



## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Corry Area Primary Sch		105251453
<b>Address 1</b>		
423 East Wayne St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Corry	PA	16407
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mrs Sheri L Yetzer		syetzer@corrysd.net
<b>Principal Name</b>		
Teresa Pearce		
<b>Principal Email</b>		
tpearce@corrysd.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
814-664-4677		5500
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Daniel Daum		ddaum@corrysd.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Leah Walls	Parent	Corry Area Primary School	
Nicole Webb	Parent	Corry Area Primary School	
Debbie Webber	Kindergarten Title 1 Teacher	Corry Area Primary School	dwebber@corrysd.net
Vanessa Whitman	1st Grade Title 1 Teacher	Corry Area Primary School	vwhitman@corrysd.net
Laura Beckman	1st Grade Title 1 Teacher	Corry Area Primary School	lbeckman@corrysd.net
Megan Simonsen	Teacher	Corry Area Primary School	msimonsen@corrysd.net
Teresa Pearce	Principal	Corry Area Primary School	tpearce@corrysd.net
Daniel L Daum	District Level Leaders	Corry Area School District	ddaum@corrysd.net
Stacy Hirschmann	Education Specialist	Corry Area Primary School	shirschmann@corrysd.net
Melissa Nuhfer	Principal	Corry Area Intermediate School	mnuhfer@corrysd.net

## Vision for Learning

### **Vision for Learning**

Corry Area Primary School is a place in which solid foundational skills are established in a compassionate learning environment where all children are respected, encouraged and valued by dedicated and caring staff.

## Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Regular Attendance	Attendance for all students was 85.0%, exceeding the statewide average of 78.1%. Strategies like home visits, parent meetings, and communication campaigns have been effective.
Attendance by Subgroups	Subgroups, including White (85.4%), Multi-Racial (82.1%), and Economically Disadvantaged (82.8%), exceeded statewide subgroup averages.
School Climate	CAPS maintains a positive and welcoming environment, fostering student engagement and participation, as evidenced by Renaissance data showing moderate to high satisfaction (67.6% overall response to learning in measured second graders).

### Challenges

Indicator	Comments/Notable Observations
Attendance Target	Attendance fell short of the statewide goal of 94.1%, particularly for Students with Disabilities (81.9%) and Economically Disadvantaged (82.8%).
Parent Engagement	Parental involvement in at-home learning remains inconsistent, impacting student support in foundational skills and attendance outcomes.

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

### Strengths

<b>Indicator</b> Attendance <b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Regular attendance for the following subgroups exceeds the state-wide average of 78.1%: - White: 85.4% - Multi-Racial: 82.1% - Economically Disadvantaged: 82.8% - Students with Disabilities: 81.9%
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

Indicator ESSA Student Subgroups	Comments/Notable Observations
-------------------------------------	-------------------------------

### Challenges

<b>Indicator</b> Attendance Target <b>ESSA Student Subgroups</b> Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Attendance for the Economically Disadvantaged subgroup dropped significantly from 90.3% in 2021-2022 to 73.7% in 2022-2023 and rose to 82.8% in 2023-2024, falling below the statewide attendance goal of 94.1%. Additional interventions, such as home visits and parent meetings, are needed to address this trend. Attendance gaps persist, with subgroup attendance still falling short of the statewide goal of 94.1%.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

### 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.

Regular Attendance: Overall attendance rate of 85.0% surpasses the statewide average of 78.1%, reflecting a strong culture of student engagement.
Subgroup Success: Attendance rates for White (85.4%), Multi-Racial (82.1%), and Economically Disadvantaged (82.8%) groups outperformed state subgroup averages.
Positive School Climate: Renaissance data highlights strong student satisfaction in Preparedness for Learning (67.3%) and Response to Learning (67.6%), supporting readiness to learn.

### 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.

Parent Involvement, specific to working with children at home.
Attendance for Targeted Subgroups: Students with Disabilities (81.9%) and Economically Disadvantaged (82.8%) fall short of the statewide goal of 94.1%, necessitating targeted interventions.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Foundational Skills (ESGI Data): Uppercase Letter Recognition: 79% correct responses (107 students). Lowercase Letter Recognition: 89% correct responses (89 students). CVC Words: 79% accuracy (15 students).	These results reflect high foundational skill mastery in Kindergarten, providing a strong foundation for continued literacy development.
Grade 3 Early Indicators of Success Reading (District-Wide Data): CASD: 50.4% Proficient/Advanced (P/A) in 2023-2024, up from 40.5% in 2022-2023.	A notable 9.9% improvement in proficiency rates reflects successful district-wide early literacy interventions. CAPS foundational literacy efforts are likely contributing factors. Positive trend of improvement by 9.9% in proficiency, indicating successful interventions in early literacy development.
Growth & Achievement Scores All Grades (NWEA MAP) Reading Growth Percentile (Fall-Spring 2023-2024): 49th. Reading Achievement Percentile: Declined slightly from 40th (Fall 2023) to 39th (Spring 2024).	Grade 1 demonstrated the strongest growth (58th percentile), indicating effective early interventions, while Grades K and 2 require additional support for sustained achievement.
Foundational Skills (NWEA Reading Fluency): Kindergarten (Phonological Awareness): 68 students exceeded, and 19 met expectations (Spring 2024). Grade 1 (Listening Comprehension): 74 students met expectations, and 16 were approaching (Spring 2024). Grade 2 (Phonological Awareness and Oral Reading Fluency): 55 students below expectations in Spring 2024 (up from 22 in Fall 2023).	Persistent gaps in Grade 2 fluency and phonological awareness highlight the need for intensive small-group interventions.

### English Language Arts Summary

#### Strengths

Kindergarten Foundational Skill Mastery (ESGI): High performance in uppercase letter recognition (79%) and lowercase letter recognition (89%) highlights the efficacy of foundational literacy instruction.
Grade 1 Listening Comprehension Progress (NWEA): Steady gains in comprehension, with 74 students meeting expectations and fewer students falling below grade-level benchmarks.
Kindergarten Phonological Awareness (NWEA): 68 students exceeded and 19 met expectations, indicating strong progress in developing early phonemic awareness.
Effective Title 1 Faculty: The ability of the Title 1 faculty to reach and positively impact children remains a key strength, contributing to the overall educational quality and student support at CAPS.

#### Challenges

Parental Involvement in Foundational Skills Reinforcement: Continued need for at-home engagement, particularly in building phonological and oral reading fluency skills.
Grade 2 Phonological Awareness Deficits (NWEA): Persistent gaps with 55 students below expectations in Spring 2024 require focused intervention strategies.

Reading Achievement Decline (NWEA MAP): Overall reading achievement percentile declined from 40th to 39th, with gaps widening in higher grades.

## Mathematics

Data	Comments/Notable Observations
Growth & Achievement Scores All Grades (NWEA MAP): Overall Growth Percentile: 39th (Fall-Spring 2023-2024). Overall Achievement Percentile: Declined from 52nd (Fall 2023) to 49th (Spring 2024).	This decline in achievement reflects the need for targeted interventions to address gaps in conceptual understanding and engagement across grades.
Grade-Level Highlights: Kindergarten: 39th growth percentile, 52nd achievement percentile. Grade 1: 56th growth percentile (highest across grades), steady achievement at 51st percentile. Grade 2: 30th growth percentile (lowest), with achievement declining from 55th (Fall 2023) to 36th (Spring 2024).	Kindergarten students show solid foundational skills in math but low growth highlights the need to enrich instruction to sustain momentum. Grade 1 performance indicates effective instruction and highlights the impact of small-group interventions and paraprofessional support. Grade 2 data shows a significant drop in achievement and minimal growth, signaling an urgent need for targeted intervention strategies and curriculum adjustments.
Growth and Achievement Quadrant By Grade: Kindergarten: High achievement/low growth quadrant. Grade 1: High growth/high achievement quadrant. Grade 2: Low growth/low achievement quadrant.	Kindergarten: Placed in the high achievement/low growth quadrant, highlighting the need for strategies to sustain momentum. Grade 1: Positioned in the high growth/high achievement quadrant, showcasing effective instructional strategies. Grade 2: Fell into the low growth/low achievement quadrant, signaling the need for targeted interventions.

## Mathematics Summary

### Strengths

Kindergarten Foundational Math Success: Kindergarten students performed well in foundational math skills, as evidenced by a 52nd achievement percentile, ensuring a solid base for future learning.
Grade 1 High Growth & Achievement: Grade 1 students demonstrated strong growth (56th percentile) and maintained an achievement percentile of 51st, highlighting effective instructional methods.
Targeted Interventions Yielding Results in Grade 1: The success in Grade 1 may be attributed to small-group instruction and the use of paraprofessionals and interventionist groups.

### Challenges

Sustaining Momentum in Kindergarten: Although achievement remains above average, low growth (39th percentile) in Kindergarten suggests a need for enrichment and scaffolding strategies.
Addressing Grade 2 Declines: The decline in both growth and achievement in Grade 2 points to instructional gaps and the need for intensive intervention programs. Growth in Grade 2 fell to the 30th percentile (Spring 2024), indicating the need for specific interventions at this grade level.
Differential Growth Across Grades: Grade 2 significantly underperformed, with only a 30th growth percentile and achievement declining from 55th to 36th. A targeted plan is necessary to address these deficits.
Alignment of Instructional Practices: Ensuring consistent mathematics instructional strategies across grades to boost growth and achievement.



## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Weekly STEAM Classes: CAPS provides weekly STEAM classes that foster curiosity, problem-solving, and collaboration through hands-on experiments and projects.	This approach builds early interest in STEM fields and aligns with developmentally appropriate practices for PK-2 learners.
Exploration of PA STEELS Standards: CAPS teachers and the STEAM leader have begun attending professional development sessions and reviewing the PA STEELS standards. While no significant curriculum changes have been implemented yet, the school is in the planning phase for alignment by 2025-2026.	This proactive engagement positions CAPS to make thoughtful and strategic transitions in preparation for the new PSSA assessments.
Integration of Science in Core Subjects: Science is integrated into literacy and math lessons across grades, ensuring consistent exposure even without dedicated science assessments at CAPS.	This cross-curricular strategy supports foundational knowledge and prepares students for formal assessments at CAIS.

## Science, Technology, and Engineering Education Summary

### Strengths

Early Engagement with STEAM Concepts: CAPS offers weekly STEAM classes that include engineering challenges, coding activities, and experiments, building strong foundational skills in problem-solving and scientific thinking.
Early Professional Development for PA STEELS Standards: CAPS has taken initial steps to explore the PA STEELS standards by having a teacher leader and STEAM instructor participate in professional development, setting the stage for future curriculum alignment.
Integrated Science Instruction: Embedding science within literacy and numeracy lessons enhances student learning while supporting the development of foundational skills.
Alignment with District Success: District data from CAIS demonstrates strong Grade 4 science performance, with 79.5% of students scoring proficient or advanced in 2023-2024. This highlights the importance of foundational science education at CAPS.

### Challenges

Preparing for Full STEELS Implementation: With major curriculum changes and new science PSSA assessments set for 2025-2026, CAPS needs a clear plan to ensure smooth alignment with the PA STEELS standards.
Time for Dedicated Science Instruction: While integration into core subjects is beneficial, limited time for explicit science instruction may hinder in-depth exploration of key concepts.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Exploration Lessons: Students participate in structured lessons beginning in kindergarten, focused on career readiness, exploration, and awareness.	CAPS students benefit from early exposure to career readiness concepts, which broadens their perspectives and fosters an understanding of various career paths.
Portfolio Development: A portfolio is started for each student, serving as a tool for tracking progress in career readiness and documenting experiences.	Activities such as career day speakers, field trips, and classroom visitors enhance the relevance and engagement of career readiness lessons.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**False** Arts and Humanities Omit

Data	Comments/Notable Observations
Arts Integration: CAPS offers a variety of Arts and Humanities experiences, including art, music, physical education, STEAM, and library programs.	Students are exposed to a well-rounded curriculum with creative and exploratory subjects, supporting their holistic development. These programs foster creativity, critical thinking, and problem-solving skills essential for long-term academic and personal success.

### Environment and Ecology

**False** Environment and Ecology Omit

Data	Comments/Notable Observations
While not a primary focus at CAPS, environmental education concepts are embedded within STEM and cross-curricular activities.	Students engage in hands-on activities that touch on environmental topics, though there is room to expand programming as students prepare for later years where environmental studies become more prominent.

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**False** Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Social-Emotional Learning (SEL): Weekly SEL lessons are provided to each class by the guidance counselor, focusing on emotional regulation, social skills, and mental health awareness.	Weekly SEL lessons delivered by an experienced guidance counselor positively impact emotional and social development.

Personal Safety Awareness: The School Resource Officer (SRO) and community service personnel deliver periodic safety tips and awareness sessions, such as holiday safety talks and stranger danger awareness.	
Physical Education (PE): All students participate in weekly PE classes that promote physical fitness, teamwork, and health education.	PE classes provide regular physical activity opportunities, fostering young learners' health and fitness habits.

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

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

Data	Comments/Notable Observations
Social studies concepts are integrated into cross-curricular literacy and STEAM lessons at CAPS.	Through engaging and age-appropriate activities, students are introduced to foundational concepts such as community roles, geography, and cultural awareness.

## 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.

Career Exploration: Routine guidance lessons beginning in kindergarten expose students to career pathways and build future readiness through portfolios, field trips, and career speakers.
Holistic Development: A rich Arts and Humanities program, including art, music, STEM, and library activities, nurtures creativity and critical thinking in students.
Social-Emotional Learning (SEL): Weekly SEL lessons delivered by an experienced counselor foster emotional regulation and social awareness, supporting overall student well-being.
Physical Fitness Opportunities: Weekly PE classes contribute to students' physical health, teamwork, and fitness awareness.

### 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.

Structured Safety Education: CAPS could implement a more structured schedule for personal safety lessons to ensure consistent student exposure.
Cross-Curricular Integration: Enhancing the integration of health, safety, and mindfulness concepts across subjects could improve students' long-term outcomes.
Further Enrichment in Arts and Humanities: Adding more integrated projects and collaborations with local artists could deepen student engagement and broaden learning experiences.



Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Regular Attendance 2023-2024: 81.9%. Historical Trends: 2018-2019: 78.2% 2019-2020: 85.0% 2020-2021: 89.7% 2021-2022: 90.8% 2022-2023: 85.3%	Significant Decline: Attendance for Students with Disabilities declined from a high of 90.8% in 2021-2022 to 81.9% in 2023-2024, reflecting a notable downward trend that requires immediate intervention. Historical Strength: Despite recent declines, this group maintained higher attendance rates than the statewide average in prior years, indicating the potential to recover with targeted strategies.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Regular Attendance 2023-2024: 82.8%. Historical Trends: 2018-2019: 85.0% 2019-2020: 88.7% 2020-2021: 89.4% 2021-2022: 90.3% 2022-2023: 79.7%	Recovery from a Decline: Attendance for Economically Disadvantaged students increased from 79.7% in 2022-2023 to 82.8% in 2023-2024, showing progress after a significant drop. Historical Trends: Attendance peaked in 2021-2022 at 90.3%, indicating a potential for continued recovery with sustained engagement efforts.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	Regular Attendance 2023-2024: 85.4%. Historical Trends: 2018-2019: 88.4% 2019-2020: 92.3% 2020-2021: 90.6% 2021-2022: 94.8% 2022-2023: 83.5% Slight Improvement: Attendance increased from 83.5% in 2022-2023 to 85.4% in 2023-2024 but remains significantly lower than the 94.8% peak in 2021-2022.
2 or More Races	Regular Attendance 2023-2024: 82.1%. Historical Trends: 2018-2019: 86.4% 2019-2020: 87.5% 2020-2021: 92.0% 2021-2022: 81.3% 2022-2023: 90.0% Comments/Notable Observations: Significant Decline: Attendance dropped sharply from 90.0% in 2022-2023 to 82.1% in 2023-2024, requiring targeted outreach and support. Fluctuating Trends: Attendance for this group has varied significantly year-to-year, highlighting the need for consistent engagement strategies.

## 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.

Recovery in Economically Disadvantaged Attendance: A 3.1% increase from 2022-2023 to 2023-2024 reflects successful engagement efforts for this subgroup.
Historical Attendance Strength for Students with Disabilities: Despite recent declines, this group previously demonstrated strong attendance patterns, indicating a foundation upon which to rebuild.
Positive Trends for White Students: Attendance improved from 83.5% in 2022-2023 to 85.4% in 2023-2024, demonstrating gradual recovery.

### 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.

Attendance Decline for Students with Disabilities: A sharp drop from 90.8% in 2021-2022 to 81.9% in 2023-2024 signals the need for targeted interventions to address barriers.
Fluctuations in Attendance for Two or More Races: Significant year-to-year variability, with a sharp decline in 2023-2024, highlights the need for consistent outreach.
Sustaining Attendance Gains for Economically Disadvantaged Students: While progress is evident, attendance remains below the 90.3% peak, requiring ongoing support to maintain and build on this recovery.
Long-Term Attendance Goals: Overall subgroup attendance rates are below the statewide goal of 94.1%, necessitating district-wide strategies to close the gap.



## 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	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Emerging

### 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	Exemplary
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	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

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



Family Engagement Through Events: CAPS offers robust opportunities for families to participate in their children’s education through events such as Title I Reading Nights, Open Houses, and Meet the Teacher evenings, which strengthen home-school connections.
Comprehensive Transition Support: Transition meetings for early intervention to school-age, Kindergarten to 1st Grade, and Grade 2 to Grade 3 ensure that students and families feel prepared and supported during key educational milestones.
Integrated Behavioral Health Services: CAPS’s partnership with the Community School-Based Behavioral Health Program provides direct mental health support to students, fostering a safe and emotionally supportive school environment.
Collaborative Community Partnerships: The Early Learning Fair connects families to vital resources such as childcare services, mental health programs, dental health initiatives, Nutrition, Inc. dieticians, and cultural activities, demonstrating a strong commitment to community collaboration.
Health and Wellness Integration: The collaboration with Erie County Health Department and Nutrition, Inc. supports CAPS’s focus on health education and nutrition awareness, ensuring families and students benefit from holistic care.

## 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?

Expanding Community Engagement: While the Early Learning Fair and other events have been successful, there is an opportunity to broaden participation and integrate additional services that align with family needs, such as financial literacy programs or STEM-focused community initiatives.
Sustaining Mental Health and Wellness Programs: The Community School-Based Behavioral Health Program and partnerships with Erie County Health Department and Nutrition, Inc. are significant strengths, but ensuring their sustainability and expanding outreach to all students and families is a key focus moving forward.

## 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
Regular Attendance: Overall attendance rate of 85.0% surpasses the statewide average of 78.1%, reflecting a strong culture of student engagement.	True
Subgroup Success: Attendance rates for White (85.4%), Multi-Racial (82.1%), and Economically Disadvantaged (82.8%) groups outperformed state subgroup averages.	True
Positive School Climate: Renaissance data highlights strong student satisfaction in Preparedness for Learning (67.3%) and Response to Learning (67.6%), supporting readiness to learn.	False
Kindergarten Foundational Skill Mastery (ESGI): High performance in uppercase letter recognition (79%) and lowercase letter recognition (89%) highlights the efficacy of foundational literacy instruction.	True
Grade 1 Listening Comprehension Progress (NWEA): Steady gains in comprehension, with 74 students meeting expectations and fewer students falling below grade-level benchmarks.	True
Kindergarten Phonological Awareness (NWEA): 68 students exceeded and 19 met expectations, indicating strong progress in developing early phonemic awareness.	False
Effective Title 1 Faculty: The ability of the Title 1 faculty to reach and positively impact children remains a key strength, contributing to the overall educational quality and student support at CAPS.	True
Early Engagement with STEAM Concepts: CAPS offers weekly STEAM classes that include engineering challenges, coding activities, and experiments, building strong foundational skills in problem-solving and scientific thinking.	False
Career Exploration: Routine guidance lessons beginning in kindergarten expose students to career pathways and build future readiness through portfolios, field trips, and career speakers.	False
Holistic Development: A rich Arts and Humanities program, including art, music, STEM, and library activities, nurtures creativity and critical thinking in students.	False
Historical Attendance Strength for Students with Disabilities: Despite recent declines, this group previously demonstrated strong attendance patterns, indicating a foundation upon which to rebuild.	False
Integrated Behavioral Health Services: CAPS's partnership with the Community School-Based Behavioral Health Program provides direct mental health support to students, fostering a safe and emotionally supportive school environment.	False
Positive Trends for White Students: Attendance improved from 83.5% in 2022-2023 to 85.4% in 2023-2024, demonstrating gradual recovery.	False
Kindergarten Foundational Math Success: Kindergarten students performed well in foundational math skills, as evidenced by a 52nd achievement percentile, ensuring a solid base for future learning.	False
Targeted Interventions Yielding Results in Grade 1: The success in Grade 1 may be attributed to small-group instruction and the	False

use of paraprofessionals and interventionist groups.	
Early Professional Development for PA STEELS Standards: CAPS has taken initial steps to explore the PA STEELS standards by having a teacher leader and STEAM instructor participate in professional development, setting the stage for future curriculum alignment.	False
Integrated Science Instruction: Embedding science within literacy and numeracy lessons enhances student learning while supporting the development of foundational skills.	False
Grade 1 High Growth & Achievement: Grade 1 students demonstrated strong growth (56th percentile) and maintained an achievement percentile of 51st, highlighting effective instructional methods.	False
Recovery in Economically Disadvantaged Attendance: A 3.1% increase from 2022-2023 to 2023-2024 reflects successful engagement efforts for this subgroup.	False
Alignment with District Success: District data from CAIS demonstrates strong Grade 4 science performance, with 79.5% of students scoring proficient or advanced in 2023-2024. This highlights the importance of foundational science education at CAPS.	False
Social-Emotional Learning (SEL): Weekly SEL lessons delivered by an experienced counselor foster emotional regulation and social awareness, supporting overall student well-being.	True
Family Engagement Through Events: CAPS offers robust opportunities for families to participate in their children's education through events such as Title I Reading Nights, Open Houses, and Meet the Teacher evenings, which strengthen home-school connections.	True
Comprehensive Transition Support: Transition meetings for early intervention to school-age, Kindergarten to 1st Grade, and Grade 2 to Grade 3 ensure that students and families feel prepared and supported during key educational milestones.	False
Collaborative Community Partnerships: The Early Learning Fair connects families to vital resources such as childcare services, mental health programs, dental health initiatives, Nutrition, Inc. dieticians, and cultural activities, demonstrating a strong commitment to community collaboration.	True
Physical Fitness Opportunities: Weekly PE classes contribute to students' physical health, teamwork, and fitness awareness.	False
Health and Wellness Integration: The collaboration with Erie County Health Department and Nutrition, Inc. supports CAPS's focus on health education and nutrition awareness, ensuring families and students benefit from holistic care.	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
Parent Involvement, specific to working with children at home.	False
Attendance for Targeted Subgroups: Students with Disabilities (81.9%) and Economically Disadvantaged (82.8%) fall short of the statewide goal of 94.1%, necessitating targeted interventions.	True
Parental Involvement in Foundational Skills Reinforcement: Continued need for at-home engagement, particularly in building phonological and oral reading fluency skills.	True
Grade 2 Phonological Awareness Deficits (NWEA): Persistent gaps with 55 students below expectations in Spring 2024 require	True

focused intervention strategies.	
Sustaining Momentum in Kindergarten: Although achievement remains above average, low growth (39th percentile) in Kindergarten suggests a need for enrichment and scaffolding strategies.	False
Addressing Grade 2 Declines: The decline in both growth and achievement in Grade 2 points to instructional gaps and the need for intensive intervention programs. Growth in Grade 2 fell to the 30th percentile (Spring 2024), indicating the need for specific interventions at this grade level.	True
Cross-Curricular Integration: Enhancing the integration of health, safety, and mindfulness concepts across subjects could improve students' long-term outcomes.	False
Differential Growth Across Grades: Grade 2 significantly underperformed, with only a 30th growth percentile and achievement declining from 55th to 36th. A targeted plan is necessary to address these deficits.	False
Sustaining Attendance Gains for Economically Disadvantaged Students: While progress is evident, attendance remains below the 90.3% peak, requiring ongoing support to maintain and build on this recovery.	True
Preparing for Full STEELS Implementation: With major curriculum changes and new science PSSA assessments set for 2025-2026, CAPS needs a clear plan to ensure smooth alignment with the PA STEELS standards.	False
Sustaining Mental Health and Wellness Programs: The Community School-Based Behavioral Health Program and partnerships with Erie County Health Department and Nutrition, Inc. are significant strengths, but ensuring their sustainability and expanding outreach to all students and families is a key focus moving forward.	True
Reading Achievement Decline (NWEA MAP): Overall reading achievement percentile declined from 40th to 39th, with gaps widening in higher grades.	False
Alignment of Instructional Practices: Ensuring consistent mathematics instructional strategies across grades to boost growth and achievement.	False
Structured Safety Education: CAPS could implement a more structured schedule for personal safety lessons to ensure consistent student exposure.	False
Attendance Decline for Students with Disabilities: A sharp drop from 90.8% in 2021-2022 to 81.9% in 2023-2024 signals the need for targeted interventions to address barriers.	False
Fluctuations in Attendance for Two or More Races: Significant year-to-year variability, with a sharp decline in 2023-2024, highlights the need for consistent outreach.	False
Expanding Community Engagement: While the Early Learning Fair and other events have been successful, there is an opportunity to broaden participation and integrate additional services that align with family needs, such as financial literacy programs or STEM-focused community initiatives.	True
Time for Dedicated Science Instruction: While integration into core subjects is beneficial, limited time for explicit science instruction may hinder in-depth exploration of key concepts.	False
Further Enrichment in Arts and Humanities: Adding more integrated projects and collaborations with local artists could deepen student engagement and broaden learning experiences.	False
Long-Term Attendance Goals: Overall subgroup attendance rates are below the statewide goal of 94.1%, necessitating district-wide strategies to close the gap.	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.

Monitoring and Feedback on Instructional Practices: While CAPS conducts data days and shares NWEA reports with parents, systematic feedback loops for refining teacher instructional practices remain in the emerging stages.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance for Targeted Subgroups: Students with Disabilities (81.9%) and Economically Disadvantaged (82.8%) fall short of the statewide goal of 94.1%, necessitating targeted interventions.	Attendance rates for Students with Disabilities (81.9%) and Economically Disadvantaged (82.8%) remain well below the statewide goal of 94.1%. Chronic absenteeism may stem from systemic barriers such as lack of transportation, family economic challenges, or health-related absences. Existing communication and outreach efforts may not fully address the unique needs of these subgroups.	True
Addressing Grade 2 Declines: The decline in both growth and achievement in Grade 2 points to instructional gaps and the need for intensive intervention programs. Growth in Grade 2 fell to the 30th percentile (Spring 2024), indicating the need for specific interventions at this grade level.	Significant declines in both growth (30th percentile) and achievement (from 55th to 36th percentile) in Grade 2 indicate instructional gaps. Root causes may include transitions from foundational to more complex literacy skills and insufficient differentiation for students struggling with fluency and phonological awareness. Students entering Grade 2 may have experienced skill regressions or gaps in mastery of key foundational skills.	True
Expanding Community Engagement: While the Early Learning Fair and other events have been successful, there is an opportunity to broaden participation and integrate additional services that align with family needs, such as financial literacy programs or STEM-focused community initiatives.	While community engagement events like the Early Learning Fair have been successful, participation levels suggest limited reach to certain families. Many families may be unaware of or unable to access the available services, highlighting the need for expanded communication and broader outreach. Additional partnerships could address gaps, such as financial literacy programs, STEAM-focused initiatives, and child care support.	False
Sustaining Mental Health and Wellness Programs: The Community School-Based Behavioral Health Program and partnerships with Erie County Health Department and Nutrition, Inc. are significant strengths, but ensuring their sustainability and expanding outreach to all students and families is a key focus moving forward.		False
Parental Involvement in Foundational Skills Reinforcement: Continued need for at-home engagement, particularly in building phonological and oral reading fluency skills.		False
Sustaining Attendance Gains for Economically Disadvantaged Students: While progress is evident, attendance remains below the 90.3% peak, requiring ongoing support to maintain and build on this recovery.		False
Grade 2 Phonological Awareness Deficits (NWEA): Persistent gaps with	Persistent phonological awareness gaps, with 55 students below	True

55 students below expectations in Spring 2024 require focused intervention strategies.	expectations, indicate a need for targeted interventions. A lack of systematic instruction in phonemic awareness and fluency in early grades may contribute to these deficits. Instructional strategies and resources currently in place may not adequately address the needs of struggling readers.	
--	--	--

## Analyzing Strengths

Analyzing Strengths	Discussion Points
Kindergarten Foundational Skill Mastery (ESGI): High performance in uppercase letter recognition (79%) and lowercase letter recognition (89%) highlights the efficacy of foundational literacy instruction.	High performance in letter recognition and phonological awareness demonstrates effective early literacy practices. Insights from Kindergarten successes could inform strategies to address skill gaps in higher grades.
Grade 1 Listening Comprehension Progress (NWEA): Steady gains in comprehension, with 74 students meeting expectations and fewer students falling below grade-level benchmarks.	Progress in Grade 1 comprehension highlights effective instructional approaches that could be scaled to other grades. The use of targeted comprehension strategies could support Grade 2 fluency and phonological awareness deficits.
Effective Title 1 Faculty: The ability of the Title 1 faculty to reach and positively impact children remains a key strength, contributing to the overall educational quality and student support at CAPS.	Title I faculty's ability to connect with families and provide personalized support has positively impacted student engagement. Their expertise could be leveraged to train and support other staff in addressing attendance and engagement challenges.
Regular Attendance: Overall attendance rate of 85.0% surpasses the statewide average of 78.1%, reflecting a strong culture of student engagement.	Overall attendance rate of 85.0% reflects a strong culture of student engagement. Successful practices could be analyzed to identify strategies that might benefit struggling subgroups.
Family Engagement Through Events: CAPS offers robust opportunities for families to participate in their children's education through events such as Title I Reading Nights, Open Houses, and Meet the Teacher evenings, which strengthen home-school connections.	Events like Title I Reading Nights and Meet the Teacher evenings create opportunities for meaningful family connections. Expanding event offerings and tailoring outreach to underrepresented families could strengthen community ties.
Collaborative Community Partnerships: The Early Learning Fair connects families to vital resources such as childcare services, mental health programs, dental health initiatives, Nutrition, Inc. dieticians, and cultural activities, demonstrating a strong commitment to community collaboration.	Partnerships with local organizations such as the Erie County Health Department and Nutrition, Inc. provide valuable resources to families. These collaborations could be further expanded to address attendance and engagement challenges.
Subgroup Success: Attendance rates for White (85.4%), Multi-Racial (82.1%), and Economically Disadvantaged (82.8%) groups outperformed state subgroup averages.	Attendance rates for White (85.4%) and Economically Disadvantaged (82.8%) subgroups indicate resilience and gradual recovery. Understanding what works for these groups could inform strategies to improve attendance for other subgroups.
Social-Emotional Learning (SEL): Weekly SEL lessons delivered by an experienced counselor foster emotional regulation and social awareness, supporting overall student well-being.	Weekly SEL lessons promote emotional regulation and positive behaviors, creating a foundation for improved attendance and engagement. Expanding SEL integration across classrooms could further enhance school climate and student outcomes.

## Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Develop and implement a comprehensive, multi-tiered system of supports to address chronic absenteeism among Students with Disabilities and Economically Disadvantaged subgroups, focusing on targeted interventions such as increased family outreach, enhanced collaboration through biweekly building-level teams, and data-driven monitoring of attendance patterns.
	Strengthen instructional strategies and small-group interventions for Grade 2 students by providing targeted professional development for teachers, aligning resources to address instructional gaps, and leveraging paraprofessional and interventionist support to improve both growth and achievement outcomes.
	Establish a systematic approach to address phonological awareness deficits in Grade 2 by implementing research-based phonemic awareness programs, providing targeted small-group instruction, and integrating progress monitoring tools to track and adjust interventions for struggling readers.



## Goal Setting

Priority: Develop and implement a comprehensive, multi-tiered system of supports to address chronic absenteeism among Students with Disabilities and Economically Disadvantaged subgroups, focusing on targeted interventions such as increased family outreach, enhanced collaboration through biweekly building-level teams, and data-driven monitoring of attendance patterns.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
As measured by monthly attendance reports, the attendance rate for students with disabilities will increase from 81.9% to 85.5% by the end of the 2024-2025 school year, and the attendance rate for Economically Disadvantaged students will increase from 82.8% to 86.0%.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Improve Attendance Subgroups			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Conduct baseline attendance analysis and begin targeted family outreach with at least 30% of identified families.	Reduce chronic absenteeism by 10% compared to the previous quarter.	Maintain a reduction in chronic absenteeism and achieve a 50% participation rate in family engagement events for targeted families.	Achieve an attendance increase of at least 3.5% for each subgroup.

Priority: Strengthen instructional strategies and small-group interventions for Grade 2 students by providing targeted professional development for teachers, aligning resources to address instructional gaps, and leveraging paraprofessional and interventionist support to improve both growth and achievement outcomes.

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
By the end of the 2024-2025 school year, the Grade 2 growth percentile in literacy will increase from the 30th percentile to the 50th percentile, and the achievement percentile will increase from 36th to 45th, as measured by NWEA MAP assessments.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Grade 2 Literacy Growth			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Provide targeted professional development to 100% of Grade 2 teachers on small-group instructional strategies and administer baseline NWEA MAP assessments.	Implement small-group interventions in 100% of Grade 2 classrooms and monitor progress with interim assessments, aiming for a 10% growth improvement.	Conduct mid-year professional development follow-ups and increase achievement percentile by 5 points compared to Fall 2024.	Reach growth and achievement percentiles of 50th and 45th, respectively.

Priority: Establish a systematic approach to address phonological awareness deficits in Grade 2 by implementing research-based phonemic awareness programs, providing targeted small-group instruction, and integrating progress monitoring tools to track and adjust interventions for struggling readers.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By the end of the 2024-2025 school year, reduce the number of Grade 2 students below expectations in phonological awareness from 55 to 30, as measured by spring NWEA Reading Fluency and progress monitoring tools.			
Measurable Goal Nickname (35 Character Max)			
Improve Phonological Awareness			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Implement a research-based phonemic awareness program in 100% of Grade 2 classrooms and train all teachers on its use.	Conduct progress monitoring for all identified students and reduce the below-expectation count by 10%.	Increase small-group intervention intensity for remaining at-risk students and aim for a 20% reduction in the below-expectation count compared to Fall 2024.	Reduce below-expectation students to no more than 30.

## Action Plan

### Measurable Goals

Improve Attendance Subgroups	Grade 2 Literacy Growth
Improve Phonological Awareness	

### Action Plan For: Multi-Tiered System of Supports (MTSS) for Attendance

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>As measured by monthly attendance reports, the attendance rate for students with disabilities will increase from 81.9% to 85.5% by the end of the 2024-2025 school year, and the attendance rate for Economically Disadvantaged students will increase from 82.8% to 86.0%.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Establish Attendance Baseline Data		2024-08-28	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building-level Administrators and Guidance Counselors, Attendance Secretary	Attendance tracking software, baseline attendance reports	No	
Action Step		Anticipated Start/Completion Date	
Implement Biweekly Building-Level Team Meetings for At-Risk Students		2024-09-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor, Principal	Parent outreach resources, intervention documentation tools	No	
Action Step		Anticipated Start/Completion Date	
Enhance Family Engagement Strategies		2024-10-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title I Team, Elementary Administrators	Parent outreach materials, community partner supports	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Monthly attendance baselines established for Students with Disabilities and Economically Disadvantaged students. Attendance improvement goals disseminated to staff for students with truancy issues. Increased parental engagement for at-risk students. Documentation of Tiered interventions and improvement plans. Attendance-focused family nights with 40% participation of	Monthly monitoring by data teams using attendance software. Reports generated and analyzed during biweekly building team meetings. ESAP and BLT team documentation reviewed monthly by principal and guidance. Family participation data and post-event surveys.

target families. Reduction of chronic absenteeism by 10% mid-year.	
--	--

### Action Plan For: Multi-Tiered Literacy Intervention System

Measurable Goals:	
<ul style="list-style-type: none"> <li>By the end of the 2024-2025 school year, reduce the number of Grade 2 students below expectations in phonological awareness from 55 to 30, as measured by spring NWEA Reading Fluency and progress monitoring tools.</li> <li>By the end of the 2024-2025 school year, the Grade 2 growth percentile in literacy will increase from the 30th percentile to the 50th percentile, and the achievement percentile will increase from 36th to 45th, as measured by NWEA MAP assessments.</li> </ul>	

Action Step		Anticipated Start/Completion Date	
Deliver Whole-Class Phonics and Phonological Awareness Instruction		2024-09-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Grade 2 Teachers	Evidence-based phonics curriculum, Heggerty lesson materials	Yes	
Action Step		Anticipated Start/Completion Date	
Implement Targeted Small-Group Interventions for Phonological Awareness and Fluency		2024-09-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title I Teachers, Paraprofessionals, Special Education Teachers, Interventionists (PE and Music Teachers during intervention blocks)	Small-group lesson plans, progress monitoring tools (NWEA, ESGI), and phonological intervention materials.	Yes	
Action Step		Anticipated Start/Completion Date	
Leverage Paraprofessionals and Interventionists for Individualized Support		2024-09-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Paraprofessionals, PE and Music Teachers during intervention periods	Customized lesson plans for one-on-one instruction, phonics practice kits, small group skill materials	No	
Action Step		Anticipated Start/Completion Date	
Integrate Progress Monitoring Tools to Guide Interventions		2024-09-01	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Title I Teachers, Paraprofessionals	ESGI, NWEA MAP, and other diagnostic tools	No	
Action Step		Anticipated Start/Completion Date	
Enhance Collaboration Between Teachers and Interventionists		2024-09-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Grade 2 Teachers, Title I Teachers, Special Education Teachers, Paraprofessionals	Shared lesson plans, student progress documentation	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Documented progress in phonological awareness and literacy outcomes through: Improved Tier 2 and Tier 3 reading fluency scores. Reduction in the number of students in the "below expectations" category for NWEA and ESGI phonological benchmarks. Quarterly progress reports shared with families. Enhanced collaboration between classroom teachers and interventionists, ensuring alignment between whole-class instruction and small-group/individual interventions.	Biweekly data reviews during team meetings (including progress monitoring data for Tier 2 and Tier 3 students). Classroom walkthroughs and instructional fidelity checks. Mid-year progress evaluations to adjust intervention strategies. Monthly team collaboration sessions to assess and align small-group interventions with classroom goals.

## 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"><li>Multi-Tiered System of Supports (MTSS) for Attendance</li><li>Multi-Tiered Literacy Intervention System</li></ul>	Teacher Salary and Benefits	554431
Other Expenditures	<ul style="list-style-type: none"><li>Multi-Tiered System of Supports (MTSS) for Attendance</li><li>Multi-Tiered Literacy Intervention System</li></ul>	Counselor	50863
Carryover Funds	<ul style="list-style-type: none"><li>Multi-Tiered System of Supports (MTSS) for Attendance</li><li>Multi-Tiered Literacy Intervention System</li></ul>	Teacher salary and benefits (being used first)	72500
Instruction	<ul style="list-style-type: none"><li>Multi-Tiered System of Supports (MTSS) for Attendance</li><li>Multi-Tiered Literacy Intervention System</li></ul>	supplies	7911
Instruction	<ul style="list-style-type: none"><li>Multi-Tiered System of Supports (MTSS) for Attendance</li><li>Multi-Tiered Literacy Intervention System</li></ul>	Title 1 teacher substitutes	7528

Other Expenditures	<ul style="list-style-type: none"><li>• Multi-Tiered System of Supports (MTSS) for Attendance</li><li>• Multi-Tiered Literacy Intervention System</li></ul>	FPC, Homeless Liaison, Foster POC	25378	
Other Expenditures	<ul style="list-style-type: none"><li>• Multi-Tiered System of Supports (MTSS) for Attendance</li><li>• Multi-Tiered Literacy Intervention System</li></ul>	Homelessness	1200	
Other Expenditures	<ul style="list-style-type: none"><li>• Multi-Tiered System of Supports (MTSS) for Attendance</li><li>• Multi-Tiered Literacy Intervention System</li></ul>	Family Engagement Night events (2)	6705	
Other Expenditures	<ul style="list-style-type: none"><li>• Multi-Tiered System of Supports (MTSS) for Attendance</li><li>• Multi-Tiered Literacy Intervention System</li></ul>	Sapphire student software	14900	
Other Expenditures	<ul style="list-style-type: none"><li>• Multi-Tiered System of Supports (MTSS) for Attendance</li><li>• Multi-Tiered Literacy Intervention System</li></ul>	FPC travel	862	
Total Expenditures				742278

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered Literacy Intervention System	Deliver Whole-Class Phonics and Phonological Awareness Instruction
Multi-Tiered Literacy Intervention System	Implement Targeted Small-Group Interventions for Phonological Awareness and Fluency
Multi-Tiered Literacy Intervention System	Enhance Collaboration Between Teachers and Interventionists

### Effective Small-Group Interventions

Action Step		
<ul style="list-style-type: none"><li>Deliver Whole-Class Phonics and Phonological Awareness Instruction</li><li>Implement Targeted Small-Group Interventions for Phonological Awareness and Fluency</li></ul>		
Audience		
Grade 2 Teachers, Title I Teachers, Special Education Teachers, Paraprofessionals, PE and Music Teachers (during intervention periods)		
Topics to be Included		
Best practices for implementing evidence-based phonics and phonological awareness strategies (aligned with Orton-Gillingham and Heggerty programs). Analyzing and using NWEA, ESGI, and other diagnostic tools to guide instruction. Aligning small-group instruction with whole-class curriculum goals. Monitoring and adjusting interventions based on real-time progress data.		
Evidence of Learning		
Implementation of tailored lesson plans for small groups, based on diagnostic data. Documented progress in phonological awareness and fluency scores (quarterly reports). Observation of small-group sessions by leadership to assess instructional fidelity.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Grade-Level Team Leads, Title I Coordinator, Special Education Coordinator	2024-09-01	2025-06-06

### Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly grade-level team meetings Quarterly PD sessions Weekly informal coaching/feedback during intervention blocks
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"><li>2b: Establishing a Culture for Learning</li><li>1e: Designing Coherent Instruction</li></ul>	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

### Data-Driven Collaboration for Literacy Success

Action Step
<ul style="list-style-type: none"><li>Enhance Collaboration Between Teachers and Interventionists</li></ul>



<b>Audience</b>		
Grade 2 Teachers, Title I Teachers, Interventionists, Special Education Teachers		
<b>Topics to be Included</b>		
Analyzing and interpreting data from NWEA MAP and ESGI. Aligning interventionist and teacher plans to ensure continuity of instruction. Using data from weekly team meetings to plan and monitor progress.		
<b>Evidence of Learning</b>		
Submission of aligned lesson plans for whole-class and small-group instruction. Documentation of student progress through collaborative data reviews. Improved student outcomes as seen in quarterly data reviews.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Principal, Title I Coordinator, Grade-Level Leads	2024-08-01	2025-06-06

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Weekly grade-level team meetings Quarterly collaboration workshops Mid-year reflection session
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>4d: Participating in a Professional Community</li> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Teresa A. Pearce	2025-01-07
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Daniel L Daum	2025-01-07