

Toby Farms Intermediate School

CSI School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Toby Farms Intermediate School		8302
Address 1		
201 Bridgewater Rd.		
Address 2		
City	State	Zip Code
Brookhaven	PA	19015
Chief School Administrator		Chief School Administrator Email
Latrice Mumin		lmumin@chesteruplandsd.org
Principal Name		
Stephanie Donofry		
Principal Email		
sdonofry@chesteruplandsd.org		
Principal Phone Number		Principal Extension
610-447-3815		3815
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Stottlemyer		hstottlemyer@dciu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Stephanie Donofry	Principal	Toby Farms Intermediate School	SDonofry@chesteruplandsd.org
Fran Santoleri	Teacher Leader	Toby Farms Intermediate School	fsantoleri@chesteruplandsd.org
Latrice Mumin	Chief School Administrator	CUSD - Superintendent	lmumin@chesteruplandsd.org
Khalid Sutton	District Level Leaders	CUSD	ksutton@chesteruplandsd.org
Carlena Parker	District Level Leaders	CUSD	cparker@chesteruplandsd.org
Shaneequa Pitts	Parent	Toby Farms - Parent	
Elizabeth O'Connell	Teacher	Toby Farms	EOConnell@chesteruplandsd.org
Dakisha Munn	Teacher	Toby Farms	DMunn@chesteruplandsd.org
Kandice Lewis	Other	Toby Farms	KLewis@chesteruplandsd.org
Theresa Ebersole	Teacher	Toby Farms	TEbersole@chesteruplandsd.org
Vince Deery	Teacher	Toby Farms	VDeery@chesteruplandsd.org
Jamir Stinney	Student	Toby Farms	
Samuel Evans	Other	Toby Farms - Assistant Principal	SEvans@chesteruplandsd.org

Vision for Learning

Vision for Learning

Toby Farms Intermediate School teachers and staff motivate students to meet their academic, social, emotional, and technological needs to ensure all students achieve at high academic levels and show growth towards their learning goals. Students are engaged in rigorous, culturally relevant learning that enables them to leave school ready for college and careers as productive and active members of the community

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA PVAAS Met growth for all group above statewide average and statewide growth standard on Spring 2023 PSSA	All reported subgroups are consistent with the all-student group.
ELA PVAAS indicates a growth score of 9 points above the Statewide Average Growth Score for the Students with Disabilities subgroup. This growth exceeds our All Student Growth	Between 2021 and 2022 this growth was below our All Student Group
The black student subgroup is 16.4% proficient or advanced in English Language Arts/Literature PSSA.	Consistent with the all-student group. 85.3 % of the student population is considered in the black student group.
Math PVAAS met growth for all student group on Spring 2023 PSSA	All reported subgroups are consistent increase in performance from the previous year.
The black student subgroup grew in proficiency on the Math PSSA from .4% in 2022 to 1.3% in 2023.	
The all student group was 14.7% Proficient or Advanced on the 2023 Science/Biology PSSA, which is an increase from the 2022 PSSA which only 4.2% of students were proficient or advanced.	
The all student group exceeded the statewide growth standard and the average growth score in Science/Biology.	

Challenges

Indicator	Comments/Notable Observations
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The Hispanic student subgroup is 0.0% proficient or advanced in Mathematics/Algebra PSSA.	
The black student subgroup is 1.3% proficient or advanced in 2023 Mathematics PSSA.	
The students with disabilities subgroup is 12.5% proficient or advanced in English Language Arts/Literature PSSA.	3.8% decrease from the all-student group.
Only 16.3% proficient or advanced in ELA on Spring 2023 PSSA	We recognize the continued need for explicit instruction and focused intervention to continue to move our all student group
Only 1.1% of students are proficient or advanced in Math Future Ready on Spring 2023 PSSA	
The Hispanic student subgroup is 14.3% proficient or advanced in English Language Arts/Literature PSSA.	2% decrease from the all-student group.
79% of 8th graders completed all required College and Career artifacts, as reported to PIMS.	There may be a breakdown in what was reported as the school team had a completion rate of 93%
The Economically Disadvantaged student subgroup is 1.2% proficient or advanced in Mathematics/Algebra PSSA.	
The Students with Disabilities student subgroup is 0.0% proficient or advanced in Mathematics/Algebra PSSA.	
.7% of students scored advanced on English Language Arts/Literature PSSA.	
.4% of students scored advanced on the mathematics/algebra PSSA.	
42.8% of students are regular attenders. This is below the statewide average.	This is an increase from 2022, which was 31.9%

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

Strengths

Indicator	Comments/Notable Observations
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<p>ELA PVAAS indicates a growth score of 9 points above the Statewide Average Growth Score for the Students with Disabilities subgroup. This growth exceeds our All Student Growth</p> <p>ESSA Student Subgroups Students with Disabilities</p>	<p>Leveling ELA classes allows teachers to design instruction to meet the needs of the individuals more effectively and for the special education teacher to be able to provide push in support.</p>
<p>Indicator ESSA Student Subgroups Students with Disabilities</p>	<p>Comments/Notable Observations</p>

Challenges

<p>Indicator Only 1.1% of students are proficient or advanced in Math Future Ready on Spring 2023 PSSA</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator Only 16.3% proficient or advanced in ELA on Spring 2023 PSSA</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator 42.8% of students are regular attenders. This is below the statewide average.</p> <p>ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations</p>
<p>Indicator The black student subgroup is 16.4% proficient or advanced in English Language Arts/Literature PSSA.</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations</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.

ELA PVAAS Met growth for all group above statewide average and statewide growth standard on Spring 2023 PSSA
The black student subgroup is 16.4% proficient or advanced in English Language Arts/Literature PSSA.
The all student group was 14.7% Proficient or Advanced on the 2023 Science/Biology PSSA, which is an increase from the 2022 PSSA which only 4.2% of students were proficient or advanced.
The black student subgroup grew in proficiency on the Math PSSA from .4% in 2022 to 1.3% in 2023.

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.

42.8% of students are regular attenders.
Only 1.1% of students are proficient or advanced in Math Future Ready on Spring 2023 PSSA
Only 16.3% proficient or advanced in ELA on Spring 2023 PSSA
79% of 8th graders completed all required College and Career artifacts, as reported to PIMS.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady showed that 39% of students met their typical growth and 17% met their stretch growth based on the May Benchmark	The January Benchmark showed more growth, which leads us to believe the data is not completely accurate.
15% of students scored a 3 or 4 on building wide TDA assessment	Very few students left the TDA assessment blank. Teachers spent time explicitly teaching TDA skills.
53% of students scored a 0 or 1 on building wide TDA assessment	Students struggle with analyzing text and sometimes become overwhelmed with longer texts.

English Language Arts Summary

Strengths

15% of students scored a 3 or 4 on building wide TDA assessment
ELA teachers actively worked with each grade level of students to administer consistent temperature checks in developing TDA responses.

Challenges

iReady showed that 39% of students met their typical growth and 17% met their stretch growth based on the May Benchmark
53% of students scored a 0 or 1 on building wide TDA assessment

Mathematics

Data	Comments/Notable Observations
i-Ready showed the 39% of students met their typical growth on the May Benchmark and 16% met their stretch growth.	The January Benchmark showed more growth, which leads us to believe the data is not completely accurate.

Mathematics Summary

Strengths

i-Ready showed that 16% met their stretch growth on the May Benchmark, an increase from previous years.
All math teachers are certified math teachers.

Challenges

i-Ready showed only 39% of students met their typical growth on the May Benchmark.
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Mathematical fluency continues to be a struggle.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
i-Ready showed the 39% of students met their typical growth on the May Benchmark and 16% met their stretch growth.	Science supports both math and ELA at all grade levels
iReady showed that 39% of students met their typical growth and 17% met their stretch growth based on the May Benchmark	iReady showed that 39% of students met their typical growth and 17% met their stretch growth based on the May Benchmark

Science, Technology, and Engineering Education Summary

Strengths

i-Ready showed the 39% of students met their typical growth on the May Benchmark and 16% met their stretch growth.
Science teachers are certified science teachers.
Student interest and engagement in science, STEM, and e-sports is high.

Challenges

iReady showed that 39% of students met their typical growth and 17% met their stretch growth based on the May Benchmark

Related Academics

Career Readiness

Data	Comments/Notable Observations
Regular Attendance	The Regular Attendance rate for 2022-2023 was 47.18%
79% of 8th graders completed all required College and Career artifacts, as reported to PIMS.	

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.

Regular attendance increased from the previous year.
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Challenges

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

79% of 8th graders completed all required College and Career artifacts, as reported to PIMS.
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The Regular Attendance rate for 2022-2023 was 47.18%
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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

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Not available

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.

N/A

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	Emerging
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	Emerging
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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident
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	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Not Yet Evident

Summary

Strengths

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

Monitor and evaluate the impact of professional learning on staff practices and student learning
Continuously monitor implementation of the school improvement plan and adjust as needed
Provide frequent, timely, and systematic feedback and support on instructional practices

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?

Implement a multi-tiered system of supports for academics and behavior.
Use systematic, collaborative planning practices to ensure instruction is coordinated, aligned, and evidenced based.
Implement an evidence-based system of schoolwide positive behavior interventions and supports

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
ELA PVAAS Met growth for all group above statewide average and statewide growth standard on Spring 2023 PSSA	True
The black student subgroup is 16.4% proficient or advanced in English Language Arts/Literature PSSA.	True
The all student group was 14.7% Proficient or Advanced on the 2023 Science/Biology PSSA, which is an increase from the 2022 PSSA which only 4.2% of students were proficient or advanced.	True
The black student subgroup grew in proficiency on the Math PSSA from .4% in 2022 to 1.3% in 2023.	False
15% of students scored a 3 or 4 on building wide TDA assessment	False
i-Ready showed that 16% met their stretch growth on the May Benchmark, an increase from previous years.	True
i-Ready showed the 39% of students met their typical growth on the May Benchmark and 16% met their stretch growth.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
ELA teachers actively worked with each grade level of students to administer consistent temperature checks in developing TDA responses.	False
All math teachers are certified math teachers.	False
Regular attendance increased from the previous year.	False
Not available	False
Science teachers are certified science teachers.	False
Student interest and engagement in science, STEM, and e-sports is high.	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
42.8% of students are regular attenders.	True
Only 1.1% of students are proficient or advanced in Math Future Ready on Spring 2023 PSSA	True
Only 16.3% proficient or advanced in ELA on Spring 2023 PSSA	True
79% of 8th graders completed all required College and Career artifacts, as reported to PIMS.	True
The Regular Attendance rate for 2022-2023 was 47.18%	True
i-Ready showed only 39% of students met their typical growth on the May Benchmark.	False
iReady showed that 39% of students met their typical growth and 17% met their stretch growth based on the May Benchmark	False
iReady showed that 39% of students met their typical growth and 17% met their stretch growth based on the May Benchmark	False
N/A	False
Implement a multi-tiered system of supports for academics and behavior.	True
Use systematic, collaborative planning practices to ensure instruction is coordinated, aligned, and evidenced based.	False
53% of students scored a 0 or 1 on building wide TDA assessment	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Mathematical fluency continues to be a struggle.	False
79% of 8th graders completed all required College and Career artifacts, as reported to PIMS.	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 needs assessment continues to reveal challenges that we must set out to overcome. The challenges fall in the categories of student achievement, instructional best practices, and student attendance. Our student achievement and growth continues to fail to meet state standards on PSSA and we are not on track to meet the goals identified for 2030. Our needs assessment shows attention must be given to helping students achieve regular attendance in order to benefit from instruction and interventions put in place. Teachers need to continue to collaborate with data and protocols designed to enhance practice and focus on instruction and interventions which target specific learning and result in focused academic achievement and growth goals.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
42.8% of students are regular attenders.		False
Only 1.1% of students are proficient or advanced in Math Future Ready on Spring 2023 PSSA	While we continue to find ways to support students in math, we know that we are trending in a positive direction. Continued focus on universal problem solving strategies, quality instruction, and a commitment to providing individual interventions will continue to grow our students in math.	True
Only 16.3% proficient or advanced in ELA on Spring 2023 PSSA	Students continue to struggle with comprehension on grade level text, specifically informational text. Continuing work with teachers around close reading will help students have the necessary skills to analyze text.	True
The Regular Attendance rate for 2022-2023 was 47.18%	Students must feel a sense of belonging and ownership in school. Due to renovations and displacing almost a third of our students, this was difficult to cultivate. Creating opportunities for students to belong to clubs and School Houses will build leadership, ownership, and a sense of belonging.	True
Implement a multi-tiered system of supports for academics and behavior.		False
79% of 8th graders completed all required College and Career artifacts, as reported to PIMS.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA PVAAS Met growth for all group above statewide average and statewide growth standard on Spring 2023 PSSA	
The black student subgroup is 16.4% proficient or advanced in English Language Arts/Literature PSSA.	
The all student group was 14.7% Proficient or Advanced on the 2023 Science/Biology PSSA, which is an increase from the 2022 PSSA which only 4.2% of students were proficient or advanced.	

i-Ready showed that 16% met their stretch growth on the May Benchmark, an increase from previous years.	
Provide frequent, timely, and systematic feedback and support on instructional practices	The school administrators provided consistent feedback using informal walkthroughs and observations.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	By continuing work around a universal problem solving strategy, as well as working to offer individualized interventions, we will support students in math instruction.
	By supporting teachers in the use of Close Reading we will increase students' comprehension and ability to analyze text, specifically grade level informational text.
	By implementing Showing Up Matters for Real from the Attendance Works Toolkit to provide student and family support focusing on increasing attendance and increased parent communication regarding student attendance, as well as focus on building the culture and community of the building then daily student attendance will increase and chronic absenteeism will decrease
	By developing a schedule for student task completion and regularly checking for completion rates, we can ensure that 8th grade students will reach the required number of tasks to be reported to PIMS

Goal Setting

Priority: By implementing Showing Up Matters for Real from the Attendance Works Toolkit to provide student and family support focusing on increasing attendance and increased parent communication regarding student attendance, as well as focus on building the culture and community of the building then daily student attendance will increase and chronic absenteeism will decrease

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 64% of students will demonstrate regular attendance.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 70% of students will demonstrate regular attendance in Quarter 1.	By December 31, 2024, our attendance will reflect at least 75% of students in attendance on any district half day.	By March 30, 2025, 65% of students will demonstrate regular attendance in Quarter 3.	By June 30, 2025, 64% of students will demonstrate regular attendance for SY 24-25.

Priority: By continuing work around a universal problem solving strategy, as well as working to offer individualized interventions, we will support students in math instruction.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 64% of students will meet or exceed their iReady individual growth goals as measure by a change in their score from the baseline assessment to the end-of-year assessment.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2024, 25% of students will be on track to proficiency as measured by the baseline assessment on iReady.	By December 30, 2024, 50% of students will meet or exceed their individual growth targets as predicted by iReady.	By March 30, 2025, 80% of students will demonstrate the use of the universal problem solving strategy when solving an open ended math problem.	By June 30, 2025, 64% of students will meet or exceed their iReady individual growth goals as measure by a change in their score from the baseline assessment to the end-of-year assessment.

Priority: By supporting teachers in the use of Close Reading we will increase students' comprehension and ability to analyze text, specifically grade level informational text.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 65% of students will meet or exceed their IReady individual growth goals as measured by a change in their schools from the baseline assessment to the end-of-year assessment.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 2024, 25% of students will be on track to proficiency as measured by the baseline assessment on iReady.	By December 30, 2024, 50% of students will meet or exceed their individual growth targets as predicted on iReady.	By March 30, 2025, 80% of students will demonstrate the use of close reading strategies in informational text in the ELA classroom.	By June 30, 2025, 65% of students will meet or exceed their IReady individual growth goals as measured by a change in their schools from the baseline assessment to the end-of-year assessment.

Priority: By developing a schedule for student task completion and regularly checking for completion rates, we can ensure that 8th grade students will reach the required number of tasks to be reported to PIMS

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 90% of students 8th grade students will have completed 6 or more tasks in Naviance.			
Measurable Goal Nickname (35 Character Max)			
CSB			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30th, 2024, 90% of 8th graders will have completed 1 task in Naviance	By December 30th, 2023, 90% of 8th graders will have completed 3 tasks in Naviance.	By March 30, 2025, 90% of 8th graders will have completed at least 5 tasks in Naviance.	By June 30, 2025, 90% of students 8th grade students will have completed 6 or more tasks in Naviance.

Action Plan

Measurable Goals

Regular Attendance	ELA Goal
Math Goal	CSB

Action Plan For: Career Readiness Toolkit (PDESAS)

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2025, 90% of students 8th grade students will have completed 6 or more tasks in Naviance.

Action Step		Anticipated Start/Completion Date	
Work with district PIMS reporting office to identify discrepancy in 2022-2023 reported completion rate versus LEA reported completion rate		2024-07-01	2024-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	PIMS reporting office	No	
Action Step		Anticipated Start/Completion Date	
Create calendar for school counselor to teach college and career lessons and complete artifact collection		2024-07-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal School Counselor	Calendar	No	
Action Step		Anticipated Start/Completion Date	
Explore and secure Beable, create alignment document to show college and career artifact completion to be recorded in Naviance.		2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach School Counselor	Beable	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
College and Career Artifacts correctly reported to PIMS	Monthly checks of artifacts completed for all grades, specifically focusing on 8th grade, ability for student Beable completion to be recorded and used as Naviance artifact.

Action Plan For: Close Reading (<https://www.evidenceforpa.org/strategies/close-reading>)

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2025, 65% of students will meet or exceed their IReady individual growth goals as measured by a change in their schools from the baseline assessment to the end-of-year assessment.

Action Step		Anticipated Start/Completion Date	
Research PD Partner to provide opportunities for PD around student engagement		2024-07-01	2024-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	professional development partner/vendor	No	
Action Step		Anticipated Start/Completion Date	
Create calendar to implement 6th grade phonics screener		2024-07-01	2024-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Interventionist Principal	phonics screener	No	
Action Step		Anticipated Start/Completion Date	
Develop or adopt a phonics screener for incoming 6th grade students		2024-07-01	2024-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Interventionist	Phonics Screener	No	
Action Step		Anticipated Start/Completion Date	
Create PD schedule for the school year including Close Reading and Student Engagement		2024-07-01	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Professional Development vendor for student engagement DCIU Coach for Close Reading	No	

Action Step		Anticipated Start/Completion Date	
Explore differentiated text sets to supplement lower-level readers to support close reading instruction and small group instruction		2024-07-01	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Interventionist ELA Lead Teachers DCIU	DCIU Coaching Time to explore resources	No	
Action Step		Anticipated Start/Completion Date	
Develop walkthrough look fors calendar centered around close reading, small group intervention, iReady intervention time, and student engagement		2024-07-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Walkthrough Documents	No	
Action Step		Anticipated Start/Completion Date	
Develop intervention protocol for ELA classrooms utilizing Beable and iReady		2024-07-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Reading Interventionist	Protocol Intervention materials Beable iReady	No	
Action Step		Anticipated Start/Completion Date	
Develop suggested ELA lesson plan format to include small group and intervention time using Beable and iReady		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	CUEA contract	No	
Action Step		Anticipated Start/Completion Date	
Create common assessment calendar and documentation based around district common assessments		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	ELA Curriculum	No	
Action Step		Anticipated Start/Completion Date	

Develop small group protocol for ELA classrooms		2024-07-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Reading Interventionist	Protocol Small Group materials	No	
Action Step		Anticipated Start/Completion Date	
Purchase materials needed to implement ELA intervention and small group opportunities (corrective reading consumables, Beable online program, lower-level text sets) to continue practice with close reading strategy.		2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Interventionist Principal	Intervention Materials Beable Text sets	No	
Action Step		Anticipated Start/Completion Date	
Set dates with DCIU coach for Professional Development and coaching around Close Reading Strategy		2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Instructional Coach	DCIU Coaches	Yes	
Action Step		Anticipated Start/Completion Date	
Continue work around teacher capacity in teaching close reading in below-grade level text for ELA teachers and emotional support teachers.		2024-08-21	2025-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Interventionist DCIU Coaches	DCIU Coaching/PD Support	Yes	
Action Step		Anticipated Start/Completion Date	
Provide training to ELA teachers on how to use Beable during intervention time as well as how to use in instruction.		2024-08-26	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	Beable PD trainers	Yes	
Action Step		Anticipated Start/Completion Date	
Provide training to ELA teachers on how to use Beable during intervention time as well as how to use in instruction.		2024-08-26	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional Coach	Beable PD trainers	Yes	
Action Step		Anticipated Start/Completion Date	
Work with ELA teachers on using Kami to fully utilize online components of curriculum		2024-08-26	2024-09-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	Kami	Yes	
Action Step		Anticipated Start/Completion Date	
Host 'Beable Challenge' celebration for students that completed the expectation of minutes and lessons over the summer		2024-09-02	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Interventionist Instructional Coach	celebration supplies (decor, food, ect)	No	
Action Step		Anticipated Start/Completion Date	
Provide job-embedded coaching to ensure fidelity of implementation of the designated evidence-based strategies by observing instructional practices, providing feedback, creating goals, modeling best practices, and co-teaching lessons		2024-09-02	2025-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Reading Interventionist Instructional Coach	DCIU Coaching Support	No	
Action Step		Anticipated Start/Completion Date	
Renew Flocabulary to support reading instruction throughout the building		2025-01-15	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Flocabulary Licenses	No	
Action Step		Anticipated Start/Completion Date	
Identify needed and replenish materials needed for PSSA testing online		2025-02-03	2025-05-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	PSSA Materials such as headphones, colored paper, incentives	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A roster that includes PLC time, walkthrough look for the document, observation schedule, close reading protocol, common assessment calendar Increased achievement in English Language Arts/Literature	Lesson Plans, Walkthroughs, informal classroom walkthroughs, student growth data from selected assessments. Biweekly, monthly and quarterly routines to monitor implementation of the plan and progress of the goals Toby Farms Leadership team meets bi-weekly for CSI monitoring and weekly administration team meetings. Agendas, bi-weekly monitoring tools, and walkthrough documentation will be used to monitor implementation progress.

Action Plan For: I-Ready Math: <https://www.evidenceforpa.org/strategies/i-ready>

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2025, 64% of students will meet or exceed their iReady individual growth goals as measure by a change in their score from the baseline assessment to the end-of-year assessment.

Action Step		Anticipated Start/Completion Date	
Develop suggested math lesson plan format to include small group and intervention time utilizing iReady		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	CUEA contract	No	
Action Step		Anticipated Start/Completion Date	
Create common assessment calendar and documentation based on district common assessments.		2024-07-01	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	Math curriculum	No	
Action Step		Anticipated Start/Completion Date	
Revise curriculum maps to reflect appropriate pacing for 2023-2024 school year		2024-07-08	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach Math Department	District Calendar PSSA Test Design	No	

Action Step		Anticipated Start/Completion Date	
Inventory and purchase Corrective Math materials to be used as a tier 2 and 3 intervention during intervention		2024-08-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Instructional Coach	Corrective Math materials	No	
Action Step		Anticipated Start/Completion Date	
Replenish PSSA Prep Materials to give students the opportunity to practice on problems that mirror the assessment they will take.		2024-08-02	2025-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Instructional Coach	PSSA Prep Books	No	
Action Step		Anticipated Start/Completion Date	
Provide job-embedded coaching to ensure fidelity of implementation of the designated evidence-based strategies by observing instructional practices, providing feedback, creating goals, modeling best practices, and co-teaching lessons.		2024-09-02	2025-06-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Instructional Coach DCIU Coaches	Instructional Coach DCIU PD and Coaching Support CUSD coaching model	No	
Action Step		Anticipated Start/Completion Date	
Conduct monthly walkthroughs to determine fidelity in implementation of selected strategies and need for additional support		2024-09-23	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Walkthrough Documents	No	
Action Step		Anticipated Start/Completion Date	
Provide professional development to math teachers and special educators around scaffolding word problems		2024-10-01	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Instructional Coach DCIU Coaches	DCIU PD and Coaching Support	Yes	

Action Step		Anticipated Start/Completion Date	
Increase teacher capacity to use the universal problem solving process		2024-08-26	2025-01-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	DCIU Coaching and PD Support	Yes	
Action Step		Anticipated Start/Completion Date	
Look for opportunity for math eligible content to be embedded in science class in order for more exposure for students		2024-07-01	2024-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach Math Teachers Science Teachers	Math and Science curriculum	No	
Action Step		Anticipated Start/Completion Date	
Create math/science crossover lessons to be taught in science classes		2024-07-01	2025-03-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach Math Teachers Science Teachers	Math and Science curriculum	No	
Action Step		Anticipated Start/Completion Date	
Design cross curricular guide for math/science skill integration.		2024-07-01	2024-08-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach Math Teachers Science Teachers	Math and Science curriculum	No	
Action Step		Anticipated Start/Completion Date	
Design tracking protocol and documentation for universal problem solving artifacts		2024-08-05	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	HMH Mid/End of Topic Performance Tasks	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Updated pacing guides, Universal problem solving protocol, Suggested lesson plan format, math/science crossover , common assessment calendar, problem solving artifact tracking protocol	Lesson plan review, PLC meetings, informal classroom walkthroughs, student growth data from selected assessments. Biweekly, monthly and quarterly routines to monitor implementation of the plan and progress of the goals.

Action Plan For: Showing Up Matters for REAL

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2025, 64% of students will demonstrate regular attendance.

Action Step		Anticipated Start/Completion Date	
Design system for 3 day and extended absences to be recorded and create protocol for phone calls to be made and documented		2024-07-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Clerk Assistant Principal	Attendance Clerk Stipend	No	
Action Step		Anticipated Start/Completion Date	
Appoint engagement Committee Heads for engagement committees for stipend positions (serving as the leadership team) to ensure non-academic aspects of the school are cohesive		2024-07-08	2024-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Stipend for teachers Committee head expectations	No	
Action Step		Anticipated Start/Completion Date	
Continue work in implementing House System, including the integration of SEL lesson topics in House Points		2024-07-08	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal PBIS Committee Lead Student Activities Committee Lead	House System Materials	No	
Action Step		Anticipated Start/Completion Date	

Develop parent presentation to explain importance of attendance and ideas of how to support students in getting to school		2024-07-08	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal Attendance Clerk	Materials for distribution	No	
Action Step		Anticipated Start/Completion Date	
PBIS coach will meet with committee to revamp PBIS program to embed SEL lesson topics with House System points		2024-08-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Coach Assistant Principal Committee Heads	PBIS Supplies Committee Heads	No	
Action Step		Anticipated Start/Completion Date	
Appoint an attendance monitor to analyze attendance data, send out and correct daily attendance, and compile student names who need to be contacted based on prolonged absences		2024-08-05	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Data Tracking Tool Stipend approval	No	
Action Step		Anticipated Start/Completion Date	
Appoint a new PBIS coach		2024-08-05	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	DCIU PBIS support	No	
Action Step		Anticipated Start/Completion Date	
Plan attendance trip or activity to acknowledge students who have 90% attendance in the 1st Marking Period		2024-08-05	2024-11-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Activities Committee Chair	Attendance Reports Field Trip Funds	No	
Action Step		Anticipated Start/Completion Date	
Plan attendance trip or activity to acknowledge students who have 90% attendance in the 3rd Marking Period		2024-08-12	2025-05-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Activities Committee Chair	Attendance Reports Field Trip Funds	No	

Action Step		Anticipated Start/Completion Date	
Plan attendance trip or activity to acknowledge students who have 90% attendance in the 2nd Marking Period		2024-08-19	2025-02-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Activities Committee Chair	Attendance Reports Field Trip Funds	No	
Action Step		Anticipated Start/Completion Date	
Purchase PBIS supplies		2024-08-19	2025-05-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Committee Lead/Coach Principal	PBIS supplies	No	
Action Step		Anticipated Start/Completion Date	
Appoint House Leaders		2024-08-26	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Stipend for House Leaders	No	
Action Step		Anticipated Start/Completion Date	
Plan and execute at least one Title 1 parent/ community event in the evening for 1st semester (bingo, movie, art class, etc)		2024-08-26	2024-12-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal PTO Committee Heads	Committee Head Stipend Materials/Supplies	No	
Action Step		Anticipated Start/Completion Date	
House Leaders each plan and carry out a September House Activity		2024-08-26	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal House Leaders	House System Materials	No	
Action Step		Anticipated Start/Completion Date	
Share and analyze attendance data with staff quarterly		2024-08-26	2025-06-20

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Monitor	Attendance Data	No	
Action Step		Anticipated Start/Completion Date	
Seek Board Approval for all staff to be paid hourly for participation in after school Title 1/PTO Events such as community nights, awards ceremonies, ect.		2024-09-02	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Hourly rate for teachers/staff	No	
Action Step		Anticipated Start/Completion Date	
Plan community outings for low-incidence classrooms through the social skills curriculum		2024-09-06	2025-05-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ms. Santoro Low Incidence Teachers	transportation Trip costs	No	
Action Step		Anticipated Start/Completion Date	
Plan Honor Roll Award Ceremony for 1st MP		2024-10-28	2024-12-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Acknowledgement Chair	Award Supplies	No	
Action Step		Anticipated Start/Completion Date	
House Leaders each plan and carry out a November House Activity		2024-11-01	2024-11-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal House Leaders	House System Materials	No	
Action Step		Anticipated Start/Completion Date	
Purchase clothing and supplies for the 'Caring Closet' to help homeless and displaced students		2024-08-30	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Social Worker Community Outreach Chair	Clothes Personal Care items Shelving	No	
Action Step		Anticipated Start/Completion Date	

House Leaders each plan and carry out a February House Activity		2025-02-03	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal House Leaders	House System Materials	No	
Action Step		Anticipated Start/Completion Date	
Plan Honor Roll Award Ceremony for 2nd MP		2025-02-03	2025-02-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Acknowledgement Chair	Award Supplies	No	
Action Step		Anticipated Start/Completion Date	
Host Parent Engagement Title 1 Breakfast in the Winter		2024-12-02	2025-03-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PTO Committee Chair Principal	Food Supplies	No	
Action Step		Anticipated Start/Completion Date	
Plan and execute at least one Title 1 Parent/community event in the evening for 2nd Semester (bingo, movie, art class, etc)		2025-02-03	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Committee Leads Assistant Principal	Supplies Staff Hourly Rate	No	
Action Step		Anticipated Start/Completion Date	
Appoint Club Head to coordinate student clubs, supplies, and student assignments		2024-07-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Teacher Stipend for Club Head	No	
Action Step		Anticipated Start/Completion Date	
Find and create shareable/editable digital calendar to schedule and keep track of school events		2024-07-01	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Committee Heads	Online Calendar	No	

Action Step		Anticipated Start/Completion Date	
Create club offerings based on student interest and teacher availability		2024-07-01	2024-08-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Club Lead Principal Assistant Principal	Club Materials and Supplies	No	
Action Step		Anticipated Start/Completion Date	
Create 'Club Day' schedule to use on days when clubs meet		2024-07-01	2024-08-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	District Calendar	No	
Action Step		Anticipated Start/Completion Date	
Research and plan two assemblies		2024-07-01	2024-11-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Enrichment Committee	Assembly Fees	No	
Action Step		Anticipated Start/Completion Date	
Plan Honor Roll Award Ceremony for 3rd MP		2025-03-03	2025-04-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Student Acknowledgement Chair	Award Supplies	No	
Action Step		Anticipated Start/Completion Date	
Host Parent Engagement Title 1 Breakfast in the Spring		2025-03-10	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PTO Committee Head Principal	Food Supplies	No	
Action Step		Anticipated Start/Completion Date	
Survey students to assign clubs		2024-09-02	2024-09-13

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Club Lead	Online survey Club Materials and Supplies	No	
Action Step		Anticipated Start/Completion Date	
Create partnerships with vendors to host clubs		2024-07-01	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Club Lead	Vendor Fees	No	
Action Step		Anticipated Start/Completion Date	
Plan school-wide science field trip, or one trip per grade		2024-08-05	2024-10-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Science Teachers	Trip costs Transportation	No	
Action Step		Anticipated Start/Completion Date	
Establish DCIU coaching for science teachers around science engagement and hands-on science		2024-07-26	2024-10-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	DCIU Coaching	Yes	
Action Step		Anticipated Start/Completion Date	
Work with science teachers to design hands-on lessons, including needed supplies		2024-08-26	2025-03-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach	DCIU Coaching Science Supplies and Materials	No	
Action Step		Anticipated Start/Completion Date	
Purchase supplies needed for clubs		2024-08-12	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Club Supplies	No	
Action Step		Anticipated Start/Completion Date	

Research and pick a student belonging survey to use at the beginning, middle, and end of the year		2024-07-01	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal School Counselor	Fees associated with Belonging Survey	No	
Action Step		Anticipated Start/Completion Date	
Create calendar to support teachers in hosting a building level science fair		2024-08-19	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Science Teachers	Science Fair Supplies	No	
Action Step		Anticipated Start/Completion Date	
Research and partner with professional development vendor to provide teachers with professional development around student engagement, SEL practices, Trauma-informed classrooms, and understanding trauma and its impact on learning.		2024-08-01	2024-09-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Funds for vendor	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased regular attendance Increased sense of student belonging Increased family engagement Decreased major and minor referrals	Toby Farms Leadership team meets bi-weekly for CSI monitoring and weekly administration team meetings. Agendas, bi-weekly monitoring tools, and walkthrough documentation will be used to monitor implementation progress. Team will monitor Regular attendance reports, Family engagement sign-in sheets, Referral documentation

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Text sets for small group instruction, close reading, and novel integration	<ul style="list-style-type: none">Close Reading (https://www.evidenceforpa.org/strategies/close-reading)	Supplies & Property	3	2000
Math Manipulatives to support student engagement	<ul style="list-style-type: none">I-Ready Math: https://www.evidenceforpa.org/strategies/i-ready	Supplies & Property	3	500

<p>Committee Lead Stipends to support student engagement activities</p>	<ul style="list-style-type: none"> Showing Up Matters for REAL 	<p>Salary</p>	<p>3</p>	<p>6750</p>
<p>Community Event Supplies</p>	<ul style="list-style-type: none"> Showing Up Matters for REAL 	<p>Supplies & Property</p>	<p>1</p>	<p>500</p>
<p>House System Supplies to support student belonging</p>	<ul style="list-style-type: none"> Showing Up Matters for REAL 	<p>Supplies & Property</p>	<p>1</p>	<p>2920</p>

Cardstock, Certificate, and attendance celebration supplies	<ul style="list-style-type: none"> Showing Up Matters for REAL 	Supplies & Property	1	500
PSSA prep materials	<ul style="list-style-type: none"> Close Reading (https://www.evidenceforpa.org/strategies/close-reading) I-Ready Math: https://www.evidenceforpa.org/strategies/i-ready 	Supplies & Property	3	7000
Kami (annotation software) to support close	<ul style="list-style-type: none"> Close Reading (https://www.evidenceforpa.org/strategies/close-reading) 	Services	3	2500

reading in online text				
Classroom supplies to support close reading	<ul style="list-style-type: none"> • Close Reading (https://www.evidenceforpa.org/strategies/close-reading) 	Supplies & Property	3	1000
PBIS Supplies to support student engagement and belonging	<ul style="list-style-type: none"> • Showing Up Matters for REAL 	Supplies & Property	1	5500

<p>Club Supplies to support student belonging, engagement, and attendance through school activities</p>	<ul style="list-style-type: none"> • Showing Up Matters for REAL 	<p>Supplies & Property</p>	<p>1</p>	<p>10000</p>
<p>Corrective Math Materials</p>	<ul style="list-style-type: none"> • I-Ready Math: https://www.evidenceforpa.org/strategies/i-ready 	<p>Supplies & Property</p>	<p>3</p>	<p>1000</p>
<p>Corrective Reading Materials</p>	<ul style="list-style-type: none"> • Close Reading (https://www.evidenceforpa.org/strategies/close-reading) 	<p>Supplies & Property</p>	<p>3</p>	<p>1000</p>

Stipend for Head of Houses to support student belonging and attendance	<ul style="list-style-type: none"> Showing Up Matters for REAL 	Salary	1	4500
Flocabulary to support student engagement	<ul style="list-style-type: none"> Close Reading (https://www.evidenceforpa.org/strategies/close-reading) I-Ready Math: https://www.evidenceforpa.org/strategies/i-ready 	Services	3	3380
Beable to provide college and career artfcats through	<ul style="list-style-type: none"> Career Readiness Toolkit (PDESAS) Close Reading (https://www.evidenceforpa.org/strategies/close-reading) 	Services	3	15650

<p>literacy as well as close reading practice and materials</p>				
<p>Professional Development for staff in the area of nurturing a sense of belonging among students, and student engagement</p>	<ul style="list-style-type: none"> • Showing Up Matters for REAL 	<p>Services</p>	<p>3</p>	<p>15000</p>
<p>Science Field Trips and Transportation to provide access to resources and support engagement</p>	<ul style="list-style-type: none"> • Showing Up Matters for REAL 	<p>Services</p>	<p>3</p>	<p>6000</p>

Assemblies to increase engagement and support learning	<ul style="list-style-type: none"> Showing Up Matters for REAL 	Services	3	3000
Science classroom supplies to increase engagement and support learning	<ul style="list-style-type: none"> Showing Up Matters for REAL 	Supplies & Property	3	1000
Total Expenditures				89700

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	<ul style="list-style-type: none"> • Career Readiness Toolkit (PDESAS) • Close Reading (https://www.evidenceforpa.org/strategies/close-reading) • I-Ready Math: https://www.evidenceforpa.org/strategies/i-ready • Showing Up Matters for REAL 	2 Teacher Salaries	161108
Instruction	<ul style="list-style-type: none"> • Career Readiness Toolkit (PDESAS) • Close Reading (https://www.evidenceforpa.org/strategies/close-reading) • I-Ready Math: https://www.evidenceforpa.org/strategies/i-ready • Showing Up Matters for REAL 	2 Teacher Benefits	108083
Total Expenditures			269191

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Close Reading (https://www.evidenceforpa.org/strategies/close-reading)	Continue work around teacher capacity in teaching close reading in below-grade level text for ELA teachers and emotional support teachers.
Close Reading (https://www.evidenceforpa.org/strategies/close-reading)	Work with ELA teachers on using Kami to fully utilize online components of curriculum
Close Reading (https://www.evidenceforpa.org/strategies/close-reading)	Set dates with DCIU coach for Professional Development and coaching around Close Reading Strategy
Close Reading (https://www.evidenceforpa.org/strategies/close-reading)	Provide training to ELA teachers on how to use Beable during intervention time as well as how to use in instruction.
Close Reading (https://www.evidenceforpa.org/strategies/close-reading)	Provide training to ELA teachers on how to use Beable during intervention time as well as how to use in instruction.
I-Ready Math: https://www.evidenceforpa.org/strategies/i-ready	Provide professional development to math teachers and special educators around scaffolding word problems
I-Ready Math: https://www.evidenceforpa.org/strategies/i-ready	Increase teacher capacity to use the universal problem solving process
Showing Up Matters for REAL	Establish DCIU coaching for science teachers around science engagement and hands-on science
Showing Up Matters for REAL	Research and partner with professional development vendor to provide teachers with professional development around student engagement, SEL practices, Trauma-informed classrooms, and understanding trauma and its impact on learning.

Close Reading

Action Step
<ul style="list-style-type: none"> Set dates with DCIU coach for Professional Development and coaching around Close Reading Strategy

<ul style="list-style-type: none"> Continue work around teacher capacity in teaching close reading in below-grade level text for ELA teachers and emotional support teachers. 		
Audience		
ELA and Emotional Support Teachers		
Topics to be Included		
Close Reading		
Evidence of Learning		
Evidence of Close Reading will be seen in ELA classrooms as a strategy to read and understand text.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach DCIU Coach	2024-08-27	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	bi-weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Inservice day	Once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Kami Training

Action Step
<ul style="list-style-type: none"> Work with ELA teachers on using Kami to fully utilize online components of curriculum
Audience
ELA Teachers
Topics to be Included
How to effectively use Kami to support the ELA curriculum

Evidence of Learning		
Use of Kami in classroom instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach	2024-08-26	2024-10-31

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Once, more frequently if needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Beable

Action Step		
<ul style="list-style-type: none"> Provide training to ELA teachers on how to use Beable during intervention time as well as how to use in instruction. 		
Audience		
ELA Teachers including Special Education teachers		
Topics to be Included		
Using Beable as an intervention as well as a classroom instruction tool		
Evidence of Learning		
Student use of Beable during intervention time		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach	2024-08-26	2024-08-30

Learning Format

Type of Activities	Frequency
Inservice day	Once with follow up if needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Math Universal Problem Solving Strategy

Action Step		
<ul style="list-style-type: none"> Provide professional development to math teachers and special educators around scaffolding word problems Increase teacher capacity to use the universal problem solving process 		
Audience		
Math teachers including Special Education teachers		
Topics to be Included		
Using Toby's Universal Problem Solving Process as well as scaffolding world problems		
Evidence of Learning		
The documented use of the problem solving strategy by students		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach	2024-08-26	2025-05-30

Learning Format

Type of Activities	Frequency
Inservice day	Twice
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 	

This Step Meets the Requirements of State Required Trainings

Science Coaching

Action Step		
<ul style="list-style-type: none"> Establish DCIU coaching for science teachers around science engagement and hands-on science 		
Audience		
Science Teachers		
Topics to be Included		
Creating engaging science lessons		
Evidence of Learning		
Student engagement strategies used in the classroom		
Lead Person/Position	Anticipated Start	Anticipated Completion
Instructional Coach DCIU Coach	2024-08-26	2025-05-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

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"> 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	

Trauma informed instruction and Student Engagement

Action Step

<ul style="list-style-type: none"> Research and partner with professional development vendor to provide teachers with professional development around student engagement, SEL practices, Trauma-informed classrooms, and understanding trauma and its impact on learning. 		
Audience		
All staff		
Topics to be Included		
Trauma Informed teaching Student engagement		
Evidence of Learning		
Evidence in walkthroughs based on student engagement and teacher/student relationships		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2024-09-09	2025-06-20

Learning Format

Type of Activities	Frequency
Inservice day	5 sessions
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3e: Demonstrating Flexibility and Responsiveness 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date