

Profile and Plan Essentials

School		AUN/Branch
Diehl Elementary		2003
Address 1		
2327 Fairmont		
Address 2		
City	State	Zip Code
Erie	PA	16510
Chief School Administrator		Chief School Administrator Email
Brian Polito		bpolito@eriesd.org
Principal Name		
Timothy Sabol		
Principal Email		
tsabol@eriesd.org		
Principal Phone Number		Principal Extension
8148746585		
School Improvement Facilitator Name		School Improvement Facilitator Email
Lisa Berlin		lberlin@eriesd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Timothy Sabol	Principal	Erie's Public Schools/Diehl	tsabol@eriesd.org
Mary Kearney	Principal	Erie's Public Schools/Diehl	mkearney@eriesd.org
Karen Donnelly	Community Member	United Way	kdonnelly@eriesd.org
Tiphanie Mason	Education Specialist	Erie's Public Schools/Diehl	tmason@eriesd.org
Becky Powierza	Teacher	Erie's Public Schools/Diehl	bpowierza@eriesd.org
Teresa Szumigala	District Level Leaders	Erie's Public Schools	tszumligala@eriesd.org
Jennifer Preston	Parent	Diehl	younglioness417@gmail.com
Meghan Marshall	Teacher	Erie's Public Schools/Diehl	mmarshall@eriesd.org
Karin Ryan	District Level Leaders	Erie's Public Schools	kryan@eriesd.org
Scherry Prater	District Level Leaders	Erie's Public Schools	sprater@eriesd.org
Brian Polito	Chief School Administrator	Erie's Public Schools	bpolito@eriesd.org
Kelly Kienholz	Paraprofessional	Erie's Public Schools/Diehl	kellykienholz@eriesd.org
Amy Rupp	Teacher	Erie's Public Schools/Diehl	arupp@eriesd.org
Katrina Amann-Ross	Teacher	Erie's Public Schools/Diehl	kamannross@eriesd.org
Linda Graff	Board Member	Erie's Public Schools	lgraff@eriesd.org

Vision for Learning

Vision for Learning

Students first, Owning our actions, Always positive, Reaching higher SOAR

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
Met growth expectations (PVAAS) in math	Meets or exceeds Interim Target and increased performance in math 83.0
College and Career Readiness	Meets or exceeds Statewide Goal in all reportable student groups - 100%
Proficient or Advanced on PA State Assessments ELA, math, and science	All student group increased performance from the previous year in ELA by 2.2 in math by 3.1

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on PA State Assessments ELA	From 11.2% in 2022 to 13.4% proficient in 2023
Proficient or Advanced on PA State Assessments Math	From 5.9% in 2022 to 9% proficient in 2023
Meeting Annual Academic Growth Expectations (PVAAS) - ELA	Decrease from last year - 64.0
Meeting Annual Academic Growth Expectations (PVAAS) - science	Decrease from last year - 50.0
Regular Attendance	Decrease from last year - 63.9%

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

Strengths

Indicator Meeting Annual Academic Growth Expectations (PVAAS) ELA and math ESSA Student Subgroups English Learners	Comments/Notable Observations English Learner students met or exceeded the interim goal in ELA - 77.0 and math - 93.0
Indicator Meeting Annual Academic Growth Expectations (PVAAS) math ESSA Student Subgroups	Comments/Notable Observations ED students met or exceeded the Statewide Goal in math - 87.0

Economically Disadvantaged	
Indicator Meeting Annual Academic Growth Expectations (PVAAS) ELA and math ESSA Student Subgroups White	Comments/Notable Observations White students met or exceeded the Interim Goal in ELA - 78.0 and math - 90.0
Indicator ELA PSSA Grade 3 ESSA Student Subgroups	Comments/Notable Observations There was a 7.7% increase in Grade 3 students being proficient or advanced on PSSA ELA (2022 - 6.6 to 2023 - 14.3)

Challenges

Indicator Proficient or Advanced on PA State Assessments ELA and math ESSA Student Subgroups African-American/Black	Comments/Notable Observations Black students not meeting statewide goal or interim target and decreased from previous year - 8.3%
Indicator Meeting Annual Academic Growth Expectations (PVAAS) ESSA Student Subgroups African-American/Black	Comments/Notable Observations Black students not meeting statewide goal or interim target and decreased from previous year ELA - 61.0 and math - 69.0
Indicator Proficient or Advanced on PA State Assessments ELA - Grade 5 ESSA Student Subgroups	Comments/Notable Observations There was a 4.9% decrease in Grade 5 students being proficient or advanced on PSSA ELA (2022 - 20.3 to 2023 - 15.4)

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.

Met growth expectations (PVAAS) in math - Meets or exceeds Interim Target and increased performance in math 83.0
College and Career Readiness - Meets or exceeds Statewide Goal in all reportable student groups - 100%
Meeting Annual Academic Growth Expectations (PVAAS) ELA and math - English Learner students met or exceeded the interim goal

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.

Regular Attendance - Decrease from last year - 63.9%
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Proficient or Advanced on PA State Assessments ELA - 13.4% proficient
Proficient or Advanced on PA State Assessments Math - 9% proficient

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS - MOY Composite score K - 32% at or above benchmark 1 - 42% at or above benchmark 2 - 20% at or above benchmark 3 - 27% at or above benchmark 4 - 29% at or above benchmark 5 - 23% at or above benchmark	DIBELS data is collected across all grade levels providing a better view of ELA performance across the whole school.
CKLA CBAs Quarter 1 and 2 percent proficient Quarter 1 - School wide 53% of students in K-5 scored 70% or higher on two or more CKLA assessments in the first quarter. However, in grades 3-5, 26% scored 70% or higher. Quarter 2 - K - yes 59% and 60% 1 - yes 64% and 80% 2 - yes 88% 3 - no 10% and 10% 4 - no 20% and 45% 5 - no 52% and 43%	CKLA Unit assessment data is collected across all grade levels providing a better view of ELA performance across the whole school.

English Language Arts Summary

Strengths

DIBELS composite scores showed an increase in "at benchmark" and "above benchmark" and a decrease in "well below benchmark" for all students in grade K, 1, and 5.
On CKLA assessments over 55% of students scored 70% or better on Unit Assessments

Challenges

DIBELS composite score showed no decrease in "well below benchmark" for all students in grades 2, 3, and 4.
No grade level met the goal of 75% percent of students will score 70% or better on 2 or more CKLA Unit assessments per quarter at each grade level in the first or second quarter

Mathematics

Data	Comments/Notable Observations
iReady diagnostic 15% of students were at or above grade level while 37% of students were 2 or more grade levels below at MOY	This diagnostic occurs three times a year and shows student progress aligned to mathematical standards
Ready Math Unit assessments and comprehension checks K - 80% 1 - 79% 2 - 76% 3 - 21% 4 - 10% 5 - 33% Total - 49.8%	These are curriculum based summative assessments measuring student achievement.

Mathematics Summary

Strengths

iReady diagnostic data showed an increase in the all student group in "green" from 2% to 15% and a decrease in "red" students from 50% to 37%.
Over 50% of students scored 70% or better on Ready Math mid-unit and unit assessments through three quarters in grades K, 1, and 2

Challenges

Less than 50% of students scored 70% or better on Ready Math mid-unit and unit assessments through three quarters in grades 3, 4, and 5

Students in yellow increased from 46% to 48%

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
22 PSSA science assessment - All student group - 38.3% proficient or advanced Economically disadvantaged student group - 39.7% Black student group - 32.3%	Data from two year's prior PSSA science grade 4
23 PSSA science assessment - All student group - 27.1 proficient or advanced	Proficiency decreased from previous year

Science, Technology, and Engineering Education Summary

Strengths

Asian student group showed an increase in performance from the previous year.

Challenges

All student group did not meet statewide goal or interim target
22-23 data showed a decrease in proficiency from previous year

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures 23/24 - 100%	The program allows students to complete artifacts and tracks their progress. Counselor uses whole group, small group, and individual interventions to complete requirements

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

100% completion rate for 23-24 school year
Counselor closely monitors completion rate and works with teachers, administration, and central office to reach 100%

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.

Students are not on site, but are still attributed to our school for completion

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
DIBELS composite score showed a decrease in "well below benchmark" for EL students in grades K, 1, 2, and 5 from BOY to MOY.	K - BOY-100% - MOY-78% 1 - BOY-60% to MOY-45% 2 - BOY-69% to MOY-62% 5 - BOY-94% to MOY 88%
DIBELS composite score showed an increase in "well below benchmark" for EL students in grades 3 and 4 from BOY to MOY.	3 - BOY-84% to MOY-86% 4 - BOY-87% to MOY 88%

Students with Disabilities

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

Data	Comments/Notable Observations
DIBELS composite score showed no change from BOY to MOY in grade 3, an increase in well below in grade 4, and a decrease in well below in grade 5.	Grade 3 - BOY-60% to MOY 60% Grade 4 - BOY-70% to MOY-78% Grade 5 - BOY-80% to MOY-78%
DIBELS composite score showed no change in grades 1 and 2	Grade 1 - BOY-50% to MOY-50% Grade 2 - BOY-67% to MOY-67%

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
DIBELS composite score showed a decrease in "well below benchmark" for economically disadvantaged students in grades 1, 2, and 5 from BOY to MOY.	Grade 1 - BOY-57% to MOY-49% Grade 2 - BOY-66% to MOY-65% Grade 5 - BOY-69% to MOY 61%
DIBELS composite score showed an increase in "well below benchmark" for EL students in grades 3 and 4 from BOY to MOY.	Grade 3 - BOY-53% to MOY-60% Grade 4 - BOY-52% to MOY-54%

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	

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.

EL Students in primary grades continue to show growth.
ED Students in primary grades continue to show growth.
Special education students in grades 1, 2, and 5 continue to show growth

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.

EL Students in intermediate grades are not keeping up with benchmark indicators
ED Students in intermediate grades are not keeping up with benchmark indicators
Special education students in grades 3 and 4 are not keeping up with benchmark indicators

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Collectively shape the vision for continuous improvement of teaching and learning
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Align curricular materials and lesson plans to the PA Standards
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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
Provide frequent, timely, and systematic feedback and support on instructional practices
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
Met growth expectations (PVAAS) in math - Meets or exceeds Interim Target and increased performance in math 83.0	False
College and Career Readiness - Meets or exceeds Statewide Goal in all reportable student groups - 100%	False
Meeting Annual Academic Growth Expectations (PVAAS) ELA and math - English Learner students met or exceeded the interim goal	False
DIBELS composite scores showed an increase in "at benchmark" and "above benchmark" and a decrease in "well below benchmark" for all students in grade K, 1, and 5.	False
Asian student group showed an increase in performance from the previous year.	False
Counselor closely monitors completion rate and works with teachers, administration, and central office to reach 100%	False
iReady diagnostic data showed an increase in the all student group in "green" from 2% to 15% and a decrease in "red" students from 50% to 37%.	False
Over 50% of students scored 70% or better on Ready Math mid-unit and unit assessments through three quarters in grades K, 1, and 2	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Align curricular materials and lesson plans to the PA Standards	True
100% completion rate for 23-24 school year	False
Collectively shape the vision for continuous improvement of teaching and learning	True
On CKLA assessments over 55% of students scored 70% or better on Unit Assessments	False
EL Students in primary grades continue to show growth.	False
ED Students in primary grades continue to show growth.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Special education students in grades 1, 2, and 5 continue to show growth	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
Regular Attendance - Decrease from last year - 63.9%	False

Proficient or Advanced on PA State Assessments ELA - 13.4% proficient	False
Proficient or Advanced on PA State Assessments Math - 9% proficient	False
Less than 50% of students scored 70% or better on Ready Math mid-unit and unit assessments through three quarters in grades 3, 4, and 5	False
DIBELS composite score showed no decrease in "well below benchmark" for all students in grades 2, 3, and 4.	False
	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
	False
	False
All student group did not meet statewide goal or interim target	False
No grade level met the goal of 75% percent of students will score 70% or better on 2 or more CKLA Unit assessments per quarter at each grade level in the first or second quarter	False
Students in yellow increased from 46% to 48%	False
22-23 data showed a decrease in proficiency from previous year	False
Students are not on site, but are still attributed to our school for completion	False
EL Students in intermediate grades are not keeping up with benchmark indicators	False
ED Students in intermediate grades are not keeping up with benchmark indicators	False
Implement a multi-tiered system of supports for academics and behavior	True
Special education students in grades 3 and 4 are not keeping up with benchmark indicators	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.

Additional work needed to provide equitable educational opportunities and discipline procedures. School is gaining momentum with use of data, strategic planning, and creating a collaborative and empowering environment for teachers and students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Provide frequent, timely, and systematic feedback and support on instructional practices	Create a system that ensures teachers are receiving frequent, timely, and systematic feedback from administration.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	Communicate what the specifics of "high expectations" are to all students, educators, families, and community members.	True
Implement a multi-tiered system of supports for academics and behavior	Resources including space and staffing make it challenging to provide all the needed Tier 1, 2, and 3 supports for students.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Collectively shape the vision for continuous improvement of teaching and learning	Consistent vision (SOAR) drives all of the work done at Diehl. All initiatives, strategies, goals, and actions reflect Students first, Owning our actions, Always positive, Reaching higher. ILT and faculty regularly revisit vision and draw clear connections from it to our work of continuous improvement.
Align curricular materials and lesson plans to the PA Standards	Align curriculum through supported work from CORE
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Align curriculum through supported work from CORE in PLT including teacher discussion and planning.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If administration communicates what the specifics of "high expectations" are to all students, educators, families, and community members, then stakeholders will be vested in supporting high expectations, and student achievement will increase.
	If administration supports teachers to implement all components of the curriculum then opportunities are provided for all students to participate in the major work of the lesson and demonstrate mastery of the grade-level standards and student achievement will increase.

Goal Setting

Priority: If administration supports teachers to implement all components of the curriculum then opportunities are provided for all students to participate in the major work of the lesson and demonstrate mastery of the grade-level standards and student achievement will increase.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Reduce the number of students in grades kindergarten through fifth scoring "well below benchmark" on DIBELS composite score from 57% (based on 23-24 MOY data) to 45%.			
Measurable Goal Nickname (35 Character Max)			
MTSS Plan			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
57% of students will score "well below benchmark" on DIBELS BOY composite score.	50% of students will score "well below benchmark" on DIBELS MOY composite score.	No Data will be available for quarter 3	Reduce the number of students scoring "well below benchmark" on DIBELS composite score from 53% (based on 21-22, 22-23 data) to 45%.

Priority: If administration communicates what the specifics of "high expectations" are to all students, educators, families, and community members, then stakeholders will be vested in supporting high expectations, and student achievement will increase.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
50% percent of students in grades kindergarten through fifth will score 65% or better on CKLA Unit assessments per quarter at each grade level.			
Measurable Goal Nickname (35 Character Max)			
High Expectations			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
35% percent of students will score 65% or better on 2 or more CKLA Unit assessments per quarter at each grade level.	40% percent of students will score 65% or better on 2 or more CKLA Unit assessments per quarter at each grade level	45% percent of students will score 65% or better on 2 or more CKLA Unit assessments per quarter at each grade level	50% percent of students will score 65% or better on 2 or more CKLA Unit assessments per quarter at each grade level.

Action Plan

Measurable Goals

MTSS Plan	High Expectations
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Action Plan For: Multi-Tiered Support Systems

Measurable Goals:

- Reduce the number of students in grades kindergarten through fifth scoring "well below benchmark" on DIBELS composite score from 57% (based on 23-24 MOY data) to 45%.

Action Step		Anticipated Start/Completion Date	
Complete DIBELS BOY assessment		2024-09-09	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol, School-Wide Support Staff	DIBELS assessment, staff to implement assessment	No	
Action Step		Anticipated Start/Completion Date	
Review data from DIBELS BOY assessment		2024-09-23	2024-10-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol/Mary Kearney	DIBELS BOY data, Professional Learning Time, teachers	No	
Action Step		Anticipated Start/Completion Date	
Create intervention schedule for each grade level		2024-08-19	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol/Principal, Mary Kearney/AP	related arts and lunch schedule	No	
Action Step		Anticipated Start/Completion Date	
Identify students for intervention and progress monitoring		2024-09-30	2024-10-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol/Principal, Mary Kearney/AP	SWS teachers, classroom teachers, PLT time, grade level schedules	No	
Action Step		Anticipated Start/Completion Date	
Implement interventions and progress monitor students		2024-10-14	2025-01-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers	DIBELS and iReady interventions	No	
Action Step		Anticipated Start/Completion Date	
Monitor and adjust intervention groups		2025-01-20	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol/Principal, Mary Kearney/AP	progress monitoring data, PLT time, SWS teachers	No	
Action Step		Anticipated Start/Completion Date	
Continue cycle of continuous improvement		2025-01-24	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol/Principal, Mary Kearney/AP	SWS teachers, classroom teachers, PLT time, grade level schedules	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reduce the number of students scoring "well below benchmark" or "well below grade level" on DIBELS and iReady diagnostic to 45%	Timothy Sabol, Mary Kearney, monthly, DIBELS/iReady

Action Plan For: Science of Reading

Measurable Goals:
<ul style="list-style-type: none"> 50% percent of students in grades kindergarten through fifth will score 65% or better on CKLA Unit assessments per quarter at each grade level.

Action Step		Anticipated Start/Completion Date	
Develop a Calander for the six sessions of the science of reading		2024-07-29	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol	Calendar, schedule of course requirements	No	
Action Step		Anticipated Start/Completion Date	
Teachers will participate in asynchronous learning		2024-09-23	2025-01-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol, Mary Kearney	Pattan PA Science of Reading Knowledge course - asynchronous modules, Schoology	Yes	
Action Step		Anticipated Start/Completion Date	
Teachers will participate in administration lead PLT and Act 80 on Pattan Science of Reading course		2024-09-23	2025-01-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol, Mary Kearney	Pattan PA Science of Reading Knowledge course - asynchronous modules, Schoology	Yes	
Action Step		Anticipated Start/Completion Date	
Continue cycle of continuous improvement apply learning to educational practices		2025-01-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Timothy Sabol, Mary	Pattan PA Science of Reading Knowledge course - asynchronous modules, Schoology, CKLA	Yes	

Kearney	curriculum		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
50% percent of students in grades kindergarten through fifth will score 65% or better on CKLA Unit assessments per quarter at each grade level.	Timothy Sabol/Mary Kearney, quarterly, CKLA end of Unit Assessments

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Multi-Tiered Support SystemsScience of Reading	Salary and benefits for schoolwide instructional staff to meet the goals of the School Improvement Plan.	699438.10
Total Expenditures			699438.1

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Science of Reading	Teachers will participate in asynchronous learning
Science of Reading	Teachers will participate in administration lead PLT and Act 80 on Pattan Science of Reading course
Science of Reading	Continue cycle of continuous improvement apply learning to educational practices

Science of Reading

Action Step		
• Teachers will participate in asynchronous learning		
Audience		
All teachers		
Topics to be Included		
Science of Reading asynchronous modules		
Evidence of Learning		
PLT discussion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Timothy Sabol/Mary Kearney	2024-09-23	2025-01-20

Learning Format

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

Science of Reading

Action Step	
• Teachers will participate in administration lead PLT and Act 80 on Pattan Science of Reading course	
Audience	
All teachers	
Topics to be Included	
Science of Reading professional learning community discussion	
Evidence of Learning	

Professional learning community discussions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Timothy Sabol/Mary Kearney	2024-09-23	2025-01-20

Learning Format

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

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Brian Polito	2024-08-16
Building Principal Signature	Date
Timothy Sabol	2024-08-16
School Improvement Facilitator Signature	Date