

Aronimink El Sch

School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Regular School		125239452
Address 1		
4611 Bond Ave		
Address 2		
City	State	Zip Code
Drexel Hill	PA	19026
Chief School Administrator		Chief School Administrator Email
Dr Daniel P McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Joshua Rehak		
Principal Email		
jrehak@upperdarbysd.org		
Principal Phone Number		Principal Extension
6108534510		7271
School Improvement Facilitator Name		School Improvement Facilitator Email
Joshua Rehak		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Josh Rehak	Principal	Aronimink Elementary School	jrehak@upperdarbysd.org
Andrea Simpson	Other	Aronimink Elementary School	asimpson@upperdarbysd.org
Amy Davenport	Teacher	Aronimink Elementary School	adavenport@upperdarbysd.org
Heather Bowden	Teacher	Aronimink Elementary School	hbowden@upperdarbysd.org
Erin Bradley	Teacher	Aronimink Elementary School	ebradley@upperdarbysd.org
Kristie Coyle	Teacher	Aronimink Elementary School	kcoyle@upperdarbysd.org
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Brendan Dunn	Teacher	Aronimink Elementary School	bdunn@upperdarbysd.org
Rebecca Schaefer	Teacher	Aronimink Elementary School	rschaefer@upperdarbysd.org
Mikki Schrodel	Other	Aronimink Elementary School	mschrodel@upperdarbysd.org
Meagan Rubino	Community Member	Aronimink Elementary School	aroniminkhomeandschool@gmail.com

Vision for Learning

Vision for Learning

Aronimink Elementary School is committed to fostering a community of engaged learners to prepare and motivate them for successful citizenship in our rapidly changing world. Our diverse population creates countless opportunities to learn about our numerous cultures, celebrate our rich traditions and backgrounds, and prepare our children for a global world. Our dedicated educators strive to instill the importance of continuous growth and improvement. Aronimink provides an array of educational experiences through our curriculum, school programming, and events and activities that build students' understanding of the world around them. We praise the importance of a strong, inclusive, and engaged school community, recognizing all students for their commitment to our core values of respect, responsibility, and safety. We encourage the practice of growth mindset to build resilience, grit, and necessary skills for the 21st century problem solver. Our cooperative and collaborative school community maintains high expectations for learning, provides rigorous learning opportunities inside and outside of the school day, and supports the social-emotional needs of all so that they will be successful today and prepared for tomorrow.

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
Aronimink - Future Ready Index (22-23) - All student groups met the standard demonstrating growth target in English Language Arts/Literature	Aronimink Elementary School received an academic growth score of 89 in English Language Arts, outperforming the PA Statewide Average Growth Score by 13.6 points. All student groups met or exceeded our annual academic growth expectation in this area.
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard demonstrating growth target in in Math	Aronimink Elementary School received an academic growth score of 100 in Mathematics, outperforming the PA Statewide Average Growth Score by 25.1 points. All student groups exceeded our annual academic growth expectation in this area.
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard demonstrating growth target in Science	Aronimink Elementary School met the standard for demonstrating growth with a score of 77 in Science, outperforming the PA Statewide Average achievement score by 4 points. All student groups met our annual academic growth expectation in this area.
Aronimink - Future Ready Index (22-23) - All student groups met the interim goal/improvement target in Math.	Aronimink Elementary School met the interim goal/improvement target in percent proficient or advanced with a score of 57%, outperforming the statewide average of 38.3% by 18.7%.
Aronimink - Future Ready Index (22-23) - All student groups met the interim goal/improvement target in Science.	Aronimink Elementary School met the interim goal/improvement target in percent proficient or advanced with a score of 82.2%, outperforming the statewide average of 58.9% by 23.3%.
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in English Language Arts/Literature	Senkow Elementary School received an academic growth score of 100 in English Language Arts, outperforming the PA Statewide Average Growth Score by 24.6 points. All student groups exceeded our annual academic growth expectation in this area.
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in Math	Senkow Elementary School received an academic growth score of 85 in Math outperforming the PA Statewide Average Growth Score by 10.1 points. All student groups met or exceeded our annual academic growth expectation in this area.

Challenges

Indicator	Comments/Notable Observations
Aronimink ES (22-23) - Future Ready PA Index -	According to the 2022-23 Future Ready PA Index, Aronimink Elementary School did not meet

Achievement - Proficient or Advanced on PA State Assessments - English Language Arts	the interim goal/improvement target in English Language Arts achievement goal with 59.3% of students earning a Proficient or Advanced score.
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts	According to the 2022-23 Future Ready PA Index, Senkow ES did not meet the interim goal/improvement target in English Language Arts achievement goal with 41.5% of students earning a Proficient or Advanced score, underperforming the statewide average by 13%.
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Math	According to the 2022-23 Future Ready PA Index, Senkow ES did not meet the interim goal/improvement target in Math achievement goal with 29.3% of students earning a Proficient or Advanced score, underperforming the statewide average by 9%.
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments	According to the 2022-23 Future Ready PA Index, Senkow ES did not meet the interim goal/improvement target in Science achievement with 55.8% of students earning a Proficient or Advanced score, underperforming the statewide average by 3.1%.
Senkow ES (22-23) - Future Ready PA Index - Science Growth	According to the 2022-23 Future Ready PA Index, Senkow ES did not meet the standard demonstrating growth in Science with a growth score of 57, underperforming the statewide average growth of 74.7 by 17.7.

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

Strengths

<p>Indicator Aronimink - Future Ready Index (22-23) - All student groups exceeded the standard demonstrating growth in English Language Arts/Literature</p> <p>ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged</p>	<p>Comments/Notable Observations ALL reported student groups (black, white, economically disadvantaged) met or exceeded the statewide growth goal.</p>
<p>Indicator Aronimink - Future Ready PA Index (22-23) - All student groups exceeded the standard demonstrating growth in Math</p> <p>ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged</p>	<p>Comments/Notable Observations ALL reported student groups (black, white, and economically disadvantaged, and) EXCEEDED the statewide goal for GROWTH and demonstrated an increase in performance from the previous year of 100.</p>
<p>Indicator Senkow - Future Ready Index (22-23) - All student groups met or exceeded the standard demonstrating growth in English Language Arts/Literature</p> <p>ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Economically Disadvantaged, English Learners</p>	<p>Comments/Notable Observations ALL reported student groups (Black, Asian, EL, economically disadvantaged) EXCEEDED the statewide growth goal.</p>

<p>Indicator Senkow - Future Ready Index (22-23) - All student groups met or exceeded the standard demonstrating growth in Math</p> <p>ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Economically Disadvantaged, English Learners</p>	<p>Comments/Notable Observations ALL reported student groups (Black, Asian, EL, economically disadvantaged) EXCEEDED the statewide growth goal.</p>
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Challenges

<p>Indicator Aronimink ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts</p> <p>ESSA Student Subgroups African-American/Black, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Our Black, Economically Disadvantaged, and Students with disabilities did not meet the progress measures while white students met the standard.</p>
<p>Indicator Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts</p> <p>ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations All reported student groups (Asian, black, hispanic, economically disadvantaged, EL, and students with disabilities) did not meet the standard.</p>
<p>Indicator Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Math</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations All reported student groups (Asian, black, hispanic, economically disadvantaged, EL, and students with disabilities) did not meet the standard.</p>
<p>Indicator Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Science</p> <p>ESSA Student Subgroups Asian (not Hispanic), Economically Disadvantaged</p>	<p>Comments/Notable Observations All reported student groups (Asian, economically disadvantaged) did not meet the standard.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Aronimink - Future Ready Index (22-23) - All student groups met the standard demonstrating growth target in English Language Arts/Literature
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard demonstrating growth target in Math
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard demonstrating growth target in Science
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in English Language Arts/Literature
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in Math

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.

Aronimink ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts - Did not meet
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts - Did not meet
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Math - Did not meet
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Science - Did not meet

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Aimswab Oral Reading Fluency (3rd)	Aronimink 3rd grade students exhibited the growth in the area of fluency, a building block of comprehension. Benchmark fluency rose from 56% to 63% from BOY to EOY.
Aimswab Oral Reading Fluency (4th)	57% of Aronimink 4th grade students were benchmark in the BOY for ORF and 57% remained in the EOY (Due to transiency, a different sample of students were measured).
Aimswab Oral Reading Fluency (1st)	Aronimink 1st grade students exhibited the growth in the area of fluency, a building block of comprehension. Benchmark fluency rose from 27% to 38% from BOY to EOY. This measure includes new registrant non-speakers.

English Language Arts Summary

Strengths

School-wide deliberate fluency practice. Teacher make this a daily priority in the classroom, as homework, and competitions.
Reading Specialists provide push in support for 1st and 2nd grade during small group core instruction. This allows more targeted small group work to meet the diverse needs of our learners in the regular education classroom setting.
Creating a fluency resource drive for teachers. This resources encourages teachers to provide passages, activities, and other resources easily for their students.
Regular consultation of Reading, EL, and SpEd teams to support the mission of increasing student success. With the new transiency of our student population, this allows our teams to work more collaboratively and target the needs of individual students more effectively.

Challenges

New transiency of the student population. We are experiencing larger numbers of student who are entering the school district from other countries. More students than ever are coming without prior schooling lack the reading and math foundational skills in their language in addition to learning the English language.

Mathematics

Data	Comments/Notable Observations
MAP Math - 2023-24 School Year Achievement and Growth Data	Our 5th Grade scored in the 52nd percent tile in the GROWTH from the BOY to EOY during the 23-24 school year. Our 5th grade also scored in 52% in achievement for the EOY assessment.
MAP Math - 2023-24 School Year Achievement and Growth Data	According to the MAP Math EOY assessment, our Aronimink 1st graders scored in the 25th percentile in ACHIEVEMENT on the EOY benchmark.

Mathematics Summary

Strengths

Math MTSS provides a scheduled time in the day for students to get targeted small group instruction using both formal and informal data.
The access to IXL allows teachers to leverage technology within their MTSS block and for homework. IXL is adaptive, allows teachers to assign specific skills, and creates opportunities support students through differentiated teaching components to support instruction.

Challenges

Aronimink would benefit from utilizing data to place students in within our MTSS math program. Using data to group and place students into an MTSS math group would allow for more targeted small group instruction with students of similar strengths and challenges. This practice would allow us to better support struggling students and enrich students who have shown mastery of skills.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Aronimink and Senkow 2023 - Career Standards Benchmark - Future Ready PA Index	According to the Future Ready PA Index, Aronimink outperformed the career benchmark performance with a score of 100% outperforming the state average of 88.2%

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.

According to the Future Ready PA Index, both Aronimink and Senkow outperformed the career benchmark performance with a score of 100% outperforming the state average of 89.6% during the 2022-23 school year.

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.

With the transient student population with diverse needs, it has become a challenge to support the many needs of our students in planning for

their future. Much emphasis has been geared to provided current needs to students and families in an effort to improve attendance and engagement. Significant language barriers hinder progress in this area.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Senkow - PA Future Ready Index - English Language Growth and Attainment Interim Goal/Target	Senkow did not meet the English Language Growth and Attainment Interim Goal/Target with 45% of the eligible students meeting the criteria. However, this outperformed the statewide average of 29%.
English Language Arts/Literature - Interim Goal/Improvement Target	Aronimink did not meet the Interim Goal/Improvement Target with our economically disadvantaged students with only 44% meeting the standard.
English Language Arts/Literature - Interim Goal/Improvement Target	Senkow did not meet the Interim Goal/Improvement Target with our economically disadvantaged students with only 39.5% meeting the standard.

Students with Disabilities

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

Data	Comments/Notable Observations
Aronimink / Senkow - PA Future Ready Index -	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index - Math Achievement	Aronimink fell short of the statewide standard for achievement in MATH on the PSSA with 28% proficiency for economically disadvantaged students. However, Aronimink earned a growth score of 87 on the Future Ready Index for the subgroup.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations

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.

Aronimink has a dedicated EL team to support the many spoke languages within our school. They provide both a push-in and pull-out program which allows for small group support. The addition of the newcomer program has been a huge benefit in providing additional support for our non-speakers/newcomers.

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.

Transiency of our EL population makes it difficult to bridge the language/skills gap of our newcomers.

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
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Foster a culture of high expectations for success for all students, educators, families, and community members .
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Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
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Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
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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?

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Identify professional learning needs through analysis of a variety of data.

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
Aronimink - Future Ready Index (22-23) - All student groups met the standard demonstrating growth target in English Language Arts/Literature	True
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard demonstrating growth target in Math	True
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard demonstrating growth target in Science	True
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in English Language Arts/Literature	True
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in Math	True
Aronimink - Future Ready Index (22-23) - All student groups met the standard demonstrating growth target in English Language Arts/Literature	False
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard demonstrating growth target in Math	False
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard demonstrating growth target in Science	False
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in English Language Arts/Literature	False
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in Math	False
School-wide deliberate fluency practice. Teacher make this a daily priority in the classroom, as homework, and competitions.	False
Reading Specialists provide push in support for 1st and 2nd grade during small group core instruction. This allows more targeted small group work to meet the diverse needs of our learners in the regular education classroom setting.	True
According to the Future Ready PA Index, both Aronimink and Senkow outperformed the career benchmark performance with a score of 100% outperforming the state average of 89.6% during the 2022-23 school year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Foster a culture of high expectations for success for all students, educators, families, and community members .	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school:	True

socially, emotionally, intellectually and physically	
Creating a fluency resource drive for teachers. This resources encourages teachers to provide passages, activities, and other resources easily for their students.	False
Regular consultation of Reading, EL, and SpEd teams to support the mission of increasing student success. With the new transiency of our student population, this allows our teams to work more collaboratively and target the needs of individual students more effectively.	False
Math MTSS provides a scheduled time in the day for students to get targeted small group instruction using both formal and informal data.	False
The access to IXL allows teachers to leverage technology within their MTSS block and for homework. IXL is adaptive, allows teachers to assign specific skills, and creates opportunities support students through differentiated teaching components to support instruction.	False
Aronimink has a dedicated EL team to support the many spoke languages within our school. They provide both a push-in and pull-out program which allows for small group support. The addition of the newcomer program has been a huge benefit in providing additional support for our non-speakers/newcomers.	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
Aronimink ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts - Did not meet	True
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts - Did not meet	True
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Math - Did not meet	True
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Science - Did not meet	True
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Science - Did not meet	False
With the transient student population with diverse needs, it has become a challenge to support the many needs of our students in planning for their future. Much emphasis has been geared to provided current needs to students and families in an effort to improve attendance and engagement. Significant language barriers hinder progress in this area.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	True

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	False
Identify professional learning needs through analysis of a variety of data.	True
New transiency of the student population. We are experiencing larger numbers of student who are entering the school district from other countries. More students than ever are coming without prior schooling lack the reading and math foundational skills in their language in addition to learning the English language.	False
Aronimink would benefit from utilizing data to place students in within our MTSS math program. Using data to group and place students into an MTSS math group would allow for more targeted small group instruction with students of similar strengths and challenges. This practice would allow us to better support struggling students and enrich students who have shown mastery of skills.	True
Transiency of our EL population makes it difficult to bridge the language/skills gap of our newcomers.	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.

Aronimink Elementary will continue to show growth and meet/exceed student growth norms. Although we have strong growth scores, with our dedicated staff, relatively new ELA and Math curriculums, new science curriculum and 100% of our students receiving in-person instruction, we will address the declining trend of advanced and proficient scores across all disaggregated groups.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Aronimink ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts - Did not meet	Despite making gains in growth, closing the achievement gap towards proficiency in achievement is challenging.	True
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - English Language Arts - Did not meet	Transient student population - students with limited English language proficiency and prior schooling create a challenge in meeting grade level standards but support their prerequisite needs.	False
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Math - Did not meet	Limited math exposure, need for growth in Math MTSS to fill in prerequisite skills.	True
Senkow ES (22-23) - Future Ready PA Index - Achievement - Proficient or Advanced on PA State Assessments - Science - Did not meet		False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	With the merging of two staffs, opportunities for professional learning to support our current population.	True
Identify professional learning needs through analysis of a variety of data.		False
Aronimink would benefit from utilizing data to place students in within our MTSS math program. Using data to group and place students into an MTSS math group would allow for more targeted small group instruction with students of similar strengths and challenges. This practice would allow us to better support struggling students and enrich students who have shown mastery of skills.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Aronimink - Future Ready Index (22-23) - All student groups met the standard demonstrating growth target in English Language Arts/Literature	Strong teachers, proven reading curriculum, and strong MTSS program allow for student GROWTH, despite not meeting the achievement standard.
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard demonstrating growth target in Math	Strong teachers, proven reading curriculum, and math MTSS program allow for student GROWTH, despite not meeting the achievement standard.
Aronimink - Future Ready PA Index (22-23) - All student groups met the standard	

demonstrating growth target in Science	
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in English Language Arts/Literature	Strong teachers, proven reading curriculum, and strong MTSS program allow for student GROWTH, despite not meeting the achievement standard.
Senkow (22-23) - All student groups exceeded the Standard Academic Growth in Math	Strong teachers, proven reading curriculum, and strong MTSS program allow for student GROWTH, despite not meeting the achievement standard.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Use of Aimsweb, MAP, and module assessments provides feedback to teachers and the use of data to make real time educational decisions.
Foster a culture of high expectations for success for all students, educators, families, and community members .	Capitalizing on ways to create a new, welcoming, and inclusive school culture for our former Senkow and Aronimink school community.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Mandatory teacher committee assignments allows for all teachers to participate and become informal leaders in different areas (equity, school improvement, trauma, PBIS)
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	
Reading Specialists provide push in support for 1st and 2nd grade during small group core instruction. This allows more targeted small group work to meet the diverse needs of our learners in the regular education classroom setting.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Aronimink staff will continue to collaborate and create meaningful objectives for daily lessons. The adoption of the HMH Into Reading curriculum is a giant step in providing students with an enriched and more rigorous curriculum and culturally relevant content. Goal setting is also done for all students. Teachers will continue to use student achievement data and grade level standards to analyze student growth and make adjustments as needed. Teachers, their grade level partners, and instructional coaches will collaborate to develop lessons based on current instructional programs, and drill down the eligible content that students are expected to master. Teachers will prioritize the content, as necessary, to develop meaningful lessons based on the standards the students must master.
	With a more targeted, leveled MTSS, teachers will be better able to group students of similar needs and provide additional

	support outside the core instruction. The Aronimink staff will continue to collaborate with their grade level partners and district instructional coaches to create meaningful objectives and learning opportunities for our students. The adoption of the ENVISIONS math curriculum is a helpful in providing students with an enriched and more rigorous curriculum. Students will have a more in-depth tool belt of useful strategies and deeper understanding of math principles. The daily use of IXL will allow for more differentiated and targeted instruction to meet students where they are.
	Providing a variety of professional learning opportunities to meet in the needs of our staff in supporting our diverse student needs. Surveys will be used to collect data to assist in determining professional development opportunities.

Goal Setting

Priority: The Aronimink staff will continue to collaborate and create meaningful objectives for daily lessons. The adoption of the HMH Into Reading curriculum is a giant step in providing students with an enriched and more rigorous curriculum and culturally relevant content. Goal setting is also done for all students. Teachers will continue to use student achievement data and grade level standards to analyze student growth and make adjustments as needed. Teachers, their grade level partners, and instructional coaches will collaborate to develop lessons based on current instructional programs, and drill down the eligible content that students are expected to master. Teachers will prioritize the content, as necessary, to develop meaningful lessons based on the standards the students must master.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
MAP Reading Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Kindergarten - Fall Baseline 1st - Fall Baseline 2nd - Fall Baseline 3rd - Fall Baseline 4th - Fall Baseline 5th - Fall Baseline	Kindergarten - 9.63 RIT Points 1st - 9.92 RIT Points 2nd - 8.85 RIT Points 3rd - 7.28 RIT Points 4th - 5.82 RIT Points 5th - 4.64 RIT Points	Not Assessed	Kindergarten - 16.45 RIT Points 1st - 15.47 RIT Points 2nd - 13.22 RIT Points 3rd - 10.50 RIT Points 4th - 8.16 RIT Points 5th - 6.5 RIT Points

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Through the use of AIMSWEB and MAP data, the reading team will evaluate the growth of students in all grade areas, making ongoing changes to MTSS grouping based on growth, communicating/celebrating successes.			
Measurable Goal Nickname (35 Character Max)			
MTSS Flexible Grouping			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Developing/revisiting MTSS groups based on BOY data	Evaluation of groupings after MOY Aimsweb data, shifting student	Evaluation of groupings after MOY MAP data, shifting student	Evaluation of groupings after EOY Aimsweb/MAP data, analyzing

	groupings/interventions as needed	groupings/interventions as needed	growth, groupings, and instructional practices.
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Priority: With a more targeted, leveled MTSS, teachers will be better able to group students of similar needs and provide additional support outside the core instruction. The Aronimink staff will continue to collaborate with their grade level partners and district instructional coaches to create meaningful objectives and learning opportunities for our students. The adoption of the ENVISIONS math curriculum is a helpful in providing students with an enriched and more rigorous curriculum. Students will have a more in-depth tool belt of useful strategies and deeper understanding of math principles. The daily use of IXL will allow for more differentiated and targeted instruction to meet students where they are.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.			
Measurable Goal Nickname (35 Character Max)			
MAP Math Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Kindergarten - Fall Baseline 1st - Fall Baseline 2nd - Fall Baseline 3rd - Fall Baseline 4th - Fall Baseline 5th - Fall Baseline	Kindergarten - 10.57 RIT Points 1st - 10.13 RIT Points 2nd - 9.03 RIT Points 3rd - 7.75 RIT Points 4th - 6.50 RIT Points 5th - 5.56 RIT Points	Not Assessed	Kindergarten - 17.54 RIT Points 1st - 16.35 RIT Points 2nd - 14.38 RIT Points 3rd - 12.6 RIT Points 4th - 10.96 RIT Points 5th - 9.61 RIT Points

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Usage of the IXL all for more differentiated instruction both in-school and at home.			
Measurable Goal Nickname (35 Character Max)			
IXL Math Differentiation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Initial placement test	Monitoring usage, skill development, assigning new skills	Monitoring usage, skill development, assigning new skills	Monitoring usage, skill development, assigning new skills - MAP Math Growth

Priority: Providing a variety of professional learning opportunities to meet in the needs of our staff in supporting our diverse student needs. Surveys will be used to collect data to assist in determining professional development opportunities.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Leadership of TILT Team. All staff members will continue to receive trauma informed care professional development training to build their knowledge of trauma informed instruction. Through consultation with Lakeside Neurologic, teachers will be provided consultation for one week a month with designated Neurologic coach on trauma-informed care of students. Strategies, such as cool down centers and brain movement breaks, and self-care plans for both students, and sensory walkways will be implemented throughout classroom and school-wide environments.			
Measurable Goal Nickname (35 Character Max)			
Partnership with Lakeside Neurologic - TILT Team Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Development of Self-Care Plans. Sensory Walkway Development Development of Calming Corner in all classrooms TILT Team planning	TILT Team sign-off of all calming corners, and self care plans	Have professional discussions/forums (share successes) Implement additional new strategies.	Analysis of trauma informed practices and self-care plans in EOY reflection with TILT TEAM

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
After a year of transition and flexibility with construction, systems will be revisited based on what we learned this year through the merger. Revised and revamped school-wide expectations to meet the needs with a completed building, merged population, and addition of Kindergarten. PBIS expectation lessons across all student areas will be redeveloped (Arrival/Dismissals, Hallway, Classroom, Cafeteria, Playground, etc.) with certification of each area by a staff member. Students and staff will teach/reteach expectations. Certified Classrooms are rewarded for performing/maintaining the skill.			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Development of New PBIS Team	Certification of all classrooms with new expectations	Analyze data, re-certify areas of need.	School-wide reevaluation of new practices and potential tweaking of plan

Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			

School-wide weekly social emotional learning lessons (created at the district level) taught and implemented across all classrooms. The additional of a guidance counselor and full-time social worker will provide additional supports at both Tier 1 and Tier 2 level.

Measurable Goal Nickname (35 Character Max)

Social Emotional Learning Lessons

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teach SEL lessons during Wednesday allotted time. Teacher sign-off.	All Classrooms have received SEL classroom lesson from Counselor Lunch Bunches are develop by SWer.	Teach SEL lessons during Wednesday allotted time. Teacher sign-off. Reflection and discussion in grade level and school-wide forums.	Teach SEL lessons during Wednesday allotted time. Teacher sign-off. Reflection and discussion in grade level and school-wide forums.

Action Plan

Measurable Goals

MAP Reading Growth	MTSS Flexible Grouping
MAP Math Growth	IXL Math Differentiation
Partnership with Lakeside Neurologic - TILT Team Implementation	
Social Emotional Learning Lessons	

Action Plan For: Implementation of HMH Into Reading Curriculum

Measurable Goals:
<ul style="list-style-type: none"> Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Reading Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments. Through the use of AIMSWEB and MAP data, the reading team will evaluate the growth of students in all grade areas, making ongoing changes to MTSS grouping based on growth, communicating/celebrating successes.

Action Step	Anticipated Start/Completion Date	
	During the 2024-25 school year, all teachers will be provided continued PD in online HMH components and tools such as Amira, allows for individualized targeted feedback for each student. School administration and teachers will deepen their understanding of Into Reading curriculum. The Into Reading curriculum is aligned to state and national standards. Into Reading is a guided reading approach, focused on integrating small group learning during instructional reading and writing blocks. The Into Reading curriculum provides students with the following supports: -Culturally responsive and ethnically diverse literacy texts -Embedded growth mindset instructional strategies and techniques -A comprehensive leveled reading library incorporating differentiated activities -Writing workshop guides to scaffold readers as writers	2024-08-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Aronimink Principal - Josh Rehak Assistant Principal - Andrea Simpson District Supervisor for ELA - Kristin O'Neill District Supervisor for Math - Rob Schwartz Director of Curriculum - Christine Kelley Director of Elem. Ed. Grade Specific Instructional Coaches Teachers	HMH Into Reading curriculum / Cleartouch Board/ Online components / online resources Chromebooks - Monthly coaching sessions from District coaches	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement (proficient and advanced scores) and	NWEA MAP/AIMSWEB assessments that are measured 3 times per year

continued gains in overall growth in ELA/Reading	(Fall, Winter and Spring) assessment data.
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Action Plan For: Departmentalization of 4th and 5th Grade

Measurable Goals:
<ul style="list-style-type: none"> Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments.

Action Step		Anticipated Start/Completion Date	
Fourth and fifth grade teachers are assigned to teach either ELA or Math. This will allow for deeper planning and the creation of individualized/differentiated lessons to address grade level standards. Teachers will be provided professional development opportunities in their designed content area and will become content specialist who implement best practices to meet the needs of their diverse learners.		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Director of Curriculum District Curriculum Supervisors Grade/Content Specific Instructional Coaches Teachers	Professional Development HMH/Envisions Curriculums/Online components LMS - Schoology ClearTouch Boards	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Departmentalization in Math and ELA will create opportunities to build teacher knowledge and skills in their designated areas. This will allow for deeper and more thoughtful planning. With the merger of Senkow, grade level teams will have more educators to collaborate with on a daily basis. MAP and other formative assessments will survive as a benchmark tool to gage instruction and allow for necessary learning adjustments to be made. Departmentalization is expected to increase growth and proficiency levels.	Both qualitative and quantitative data will be gathered and considered in determining the effectiveness of departmentalization at an elementary level. Analysis of assessment data will provide insight to the successful of departmentalization and discussed at grade level team meetings and district data meeting days.

Action Plan For: Grades 1-3 - MTSS Math Grouping - Differentiated Groups

Measurable Goals:	
<ul style="list-style-type: none"> Using the Measures of Academic Progress (MAP) assessment, students at each grade level at Aronimink will meet or exceed the expected student growth norm, as specified by NWEA 2020 Math Student Growth Norms, from the beginning of the year to the end of the year ELA MAP benchmark assessments. Usage of the IXL all for more differentiated instruction both in-school and at home. 	

Action Step		Anticipated Start/Completion Date	
Utilizing data to provide for differentiated math grouping during MTSS. Teachers will be assigned students based on data to support students with similar needs. This will lead to more target MTSS math instruction.		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Josh Rehak - Principal Andrea Simpson - AP Rob Schwartz - Supervisor of Math	Differentiated Resources Envisions - MDIS Kit	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
More target instruction in the area of math. Maximize growth scores in MAP	NWEA MAP Fall, Winter and Spring assessment data will be monitored to track progress. IXL progress information. This information will be reviewed at quarterly data meetings and used to guide instructional decisions for school, classroom, and individual student needs.

Action Plan For: Social Emotional Learning

Measurable Goals:	
<ul style="list-style-type: none"> School-wide weekly social emotional learning lessons (created at the district level) taught and implemented across all classrooms. The additional of a guidance counselor and full-time social worker will provide additional supports at both Tier 1 and Tier 2 level. Leadership of TILT Team. All staff members will continue to receive trauma informed care professional development training to build their knowledge of trauma informed instruction. Through consultation with Lakeside Neurologic, teachers will be provided consultation for one week a month with designated Neurologic coach on trauma-informed care of students. Strategies, such as cool down centers and brain movement breaks, and self-care plans for both students, and sensory walkways will be implemented throughout classroom and school-wide environments. 	

Action Step		Anticipated Start/Completion Date	
Increased supportive school environment, relationship building, trauma knowledge, self-care, behavior consultation		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Lakeside Representative Principal Assistant Principal Social Worker Guidance Counselor	SEL Lessons Calming Corners/Sensory Items Neurologic Supports Danielson Framework	No	
Action Step		Anticipated Start/Completion Date	
Regular classroom lessons in SEL from Counselor - Monthly visits		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Guidance Counselor Principal Assistant Principal	SEL Lessons based on indentified needs.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased supportive school environment, relationship building, trauma knowledge, self-care, behavior consultation	Neurologic Principal Assistant Principal Social Worker / Guidance Counselor

Action Plan For: TILT Supervision

Measurable Goals:
<ul style="list-style-type: none"> School-wide weekly social emotional learning lessons (created at the district level) taught and implemented across all classrooms. The additional of a guidance counselor and full-time social worker will provide additional supports at both Tier 1 and Tier 2 level. Leadership of TILT Team. All staff members will continue to receive trauma informed care professional development training to build their knowledge of trauma informed instruction. Through consultation with Lakeside Neurologic, teachers will be provided consultation for one week a month with designated Neurologic coach on trauma-informed care of students. Strategies, such as cool down centers and brain movement breaks, and self-care plans for both students, and sensory walkways will be implemented throughout classroom and school-wide environments.

Action Step	Anticipated Start/Completion Date	
Implementation of TILT Leadership - Monitoring and certification of regulation plans, sensory walkways, calming corners, brain breaks	2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
TILT Team	Sensory Walkway Items Calming Corners Items Brain Break Regulation Plans	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased Trauma informed approach and implementation to meet the diverse needs of our students.	Monthly TILT Meeting - Sub-committee assignments (Brain Breaks, Calming Corners, Sensory Walkways)

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

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
Implementation of HMH Into Reading Curriculum	During the 2024-25 school year, all teachers will be provided continued PD in online HMH components and tools such as Amira, allows for individualized targeted feedback for each student. School administration and teachers will deepen their understanding of Into Reading curriculum. The Into Reading curriculum is aligned to state and national standards. Into Reading is a guided reading approach, focused on integrating small group learning during instructional reading and writing blocks. The Into Reading curriculum provides students with the following supports: -Culturally responsive and ethnically diverse literacy texts -Embedded growth mindset instructional strategies and techniques -A comprehensive leveled reading library incorporating differentiated activities -Writing workshop guides to scaffold readers as writers
Departmentalization of 4th and 5th Grade	Fourth and fifth grade teachers are assigned to teach either ELA or Math. This will allow for deeper planning and the creation of individualized/differentiated lessons to address grade level standards. Teachers will be provided professional development opportunities in their designed content area and will become content specialist who implement best practices to meet the needs of their diverse learners.
Grades 1-3 - MTSS Math Grouping - Differentiated Groups	Utilizing data to provide for differentiated math grouping during MTSS. Teachers will be assigned students based on data to support students with similar needs. This will lead to more target MTSS math instruction.
TILT Supervision	Implementation of TILT Leadership - Monitoring and certification of regulation plans, sensory walkways, calming corners, brain breaks

Social and Emotional Learning PD - Ongoing

Action Step		
<ul style="list-style-type: none"> Implementation of TILT Leadership - Monitoring and certification of regulation plans, sensory walkways, calming corners, brain breaks 		
Audience		
All Staff Members		
Topics to be Included		
Breakdown of Domains - focus on Domain 1 and 2. Planning, preparing and effectively creating trauma-informed lessons and classroom. Development of essential components - Brain Breaks, Calming Corners		
Evidence of Learning		
Teachers are expected to enhance their classroom environment and relationships with in the classroom. Development of Calming Corners in all classrooms. Instructional delivery and practices is trauma-informed which will be evident throughout learning walks. Teacher formal observations will capture the impact instructional coaching and support. Development of Sensory Walkways throughout the school		
Lead Person/Position	Anticipated Start	Anticipated Completion

Principal, AP, TILT Team, Neurologic consultation	2024-08-26	2025-06-10
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Learning Format

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

MTSS Math Grouping - Differentiated Groups (Grades 1-3)

Action Step		
<ul style="list-style-type: none"> Utilizing data to provide for differentiated math grouping during MTSS. Teachers will be assigned students based on data to support students with similar needs. This will lead to more target MTSS math instruction. 		
Audience		
Teachers / Tutors (Grade 1-3)		
Topics to be Included		
Differentiated math practices		
Evidence of Learning		
Teachers have a tool belt of resources and instructional practices to meet the needs of their differentiated groups		
Lead Person/Position	Anticipated Start	Anticipated Completion
Josh Rehak - Principal Andrea Simpson - AP Rob Schwartz - Supervisor of Math	2024-08-26	2025-06-10

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Targeted learning walks
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 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	

ELA Reading Specialist / Intervention Push-In (1st and 2nd Grade)

Action Step		
<ul style="list-style-type: none"> During the 2024-25 school year, all teachers will be provided continued PD in online HMH components and tools such as Amira, allows for individualized targeted feedback for each student. School administration and teachers will deepen their understanding of Into Reading curriculum. The Into Reading curriculum is aligned to state and national standards. Into Reading is a guided reading approach, focused on integrating small group learning during instructional reading and writing blocks. The Into Reading curriculum provides students with the following supports: -Culturally responsive and ethnically diverse literacy texts -Embedded growth mindset instructional strategies and techniques -A comprehensive leveled reading library incorporating differentiated activities -Writing workshop guides to scaffold readers as writers 		
Audience		
Primary Teachers, Reading Specialists, MTSS Tutors		
Topics to be Included		
Co-Teaching, Use of intervention programming		
Evidence of Learning		
Collaborative, team approach to meeting the diverse needs of our 1st and 2nd graders		
Lead Person/Position	Anticipated Start	Anticipated Completion
Josh Rehak Andrea Simpson Reading Team Supervision of ELA	2024-08-26	2025-06-10

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing as needed - minimum tri-annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Joshua Rehak	2024-05-28
School Improvement Facilitator Signature	Date