



## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Morrisville Intermediate Sch		122097203
<b>Address 1</b>		
550 W Palmer St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Morrisville	PA	19067
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Andrew J Doster		adoster@mv.org
<b>Principal Name</b>		
Julieann Cappuccino		
<b>Principal Email</b>		
jcappuccino@mv.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
2157365281		5373
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Andrew Doster		adoster@mv.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Andrew J. Doster	Superintendent	Borough of Morrisville School District	adoster@mv.org
Julieann Cappuccino	Elementary Principal	Borough of Morrisville School District	jcappuccino@mv.org
Wendy Gordon	Title I Coordinator/Reading Specialist	Borough of Morrisville School District	wgraff@mv.org
Jill Osterhout	First Grade Regular EducationTeacher	Borough of Morrisville School District	josterhout@mv.org
Luz Waters	High School Parent	Morrisville Borough Parent	lwaters@mv.org
Damon Miller	School Board President	Borough of Morrisville School District	dmiller@mv.org
Darletta Berry-Johnson	Community Representative : Professional Education	Ivins House	info@ivinsoutreach.org
Gina Leary	Ed Specialist - School Counselor : Professional Education Special Education	Borough of Morrisville School District	gleary@mv.org
Melanie Snipes	Business Representative : Professional Education	Snipes Nursery	melanie.douty@gmail.com
Megan Mason	Elementary School Teacher - Special Education : Professional Education Special Education	Borough of Morrisville School District	mmason@mv.org
Meredith Wiley	3rd Grade Regular Education Teacher	Borough of Morrisville School District	mwiley@mv.org
Tracie Galante	Teacher	Borough of Morrisville School District	tgalante@mv.org
Bonnie Dingle	Parent	Morrisville Borough Parent	dinglebean@gmail.com
Nicholas Zlupko	Other	Elementary Assistant Principal	nzlupko@mv.org
Paddy Getty	Paraprofessional	Title I Paraprofessional	pgetty@mv.org
Brian Oberdick	Principal	Middle/Senior High School Principal	boberdick@mv.org
Katie Montero	Parent	Morrisville Borough Parent	kek08@aol.com



## Vision for Learning

### **Vision for Learning**

The mission of the School District of Borough of Morrisville is to prepare confident students who are knowledgeable and capable of utilizing academic and social skills necessary to thrive in a complex society by providing a superior education in a stimulating, secure environment through the effective use of challenging instructional strategies, technology and extra-curricular activities that are designed to meet the needs of individual students, capitalizing upon its unique position as a small district within a large area rich in historic and cultural resources.

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
73.8% of our 3-5 students attended school on a regular basis.	In a breakdown of our subgroups: 81.2% of Black students attend school regularly 76.2% of Hispanic students attend school regularly 72.3% of White students attend school regularly. 68.1% of Economically Disadvantaged students attend school regularly 68.6% of Students with a Disability attend school regularly 74.4% of Combined Ethnicity students attend school regularly We have an Insufficient Sample for English Language Learners
74.0% of students in grades 3-5 have met the standard growth requirement for English Language Arts.	In a breakdown of our subgroups: 75.0% of Black students 68.0% of Hispanic students 71.0% of White students 79.0% of Economically Disadvantaged students 78.0% of Combined Ethnicity students We have an Insufficient Sample for English Language Learners and Students with a Disability.
88.0% of students in grades 3-5 have exceeded the standard growth requirement for Mathematics.	In a breakdown of our subgroups: 74.0% of Black students 62.0% of Hispanic students 73.0% of White students 94.0% of Economically Disadvantaged students 93.0% of Combined Ethnicity students We have an Insufficient Sample for English Language Learners and Students with a Disability.
83.8% of 3-5 students increased their overall Acadience Reading score from the beginning of the year to the end of the year by 10 points or more.	In a breakdown of our grade levels: 96% (45/47) 3rd Grade students improved by 10 or more points from the beginning of the year to the end of the year. 86% (57/66) 4th Grade students improved by 10 or more points from the beginning of the year to the end of the year. 71% (43/61) 5th Grade students improved by 10 or more points from the beginning of the year to the end of the year.
73 % of 3-5 students increased their overall Mathematics Linkit! Benchmark score from the beginning of the year to the end of the year by 10 points or more.	In a breakdown of our grade levels: 85.1% (40/47) 3rd Grade students improved by 10 or more points from the beginning of the year to the end of the year. 51.5% (34/66) 4th Grade students improved by 10 or more points from the beginning of the year to the end of the year. 73.7% (45/61) 5th Grade students improved by 10 or more points from the beginning of the year to the end of the year.

## Challenges

Indicator	Comments/Notable Observations
Our 3-5 students are 20.3% below the statewide standard for attending school regularly.	In a breakdown of our subgroups: 73.3% of Black students attend school regularly 73.8% of Hispanic students attend school regularly 61.0% of White students attend school regularly. 62.4% of Economically Disadvantaged students attend school regularly 68.6% of Students with a Disability attend school regularly 73.4% of Combined Ethnicity students attend school regularly We have an Insufficient Sample for English Language Learners.
37.9% of students in grades 3-5 are performing Proficient or Advanced in English Language Arts/Literature which is 16.6% below the statewide average of 54.5%.	In a breakdown of our subgroups: 23.1% of Black students 37.3% of Hispanic students 52.4% of White students 35.6% of Economically Disadvantaged students 14.0% of Students with a Disability 31.1% of Combined Ethnicity students have score Proficient or Advanced We have an Insufficient Sample for English Language Learners and 2 or more Races.
30.7% of students in grades 3-5 are performing Proficient or Advanced in Mathematics which is 7.6% below the statewide average of 38.3%.	In a breakdown of our subgroups: 18.5% of Black students 35.3% of Hispanic students 39.1% of White students 25.2% of Economically Disadvantaged students 10.0% of Students with a Disability 27.3% of Combined Ethnicity students have score Proficient or Advanced We have an Insufficient Sample for English Language Learners and 2 or more Races.

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

## Strengths

<b>Indicator</b> 73.8% of our 3-5 students attended school on a regular basis. <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> In a breakdown of our subgroups: 81.2% of Black students attend school regularly 76.2% of Hispanic students attend school regularly 72.3% of White students attend school regularly. 68.1% of Economically Disadvantaged students attend school regularly 75.5% of Students with a Disability attend school regularly 74.4% of Combined Ethnicity students attend school regularly.
<b>Indicator</b> Students in grades 3-5 Academic Growth Score is 74.0 which is meeting the statewide growth standard (70.0) in English Language Arts. <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged	<b>Comments/Notable Observations</b> In a breakdown of our subgroups: 75.0% of Black students 68.0% of Hispanic students 71.0% of White students 79.0% of Economically Disadvantaged students 78.0% of Combined Ethnicity students
<b>Indicator</b>	<b>Comments/Notable Observations</b>

Students in grades 3-5 Academic Growth Score is 88.0 which is meeting the statewide growth standard (70.0) in Mathematics. <b>ESSA Student Subgroups</b>	In a breakdown of our subgroups: 74.0% of Black students 62.0% of Hispanic students 73.0% of White students 94.0% of Economically Disadvantaged students 93.0% of Combined Ethnicity students
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### Challenges

<b>Indicator</b> 62.1% of students in grades 3-5 are performing Basic or Below Basic in English Language Arts. <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> In a breakdown of our subgroups: 23.1% of Black students 37.3% of Hispanic students 52.4% of White students 35.6% of Economically Disadvantaged students 14.0% of Students with Disabilities 31.1% of Combined Ethnicity We have an Insufficient Sample for English Language Learners.
<b>Indicator</b> 69.3% of students in grades 3-5 are performing Basic or Below Basic in Mathematics. <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> In a breakdown of our subgroups: 18.5% of Black students 35.3% of Hispanic students 39.1% of White students 25.2% of Economically Disadvantaged students 10.0% of Students with Disabilities 27.3% of Combined Ethnicity We have an Insufficient Sample for English Language Learners.

### 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.

73.8% of our 3-5 students attended school on a regular basis.
74.0% of students in grades 3-5 have met the standard growth requirement for English Language Arts.
88.0% of students in grades 3-5 have exceeded the standard growth requirement for Mathematics.

#### 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.

62.1% of students in grades 3-5 are performing Basic or Below Basic in English Language Arts.
69.3% of students in grades 3-5 are performing Basic or Below Basic in Mathematics.





## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience	According to the Acadience Testing, 54% of students in grades 3-5 are performing well below or below benchmark.
PSSA	According to the English Language Arts PSSA, 62.1% of students in grades 3-5 are performing below basic or basic.
Linkit Benchmarking	According to the ELA Linkit! Benchmark, 69% of students in grades 3-5 are performing below grade level.

### English Language Arts Summary

#### Strengths

WIN (What I Need) Block to target literacy skills in a small group setting
Implementation of school wide positive behavior support plan and the implementation of 95% Group core phonics program for our K-2 students
Grade Level Data Meetings and Data Deep Dive (3 times per school year) to monitor student learning and adjust programs and instructional practices based the data
Reading Specialist and Title I Paraprofessional to provide targeted instruction to Tier 3 students.

#### Challenges

Staffing of paraprofessionals to assist with instruction
Limited Professional Development for all staff throughout the school year
Lack of available budgetary resources to provide a sustainable effort in the areas of enrichment, remediation and intervention
According to the English Language Arts PSSA, 62.1% of students in grades 3-5 are performing below basic or basic.

### Mathematics

Data	Comments/Notable Observations
Linkit Benchmarking	According to the Mathematics Linkit! Benchmark, 78% of students in grades 3-5 are performing below grade level.
PSSA	According to the Mathematics PSSA, 69.3% of students in grades 3-5 are performing below basic or basic.

### Mathematics Summary

#### Strengths

WIN (What I Need) Block to target math skills in a small group setting
Implementation of school wide positive behavior support plan
The use of Imagine Math aided in building the understanding of math fact and fluency for students
Grade Level Data Meetings and Data Deep Dive (3 times per school year) to monitor student learning and adjust programs and instructional practices based the data

### Challenges

Lack of a Math Specialist to provide targeted instruction for Tier 3 students
According to the Mathematics PSSA, 69.3% of students in grades 3-5 are performing below basic or basic.
Lack of available budgetary resources to provide a sustainable effort in the areas of enrichment, remediation and intervention
Limited Professional Development for all staff throughout the school year

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	According to the Science PSSA, 34.8% of students in grade 4 are performing below basic or basic.

### Science, Technology, and Engineering Education Summary

#### Strengths

Professional Development provided to Science Coordinator and teachers on the new STEEL Standards
According to the Science PSSA, 65.2% of students in grade 4 are performing Proficient or Advanced.
Continued Partnership with the Bucks County Intermediate Unit Fab Lab for students in grades 3-5

#### Challenges

Limited resources to fund a vibrant Science program/curriculum for grades 3-5 has left our team with abiding challenges to get these experiences to our students.
Lack of STEM opportunities for our 3-5 students
Limited Professional Development for all staff throughout the school year

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
90.5% of 3-5 students have met the Career Standards Benchmark.	In a breakdown of our subgroups: 81.8% of White students 91.7% of Economically Disadvantaged students 95.1% of Combined Ethnicity students

### Career and Technical Education (CTE) Programs

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

Data	Comments/Notable Observations
n/a	

### 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.

n/a
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### Challenges

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

n/a

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
4.8% of students in grades 3-5 are identified as English Language Learners who are not fluent in their own language making it difficult to understand and learn concepts in english.	

### Students with Disabilities

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

Data	Comments/Notable Observations
18.7% of students in grades 3-5 are identified as a student with a disability and require and individual learning plan to best meet their instructional needs.	

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
100% of students in grades 3-5 are identified as economically disadvantaged and receiving free or reduced breakfast and lunch. These students often come to school to have their basic foods needs meet before they can be ready to learn. Often times, economically disadvantaged students do not have access to rich learning materials at home.	

## Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
American Indian/Alaskan Native	0.0% of 3-5 students are identified as American Indian/Alaskan Native
Asian	1.4% of 3-5 students are identified as Asian
Black	32.1% of 3-5 students are identified as Black
Hawaiian/Pacific Islander	0% of 3-5 students are identified as Hawaiian/Pacific Islander
Hispanic	25.4% of students are identified as Hispanic
White	33.5% of students are identified as White
2 or More Races	7.7% of students are identified as 2 or more races

## Summary

### Strengths

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

Administrators and staff are committed to providing access to resources and support for all students.
Implementation of a WIN (What I Need) Block to target skills in a smaller group

### 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.

Professional Development is limited
Follow-up with struggling students continues to be a challenge for teachers and staff, particularly when parents are unresponsive.
4.8% of students in grades 3-5 are identified as English Language Learners who are not fluent in their own language making it difficult to understand and learn concepts in english.
18.7% of students in grades 3-5 are identified as a student with a disability and require an individual learning plan to best meet their instructional needs.

100.0% of students in grades 3-5 are identified as economically disadvantaged and receiving free or reduced breakfast and lunch. These students often come to school to have their basic foods needs meet before they can be ready to learn. Often times, economically disadvantaged students do not have access to rich learning materials at home.



## 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	Emerging
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

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

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

## Summary

### Strengths

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

Identify and address individual student learning needs
Align curricular materials and lesson plans to the PA Standards
Implement an evidence-based system of schoolwide positive behavior interventions and supports

### 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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Provide frequent, timely, and systematic feedback and support on instructional practices

## 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
73.8% of our 3-5 students attended school on a regular basis.	True
74.0% of students in grades 3-5 have met the standard growth requirement for English Language Arts.	True
88.0% of students in grades 3-5 have exceeded the standard growth requirement for Mathematics.	True
WIN (What I Need) Block to target literacy skills in a small group setting	True
Implementation of school wide positive behavior support plan and the implementation of 95% Group core phonics program for our K-2 students	True
Grade Level Data Meetings and Data Deep Dive (3 times per school year) to monitor student learning and adjust programs and instructional practices based the data	True
Reading Specialist and Title I Paraprofessional to provide targeted instruction to Tier 3 students.	True
The use of Imagine Math aided in building the understanding of math fact and fluency for students	True
Implementation of school wide positive behavior support plan	True
According to the Science PSSA, 65.2% of students in grade 4 are performing Proficient or Advanced.	True
Administrators and staff are committed to providing access to resources and support for all students.	True
Implementation of a WIN (What I Need) Block to target skills in a smaller group	True
WIN (What I Need) Block to target math skills in a small group setting	True
Professional Development provided to Science Coordinator and teachers on the new STEEL Standards	True
n/a	False
Grade Level Data Meetings and Data Deep Dive (3 times per school year) to monitor student learning and adjust programs and instructional practices based the data	True
Identify and address individual student learning needs	True
88.0% of students in grades 3-5 have exceeded the standard growth requirement for Mathematics.	True
Align curricular materials and lesson plans to the PA Standards	True
Continued Partnership with the Bucks County Intermediate Unit Fab Lab for students in grades 3-5	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True

### 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
62.1% of students in grades 3-5 are performing Basic or Below Basic in English Language Arts.	True
69.3% of students in grades 3-5 are performing Basic or Below Basic in Mathematics.	True
Staffing of paraprofessionals to assist with instruction	True
Lack of a Math Specialist to provide targeted instruction for Tier 3 students	False
According to the Mathematics PSSA, 69.3% of students in grades 3-5 are performing below basic or basic.	True
Lack of available budgetary resources to provide a sustainable effort in the areas of enrichment, remediation and intervention	True
Provide frequent, timely, and systematic feedback and support on instructional practices	True
4.8% of students in grades 3-5 are identified as English Language Learners who are not fluent in their own language making it difficult to understand and learn concepts in english.	True
18.7% of students in grades 3-5 are identified as a student with a disability and require an individual learning plan to best meet their instructional needs.	True
100.0% of students in grades 3-5 are identified as economically disadvantaged and receiving free or reduced breakfast and lunch. These students often come to school to have their basic needs met before they can be ready to learn. Often times, economically disadvantaged students do not have access to rich learning materials at home.	True
According to the English Language Arts PSSA, 62.1% of students in grades 3-5 are performing below basic or basic.	True
Professional Development is limited	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Limited Professional Development for all staff throughout the school year	True
Lack of available budgetary resources to provide a sustainable effort in the areas of enrichment, remediation and intervention	True
Limited Professional Development for all staff throughout the school year	True
Follow-up with struggling students continues to be a challenge for teachers and staff, particularly when parents are unresponsive.	True
n/a	False
Limited resources to fund a vibrant Science program/curriculum for grades 3-5 has left our team with abiding challenges to get these experiences to our students.	True
Lack of STEM opportunities for our 3-5 students	False
Limited Professional Development for all staff throughout the school year	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.

The team found this work to be well spent. The use of data, implementation of our school wide positive behavior system and research based programs, and small group interventions has helped our students grow academically. We were also able to identify areas to continue to focus on and grow in.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
62.1% of students in grades 3-5 are performing Basic or Below Basic in English Language Arts.	Continuous training for teachers in effective reading strategies and interventions to increase student achievement.	True
69.3% of students in grades 3-5 are performing Basic or Below Basic in Mathematics.	We will be implementing a new math curriculum this year along with a tier 2 intervention program.	True
According to the Mathematics PSSA, 69.3% of students in grades 3-5 are performing below basic or basic.		False
Lack of available budgetary resources to provide a sustainable effort in the areas of enrichment, remediation and intervention		False
Limited Professional Development for all staff throughout the school year	We will be maximizing our Professional Development time to provide teachers with more training on effective instructional strategies, assessments, and differentiation.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices		False
Provide frequent, timely, and systematic feedback and support on instructional practices		False
Staffing of paraprofessionals to assist with instruction		False
Limited Professional Development for all staff throughout the school year		False
Lack of available budgetary resources to provide a sustainable effort in the areas of enrichment, remediation and intervention		False
According to the English Language Arts PSSA, 62.1% of students in grades 3-5 are performing below basic or basic.		False
Follow-up with struggling students continues to be a challenge for teachers and staff, particularly when parents are unresponsive.		False
Professional Development is limited		False
4.8% of students in grades 3-5 are identified as English Language Learners who are not fluent in their own language making it difficult to understand and learn concepts in english.		False

18.7% of students in grades 3-5 are identified as a student with a disability and require an individual learning plan to best meet their instructional needs.		False
100.0% of students in grades 3-5 are identified as economically disadvantaged and receiving free or reduced breakfast and lunch. These students often come to school to have their basic needs met before they can be ready to learn. Often times, economically disadvantaged students do not have access to rich learning materials at home.		False
Limited resources to fund a vibrant Science program/curriculum for grades 3-5 has left our team with abiding challenges to get these experiences to our students.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
WIN (What I Need) Block to target literacy skills in a small group setting	
Implementation of school wide positive behavior support plan and the implementation of 95% Group core phonics program for our K-2 students	A continued focus on positive reinforcements for academics and behavior to increase student achievement.
Grade Level Data Meetings and Data Deep Dive (3 times per school year) to monitor student learning and adjust programs and instructional practices based on the data	A collaborative approach, along with using data to make informed decisions about student groupings has aided in adjustments to instructional practices to best support student needs.
Reading Specialist and Title I Paraprofessional to provide targeted instruction to Tier 3 students.	
Implementation of a WIN (What I Need) Block to target skills in a smaller group	
Administrators and staff are committed to providing access to resources and support for all students.	
Professional Development provided to Science Coordinator and teachers on the new STEEL Standards	
According to the Science PSSA, 65.2% of students in grade 4 are performing Proficient or Advanced.	
73.8% of our 3-5 students attended school on a regular basis.	
74.0% of students in grades 3-5 have met the standard growth requirement for English Language Arts.	
WIN (What I Need) Block to target math skills in a small group setting	The "WIN" block provides the opportunity for students to work in a smaller group setting on targeted skills with a teacher.

Implementation of school wide positive behavior support plan	
The use of Imagine Math aided in building the understanding of math fact and fluency for students	
Grade Level Data Meetings and Data Deep Dive (3 times per school year) to monitor student learning and adjust programs and instructional practices based the data	
Identify and address individual student learning needs	A variety of assessments provides data that is used to identify student learning needs individually and collectively.
Align curricular materials and lesson plans to the PA Standards	
88.0% of students in grades 3-5 have exceeded the standard growth requirement for Mathematics.	
88.0% of students in grades 3-5 have exceeded the standard growth requirement for Mathematics.	
Continued Partnership with the Bucks County Intermediate Unit Fab Lab for students in grades 3-5	
Implement an evidence-based system of schoolwide positive behavior interventions and supports	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	In addition to small group targeted instruction during the WIN block, grade level teams will rotate students between above level, on level, and below level to meet the needs of students one day a week.
	In addition to small group targeted instruction during the WIN block, grade level teams will rotate students between above level, on level, and below level to meet the needs of students one day a week. We have also brought in a new math curriculum and intervention tool.



## Goal Setting

Priority: In addition to small group targeted instruction during the WIN block, grade level teams will rotate students between above level, on level, and below level to meet the needs of students one day a week.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
70% of students in grades 3-5 will increase their overall reading score on Acadience Reading by at least 12 points by the end of the school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Acadience			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Acadience beginning of the year assessment.	Acadience mid-year assessment.	Acadience mid-year assessment. (same as 2nd Quarter)	Acadience end of the year assessment.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
70% of students in grades 3-5 will increase their overall reading score on the English Language Arts Linkit! Benchmark by at least 12 points by the end of the school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Linkit!			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
ELA Linkit! Benchmark beginning of the year assessment.	ELA Linkit! Benchmark mid-year assessment.	ELA Linkit! Benchmark mid-year assessment. (same as 2nd Quarter)	ELA Linkit! Benchmark end of the year assessment.

Priority: In addition to small group targeted instruction during the WIN block, grade level teams will rotate students between above level, on level, and below level to meet the needs of students one day a week. We have also brought in a new math curriculum and intervention tool.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
70% of students in grades 3-5 will increase their overall math score on the Mathematics Linkit! Benchmark score by at least 12 points by the end of the school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Linkit!			

<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Math Linkit! Benchmark beginning of the year assessment.	Math Linkit! Benchmark mid-year assessment.	Math Linkit! Benchmark mid-year assessment. (same as 2nd Quarter)	Math Linkit! Benchmark end of the year assessment.

## Action Plan

### Measurable Goals

Acadience	ELA Linkit!
Math Linkit!	

### Action Plan For: Targeted Reading Intervention

<b>Measurable Goals:</b>
<ul style="list-style-type: none"><li>70% of students in grades 3-5 will increase their overall reading score on Acadience Reading by at least 12 points by the end of the school year.</li></ul>

Action Step		Anticipated Start/Completion Date	
Small Group and targeted instruction for students reading below grade level with the K-5 Reading Specialist and/or Title I Paraprofessional to enhance literacy skills.		2024-09-09	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Wendy Gordon/K-5 Reading Specialist	K-5 Reading Specialist (\$59,163.63) Title I Paraprofessional (\$16,249.00)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase in students' phonemic awareness, comprehension, and reading fluency. An increase in Acadience data from beginning of the year to mid-year to end-of year.	The school will monitor this through our benchmark testing three times per year. Our Data team (Building Principal, Assistant Principal, Reading Specialist, School Psychologist, Guidance Counselor and English Language Development Teacher) will review and analyze student data from Acadience Reading and the Linkit Benchmark quarterly (November, February, April and June).

### Action Plan For: Small Group Targeted Instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"><li>70% of students in grades 3-5 will increase their overall math score on the Mathematics Linkit! Benchmark score by at least 12 points by the end of the school year.</li><li>70% of students in grades 3-5 will increase their overall reading score on the English Language Arts Linkit! Benchmark by at least 12 points by the end of the school year.</li></ul>

Action Step		Anticipated Start/Completion Date	
Using Linkit! Benchmark data, teachers will group students according to skill and provide small group targeted instruction to increase student proficiency of skills in English Language Arts and Mathematics.		2024-09-30	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	Linkit! Benchmark Data, Intervention Manager, WIN Block	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To increase beginning of the year ELA score to the end of year score by at least 12 points or more. To increase beginning of the year Math score to the end of year score by at least 12 points or more.	Our MTSS Team will meet monthly to review data, progress monitoring, and tier students.

## Expenditure Tables

### School Improvement Set Aside Grant

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

### Schoolwide Title 1 Funding Allocation

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

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>Targeted Reading Intervention</li> </ul>	K-5 Reading Specialist	59163.63
Instruction	<ul style="list-style-type: none"> <li>Targeted Reading Intervention</li> </ul>	K-5 Title I Paraprofessional	16249
Other Expenditures	<ul style="list-style-type: none"> <li>Targeted Reading Intervention</li> <li>Small Group Targeted Instruction</li> </ul>	Parents Make the Difference Newsletter	64.5
Instruction	<ul style="list-style-type: none"> <li>Small Group Targeted Instruction</li> </ul>	Scholastic News (3rd Grade)	660
Instruction	<ul style="list-style-type: none"> <li>Small Group Targeted Instruction</li> </ul>	Scholastic News (4th Grade)	412.5
Instruction	<ul style="list-style-type: none"> <li>Small Group Targeted Instruction</li> </ul>	Scholastic News (5th Grade)	515.62
Instruction	<ul style="list-style-type: none"> <li>Targeted Reading Intervention</li> <li>Small Group Targeted Instruction</li> </ul>	Supplies	37934.75
Total Expenditures			115000



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Small Group Targeted Instruction	Using Linkit! Benchmark data, teachers will group students according to skill and provide small group targeted instruction to increase student proficiency of skills in English Language Arts and Mathematics.

### Small Group Targeted Instruction and Progress Monitoring

Action Step		
<ul style="list-style-type: none"><li>Using Linkit! Benchmark data, teachers will group students according to skill and provide small group targeted instruction to increase student proficiency of skills in English Language Arts and Mathematics.</li></ul>		
Audience		
Classroom Teachers		
Topics to be Included		
Data Analysis; differentiation, progress monitoring		
Evidence of Learning		
Teachers independently using data to tier students to provide targeted and differentiated small group instruction and to produce progress monitoring to move students between tiers throughout the year.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principal; Assistant Principal; Teacher Coordinators, Reading Specialist	2024-09-12	2025-06-06

### Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	





Approvals & Signatures

Uploaded Files

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