

DRAFT

Profile and Plan Essentials

School		AUN/Branch	
Upper Darby School District		7943	
Address 1			
3400 Dennison Avenue			
Address 2			
City	State	Zip Code	
Drexel Hill	PA	19026	
Chief School Administrator		Chief School Administrator Email	
Daniel McGarry		dmcgarry@upperdarbysd.org	
Principal Name			
Dina Williams			
Principal Email			
dwilliams@upperdarbysd.org			
Principal Phone Number		Principal Extension	
6106381070		5707	
School Improvement Facilitator Name		School Improvement Facilitator Email	
Denise Flavin-Lefferts		dflavin-lefferts@dcui.org	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dana Kelly	Special Education Teacher	Charles Kelly Elementary School	dkelly@upperdarbysd.org
Dr. Ashwina Mosakowski	Director of Elementary Education	Upper Darby School District	amosakowski@upperdarbysd.org
Sadie Thomas	Parent	Charles Kelly Elementary School	jclarkfamily78@gmail.com
Dr. Daniel P. McGarry	Chief School Administrator	Upper Darby School District	dmcgarry@upperdarbysd.org
Matthew Alloway	District Level Leaders	Upper Darby School District	malloway@upperdarbysd.org
Denise Flavin-Lefferts	Education Specialist	DCIU	dflavin-lefferts@dciu.org
Dina Williams	Principal	Upper Darby School District	dwilliams@upperdarbysd.org
Nancy Iori	Teacher	Charles Kelly Elementary School	niori@upperdarbysd.org
Denise Samuel	Parent	Charles Kelly Elementary School	dniz72@yahoo.com
Cynthia Milord	Other	Charles Kelly Elementary	smilord@upperdarbybsd.org
Fadoua Agouzoul	Community Member	Charles Kelly Elementary School	fagouzoul@upperdarbysd.org
Roslyn Purnell	Education Specialist	Charles Kelly Elementary School	rpurnell@upperdarbysd.org
Anupam Anand	Education Specialist	PDE	anupama_anand@iu13.org
Heather Stottlemeyer	Education Specialist	DCIU	hstottlemeyer@dciu.org

Vision for Learning

Vision for Learning

Charles Kelly's school vision aims to cultivate a compassionate and respectful school community by fostering an inclusive school environment where all members will persevere in their pursuit of excellence.

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Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
SY 2023-24 Future Ready Index ELA Growth	All student group growth score is 64, which is an increase from 50 in the previous school year.
Career Standards Benchmark All Student Group Exceeds Performance Standard.	Based on the Future Ready PA Index data from the 2023-24 school year, our all student group met the performance standard with 100% which exceeded the statewide average. This group meets the performance standard.

Challenges

Indicator	Comments/Notable Observations
ELA PSSA Achievement 2023-24	15.8% of our All Student Group were proficient or advanced. The All Student Group did not meet the interim goal/improvement target.
Math PSSA Achievement 2023-24	14.2% of our All student group were proficient or advanced. All Student Group Did Not Meet the Interim Goal/Improvement Target.
SY 2023-24 PA Future Ready Index	Our Academic Growth Score decrease from 60 to 51.5, this does meets or exceeds the statewide goal. English Language growth and attainment all student group did not meet the interim goal/improvement target.
Science PVAAS Growth SY 2023-24	All student group Growth score of 50, which is not meeting the state expected growth standard
On-Track Measures: Regular Attendance	63.6% of our All Student Group is considered regular attenders which did not meet the performance standard.
Math PVAAS Growth SY 2023-24	All student group Growth score of 50, which is not meeting the state expected growth standard
On-Track Measures: Regular Attendance	The All Student Group did not meet the performance standard. 63.6% of our All Student Group is considered regular attenders. The Statewide Average of 78.1%

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

Strengths

Indicator SY 2023-24 PVAAS ELA Growth ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations The ED subgroup increased growth in ELA from the previous school year from 50 to 72.
Indicator ELA PSSA Achievement - 3rd Grade 2023-24 ESSA Student Subgroups	Comments/Notable Observations 24% of the 3rd grade students in the SY 2023-24 were proficient in ELA.
Indicator Math PSSA Achievement - 3rd Grade 2023-24 ESSA Student Subgroups	Comments/Notable Observations 20% of the 3rd grade students in the SY 2023-24 were proficient in Mathematics.
Indicator Science PSSA Achievement - 4th Grade 2023-24 ESSA Student Subgroups	Comments/Notable Observations 18% of the 4th grade students in the SY 2023-24 were proficient in Science.
Indicator SY 2023-24 PVAAS Math Proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations The Hispanic subgroup increased proficiency 6.1% the previous school year to 17.9% in SY 2023-24.
Indicator SY 2023-24 PVAAS ELA growth ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations The CE subgroup increased growth in ELA from the previous school year from 50 to 58.
Indicator SY 2023-24 PVASS Science Proficiency ESSA Student Subgroups Combined Ethnicity, Economically Disadvantaged	Comments/Notable Observations Combined Ethnicity - Increase proficiency in Science from previous school year from 25.6% to 34.3%. Economically Disadvantaged - Increased proficiency in Science from previous school year from 27.3% to 31.7%.

Indicator SY 2023-24 ELA Growth - 5th grade ESSA Student Subgroups	Comments/Notable Observations Significant evidence that the school exceeded the growth standard, which is an increase from SY 2022-23 well below.
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Challenges

Indicator SY 2023-24 SY ELA Proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged	Comments/Notable Observations Black subgroup - decrease from 22.4% to 14.5% Hispanic subgroup - decrease from 12.5% to 10.7% ED subgroup - decrease from 19.5% to 14.6% Combined Ethnicity - decrease from 19.4% to 14.4%
Indicator ELA PSSA Achievement - 4th Grade 2023-24 ESSA Student Subgroups	Comments/Notable Observations 8% of the 4th grade students in the SY 2023-24 were proficient.
Indicator Math PSSA Achievement - 4th Grade 2023-24 ESSA Student Subgroups	Comments/Notable Observations 3% of of the 4th grade students in SY 2023-24 were proficient.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

SY 2023-24 Future Ready Index ELA Growth - All student group growth score is 64, which is an increase from 50 in the previous school year.
Based on the Future Ready PA Index data from the 2023-24 school year, our all student group met the performance standard with 100% which exceeded the statewide average for college and career readiness.

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.

PSSA 2023-24 Achievement in English Language Arts/Literature, all student group decreased and did not meet the statewide goal/interim target.
PSSA 2023-24 Achievement in Mathematics, all student group decreased and did not meet the statewide goal/interim target.
PSSA 2023-24 Achievement in Science, all student group decreased and did not meet the statewide goal/interim target.
Math PVAAS Growth 2023-24, all student group remained the same and did not meet the statewide goal/interim target.
On-Track Measures: Regular Attendance - The All Student Group did not meet the performance standard. 63.6% of our All Student Group is considered regular attenders. The Statewide Average of 78.1%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA 2024-25 Reading Mean RIT Score	The Mean RIT score for Reading in each grade level increased from Fall to Winter. 1st grade - Fall 144, Winter 151.4 2nd grade - Fall 160.4, Winter 171.6 3rd grade - Fall 169.5, Winter 178.2 4th grade - Fall 179.7, Winter 181.7 5th grade - Fall 180.5, Winter 182
SY 2024-25 ELA Curriculum Programs - HMH Into Reading, ELA Curriculum Interventions - Foundations and Heggerty	Teachers implemented reading interventions within the classroom, with reading specialists, ELL and Special Education teachers with fidelity through our Reading Program: HMH Into Reading. This focused on Guided Reading, Foundational Skills, and Skill and Strategy. Students also are receiving additional targeted support through Tier II or Tier III and will receive instruction using the Foundations or Heggerty interventions.
NWEA 2024-25 Reading	Percentage of students who met ELA growth projection from Fall to Winter: 1st grade - 40% 2nd grade - 47% 3rd grade - 48% 4th grade - 29% 5th grade - 35%
2024-25 SY Fall to Winter ELA Aimsweb	Growth in Oral Reading Fluency 1st grade - Fall 20% proficient or advanced to Winter 30% proficient or advanced 2nd grade - Fall 49% proficient or advanced to Winter 50% proficient or advanced 3rd grade - Fall 46% proficient or advanced to Winter 42% proficient or advanced 4th grade - Fall 30% proficient or advanced to Winter 39% proficient or advanced 5th grade - Fall 47% proficient or advanced to Winter 46% proficient or advanced

English Language Arts Summary

Strengths

The average ELA Mean RIT score increased for each grade level in Reading from Fall to Winter.
Growth in Oral Reading Fluency increase of 9 - 10% in proficient or advanced 1st grade - Fall 20% proficient or advanced to Winter 30% proficient or advanced 4th grade - Fall 30% proficient or advanced to Winter 39% proficient or advanced
NWEA 2024-25 Reading Mean RIT Score increase Fall to Winter in all grade levels
Students meeting their projected ELA MAP growth from fall to winter 3rd grade - 48% (27 out of 59)

Challenges

2024-25 SY Fall to Winter ELA Aimsweb 3rd grade - Fall 46% proficient or advanced to Winter 42% proficient or advanced
Students meeting their projected ELA MAP growth from fall to winter 4th grade - 28% (13 out of 45) 5th grade - 35% (14 out of 40)
We have had an increased number of EL students enroll in the building.
The rate of growth in both ELA MAP and Aimsweb in 4th and 5th grade was less than that of grades 1, 2, and 3.

Mathematics

Data	Comments/Notable Observations
NWEA 2024-25 Math Mean RIT Score	The Mean RIT score for Math in each grade level increased from Fall to Winter. 1st grade - Fall 148, Winter 158.6 2nd grade - Fall 168.2, Winter 178.2 3rd grade - Fall 175, Winter 185.6 4th grade - Fall 185, Winter 190.8 5th grade - Fall 186.2, Winter 190.1
NWEA 2024 Math Fall to Winter	Percent of students who met Math NWEA growth projection from fall to winter: 1st grade - 57% 2nd grade - 43% 3rd grade - 57% 4th grade - 52% 5th grade - 55%
Upper Darby SD Math Benchmark tests	Percent of who score 70% or high on Math Benchmark 2 (winter 2025) 1st grade - 64% 2nd grade - 68% 3rd grade - 40% 4th grade - 34% 5th grade - 13%

Mathematics Summary

Strengths

Grades, 1, 2, 3 & 5 exceeded the Grade level Norm projected Math growth from Fall to Winter.
More than 50% of 1st, 3rd, 4th and 5th grade students met their projected Math growth from Fall to Winter.
The MAP Mean RIT score for Math in each grade level increased from Fall to Winter.
68% of 2nd grade students scored 70% or higher on the mid-year Math district-wide benchmark assessment; 64% of 1st grade students scored 70% or higher on the mid-year Math district-wide benchmark assessment

Challenges

43% of 2nd grade students met their projected Math growth from Fall to Winter
13% of 5th graders scored 70% or higher on the mid-year Math district-wide benchmark assessment
34% of 4th graders scored 70% or higher on the mid-year Math district-wide benchmark assessment

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
TWIG Science program.	Teachers implemented the TWIG science program with fidelity. Students use Science notebooks to document observed experiments and summaries of hands on activities. Student were engaged during observed lessons/experiments.
Science Module Results	Grade 3 average: Module 1 - 56%, Module 2 - 70% Grade 4 average: Module 1 - 80%, Module 2 - 79%, Module 3- 75%, Module 4 - 82%, Module 5 - 70% Grade 5 average: Module 1 - 49%, Module 2 - 52%, Module 3 - 54%, Module 4 - 59%
Walkthroughs/class visits using science-specific look-fors	Inconsistent use of hands-on, exploratory learning across grades

Science, Technology, and Engineering Education Summary

Strengths

Every teacher at Charles Kelly receives continued support throughout the school year to implement TWIG with fidelity. This program incorporates STEM problem-solving based learning activities and utilizes interactive lessons to increase student engagement.

All grade level field trips are Science focused.
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Grade 4 TWIG benchmark module assessment averages are consistent for each module and above the 70%.

Grade 3 TWIG benchmark module assessment averages show improvement between the modules.

Challenges

Continued need for teachers to have professional Development in the new STEEL Standards.
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Grade 5 TWIG benchmark module assessment averages are below 60% and this is grade level is now the tested grade for Science statewide testing.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Based on Naviance data from the 2024-2025 school year, all our students met the performance standard with 100%.	Our students have met 100% career standard.

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 School year 2024-2025, 5th grade will have Career Day.

In school year 2024-2025, we had a school-wide college awareness day.

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.

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Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

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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.

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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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not Yet Evident

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?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Implement a multi-tiered system of supports for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Provide frequent, timely, and systematic feedback and support on instructional practices
Implement evidence-based strategies to engage families to support learning
Use multiple professional learning designs to support the learning needs of staff
Monitor and evaluate the impact of professional learning on staff practices and student learning

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
SY 2023-24 Future Ready Index ELA Growth - All student group growth score is 64, which is an increase from 50 in the previous school year.	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
Based on the Future Ready PA Index data from the 2023-24 school year, our all student group met the performance standard with 100% which exceeded the statewide average for college and career readiness.	<input type="checkbox"/>
The average ELA Mean RIT score increased for each grade level in Reading from Fall to Winter.	<input type="checkbox"/>
Every teacher at Charles Kelly receives continued support throughout the school year to implement TWIG with fidelity. This program incorporates STEM problem-solving based learning activities and utilizes interactive lessons to increase student engagement.	<input type="checkbox"/>
Grades, 1, 2, 3 & 5 exceeded the Grade level Norm projected Math growth from Fall to Winter.	<input type="checkbox"/>
More than 50% of 1st, 3rd, 4th and 5th grade students met their projected Math growth from Fall to Winter.	<input checked="" type="checkbox"/>
Growth in Oral Reading Fluency increase of 9 - 10% in proficient or advanced 1st grade - Fall 20% proficient or advanced to Winter 30% proficient or advanced 4th grade - Fall 30% proficient or advanced to Winter 39% proficient or advanced	<input type="checkbox"/>
In School year 2024-2025, 5th grade will have Career Day.	<input type="checkbox"/>
In school year 2024-2025, we had a school-wide college awareness day.	<input type="checkbox"/>
All grade level field trips are Science focused.	<input type="checkbox"/>
.	<input type="checkbox"/>
Implement a multi-tiered system of supports for academics and behavior	<input checked="" type="checkbox"/>
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	<input checked="" type="checkbox"/>
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	<input type="checkbox"/>
NWEA 2024-25 Reading Mean RIT Score increase Fall to Winter in all grade levels	<input checked="" type="checkbox"/>
Students meeting their projected ELA MAP growth from fall to winter 3rd grade - 48% (27 out of 59)	<input type="checkbox"/>
The MAP Mean RIT score for Math in each grade level increased from Fall to Winter.	<input checked="" type="checkbox"/>
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	<input type="checkbox"/>

Grade 4 TWIG benchmark module assessment averages are consistent for each module and above the 70%.	False
Grade 3 TWIG benchmark module assessment averages show improvement between the modules.	False
68% of 2nd grade students scored 70% or higher on the mid-year Math district-wide benchmark assessment; 64% of 1st grade students scored 70% or higher on the mid-year Math district-wide benchmark assessment	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
PSSA 2023-24 Achievement in Mathematics, all student group decreased and did not meet the statewide goal/interim target.	True
PSSA 2023-24 Achievement in English Language Arts/Literature, all student group decreased and did not meet the statewide goal/interim target.	True
PSSA 2023-24 Achievement in Science, all student group decreased and did not meet the statewide goal/interim target.	False
Math PVAAS Growth 2023-24, all student group remained the same and did not meet the statewide goal/interim target.	True
43% of 2nd grade students met their projected Math growth from Fall to Winter	False
2024-25 SY Fall to Winter ELA Aimsweb 3rd grade - Fall 46% proficient or advanced to Winter 42% proficient or advanced	False
Students meeting their projected ELA MAP growth from fall to winter 4th grade - 28% (13 out of 45) 5th grade - 35% (14 out of 40)	True
We have had an increased number of EL students enroll in the building.	False
Partnerships with local businesses, community organizations and other agencies.	False
.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
The rate of growth in both ELA MAP and Aimsweb in 4th and 5th grade was less than that of grades 1, 2, and 3.	True
13% of 5th graders scored 70% or higher on the mid-year Math district-wide benchmark assessment	False
34% of 4th graders scored 70% or higher on the mid-year Math district-wide benchmark assessment	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Implement evidence-based strategies to engage families to support learning	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Continued need for teachers to have professional Development in the new STEEL Standards.	False

Grade 5 TWIG benchmark module assessment averages are below 60% and this is grade level is now the tested grade for Science statewide testing.	False
On-Track Measures: Regular Attendance - The All Student Group did not meet the performance standard. 63.6% of our All Student Group is considered regular attenders. The Statewide Average of 78.1%	True
Use multiple professional learning designs to support the learning needs of staff	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.

Math: PVAAS - Growth remained the same while achievement decreased. MAP Fall 2024 - Winter 2025 - exceeded the grade level norm projected growth in grades 1, 2, 3, and 5. MAP Mean RIT score for Math in each grade level increased from Fall to Winter. ELA: PVAAS - Growth - All student group growth score increased to 64 from 50 in the previous school year. NWEA 2024-25 Reading Mean RIT Score increase Fall to Winter in all grade levels. The rate of growth in both ELA MAP and Aimsweb in 4th and 5th grade was less than that of grades 1, 2, and 3. After meeting with School Planning team, staff determined that our focus needs to be on growth; without growth we can not have achievement. As a result of this discovery, we have decided to put an emphasis on the implementation of IXL in both Reading and Math as a supplemental intervention, The IXL Skill plans are individualized for each student based on NWEA MAP scores for both Reading and Math. Students who master 2 skills from their skill plan per week, have shown to improve their MAP RIT scores. This information will be included during ELA and Math data meetings.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
PSSA 2023-24 Achievement in Mathematics, all student group decreased and did not meet the statewide goal/interim target.		False
PSSA 2023-24 Achievement in English Language Arts/Literature, all student group decreased and did not meet the statewide goal/interim target.		False
Math PVAAS Growth 2023-24, all student group remained the same and did not meet the statewide goal/interim target.	Math: PVAAS - Growth remained the same while achievement decreased. MAP Fall 2024 - Winter 2025 - exceeded the grade level norm projected growth in grades 1, 2, 3, and 5. MAP Mean RIT score for Math in each grade level increased from Fall to Winter. Need to put an emphasis on the implementation of IXL in Math as a supplemental intervention, The IXL Skill plans are individualized for each student based on NWEA MAP scores for Math. Students who master 2 skills from their skill plan per week, have shown to improve their MAP RIT scores. This information will be included during Math data meetings.	True
Students meeting their projected ELA MAP growth from fall to winter 4th grade - 28% (13 out of 45) 5th grade - 35% (14 out of 40)		False
The rate of growth in both ELA MAP and Aimsweb in 4th and 5th grade was less than that of grades 1, 2, and 3.	ELA: PVAAS - Growth - All student group growth score increased to 64 from 50 in the previous school year. NWEA 2024-25 Reading Mean RIT Score increase Fall to Winter in all grade levels. The rate of growth in both ELA MAP and Aimsweb in 4th and 5th grade was less than that of grades 1, 2, and 3. Need to put an emphasis on the implementation of IXL in Reading as a supplemental intervention, The IXL Skill plans are individualized for each student based on NWEA MAP scores for Reading. Students who master 2 skills from their skill plan per week, have shown to improve their MAP RIT scores. This information will be included during ELA data meetings.	True
On-Track Measures: Regular Attendance - The All Student Group did not meet the performance standard. 63.6% of our All Student Group is	Being a fully bussed school, out of the student's neighborhoods, if a student misses the bus, they are unable to get to school.	True

considered regular attenders. The Statewide Average of 78.1%		
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Analyzing Strengths

Analyzing Strengths	Discussion Points
SY 2023-24 Future Ready Index ELA Growth - All student group growth score is 64, which is an increase from 50 in the previous school year.	
More than 50% of 1st, 3rd, 4th and 5th grade students met their projected Math growth from Fall to Winter.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	
Implement a multi-tiered system of supports for academics and behavior	
NWEA 2024-25 Reading Mean RIT Score increase Fall to Winter in all grade levels	
The MAP Mean RIT score for Math in each grade level increased from Fall to Winter.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If teachers regularly analyze the data and use it to guide instruction, then student growth and achievement in both reading and math will improve.
	If teachers regularly analyze the data and use it to guide instruction, then student growth and achievement in both reading and math will improve.
	If we create a culture of high expectations by all stakeholders for student attendance, then student attendance will improve.

Goal Setting

Priority: If teachers regularly analyze the data and use it to guide instruction, then student growth and achievement in both reading and math will improve.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 35% of students in grades 1 - 5 will have a RIT score above 41st percentile on the NWEA MAP Math assessment. By June 30, 2026, 60% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP Math assessment. By June 30, 2026, 65% of students in grades 1 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL math.			
Measurable Goal Nickname (35 Character Max)			
Math Growth and Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Math MAP Achievement: By September 30, 2025, 25% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the baseline NWEA MAP math assessment.	Math MAP Achievement: By January 30, 2026, 30% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the NWEA MAP assessment. Math MAP Growth: By January 30, 2026, 45% of students in grade 1 - 5 will meet their growth projection as measured by the NWEA MAP assessment. Math IXL: By January 15, 2026, 55% of students in grade 1 - 5 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in math.	Math IXL: By March 30, 2026, 60% of all 1-5 students will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in math.	Math MAP Achievement: By June 30, 2026, 35% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the NWEA MAP assessment. Math MAP Growth: By June 30, 2026, 60% of students in grade 1 - 5 will meet their growth projection as measured by the NWEA MAP assessment. Math IXL: By June 30, 2026, 65% of students in grades 1 - 5 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week IXL Math.

Priority: If teachers regularly analyze the data and use it to guide instruction, then student growth and achievement in both reading and math will improve.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, 40% of students in grades 1 - 5 will have a RIT score above 41st percentile on the NWEA MAP ELA assessment. By June 30, 2026, 45% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP ELA assessment. By June 30, 2026, 30% of students in grade 3 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL ELA.			

Measurable Goal Nickname (35 Character Max)			
ELA Growth and Achievement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MAP Achievement By September 30, 2025, 20% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the baseline NWEA MAP ELA assessment.	MAP ELA Achievement: By January 30, 2026, 25% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the NWEA MAP ELA assessment. MAP ELA Growth: By January 30, 2026, 40% of students in grade 1 - 5 will meet their growth projection as measured by the NWEA MAP ELA assessment. IXL ELA: By January 15, 2026, 20% of students in grade 3 - 5 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in ELA.	IXL ELA: By March 30, 2026, 25% of all 3 - 5 students will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in ELA.	MAP ELA Achievement: By June 30, 2026, 30% of students in grade 1 - 5 will have a RIT score above the 41st percentile as measured by the NWEA MAP ELA assessment. MAP ELA Growth: By June 30, 2026, 45% of students in grade 1 - 5 will meet their growth projection as measured by the NWEA MAP ELA assessment. IXL ELA: By June 30, 2026, 30% of students in grade 3 - 5 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in IXL ELA.

Priority: If we create a culture of high expectations by all stakeholders for student attendance, then student attendance will improve.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The Charles Kelly all student group will have a regular attendance of 70% by end of the 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025, 85% of students will demonstrate regular attendance.	By December 30, 2025, 80% of students will demonstrate regular attendance.	By March 30, 2026, 75% of students will demonstrate regular attendance.	By June 30, 2026, 70% of students will demonstrate regular attendance.

Action Plan

Measurable Goals

Math Growth and Achievement	Attendance
ELA Growth and Achievement	

Action Plan For: IXL Reading & IXL Math: <https://www.evidenceforpa.org/strategies/ixl-language-arts>

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2026, 35% of students in grades 1 - 5 will have a RIT score above 41st percentile on the NWEA MAP Math assessment. By June 30, 2026, 60% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP Math assessment. By June 30, 2026, 65% of students in grades 1 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL math. By June 30, 2026, 40% of students in grades 1 - 5 will have a RIT score above 41st percentile on the NWEA MAP ELA assessment. By June 30, 2026, 45% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP ELA assessment. By June 30, 2026, 30% of students in grade 3 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL ELA.

Action Step		Anticipated Start/Completion Date	
Share the goal with all 1–5 teachers and distribute the testing calendar		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milord	Deliverable: Staff meeting agenda, shared digital goal document, and grade-level diagnostic testing schedule.	No	
Action Step		Anticipated Start/Completion Date	
Ensure all students have access to devices and logins for MAP assessment and IXL		2025-09-02	2025-09-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams and UDSD IT department	Deliverable: Completed device checklist and login verification sheet by class.	No	
Action Step		Anticipated Start/Completion Date	
Provide targeted training for instructional staff of MAP assessment administration and integrating IXL data into instructional planning.		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milord	Deliverable: Training attendance list, slide deck or how-to guide, and follow-up Q&A document.	Yes	

Action Step		Anticipated Start/Completion Date	
Send a parent communication about the IXL, MAP assessment and their purpose.		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milord Teachers 1 -5	Deliverable: Copy of the parent letter/email/newsletter and date sent.	No	
Action Step		Anticipated Start/Completion Date	
Administer the IXL and MAP Fall assessment in reading and math.		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Testing logs showing start and end dates by class or grade level.	No	
Action Step		Anticipated Start/Completion Date	
Ensure all students are placed on personalized learning paths after completing the diagnostic.		2025-09-02	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Class-level reports showing learning paths are active and aligned.	No	
Action Step		Anticipated Start/Completion Date	
Celebrate classrooms with 100% completion.		2025-09-02	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Cynthia Milord	Deliverable: Recognition announcement, bulletin board update, or small class reward documentation.	No	
Action Step		Anticipated Start/Completion Date	
Hold teacher-student conference to set student goals for achieving 2 skills per week in reading and math based on IXL Diagnostic results.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Grade-level student goal trackers posted or kept in student folders.	No	
Action Step		Anticipated Start/Completion Date	
Administer the IXL and MAP Winter assessment in reading and math.		2025-10-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Testing logs showing start and end dates by class or grade level.	No	

Action Step		Anticipated Start/Completion Date	
Ensure all students are placed on personalized learning paths after completing the diagnostic.		2025-10-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Class-level reports showing learning paths are active and aligned.	No	
Action Step		Anticipated Start/Completion Date	
Celebrate classrooms with 100% completion.		2025-10-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Cynthia Milford	Deliverable: Recognition announcement, bulletin board update, or small class reward documentation.	No	
Action Step		Anticipated Start/Completion Date	
Hold teacher-student conference to set student goals for achieving 2 skills per week in reading and math based on IXL Diagnostic results.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Grade-level student goal trackers posted or kept in student folders.	No	
Action Step		Anticipated Start/Completion Date	
Ensure all students are placed on personalized learning paths after completing the diagnostic.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Class-level reports showing learning paths are active and aligned.	No	
Action Step		Anticipated Start/Completion Date	
Administer the IXL and MAP Spring assessment in reading and math.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Testing logs showing start and end dates by class or grade level.	No	
Action Step		Anticipated Start/Completion Date	
Hold teacher-student conference to set student goals for achieving 2 skills per week in reading and math based on IXL Diagnostic results.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Grade-level student goal trackers posted or kept in student folders.	No	

Action Step		Anticipated Start/Completion Date	
Ensure all students are placed on personalized learning paths after completing the diagnostic.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers grade 1 - 5	Deliverable: Class-level reports showing learning paths are active and aligned.	No	
Action Step		Anticipated Start/Completion Date	
Celebrate classrooms with 100% completion.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Cynthia Milford	Deliverable: Recognition announcement, bulletin board update, or small class reward documentation.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate measurable growth in reading and math, as evidenced by increased performance on benchmark assessments and classroom-based measures, due to targeted instruction informed by IXL data.	Principal and Assistant Principal - will monitor overall fidelity of implementation through monthly data reviews and quarterly check-ins with grade-level teams. They will use IXL reports, benchmark assessment comparisons, and instructional observations to ensure alignment with school goals. They support teachers in analyzing IXL data and aligning it to curriculum standards. They will attend data meetings monthly, observe classroom instruction, and provide feedback on the integration of data-driven practices. Teachers - will review IXL student usage and performance reports weekly, using the data to inform and adjust instruction. This will be monitored through IXL Analytics, lesson plans, and informal walkthroughs. Teachers will also engage in monthly data meetings to collaboratively analyze class-level trends and share best practices. Data Teams - will evaluate student progress quarterly by reviewing IXL growth data alongside benchmark assessments and identifying students in need of additional support or enrichment.

Action Plan For: PBIS

Measurable Goals:
<ul style="list-style-type: none"> The Charles Kelly all student group will have a regular attendance of 70% by end of the 2025-2026 school year.

Action Step	Anticipated Start/Completion Date
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PBIS Kickoff assembly		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milford Kayla Kelly Gretchen Schwegler	Slide deck PBIS visuals	No	
Action Step		Anticipated Start/Completion Date	
PBIS Booster assembly		2026-01-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milford Kayla Kelly Gretchen Schwegler	Slide deck PBIS visual Scenarios	No	
Action Step		Anticipated Start/Completion Date	
Student of the Month assembly (September)		2025-08-25	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milford Kayla Kelly Gretchen Schwegler	Student capes Student sashes Awards Attendance sheets	No	
Action Step		Anticipated Start/Completion Date	
Student of the Month assembly (October, November, December)		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milford Kayla Kelly Gretchen Schwegler	Student capes Student sashes Awards Attendance sheets	No	
Action Step		Anticipated Start/Completion Date	
Student of the Month assembly (January, February, March)		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milford Kayla Kelly Gretchen Schwegler	Student capes Student sashes Awards Attendance sheets	No	
Action Step		Anticipated Start/Completion Date	
Student of the Month assembly (April, May, June)		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milford Kayla Kelly Gretchen Schwegler	Student capes Student sashes Awards Attendance sheets	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased overall student attendance rates as a result of earlier identification of attendance issues and more timely, targeted interventions, leading to improved student engagement and academic performance.	Teachers Daily: Record and monitor attendance; identify students with repeated absences using daily attendance reports and classroom tracking tools. School Counselors and Social Workers Weekly: Review flagged students for attendance concerns; contact families; implement Tier 1–3 supports through early warning system alerts, intervention logs, and parent contact records. Principal/Assistant Principal/ Attendance Teams Weekly to Monthly: Analyze patterns of chronic absenteeism; review intervention effectiveness through aggregate reports, student support team meeting notes, and progress monitoring tools. Review grade-level attendance trends; adjust schoolwide attendance strategies. School Counselors, Social Workers, Principal and Assistant Principal - Weekly meetings will focus on reviewing attendance data, identifying at-risk students, and coordinating interventions to improve attendance outcomes.

Action Plan For: Data meetings

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2026, 35% of students in grades 1 - 5 will have a RIT score above 41st percentile on the NWEA MAP Math assessment. By June 30, 2026, 60% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP Math assessment. By June 30, 2026, 65% of students in grades 1 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL math. By June 30, 2026, 40% of students in grades 1 - 5 will have a RIT score above 41st percentile on the NWEA MAP ELA assessment. By June 30, 2026, 45% of students in grades 1 - 5 will meet their growth projection on the NWEA MAP ELA assessment. By June 30, 2026, 30% of students in grade 3 - 5 will achieve proficiency (a smart score of 80) on an average of 2.0 IXL skills per week in IXL ELA. The Charles Kelly all student group will have a regular attendance of 70% by end of the 2025-2026 school year.

Action Step		Anticipated Start/Completion Date	
Share the goal of ELA and Math growth and achievement with all 1–5 teachers and distribute the testing calendar		2025-08-19	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milord	Deliverable: Staff meeting agenda, shared digital goal document, and grade-level diagnostic testing schedule.	No	
Action Step		Anticipated Start/Completion Date	

ELA and Math Data Meetings for teacher to analyze MAP and IXL data and collaboratively develop an instructional plan to support students performing below the 41st percentile.		2025-08-18	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milord	Deliverable: Fall summary report shared at data meetings Grade-level reflection notes or quick survey results used to inform future planning.	No	
Action Step		Anticipated Start/Completion Date	
ELA and Math Data Meetings for teacher to analyze MAP and IXL data and collaboratively develop an instructional plan to support students performing below the 41st percentile.		2025-10-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milord	Deliverable: Summary report shared at data meetings Grade-level reflection notes or quick survey results used to inform future planning.	No	
Action Step		Anticipated Start/Completion Date	
ELA and Math Data Meetings for teacher to analyze MAP and IXL data and collaboratively develop an instructional plan to support students performing below the 41st percentile.		2026-01-01	2026-03-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milord	Deliverable: Summary report shared at data meetings Grade-level reflection notes or quick survey results used to inform future planning.	No	
Action Step		Anticipated Start/Completion Date	
ELA and Math Data Meetings for teacher to analyze MAP and IXL data and collaboratively develop an instructional plan to support students performing below the 41st percentile.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams Cynthia Milord	Deliverable: Summary report shared at data meetings Grade-level reflection notes or quick survey results used to inform future planning.	No	
Action Step		Anticipated Start/Completion Date	
Review and share Fall IXL and MAP data with staff at staff meeting.		2025-09-02	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams	Summary reports	No	
Action Step		Anticipated Start/Completion Date	
Review and share Winter IXL and MAP data with staff at staff meeting.		2025-10-01	2026-01-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams	Summary reports	No	
Action Step		Anticipated Start/Completion Date	
Review and share Q3 data with staff at staff meeting.		2026-01-01	2026-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams	Summary reports	No	
Action Step		Anticipated Start/Completion Date	
Review and share Spring IXL and MAP data with staff at staff meeting.		2026-04-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dina Williams	Summary reports	No	
Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
Improved instructional decision-making and student achievement through collaborative review of student data, identification of learning trends and gaps, and development of targeted action plans.		Student progress tracked monthly using assessment data; Intervention impact reviewed by teacher and administration Instruction adjusted based on formative data and group work by teachers (weekly) Growth data updated in trackers - teachers	

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
Total Expenditures				0

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
IXL Reading & IXL Math: https://www.evidenceforpa.org/strategies/ixl-language-arts	Provide targeted training for instructional staff of MAP assessment administration and integrating IXL data into instructional planning.

IXL

Action Step		
<ul style="list-style-type: none"> Provide targeted training for instructional staff of MAP assessment administration and integrating IXL data into instructional planning. 		
Audience		
CKES staff		
Topics to be Included		
Testing Logistics and Best Practices; Using the proctor dashboard; Understanding RIT scores, percentiles, growth projections; Key reports: Class, Student Progress, Learning Continuum; How to identify student instructional levels and growth needs; Aligning IXL Skills with MAP Learning Continuum; Grouping students for small-group instruction; Creating personalized learning plans; Setting IXL goals linked to MAP areas of growth; Using IXL analytics to track student growth; Recognizing trends and adjusting instruction		
Evidence of Learning		
Teachers demonstrate learning by accurately explaining MAP assessments, navigating reports, and identifying student needs. They apply IXL data by planning targeted instruction, grouping students, and creating lesson plans or goals aligned to MAP results.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dina Williams District supervisors	2025-08-19	2025-09-30

Learning Format

Type of Activities	Frequency
Inservice day	Initial training and as needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 1a: Demonstrating Knowledge of Content and Pedagogy• 1d: Demonstrating Knowledge of Resources• 3d: Using Assessment in Instruction• 4a: Reflecting on Teaching• 4b: Maintaining Accurate Records	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

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

DRAFT