



## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Freeland Elementary/ Middle School		188403302/6718
<b>Address 1</b>		
400 Alvin Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Freeland	PA	18224
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Brian T. Uplinger		uplingerb@hasdk12.org
<b>Principal Name</b>		
Frank Walton		
<b>Principal Email</b>		
waltonf@hasdk12.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-459-3221		21500
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Robert Barletta		bbarletta@liu18.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brian Uplinger	Chief School Administrator	Superintendent/Hazleton Area School District	uplingerb@hasdk12.org
Frank Walton	Principal	Freeland EL/MS	waltonf@hasdk12.org
Patrick Patte	Chief School Administrator	Director of Curriculum/Hazleton Area School District	pattep@hasdk12.org
Michelle Zukoski	District Level Leaders	Supervisor of Federal Programs/Hazleton Area School District	zukoskim@hasdk12.org
Christine DeLash	District Level Leaders	Supervisor of Special Education/Hazleton Area School District	delashc@hasdk12.org
Amy Pcolinsky	Community Member	Pcolinsky Photography	apcolinsky@outlook.com
Ashley Marino	Parent	Parent	ashleycmr0519@gmail.com
Alexis Barletta	Teacher	7-8 teacher/Freeland EL/MS	barlettaa@hasdk12.org
Katie Pavlick	Teacher	Interventionist/Freeland EL/MS	pavlickk@hasdk12.org
Amy Rush	Teacher	Interventionist/Freeland EL/MS	rusha@hasdk12.org
Sara Higgs	Teacher	Elementary teacher/Freeland EL/MS	higgss@hasdk12.org
Lindsay Wagner	District Level Leaders	Supervisor of ELD/Hazleton Area School District	wagnerl@hasdk12.org
Susan Platek	Other	Vice Principal Freeland EL/MS	plateks@hasdk12.org
Justine Franek	Paraprofessional	Freeland EL/MS	franekj@hasdk12.org
Regina Smith	Teacher	ELD Teacher grades K-5/Freeland EL/MS	smithr@hasdk12.org
Jenn Pecora	Other	PTA President Freeland EL/MS	pecorafive@gmail.com
Holly Drumn	Other	Guidance Counselor	drumnh@hasdk12.org
Toni Hunsinger	Teacher	Special Education Teacher/Freeland EL/MS	hunsingert@hasdk12.org
Peg Foster	Other	LIU 18 consultant	pfoster@liu18.org

## **Vision for Learning**

### **Vision for Learning**

Freeland EL/MS ensures a challenging and enriching education for all students, where all students are engaged with high academic standards, rigorous curriculum and integration of technology in an inclusive environment.

## Future Ready PA Index

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

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

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
ELA growth	Freeland in 2023, all student group exceeded growth standard 83. The state average for 2023 was 75.4.
Math growth	Freeland in 2023, all student group exceeded growth standard 93.5. The state average for 2023 was 74.9.
Science Growth	Freeland in 2023, all student group exceeded growth standard 97.5. The state average for 2023 was 74.7.
PVAAS ELA	In 2023, ELA across the grades showed moderate evidence that the school met the standard for PA Academic Growth.
eMetric ELA	In 2023, Freeland outperformed the district in ELA for proficient and advanced students in grades 4, 6, and 8.
PVAAS Math	In 2023, Math across the grades showed significant evidence that the school exceeded the standard for PA Academic Growth.
eMetric Math	In 2023, Freeland outperformed the district in Math for proficient and advanced students in grades 4, 6, 7, and 8.

### Challenges

Indicator	Comments/Notable Observations
ELA performance	Freeland's all student group in ELA did not meet interim target in 2023. Freeland score was 35.2%. Freeland goal in 2023 was 59.7%. Statewide average in 2023 was 54.5%.
Attendance	Regular attendance for all students declined from 2021-2022 to 2022-2023. All student percentage in attendance for 2021-2022 was 72.1%. All student percentage in attendance in 2022-2023 was 41.9%.
Math performance	Freeland's all student group in Math did not meet interim target in 2023. Freeland score was 12.6%. Freeland goal in 2023 was 33.8%. Statewide average in 2023 was 38.3%.
Science performance	Freeland's all student group in Science did not meet interim target in 2023. Freeland score was 52.9%. Freeland goal in 2023 was 64.4%. Statewide average in 2023 was 58.9%.
ELP target	Freeland ELP group, all students did not meet interim target goal in 2023. Freeland score was 21.2%. Freeland goal in 2023 was 52.1%. Statewide average in 2023 was 29.0%.

eMetric	In 2023, Freeland underperformed the district in ELA for proficient and advanced students in grades 3, 5, and 7.
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## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<b>Indicator</b> ELA growth <b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> Hispanics, English Learners, White, economically disadvantaged and students with disabilities all exceeded the state growth score.
<b>Indicator</b> Math growth <b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> Hispanic, White, and Economically Disadvantaged, English Learners and Students with disabilities all exceeded the state growth score.
<b>Indicator</b> Science Growth <b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Hispanic, white, students with disabilities and economically disadvantaged students all exceeded the state growth score.

### Challenges

<b>Indicator</b> ELA performance <b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> White, Hispanic, English learners, economically disadvantaged and students with disabilities did not meet interim statewide target goal in performance.
<b>Indicator</b> Math performance <b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> White, Hispanic, English learners, economically disadvantaged and students with disabilities did not meet interim statewide target goal in performance.
<b>Indicator</b> Science performance <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> White, Hispanic, economically disadvantaged and students with disabilities did not meet interim statewide target goal in performance.

Hispanic, White, Economically Disadvantaged, Students with Disabilities	
<b>Indicator</b> Attendance <b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> Regular attendance for English Language learners, students with disabilities, white, Hispanic, economically disadvantaged did not meet interim statewide target goal in performance.
<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.

Freeland in 2023, all student group exceeded growth standard 83. The state average for 2023 was 75.4.
Freeland in 2023, all student group exceeded growth standard 93.5. The state average for 2023 was 74.9.
Freeland in 2023, all student group exceeded growth standard 97.5. The state average for 2023 was 74.7.
In 2023, Freeland outperformed the district in ELA for proficient and advanced students in grades 4, 6, and 8.
In 2023, Freeland outperformed the district in Math for proficient and advanced students in grades 4, 6, 7, and 8.

### 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.

Freeland's all student group in ELA did not meet interim target in 2023. Freeland score was 35.2%. Freeland goal in 2023 was 59.7%. Statewide average in 2023 was 54.5%.
Regular attendance for all students declined from 2021-2022 to 2022-2023. All student percentage in attendance for 2021-2022 was 72.1%. All student percentage in attendance in 2022-2023 was 41.9%.
Freeland's all student group in Math did not meet interim target in 2023. Freeland score was 12.6%. Freeland goal in 2023 was 33.8%. Statewide average in 2023 was 38.3%.
Freeland's all student group in Science did not meet interim target in 2023. Freeland score was 52.9%. Freeland goal in 2023 was 64.4%. Statewide average in 2023 was 58.9%.
Freeland ELP group, all students did not meet interim target goal in 2023. Freeland score was 21.2%. Freeland goal in 2023 was 52.1%.

Statewide average in 2023 was 29.0%.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Study Island (6th grade)	BOY 2023- 3% Proficient/Advanced MOY 2024- 9% Proficient/Advanced EOY 2024- 10% Proficient/Advanced
Study Island (7th grade)	BOY 2023- 26% Proficient/Advanced MOY 2024- 19% Proficient/Advanced EOY 2024- 23% Proficient/Advanced
Study Island (8th grade)	BOY 2023- 21% Proficient/Advanced MOY 2024- 21% Proficient/Advanced EOY 2024- 20% Proficient/Advanced

### English Language Arts Summary

#### Strengths

In 2023, 6th grade Study Island increased their students in Proficient/Advanced from BOY to MOY to EOY.

#### Challenges

In 2023, 7th grade Study Island decreased their students in Proficient/Advanced from BOY to EOY.

### Mathematics

Data	Comments/Notable Observations
Study Island (8th grade)	BOY 2023- 3% Proficient/Advanced MOY 2024- 14% Proficient/Advanced EOY 2024- 17% Proficient/Advanced
Study Island (6th grade)	BOY 2023- 0% Proficient/Advanced MOY 2024- 1% Proficient/Advanced EOY 2024- 12% Proficient/Advanced
Study Island (7th grade)	BOY 2023- 1% Proficient/Advanced MOY 2024- 11% Proficient/Advanced EOY 2024- 18% Proficient/Advanced

### Mathematics Summary

#### Strengths

In 2023, grade 8 Study Island increased their students in Proficient/Advanced from BOY to EOY.

In 2023, grade 7 Study Island increased their students in Proficient/Advanced from BOY to EOY.

In 2023, grade 6 Study Island increased their students in Proficient/Advanced from BOY to EOY.

#### Challenges

On the BOY in 2023, 0% of sixth grade students scored Proficient/Advanced on Math Study Island.

From BOY-MOY, 6th grade only increased their student performance by 1%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths


Challenges

none
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**Related Academics**

**Career Readiness**

<b>Data</b>	<b>Comments/Notable Observations</b>
Choices 360	In 2023-2024 Freeland exceeded the state average at 100% for career ready benchmark using Choices 360 grades K-8.

**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.

In 2023-2024 Freeland exceeded the state average at 100% for career ready benchmark using Choices 360 grades K-8.
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**Challenges**

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

None
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Mean Scale Composite Score	66 students out of 117 increased their overall composite growth
1st grade ELs	91% of students increased their reading scores and 100% increased their writing scores.
2nd grade ELs	70% of students increased their reading and writing scores.
3rd grade ELs	50% of students increased their speaking, listening and writing scores.
4th grade ELs	67% of students increased their listening and reading scores.
5th grade ELs	57% of students increased their reading scores.
6th grade ELs	45% of students increased their reading scores.
7th grade ELs	62% of students increased their writing scores.
8th grade ELs	48% of students increased their reading and writing scores.

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

Summary

Strengths

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

91% of first grade EL students increased their reading scores and 100% increased their writing scores.

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.

According to the 2024 WIDA ACCESS scores, only 17% of third students increase their reading scores.
According to the 2024 WIDA ACCESS scores, only 21% of fifth grade students increased their speaking scores.
According to the 2024 WIDA ACCESS scores, only 27% of sixth grade students increased their listening and speaking scores.
According to the 2024 WIDA ACCESS scores, only 39% of eighth grade students increased their listening scores.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
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	Operational
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?

Continuously monitor implementation of the school improvement plan and adjust as needed.
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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
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Implement evidence-based strategies to engage families to support learning.
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### 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?

Identify and address individual student learning needs.
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Implement an evidence-based system of schoolwide positive behavior, interventions and supports.
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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
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## 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
Freeland in 2023, all student group exceeded growth standard 83. The state average for 2023 was 75.4.	True
Freeland in 2023, all student group exceeded growth standard 93.5. The state average for 2023 was 74.9.	True
Freeland in 2023, all student group exceeded growth standard 97.5. The state average for 2023 was 74.7.	True
In 2023, Freeland outperformed the district in ELA for proficient and advanced students in grades 4, 6, and 8.	False
	False
	False
In 2023, Freeland outperformed the district in Math for proficient and advanced students in grades 4, 6, 7, and 8.	False
In 2023-2024 Freeland exceeded the state average at 100% for career ready benchmark using Choices 360 grades K-8.	False
In 2023, grade 6 Study Island increased their students in Proficient/Advanced from BOY to EOY.	False
Implement evidence-based strategies to engage families to support learning.	False
91% of first grade EL students increased their reading scores and 100% increased their writing scores.	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
In 2023, grade 8 Study Island increased their students in Proficient/Advanced from BOY to EOY.	False
	False
In 2023, 6th grade Study Island increased their students in Proficient/Advanced from BOY to MOY to EOY.	False
In 2023, grade 7 Study Island increased their students in Proficient/Advanced from BOY to EOY.	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
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	in Plan
Freeland ELP group, all students did not meet interim target goal in 2023. Freeland score was 21.2%. Freeland goal in 2023 was 52.1%. Statewide average in 2023 was 29.0%.	False
Freeland's all student group in ELA did not meet interim target in 2023. Freeland score was 35.2%. Freeland goal in 2023 was 59.7%. Statewide average in 2023 was 54.5%.	False
Regular attendance for all students declined from 2021-2022 to 2022-2023. All student percentage in attendance for 2021-2022 was 72.1%. All student percentage in attendance in 2022-2023 was 41.9%.	False
Freeland's all student group in Math did not meet interim target in 2023. Freeland score was 12.6%. Freeland goal in 2023 was 33.8%. Statewide average in 2023 was 38.3%.	False
Freeland's all student group in Science did not meet interim target in 2023. Freeland score was 52.9%. Freeland goal in 2023 was 64.4%. Statewide average in 2023 was 58.9%.	True
None	False
According to the 2024 WIDA ACCESS scores, only 17% of third students increase their reading scores.	False
According to the 2024 WIDA ACCESS scores, only 21% of fifth grade students increased their speaking scores.	True
According to the 2024 WIDA ACCESS scores, only 27% of sixth grade students increased their listening and speaking scores.	False
According to the 2024 WIDA ACCESS scores, only 39% of eighth grade students increased their listening scores.	False
none	False
Identify and address individual student learning needs.	True
Implement an evidence-based system of schoolwide positive behavior, interventions and supports.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
In 2023, 7th grade Study Island decreased their students in Proficient/Advanced from BOY to EOY.	False
On the BOY in 2023, 0% of sixth grade students scored Proficient/Advanced on Math Study Island.	False
From BOY-MOY, 6th grade only increased their student performance by 1%.	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.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Freeland's all student group in Science did not meet interim target in 2023. Freeland score was 52.9%. Freeland goal in 2023 was 64.4%. Statewide average in 2023 was 58.9%.	Through analyzing our data, we have determined to prioritize data analysis to drive instruction in order to show growth among all students.	False
Identify and address individual student learning needs.	As we analyzed state and local assessments, we saw that our students were not making the amount of growth needed due to the root cause of not meeting individual student learning needs. We realized that we don't have a clear system for using that data to make decisions about instructional supports for individual students. We will continue to ensure that instruction is aligned with the individual student learning needs found in both the state and local data.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	As we analyzed state and local assessments, we saw that our students were not making the amount of growth needed due to the root cause of not meeting individual student learning needs. We realized that we don't have a clear system for using that data to make decisions about instructional supports for individual students. We will continue to ensure that instruction is aligned with the individual student learning needs found in both the state and local data.	True
Implement an evidence-based system of schoolwide positive behavior, interventions and supports.	As we analyzed data and saw that students in grades 3-6 have a more negative perception of rules rather than connecting them with positive reinforcement. And, the student focus group data identified concerns with student safety, fighting and students feeling angry leading to the root cause of not having a consistent positive behavior program. We realized we may not have a consistent positive behavior program throughout school, nor do we have a consistent system for sharing expectations with students and parents. Our teams in grades 3-6 do a monthly incentive with students. The problem with this is that a month is a long time and if students lose their reward early on, their behavior worsens as the month goes on. We plan to implement a system of schoolwide positive behavior supports which will include daily, monthly, and quarterly incentives which should in turn improve student's	True

	behavior, morale, and overall performance.	
According to the 2024 WIDA ACCESS scores, only 21% of fifth grade students increased their speaking scores.	Through analyzing our data, we have determined to prioritize data analysis to drive instruction in order to show growth among all students.	False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Freeland in 2023, all student group exceeded growth standard 83. The state average for 2023 was 75.4.	
Freeland in 2023, all student group exceeded growth standard 93.5. The state average for 2023 was 74.9.	
Freeland in 2023, all student group exceeded growth standard 97.5. The state average for 2023 was 74.7.	
Continuously monitor implementation of the school improvement plan and adjust as needed.	We have worked consistently to monitor and implement and adjust the plan as needed.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	We have begun to formulate the process for systematic feedback and continue to build up this system.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	By focusing on high academic expectations for all stakeholders, we will identify and address individual student needs based on computer-based instructional programs to provide students feedback and differentiate instruction and as a result our students will demonstrate growth on individualized learning paths which will reflect their benchmark performance. Deliver Sound Instruction in a Variety of Modes: This evidence-based strategy includes instructional planning and preparation, teacher-directed instruction/whole-class or small/group/interacting with students, and computer-based instruction to support the needs of diverse learners. (ESSA Tier 2)
	By focusing on high academic expectations for all stakeholders, we will use a variety of assessments based on specific and measurable learning targets to provide students feedback and differentiate instruction and as a result our students will be able to engage in their learning by tracking their personal growth as they master academic standards. (ESSA Tier 2)
	By focusing on high behavioral expectations for all stakeholders, we will implement a consistent schoolwide positive behavior program and our students will demonstrate improved social and academic outcomes with an emphasis on knowing and understanding the school wide expectations. Research shows that positive reinforcement and incentives

	lead to appropriate, positive behavior in all school settings. Therefore, our schoolwide behavior plan will include monthly incentives, quarterly incentives, and monthly recognitions of positive student behavior to the entire school population. As evidence-based strategy that demonstrates consistent implementation and reinforcement of well-defined classroom rules associated with positive behavior in both the classroom and other school settings, such as the playground and hallways. (ESSA Tier 3)
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## Goal Setting

**Priority:** By focusing on high academic expectations for all stakeholders, we will identify and address individual student needs based on computer-based instructional programs to provide students feedback and differentiate instruction and as a result our students will demonstrate growth on individualized learning paths which will reflect their benchmark performance. **Deliver Sound Instruction in a Variety of Modes:** This evidence-based strategy includes instructional planning and preparation, teacher-directed instruction/whole-class or small/group/interacting with students, and computer-based instruction to support the needs of diverse learners. (ESSA Tier 2)

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 75% of grades 1-5 students will score in categories intervention, on/watch or at/above level on their STAR ELA & Math assessment from BOY to EOY.			
Measurable Goal Nickname (35 Character Max)			
ELA & Math 1-5			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
From September 2- November 4, 2024, 55% of grades 1-5 students will score in categories intervention, on/watch or at/above level on their STAR ELA & Math BOY assessment.	From November 5- January 24, 2025, 65% of grades 1-5 students will score in categories intervention, on/watch or at/above level on their START assessment from BOY to MOY.	From January 25-April 3, 2025, 75% of grades 1-5 students will score in categories intervention, on/watch or at/above level on their START assessment from MOY to EOY.	From April 4-June 30, 2025, a total of 75% of 1-5 students will score in categories intervention, on/watch or at/above level on their START assessment from BOY to EOY.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, there will be an additional 30 students in grades 6-8 in the reporting categories Proficient/Advanced from BOY to EOY Study Island benchmark in both ELA & Math.			
Measurable Goal Nickname (35 Character Max)			
ELA & Math 6-8			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
From September 2-	From November 5- January 24, 2025,	From January 25-April 3, 2025, an	From April 4- June 30, 2025, an

November 4, 2024, 95% of students in grades 6-8 will take the BOY Study Island assessment in both ELA & Math.	an additional 15 students in grades 6-8 in the reporting categories Proficient/Advanced from BOY to MOY Study Island benchmark in both ELA & Math.	additional 30 students in grades 6-8 in the reporting categories Proficient/Advanced from BOY to EOY Study Island benchmark in both ELA & Math.	additional 30 students in grades 6-8 in the reporting categories Proficient/Advanced from BOY to EOY Study Island benchmark in both ELA & Math.
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Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 65% of 1-8 ELD students will grow their WIDA composite or scale score from previous WIDA composite or scale score.			
Measurable Goal Nickname (35 Character Max)			
ELP 1-8			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
From September 2-November 4, 2024, 50% of students will have a LAS Links overall proficiency in listening and speaking domains equal to or greater than their previously assessed listening and speaking scores.	No measure (WIDA testing window)	From January 25-April 3, 2025, 55% of students will grow English proficiency on the LAS Links assessments in listening and speaking domains from their beginning of year assessed listening and speaking scores.	From April 4-June 30, 2025, 65% of K-8 ELD students will grow their WIDA composite or scale score from beginning of year composite or scale score.

**Priority:** By focusing on high behavioral expectations for all stakeholders, we will implement a consistent schoolwide positive behavior program and our students will demonstrate improved social and academic outcomes with an emphasis on knowing and understanding the school wide expectations. Research shows that positive reinforcement and incentives lead to appropriate, positive behavior in all school settings. Therefore, our schoolwide behavior plan will include monthly incentives, quarterly incentives, and monthly recognitions of positive student behavior to the entire school population. As evidence-based strategy that demonstrates consistent implementation and reinforcement of well-defined classroom rules associated with positive behavior in both the classroom and other school settings, such as the playground and hallways. (ESSA Tier 3)

Outcome Category
School climate and culture
Measurable Goal Statement (Smart Goal)



By June 30, 2025, 90% of students grade K-6 will earn their monthly incentives.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Behavior			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
From September 2- November 4, 2024, 75% of students will have earned their monthly incentives.	From November 5- January 24, 2025, 80% of students will have earned their monthly incentives.	From January 25- April 3, 2025, 90% of students will have earned their monthly incentives.	From April 4- June 30, 2025, 90% of students will have earned their monthly incentives.

**Priority: By focusing on high academic expectations for all stakeholders, we will use a variety of assessments based on specific and measurable learning targets to provide students feedback and differentiate instruction and as a result our students will be able to engage in their learning by tracking their personal growth as they master academic standards. (ESSA Tier 2)**

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 30, 2025, 100% of teachers in grades 1-8 will complete the monitoring tool.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Data Driven			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
From September 2-November 4, 2024, 100% of teachers in grades 1-8 will complete the monitoring tool.	From November 5-January 24, 2025, 100% of teachers in grades 1-8 will complete the monitoring tool.	From January 25-April 3, 2025, 100% of teachers in grades 1-8 will complete the monitoring tool.	From April 4-June 30, 2025, 100% of teachers in grades 1-8 will complete the monitoring tool.

## Action Plan

### Measurable Goals

ELA & Math 1-5	ELA & Math 6-8
ELP 1-8	Behavior
Data Driven	

### Action Plan For: Deliver Sound Instruction in a Variety of Modes

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 30, 2025, 75% of grades 1-5 students will score in categories intervention, on/watch or at/above level on their STAR ELA &amp; Math assessment from BOY to EOY.</li> <li>By June 30, 2025, 100% of teachers in grades 1-8 will complete the monitoring tool.</li> <li>By June 30, 2025, there will be an additional 30 students in grades 6-8 in the reporting categories Proficient/Advanced from BOY to EOY Study Island benchmark in both ELA &amp; Math.</li> <li>By June 30, 2025, 65% of 1-8 ELD students will grow their WIDA composite or scale score from previous WIDA composite or scale score.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Create new One Drive folders for 2024-2025 school year that all teachers will utilize for their STAR/Study Island Data breakdown sheets.		2024-06-30	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Interventionists- Katie Pavlick & Amy Rush	One drive Salaries for Interventionist teachers, math teacher, and ELD teacher (Paid by CSI funds)- \$317,739.77 Benefits for Intervention teachers, math teacher, and ELD teacher (Paid by CSI funds)- \$163,000.00.	No	
Action Step		Anticipated Start/Completion Date	
Update CSI teacher binders with all necessary CSI documents and data reporting documents.		2024-06-30	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Interventionists- Amy Rush & Katie Pavlick	CSI binders Office supplies (Paid by CSI funds)- \$2,305.00 BER workshops (paid by CSI funds)- \$900.00 PAFPC conference (Paid by CSI funds)- \$2,500.00	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Create monitoring tools to be completed by teachers in order to analyze student progress and drive instruction for individualized instruction.		2024-06-30	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration- Susan Platek, Peg Foster	Monitoring tool template After School Tutoring Salaries (Paid by CSI funds)- \$17,000.00 After School Tutoring Benefits (Paid by CSI funds)- \$5,950.00 Math supplemental students & teacher books (Paid by CSI funds)- \$4,312.34	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Create an assessment calendar that includes the assessment starting and ending dates for 24-25 school year K-8.		2024-06-30	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Freeland CSI team leaders- Amy Rush, Katie Pavlick, Regina Smith, Alexis Barletta	Assessment Calendar template Student Planners - (paid by CSI) \$3,000.00 Student Folders- (paid by CSI) \$1,400.00	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers create allotted time in their schedules for individualized student instruction with use of monitoring tool grades 1-8.		2024-09-03	2024-11-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Vice Principal- Susan Platek, all staff 1-8	Imagine Learning (Paid by CSI funds)- \$50,000.00 Renaissance Learning- STAR Licenses (Paid by CSI funds)- \$18,596.97.	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers create allotted time in their schedules for individualized student instruction with use of monitoring tool grades 1-8.		2024-11-05	2025-01-24
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Vice Principal- Susan Platek, all staff 1-8	Renaissance Learning- STAR Licenses (Paid by CSI funds)- \$18,596.97.	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers create allotted time in their schedules for individualized student instruction with use of monitoring tool grades 1-8.		2025-01-29	2025-04-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Vice Principal- Susan Platek, all staff 1-8	ESGI (Paid by CSI funds)-	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Teachers create allotted time in their schedules for individualized student instruction with use of monitoring tool grades 1-8.		2025-04-04	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Vice Principal- Susan Platek, all staff 1-8	No Tears Learning students/teacher books (Paid by CSI funds)- \$5,500.00 Simple Solution books (Paid by CSI funds)- \$6,000.00 Math supplemental materials (Paid by CSI funds)- \$5,000.00 ELA supplemental materials (Paid by CSI funds)- \$5,000.00	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Quarterly focus groups broken down by grade level bands.		2024-09-03	2024-11-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SIF- Robert Barletta Freeland CSI Team leaders- Amy Rush, Katie Pavlick, Alexis Barletta	CSI binders with data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Quarterly focus groups broken down by grade level bands.		2024-11-05	2025-01-24
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SIF- Robert Barletta Freeland CSI	CSI binders with data	No	

Team leaders- Amy Rush, Katie Pavlick, Alexis Barletta			
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Quarterly focus groups broken down by grade level bands.		2025-01-29	2025-04-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SIF- Robert Barletta Freeland CSI Team leaders- Amy Rush, Katie Pavlick, Alexis Barletta	CSI binders with data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Quarterly focus groups broken down by grade level bands.		2025-04-04	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SIF- Robert Barletta Freeland CSI Team leaders- Amy Rush, Katie Pavlick, Alexis Barletta	CSI binders with data	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Establish clear, consistent expectations for staff development weekly schedule.		2024-06-30	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration- Susan Platek	Updated staff development schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Protect time for structured collaboration between ELD and content teachers, including time for co-planning and data analysis on a quarterly basis. Provide meeting templates or agendas that include best practices in coteaching support for ELs.		2024-09-03	2024-11-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	

ELD supervisor- Lindsay Wagner, ELD teacher-Regina Smith, classroom teachers, administration	Bilingual Para Salary (Paid by CSI funds)- \$39,595.92 Bilingual Para benefits (Paid by CSI funds)- \$32,900.00	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Protect time for structured collaboration between ELD and content teachers, including time for co-planning and data analysis on a quarterly basis. Provide meeting templates or agendas that include best practices in coteaching support for ELs.		2024-11-05	2025-01-24
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELD supervisor- Lindsay Wagner, ELD teacher-Regina Smith, classroom teachers, administration	NEO Licensing (Paid by CSI funds) LAS Links/Pre-LAS (Paid by CSI funds)- \$5,800.00	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Protect time for structured collaboration between ELD and content teachers, including time for co-planning and data analysis on a quarterly basis. Provide meeting templates or agendas that include best practices in coteaching support for ELs.		2025-01-29	2025-04-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELD supervisor- Lindsay Wagner, ELD teacher-Regina Smith, classroom teachers, administration	quarterly meeting schedule, protected time in quarterly schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Protect time for structured collaboration between ELD and content teachers, including time for co-planning and data analysis on a quarterly basis. Provide meeting templates or agendas that include best practices in coteaching support for ELs.		2025-04-04	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELD supervisor- Lindsay Wagner,	quarterly meeting schedule, protected time in quarterly schedule	No	

ELD teacher-Regina Smith, classroom teachers, administration			
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
During the first two weeks of the school year, protect time for content teachers and ELD teachers to have collaborative time to review the proficiency status, individualized goals, and needs of all ELs in their classes.		2024-09-03	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELD supervisor- Lindsay Wagner, ELD teacher-Regina Smith, classroom teachers, administration	Individualized learning plans for EL students, protected time for review, content teachers, ESOL teachers	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
After each benchmark period, provide structured data analysis sessions that include correlations between LAS links for all teachers who teach EL students. Use data to inform whole instruction and small group instruction.		2024-09-03	2024-11-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELD supervisor, ELD teachers, classroom teachers, administration	student achievement data (WIDA, classroom curricular assessments, etc.) protected time	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
After each benchmark period, provide structured data analysis sessions that include correlations between LAS links for all teachers who teach EL students. Use data to inform whole instruction and small group instruction.		2024-11-05	2025-01-24
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELD supervisor, ELD teachers, classroom teachers, administration	student achievement data (WIDA, classroom curricular assessments, etc.) protected time	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

After each benchmark period, provide structured data analysis sessions that include correlations between LAS links for all teachers who teach EL students. Use data to inform whole instruction and small group instruction.		2025-01-29	2025-04-03
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELD supervisor, ELD teachers, classroom teachers, administration	student achievement data (WIDA, classroom curricular assessments, etc.) protected time	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
After each benchmark period, provide structured data analysis sessions that include correlations between LAS links for all teachers who teach EL students. Use data to inform whole instruction and small group instruction.		2025-04-04	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
ELD supervisor, ELD teachers, classroom teachers, administration	student achievement data (WIDA, classroom curricular assessments, etc.) protected time	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Interventionists will use flexible grouping after benchmarks to switch groups according to data		2025-01-28	2025-02-07
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Interventionists- Katie Pavlick & Amy Rush	STAR data reports	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Allotted data periods in schedule for Interventionists to gather and provide data to teachers		2024-09-03	2024-10-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Interventionists- Katie Pavlick & Amy Rush	STAR data Teacher/Interventionist schedules	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	



Create a calendar for monthly/quarterly meetings		2024-08-28	2024-09-27
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
CSI Team, Administration, & SIF	calendar templates	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Create STAR screening report reflection sheet for all teachers grades 1-5.		2024-06-28	2024-09-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Interventionists- Amy Rush & Katie Pavlick	report template	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Monthly routine meetings to review implementation and quarterly routine meetings to review effectiveness. CSI Team will be involved in the monthly and quarterly routines. Data sources will include STAR benchmarks and Study Island assessments.	Assessment calendars, Data breakdown sheets, monitoring tool for teachers to drive individualized instruction

### Action Plan For: Modify the classroom learning environment to decrease problem behavior

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 30, 2025, 90% of students grade K-6 will earn their monthly incentives.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review current behavior rules and revise if necessary.		2024-06-30	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Administration- Susan Platek Sara Higgs	Little Spot SEL supplies (Paid by CSI funds)- Build A Bear (Paid by CSI funds)- \$2,500.00	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion</b>	

		Date	
Behavior Reflection sheet		2024-09-03	2024-11-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sara Higgs	Behavior Reflection Template Incentives/PBIS- (paid by CSI funds) \$10,000.00	No	
<b>Action Step</b>		Anticipated Start/Completion Date	
Behavior Reflection sheet		2024-11-05	2025-01-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sara Higgs	Behavior Reflection template	No	
<b>Action Step</b>		Anticipated Start/Completion Date	
Behavior Reflection sheet		2025-01-29	2025-04-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sara Higgs	Behavior Reflection sheet	No	
<b>Action Step</b>		Anticipated Start/Completion Date	
Behavior Reflection sheet		2025-04-04	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Sara Higgs	Behavior Reflection sheet	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Monthly reflections, posters of rules, Points sheets, Behavior Reflection sheet	Monthly routine meetings to review implementation and quarterly routine meetings to review the effectiveness. CSI team will participate in monthly and quarterly routines. Data will be collected on points sheets and reviewed/reflected upon on monthly reflections.



## Expenditure Tables

### School Improvement Set Aside Grant

**False** School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Student planner	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Supplies & Property	2	3000.00
Student folders	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Supplies & Property	2	1400.00
Imagine Learning- Licensing	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of</li> </ul>	Supplies & Property	2	50000.00

	Modes			
Renaissance Learning- STAR Licenses	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Supplies & Property	2	18596.97
Math supplemental materials	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Supplies & Property	2	5000.00

After school tutoring program	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Salary	2	17000.00
After school tutoring program	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Benefits	2	5950.00
Bilingual Para	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Salary	2	39595.92

Bilingual Para	<ul style="list-style-type: none"> <li>• Deliver Sound Instruction in a Variety of Modes</li> </ul>	Benefits	2	32900.00
ELA supplemental materials - Leveled readers, coach books	<ul style="list-style-type: none"> <li>• Deliver Sound Instruction in a Variety of Modes</li> </ul>	Supplies & Property	2	5000.00
NEO Licenses- ELD students	<ul style="list-style-type: none"> <li>• Deliver Sound</li> </ul>	Services	2	1500.00

	Instruction in a Variety of Modes			
LAS Links & Pre-LAS	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Services	2	5800.00
BER conferences/workshops	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Services	2	900.00



PAFPC conference- Interventionists	<ul style="list-style-type: none"> <li>• Deliver Sound Instruction in a Variety of Modes</li> </ul>	Services	2	2500.00
SEL Little Spot	<ul style="list-style-type: none"> <li>• Deliver Sound Instruction in a Variety of Modes</li> </ul>	Supplies & Property	2	1800.00
Technology related supplies	<ul style="list-style-type: none"> <li>• Deliver Sound Instruction in a Variety of Modes</li> </ul>	Supplies & Property	2	10000.00

Intervention teachers, Math teacher, ELD teacher	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Salary	2	317739.77
Intervention teachers, Math teachers, ELD teachers,	<ul style="list-style-type: none"> <li>Deliver Sound Instruction in a Variety of Modes</li> </ul>	Benefits	2	163000.00

Supplemental instructional manipulatives & books for student achievement	<ul style="list-style-type: none"> <li>• Deliver Sound Instruction in a Variety of Modes</li> <li>• Modify the classroom learning environment to decrease problem behavior</li> </ul>	Supplies & Property	2	10312.34
No Tears Learning students/teacher books	<ul style="list-style-type: none"> <li>• Deliver Sound Instruction in a Variety of Modes</li> </ul>	Supplies & Property	2	5500.00
General Supplies-Incentives/PBIS	<ul style="list-style-type: none"> <li>• Modify the classroom learning environment to decrease problem behavior</li> </ul>	Supplies & Property	2	10000.00

Office supplies	<ul style="list-style-type: none"> <li>• Deliver Sound Instruction in a Variety of Modes</li> <li>• Modify the classroom learning environment to decrease problem behavior</li> </ul>	Supplies & Property	2	2305.00
<b>Total Expenditures</b>				709800

### Schoolwide Title 1 Funding Allocation

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Deliver Sound Instruction in a Variety of Modes	Teachers create allotted time in their schedules for individualized student instruction with use of monitoring tool grades 1-8.
Modify the classroom learning environment to decrease problem behavior	Review current behavior rules and revise if necessary.

### Monitoring Tool for Continuous Improvement of Instruction

Action Step		
• Teachers create allotted time in their schedules for individualized student instruction with use of monitoring tool grades 1-8.		
Audience		
FEMS staff grades 1-8		
Topics to be Included		
New monitoring tool Differentiated Instruction Examples of formative assessments		
Evidence of Learning		
Helping teachers focus on continuous improvement of instruction. Teachers will be required to hand in monitoring tool on a bi-weekly basis.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Vice Principal- Susan Platek LIU 18 consultant- Peg Foster CSI Freeland Team	2024-08-28	2024-09-06

### Learning Format

Type of Activities	Frequency
Inservice day	3 Inservice/Act 80 days at the beginning of the school year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

### New behavior incentive

Action Step
• Review current behavior rules and revise if necessary.
Audience
FMS staff K-6

<b>Topics to be Included</b>		
New behavior incentives Switch from students losing incentives to students earning incentives Discussion on types of incentives students/teachers wish to have throughout the year		
<b>Evidence of Learning</b>		
Modifying the classroom learning environment to decrease problem behaviors. Teachers are required to turn in behavior sheets showing the students who did not earn their incentive and why		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Teacher- Sara Higgs Vice Principal- Susan Platek	2024-08-28	2024-09-27

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Laid out to staff during inservice/act 80 day in the beginning of the school year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Differentiated Instruction

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers create allotted time in their schedules for individualized student instruction with use of monitoring tool grades 1-8.</li> </ul>		
<b>Audience</b>		
FEMS staff grades 1-8		
<b>Topics to be Included</b>		
How to differentiate students in the classroom What should it look like		
<b>Evidence of Learning</b>		
Helping teachers focus on continuous improvement of instruction while meeting the individual needs of students. Teachers will use this information and apply it to their daily instruction & when using the monitoring tool to meet with groups of students.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
LIU 18 consultant- Tara Bruza	2024-08-28	2025-01-13

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	During Inservice day throughout the school year
<b>Observation and Practice Framework Met in this Plan</b>	

<b>This Step Meets the Requirements of State Required Trainings</b>
Teaching Diverse Learners in Inclusive Settings

### Renaissance STAR PD

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers create allotted time in their schedules for individualized student instruction with use of monitoring tool grades 1-8.</li> </ul>		
<b>Audience</b>		
All staff grades 1-6		
<b>Topics to be Included</b>		
STAR benchmark assessments STAR reports Assigning lessons/skills to students		
<b>Evidence of Learning</b>		
Helping teachers focus on continuous improvement of instruction while meeting the individual needs of students. Getting teachers familiar with looking at data in order to drive their daily instruction and group flexibility.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Michelle Zukoski Renaissance STAR reps	2024-08-28	2024-09-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Monthly via TEAMS
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>