% compared to 39%, 4th-52% compared to 50%, and 5th-51% compared to 44%)	False
CKLA Assessments-74.8% of our students passed the CKLA assessments with a 65% or higher within the window of the district pacing guide. (K-92%, 1st-72%, and 2nd-84%)	False
In DIBELS, our special ed subgroup increased from 23% to 37% for the composite score.	False
In DIBELS, our Asian subgroup in third grade decreased their percentage of students well-below grade level from 29% to 0% and increased their iReady from 26% at or above grade level to 34% at or above grade level.	False
In iReady, our Special Ed subgroup for 4th grade increased from 8% at or above grade level to 23% at or above grade level and decreased their percentage of students two or more years below grade level from 53% to 28%.	False
In iReady, our Special Ed subgroup moved from 18% at or above grade level to 45% at or above grade level and decreased the percentage of students two or more years below grade level from 18% to 9%.	False
Our percentage of students passing science has increased from 88% to 98%.	False
In DIBELS, our special ed subgroup in first grade increased from 22% to 67% in letter naming and in phonemic awareness from 44% to 66%.	False
CKLA Assessments-Exceeded quarter 2 goal for percent of students demonstrating proficiency and K-2 have over 70% of students proficient on the assessments.	False
English Language Arts Proficiency and PVAAS-Our PVAAS score grew from 74.0 to 85.0 in English Language Arts.	False
Meeting Annual Academic Growth Expectations (PVAAS) English Language Arts-All subgroups with sufficient data are trending up. Our black subgroup moved from 78.0 to 79.0. Our White subgroup moved from 76.0 to 84.0, Our Economically Disadvantaged moved from 75.0 to 82.0 and our Student with Disabilities moved from insufficient data to 82.0.	True
DIBELS-In K-1, 3-5, compared to MOY last year we have more students proficient/advanced and less students well-below benchmark.	False
iReady Diagnostic-58.8% of our students passed the iReady classroom assessments with a 65% or higher which surpassed our	False

quarter 2 goal.	
iReady Comprehension Checks-Grades K-2 are above 70% proficient (K-94.5% 1st-81.7% 2nd-78.8%).	False
Use multiple professional learning designs to support the learning needs of staff *	False
Continuously monitor implementation of the school improvement plan and adjust as needed *	True
Align curricular materials and lesson plans to the PA Standards *	False
Provide frequent, timely, and systematic feedback and support on instructional practices *	False
iReady Diagnostic-Overall our proficiency is higher than last year.	False
There was a 7% reduction of students that were 2 or more grade levels behind from the middle of the year 2023 (28% 2 or more grade levels behind) to the middle of the year 2024 (21% 2 or more grade levels behind).	False
Smart Futures-97% have already completed Smart Furfures.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	True
Our average percentage on science grades has increased from 85% to 90%.	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
ELA Proficiency and PVAAS-Our proficiency level on PSSA remained the same at 25%. Our percentage of advanced students is 3.5% which has dropped from 3.8%.	False
Science Proficiency and PVAAS-Our proficiency level decreased from 49.2% to 47.2% on PSSA.	False
Proficient or Advanced on PA State Assessments-English Language Arts-Our Black subgroup is trending down from 22.4% to 18.4%. Our White Subgroup slightly trended down from 30.3% to 30%. Our Student with Disabilities subgroup trended down from 13.5% to 9.1%.	True
Proficient or Advanced on PA State Assessments-Math-Our Student with Disabilities subgroup went from 0.0% to 6.8% but is still listed as maintaining same performance. They are still in single digits for proficiency.	False
Proficient or Advanced on PA State Assessments-Science-Our White student subgroup and our Economically Disadvantaged student subgroup are both trending down. Our White subgroup moved from 73.9% to 54.5% and our Economically Disadvantaged subgroup moved from 46.9% to 45.8%.	False
With a transient population, it is sometimes a challenge to ensure all complete.	False
CKLA Assessments-As complexity of text increases, more students have the challenge of passing the assessment.	False
iReady Comprehension Checks-We did see a decrease in the percentage of students who passed the assessments as students get into grades 3-5.	False
iReady Diagnostic-The percentage of our ELL subgroup meeting proficiency decreased. In iReady our proficiency for our ELL students decreased overall from 8% to 6%.	False
iReady Diagnostic-2 or more races: lower the the percentage of students on benchmark than last year and higher in the	False

percentage of students 2 or more years behind grade level. In iReady, our Two or More Races subgroup dropped from 21% to 20% at or above grade level and increased the number of students 2 or more years below grade level from 27% to 30%.	
In iReady, our Black subgroup dropped from 22% to 20% on or above grade level.	False
DIBELS-In Grade 2, the overall composite score for DIBELS shows 44% of students proficient or advanced compared to last year's percentage of 54% advanced or proficient.	False
DIBELS-In Grade 3, the overall composite score for DIBELS shows 41% of students proficient or advanced compared to last year's percentage of 58% advanced or proficient.	False
CKLA Assessments-Grades 3, 4, and 5 are below 70% proficient on the assessments. (3rd-62% , 4th-55% , and 5th-56%)	True
iReady Comprehension Checks-Grades 3-5 are well below 70% proficient (3rd-37.6% 4th-45% 5th-29%).	True
Quarter 2 decreased a percentage point for the average percentage and went from 85% to 84%.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	False
Implement evidence-based strategies to engage families to support learning *	True
Identify and address individual student learning needs *	False
16 out of 26 (62%) students taking the WIDA assessment for ELL are entering or emerging.	False
In DIBELS, our Special Ed Subgroup in grade 2 increased the percentage of students well below benchmark from 40% to 83% for the composite score.	False
At this moment there are 2 students that are not in our building but attributed to our school.	False
In DIBELS, our Special Ed Subgroup in grade 3 increased the percentage of students well below benchmark from 61% in the composite score to 75% in the composite score.	False
Foster a culture of high expectations for success for all students, educators, families, and community members *	False
In iReady, our Two or More Races subgroup dropped from 21% to 20% at or above grade level and increased the number of students 2 or more years below grade level from 27% to 30%.	False
Quarter 2 grades are lower than quarter 1 and quarter 3. Although the number of students passing science increased from 88% to 91%, the scores for many students are lower in quarter 2.	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.

Family engagement has increased since implementing the Community Schools model. We do still need to grow in this area and increase parent participation in academics, activities, and events. We have the highest success in our family fun events.   We have built systems for interventions and supports and hope to continue to grow in effectiveness of meeting the needs of all learners.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficient or Advanced on PA State Assessments-English Language Arts-Our Black subgroup is trending down from 22.4% to 18.4%. Our White Subgroup slightly trended down from 30.3% to 30%. Our Student with Disabilities subgroup trended down from 13.5% to 9.1%.	We need to utilize data to see what students need and plan to differentiate to help students overcome reading deficits. Multiple subgroups showed a slight decline so intentional and targeted supports are needed to build reading proficiency. Due to students not mastering grade level standards, a multitiered system of supports is needed to ensure all students have the opportunity to master standards.	False
iReady Comprehension Checks-Grades 3-5 are well below 70% proficient (3rd-37.6% 4th-45% 5th-29%).	Students have reading gaps that affect their mathematical practices and limited time for content specific interventions in math like we do for reading with Burst or Amplify intervention groups. We need to be intentional in our planning and use data to help students close learning gaps in math. Student also have reading gaps that affect their mathematical practices.	True
Implement evidence-based strategies to engage families to support learning *	Our current communication system does not seem to be engaging very many families. Many families seem to respond best via text. Implementing a system that allows us to send texts to multiple families at a time may be a great addition to our current communication systems.	False
CKLA Assessments-Grades 3, 4, and 5 are below 70% proficient on the assessments. (3rd-62% , 4th-55% , and 5th-56%)	Due to the students not mastering grade level standards, a multitiered system of support (MTSS) is needed to help all students to master grade level standards. We must identify students needing additional support and then provide the matching supports based on needs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Early Indicators of Success-Our Grade 3 reading early indicator of success grew from 18.8% to 31.1%.	Had CKLA consistently since Kindergarten. Focused PD on Science of Reading. Began interventions for 3rd grade last year.
Mathematics Proficiency and PVAAS-Increased proficiency from 11.7% to 25% in PSSA. Our PVAAS score grew from 91.0 to 97.0 in Math. Our percentage of advanced students is 5.8% which has increased from 4.9%.	Focused math training and focused iReady training. Professional development on Standards of Mathematical Practices. Multiple years in iReady. Learning path minutes required supported individual growth. Following pacing guide and completing the year's goals made an impact.
Continuously monitor implementation of the school improvement plan and adjust as needed *	Continuously monitor within PLC, ILT, SWPBIS, Parent/ Teacher Group, Act 80 quarterly reviews. We adjust as needed based on data review at multiple times throughout the year. The SIP plans are aligned with SPM

	goals.
Meeting Annual Academic Growth Expectations (PVAAS) English Language Arts-All subgroups with sufficient data are trending up. Our black subgroup moved from 78.0 to 79.0. Our White subgroup moved from 76.0 to 84.0, Our Economically Disadvantaged moved from 75.0 to 82.0 and our Student with Disabilities moved from insufficient data to 82.0.	We added an additional LS teacher 3 years ago. Consistency in staff supported continuity of learning. Implementation of SWPBIS. Interventions K-5 for struggling learners. Curriculum aligned to the Science of Reading.
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	Bi-Monthly meetings and data review with action planning and data-driven reteaching of expectations for common areas. Consistency in expectations and rewards/consequences.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we identify student gaps in learning and intentionally plan for explicitly teaching students based on formative assessment data then we will close the learning gaps and increase student proficiency in math.
	If we utilize multiple data sources including formative, summative, diagnostic, and observational data to determine student needs then we can plan for effective instruction and increase student proficiency in reading.

Goal Setting

Priority: If we identify student gaps in learning and intentionally plan for explicitly teaching students based on formative assessment data then we will close the learning gaps and increase student proficiency in math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
65% of students will pass iReady comprehension checks with a 65% or higher within the 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
iReady Assessments			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
55%of students will pass iReady comprehension checks with a 65% or higher within the first quarter.	60%of students will pass iReady comprehension checks with a 65% or higher within the second quarter.	63% of students will pass iReady comprehension checks with a 65% or higher within the third quarter.	65% of students will pass iReady comprehension checks with a 65% or higher within the fourth quarter.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
50% of our students will be on or above grade level on the iReady Diagnostic Assessment by the end of the 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
iReady Diagnostic			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
12% of our students will be on or above grade level on the iReady Diagnostic Assessment by the end of the first quarter.	27% of our students will be on or above grade level on the iReady Diagnostic Assessment by the end of the second quarter.	N/A	50% of our students will be on or above grade level on the iReady Diagnostic Assessment by the end of the fourth quarter.

Priority: If we utilize multiple data sources including formative, summative, diagnostic, and observational data to determine student needs then we can plan for effective instruction and increase student proficiency in reading.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
57% of our students will be proficient or advanced grade level for DIBELS for the EOY.
Measurable Goal Nickname (35 Character Max)
DIBELS

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
42% of our students will be proficient or advanced for DIBELS for the BOY.	50% of our students will be proficient or advanced for DIBELS for the MOY.	N/A	57% of our students will be proficient or advanced for DIBELS for the EOY.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
79% of our students will pass CKLA assessments with 65% or higher for the 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
CKLA Assessments			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
73% of our students will pass CKLA assessments with 65% or higher for the first quarter.	75% of our students will pass CKLA assessments with 65% or higher for the second quarter.	77% of our students will pass CKLA assessments with 65% or higher for the third quarter.	79% of our students will pass CKLA assessments with 65% or higher for the fourth quarter.

Action Plan

Measurable Goals

iReady Assessments	iReady Diagnostic
DIBELS	CKLA Assessments

Action Plan For: Learning Cycle, Teacher-centered collaborative activities

Measurable Goals:

- 65% of students will pass iReady comprehension checks with a 65% or higher within the 2024-2025 school year.
- 79% of our students will pass CKLA assessments with 65% or higher for the 2024-2025 school year.

Action Step		**Anticipated Start/Completion Date**	
Create a master schedule that includes PLC and collaborative planning times for general education, special education, and EL teachers (when possible due to being shared with another school).		2024-07-01	2024-07-12
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman and John Wasiewleski-Administrators	School calendar, related arts schedule, special education schedule, EL schedule	No	
Action Step		**Anticipated Start/Completion Date**	
Adjust current templates for CKLA and iReady lesson internalizations so that teachers have effective notes to carry out actions planned in PLC and implement them into instruction.		2024-07-01	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman and John Wasiewleski-Administrators	PLC schedule, current templates, CKLA and iReady Resources	No	
Action Step		**Anticipated Start/Completion Date**	
Create data analysis protocol for teachers to utilize in PLC when look at formative, diagnostic, or summative data.		2024-07-01	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman and John Wasiulewski-Administration	CKLA and iReady resources, pacing guides, Taking Action by Buffum, Mattos, Malone, Learning By Doing by DuFour	No	
Action Step		**Anticipated Start/Completion Date**	
Create an assessment schedule by grade level for CKLA and iReady assessments.		2024-07-01	2024-08-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman and John Wasiulewski-	Pacing guides for iReady and CKLA, district calendar and district assessment calendar	No	

Adminstration			
Action Step		**Anticipated Start/Completion Date**	
Regular PLC lesson internalization as a grade level to ensure continuity of lessons across the grade level.		2024-09-06	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman and John Wasiulewski-Administration	CKLA and iReady Resourced, created templates for lesson internalization, and pacing guides	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers in PLC will analyze a variety of formative and summative assessment data within PLC throughout the school year.		2024-08-26	2025-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman and John Wasiulewski-Administration	Assessment schedule, student work, and data analysis protocol	Yes	
Action Step		**Anticipated Start/Completion Date**	
Instruction will be adjusted based on assessment analysis.		2024-09-09	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman and John Wasiulewski-Administration	iReady and CKLA resources, data analysis protocol, student work	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will identify evidence based strategies and differentiate instruction to adjust student academic needs.		2024-09-03	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman and John Wasiulewski-Administration	Master schedule, CKLA and iReady resources, data analysis protocol, student work	No	
Action Step		**Anticipated Start/Completion Date**	
Instructional leaders will conduct at least 2 classroom visits a month-in each classroom to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction.		2024-09-02	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman and John Wasiulewski-Administration	Classroom observation feedback forms aligned to problem of practice, Monthly walkthrough schedule	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Master calendar, master schedule, data analysis protocol, lesson internalization templates, classroom walkthrough	Walkthroughs in each classroom bi-weekly by administration, monitoring of collaborative lesson plans weekly by administration, observation within PLC for each grade-level every 6 days by

notes, CKLA assessment spreadsheets	administration, monitoring assessments at least quarterly

Action Plan For: Continued Cycle of Improvement

Measurable Goals:
• 57% of our students will be proficient or advanced grade level for DIBELS for the EOY.
• 50% of our students will be on or above grade level on the iReady Diagnostic Assessment by the end of the 2024-2025 school year.

Action Step		**Anticipated Start/Completion Date**	
Adjust the diagnostic/benchmark protocol to prepare for action planning to meet student needs.		2024-07-01	2024-08-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman/Administration	Current diagnostic/benchmark protocols	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will receive a refresher for iReady Diagnostic administration and DIBELS Benchmark administration.		2024-09-03	2024-09-10
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Joann Babay and Matt Orlando-School-wide Specialists, CJ Huffman-Administration	Google Drive Resources for Refreshers	Yes	
Action Step		**Anticipated Start/Completion Date**	
Teachers will administer the iReady diagnostic and DIBELS Benchmark to students		2024-09-03	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Joann Babay and Matt Orlando-School-wide Specialists, Classroom teachers	Access to iReady Diagnostic Assessment and DIBELS Benchmark Assessment	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will utilize the diagnostic/benchmark protocol to analyze assessment data and make a plan to adjust instruction to meet student needs.		2024-09-27	2024-10-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman-Administration	iReady Diagnostic and DIBELS Benchmark data, diagnostic/benchmark protocols	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will receive a refresher for iReady Diagnostic administration and DIBELS Benchmark administration.		2025-01-06	2025-01-13

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joann Babay and Matt Orlando-School-wide Specialists, CJ Huffman-Administration	Google Drive Resources for Refreshers	Yes	

Action Step		Anticipated Start/Completion Date	
Teachers will administer the iReady diagnostic and DIBELS Benchmark to students		2025-01-06	2025-02-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joann Babay and Matt Orlando-School-wide Specialists, Classroom teachers	Access to iReady Diagnostic Assessment and DIBELS Benchmark Assessment	No	

Action Step		Anticipated Start/Completion Date	
Teachers will utilize the diagnostic/benchmark protocol to analyze assessment data and make a plan to adjust instruction to meet student needs.		2025-01-06	2025-02-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CJ Huffman-Administration	iReady Diagnostic and DIBELS Benchmark data, diagnostic/benchmark protocols	No	

Action Step		Anticipated Start/Completion Date	
Teachers will receive a refresher for iReady Diagnostic administration and DIBELS Benchmark administration.		2025-05-01	2025-06-02

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joann Babay and Matt Orlando-School-wide Specialists, CJ Huffman-Administration	Google Drive Resources for Refreshers	No	

Action Step		Anticipated Start/Completion Date	
Teachers will administer the iReady diagnostic and DIBELS Benchmark to students		2025-05-05	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joann Babay and Matt Orlando-School-wide Specialists, Classroom teachers	Access to iReady Diagnostic Assessment and DIBELS Benchmark Assessment	No	

Action Step		Anticipated Start/Completion Date	
Teachers will utilize the diagnostic/benchmark protocol to analyze assessment data and make a plan to adjust instruction to meet student needs.		2025-05-12	2025-05-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CJ Huffman-Administration	iReady Diagnostic and DIBELS Benchmark data, diagnostic/benchmark protocols	No	

Action Step		Anticipated Start/Completion Date	

After each data analysis protocol, teachers will group students according to learning need and provide research-based interventions.		2024-10-07	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman-Administration and Joanne Babay/Matt Orlando-School-Wide Specialists	Data analysis protocol, iReady Teacher Toolbox, Instruction Tab on mClass, access to the Assessment and Remediation Guide	No	
Action Step		**Anticipated Start/Completion Date**	
Teachers will progress monitor the effectiveness of interventions through progress monitoring probes every three weeks.		2024-10-28	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
CJ Huffman-Administration and Joanne Babay/Matt Orlando-School-Wide Specialists	Progress monitoring probes and data analysis protocol sheet	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
DIBELS Benchmark Data, iReady Diagnostic Assessment Data, Data Analysis Protocol, Progress Monitoring Data	Administration will monitor Action Plans created by teachers in the 3 times throughout the year (BOY, MOY, EOY), Classroom teachers and administrators will monitor progress monitoring data every 3 weeks

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Learning Cycle, Teacher-centered collaborative activities • Continued Cycle of Improvement	Salary and benefits for schoolwide instructional staff to meet the goals of the School Improvement Plan.	503780.30	
Total Expenditures				503780.3

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Learning Cycle, Teacher-centered collaborative activities	Teachers in PLC will analyze a variety of formative and summative assessment data within PLC throughout the school year.
Continued Cycle of Improvement	Teachers will receive a refresher for iReady Diagnostic administration and DIBELS Benchmark administration.
Continued Cycle of Improvement	Teachers will receive a refresher for iReady Diagnostic administration and DIBELS Benchmark administration.

Data-Driven Decision Making

Action Step		
• Teachers in PLC will analyze a variety of formative and summative assessment data within PLC throughout the school year.		
Audience		
Instructional Staff		
Topics to be Included		
Utilizing formative, summative, and diagnostic data to action plan for increasing student proficiency in reading and math.		
Evidence of Learning		
Completed Data Analysis Protocol, Creation of Action Plans, Monitoring of Progress Monitoring Data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
CJ Huffman, Principal	2024-08-21	2024-08-22

Learning Format

Type of Activities	Frequency
Inservice day	One time PD in the begin of the year, revisit after each benchmark assessment
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	

DIBELS Refresher

Action Step
• Teachers will receive a refresher for iReady Diagnostic administration and DIBELS Benchmark administration.
Audience

Instructional Staff		
Topics to be Included		
The goal is to have teachers remind themselves of administering DIBELS assessments in their grade level and practice to help with level setting across the district to obtain valid scores.		
Evidence of Learning		
Fidelity checks during DIBELS administration		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
CJ Huffman-Administration, Matt Orlando/Joanne Babay-School-wide Specialists	2024-09-03	2024-05-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Three times per year prior to DIBELS Benchmark Assessment
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

IReady Diagnostic Refresher

Action Step		
• Teachers will receive a refresher for iReady Diagnostic administration and DIBELS Benchmark administration.		
Audience		
Instructional Staff		
Topics to be Included		
Ensuring that the assessment yields good data results by preparing students for the iReady Diagnostic, reviewing checklists for administering Diagnostic, and ensure appropriate timeline of administration.		
Evidence of Learning		
Fidelity checks during iReady Diagnostic Assessments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
CJ Huffman-Administration, Matt Orlando/Joanne Babay-School-wide Specialists	2024-09-03	2025-05-16

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Three times per year prior to DIBELS Benchmark Assessment
Observation and Practice Framework Met in this Plan	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Brian Polito	2024-08-16
Building Principal Signature	**Date**
Carol J. Huffman	2024-08-17
School Improvement Facilitator Signature	**Date**